

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
October 15, 2012

Board Auditorium

Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

Note: Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens 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 citizens must abide by the Board's Rules of Conduct for Board meetings.

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

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **FRANKLIN CLUSTER PRESENTATION** 6:20 pm
3. **ROSA PARKS SCHOOL REAL ESTATE TRANSACTION** 7:20 pm
(action item)
4. **MILESTONES/ ACHIEVEMENT COMPACT DISCUSSION** 7:30 pm
5. **SUPERINTENDENT EVALUATION** – *(action item)* 8:15 pm
6. **BUDGET PROCESS UPDATE** 8:25 pm
7. **BUSINESS AGENDA** 8:40 pm
8. **ADJOURN** 8:45 pm

The next meeting of the Board will be held on **October 29, 2012**, at **6:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

Board of Education Policy 1.80.020-P

Franklin Cluster
School Profiles
2011-12

Franklin

Updated 01/31/2012

Address 5405 SE Woodward St		Phone 503-916-5140
Cluster Franklin	Feeders See Comments	

1. BUDGET AND STAFFING

School Budget Per Student	\$4531
Budget Rank (1-12)	11
Free & Reduced	56.1%
School Receives Title I Funds?	No
Special Education	13.9%
English Language Learners	10.2%
Talented and Gifted	12.2%

Licensed FTE Allocation

Admin Support	12.90
Ratio FTE	49.07
SES FTE	3.64
One Time Adjustments	2.41
Title I	0.00
Foundation/Fee for Service K	0.00
Other Grants	1.50
TOTAL	69.52

2. ENROLLMENT CHARACTERISTICS

Year	8	9	10	11	12	TOTAL
2007	103	271	272	250	337	1233
2008	0	310	259	212	226	1007
2009	0	300	292	225	215	1032
2010	0	310	269	249	208	1036
2011	0	449	375	338	318	1480

Neighborhood students	1200
Students from other neighborhoods	280

Change in Enrollment from 2010 to 2011	+444
Change in Enrollment from 2007 to 2011	+247
Projected Enrollment in 2016 (K-12)	1317

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
7.1%	20.7%	16.1%	1.6%	0.7%	49.7%	4.2%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	2041	
Attending Franklin	1200	59%
Other PPS Neighborhood Schools	335	16%
Special Programs/Focus Options	205	10%
PPS Charter Schools	59	3%
Special Services	58	3%
Community Based Alternatives	184	9%

4. EDUCATIONAL PROGRAMS**Achievement - % Meeting or Exceeding Benchmarks**

Year	10th Grade		11th Grade	
	Reading	Math	Reading	Math
2008-2009	65.7%	66.7%		
2009-2010	79.3%	76.8%		
2010-2011			89.5%	87.6%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/me/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	98.4%	96.9%
Teacher Experience (Average in years)	15.5	14.6
Substitute Usage (Average in days)	13.1	13.2
Average Daily Attendance	91.3%	89.8%
Average Class Size	24.8	25.0
Stability Index	91.3%	89.0%
Student Expulsions	0.5%	0.5%
Student Suspensions	3.4%	7.5%

October 2011 Enrollment	Number of Classrooms	Density Index
1480	85	17

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Franklin below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Franklin HS included 8th Grade Academy for 2007-08 only.

Feeder Schools: Arleta, Bridger, Creston, Lane, Lent, Hosford, Marysville, Mt Tabor, Sunnyside. As of 2011-12, all of Sunnyside feeds to Franklin. Former Marshall neighborhoods of Lent, Bridger, Whitman, Marysville and Kelly are now part of the Franklin neighborhood.

Arleta

Updated 01/31/2012

Address 5109 SE 66th Ave		Phone 503-916-6330
Cluster Franklin	Feeds To Franklin	

1. BUDGET AND STAFFING

School Budget Per Student	\$5528
Budget Rank (1-33)	14
Free & Reduced	66.4%
School Receives Title I Funds?	Yes
Special Education	21.6%
English Language Learners	13.0%
Talented and Gifted	7.1%

Licensed FTE Allocation

Admin Support	3.50
Ratio FTE	16.47
SES FTE	1.19
One Time Adjustments	0.00
Title I	2.38
Foundation/Fee for Service K	0.00
Other Grants	0.13
TOTAL	23.67

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	36	39	52	48	45	56	65	46	0	387
2008	46	36	39	51	53	44	48	59	44	420
2009	51	38	36	41	51	52	48	49	54	420
2010	53	52	38	42	40	56	50	48	49	428
2011	52	55	38	44	51	37	55	48	42	422

Neighborhood students	294	Change in Enrollment from 2010 to 2011	-6
Students from other neighborhoods	128	Change in Enrollment from 2007 to 2011	+35
		Projected Enrollment in 2016 (K-12)	461

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
4.7%	15.9%	16.1%	1.9%	0.2%	55.7%	5.5%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	502	
Attending Arleta	294	59%
Other PPS Neighborhood Schools	106	21%
Special Programs/Focus Options	94	19%
PPS Charter Schools	8	2%
Special Services		0%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	78.7%	89.4%	75.0%	89.6%	78.6%	76.2%
2009-2010	86.5%	83.8%	81.8%	90.9%	60.4%	54.7%
2010-2011	82.9%	57.1%	67.3%	57.1%	58.3%	56.3%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	97.1%	95.1%
Teacher Experience (Average in years)	15.0	13.2
Substitute Usage (Average in days)	14.0	15.5
Average Daily Attendance	93.7%	94.2%
Average Class Size	23.9	22.7
Stability Index	94.8%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	7.2%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
422	29	15

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Arleta below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.

Transitioned from a K-5 to a K-8 configuration between 2006-07 and 2008-09.

Atkinson

Address 5800 SE Division St		Phone 503-916-6333
Cluster Franklin	Feeds To Mt. Tabor, Hosford for immersion only	

1. BUDGET AND STAFFING

School Budget Per Student	\$5330
Budget Rank (1-27)	5
Free & Reduced	44.7%
School Receives Title I Funds?	Yes
Special Education	12.8%
English Language Learners	18.8%
Talented and Gifted	9.2%

Licensed FTE Allocation

Admin Support	2.38
Ratio FTE	17.70
SES FTE	0.96
One Time Adjustments	0.00
Title I	2.50
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	23.54

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	TOTAL
2007	83	80	74	103	101	83	524
2008	92	85	80	77	105	96	535
2009	70	89	80	82	75	95	491
2010	88	78	91	74	79	74	484
2011	70	82	67	83	70	75	447

Neighborhood students	202
Students from other neighborhoods	245

Change in Enrollment from 2010 to 2011	-37
Change in Enrollment from 2007 to 2011	-77
Projected Enrollment in 2016 (K-12)	447

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
2.2%	8.7%	27.5%	0.4%	0.0%	57.3%	3.8%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	290	
Attending Atkinson	202	70%
Other PPS Neighborhood Schools	29	10%
Special Programs/Focus Options	52	18%
PPS Charter Schools	7	2%
Special Services		0%
Community Based Alternatives		0%

Atkinson

4. EDUCATIONAL PROGRAMS**Achievement - % Meeting or Exceeding Benchmarks**

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	77.8%	79.2%	73.3%	74.4%
2009-2010	82.4%	88.0%	82.2%	86.8%
2010-2011	90.1%	70.4%	87.5%	73.6%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	96.9%
Teacher Experience (Average in years)	15.6	14.1
Substitute Usage (Average in days)	18.0	15.9
Average Daily Attendance	94.2%	94.5%
Average Class Size	26.2	24.6
Stability Index	96.1%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	1.0%	2.3%

October 2011 Enrollment	Number of Classrooms	Density Index
447	23	19

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Atkinson below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Bridger

Updated 01/31/2012

Address 7910 SE Market St		Phone 503-916-6336
Cluster Franklin	Feeds To Franklin	

1. BUDGET AND STAFFING

School Budget Per Student	\$5105
Budget Rank (1-33)	24
Free & Reduced	65.9%
School Receives Title I Funds?	Yes
Special Education	17.7%
English Language Learners	22.0%
Talented and Gifted	5.3%

Licensed FTE Allocation

Admin Support	2.25
Ratio FTE	15.20
SES FTE	1.10
One Time Adjustments	1.70
Title I	2.50
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	22.75

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	75	76	43	55	58	62	48	53	0	470
2008	54	53	40	24	34	31	23	26	35	320
2009	63	54	49	38	25	30	28	21	23	331
2010	62	54	53	46	36	30	27	31	26	365
2011	58	61	53	52	53	38	22	24	35	396

Neighborhood students	241
Students from other neighborhoods	155

Change in Enrollment from 2010 to 2011	+31
Change in Enrollment from 2007 to 2011	-74
Projected Enrollment in 2016 (K-12)	425

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
6.8%	10.6%	29.3%	1.0%	2.8%	43.9%	5.6%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	504	
Attending Bridger	241	48%
Other PPS Neighborhood Schools	115	23%
Special Programs/Focus Options	134	27%
PPS Charter Schools	13	3%
Special Services	1	<1%
Community Based Alternatives		0%

Bridger**4. EDUCATIONAL PROGRAMS****Achievement - % Meeting or Exceeding Benchmarks**

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	36.8%	33.3%	55.2%	75.9%	51.4%	62.2%
2009-2010	65.7%	71.4%	51.7%	82.8%	56.5%	65.2%
2010-2011	72.7%	50.0%	72.2%	44.4%	64.0%	48.0%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	72.7%	95.1%
Teacher Experience (Average in years)	11.3	13.2
Substitute Usage (Average in days)	22.3	15.5
Average Daily Attendance	93.6%	94.2%
Average Class Size	20.9	22.7
Stability Index	92.6%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	9.3%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
396	23	17

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Bridger below 55%?	Yes
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

2010-11 was the second year of School Improvement status and the third year of not making AYP
 Years prior to 2008-09 contain Creative Science program.
 As of 2011-12, Bridger neighborhood ninth grade feeds to Franklin.

Creston

Address 4701 SE Bush St		Phone 503-916-6340
Cluster Franklin	Feeds To Franklin	

1. BUDGET AND STAFFING

School Budget Per Student	\$5146
Budget Rank (1-33)	22
Free & Reduced	69.2%
School Receives Title I Funds?	Yes
Special Education	18.4%
English Language Learners	12.9%
Talented and Gifted	10.0%

Licensed FTE Allocation

Admin Support	2.25
Ratio FTE	14.16
SES FTE	1.10
One Time Adjustments	0.00
Title I	2.20
Foundation/Fee for Service K	0.00
Other Grants	0.35
TOTAL	20.06

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	46	50	47	36	42	41	38	35	0	335
2008	54	40	48	49	34	39	37	27	37	365
2009	42	51	39	43	39	34	28	28	29	333
2010	62	38	43	36	41	37	35	25	28	345
2011	54	60	41	48	38	41	43	28	27	380

Neighborhood students	237
Students from other neighborhoods	143

Change in Enrollment from 2010 to 2011	+35
Change in Enrollment from 2007 to 2011	+45
Projected Enrollment in 2016 (K-12)	399

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
11.1%	14.2%	17.4%	1.8%	1.6%	49.5%	4.5%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	501	
Attending Creston	237	47%
Other PPS Neighborhood Schools	116	23%
Special Programs/Focus Options	137	27%
PPS Charter Schools	8	2%
Special Services		0%
Community Based Alternatives	3	1%

Creston

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	70.0%	80.0%	80.6%	87.1%	78.4%	70.3%
2009-2010	69.4%	50.0%	56.3%	65.6%	52.0%	72.0%
2010-2011	90.3%	61.3%	76.3%	44.7%	64.0%	76.0%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/me/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	95.7%	95.1%
Teacher Experience (Average in years)	16.7	13.2
Substitute Usage (Average in days)	18.0	15.5
Average Daily Attendance	95.0%	94.2%
Average Class Size	20.9	22.7
Stability Index	96.8%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	1.4%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
380	18	21

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Creston below 55%?	Yes
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.
 Transitioned from a K-5 to a K-8 configuration between 2006-07 and 2008-09.

Address 825 SE 51st Ave		Phone 503-916-6207
Cluster Franklin	Feeds To Mt. Tabor	

1. BUDGET AND STAFFING

School Budget Per Student	\$5004
Budget Rank (1-27)	12
Free & Reduced	29.4%
School Receives Title I Funds?	No
Special Education	11.7%
English Language Learners	6.0%
Talented and Gifted	11.0%

Licensed FTE Allocation

Admin Support	2.38
Ratio FTE	17.10
SES FTE	0.58
One Time Adjustments	0.00
Title I	0.00
Foundation/Fee for Service K	1.88
Other Grants	0.00
TOTAL	21.94

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	TOTAL
2007	66	73	105	94	86	82	506
2008	77	72	73	103	86	88	499
2009	69	85	71	72	99	78	474
2010	81	80	83	69	71	96	480
2011	67	86	80	81	66	73	453

Neighborhood students	368
Students from other neighborhoods	85

Change in Enrollment from 2010 to 2011	-27
Change in Enrollment from 2007 to 2011	-53
Projected Enrollment in 2016 (K-12)	447

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
3.1%	6.0%	5.5%	0.7%	0.4%	78.8%	5.5%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	593	
Attending Glencoe	368	62%
Other PPS Neighborhood Schools	67	11%
Special Programs/Focus Options	145	24%
PPS Charter Schools	10	2%
Special Services	3	1%
Community Based Alternatives		0%

Glencoe

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	90.0%	93.0%	78.9%	89.9%
2009-2010	91.2%	92.6%	88.5%	91.0%
2010-2011	>95%	89.4%	88.4%	77.9%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/me/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	96.9%
Teacher Experience (Average in years)	17.4	14.1
Substitute Usage (Average in days)	18.2	15.9
Average Daily Attendance	93.9%	94.5%
Average Class Size	25.3	24.6
Stability Index	96.7%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	1.5%	2.3%

October 2011 Enrollment	Number of Classrooms	Density Index
453	25	18

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Glencoe below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Kelly

Updated 01/31/2012

Address 9030 SE Cooper St		Phone 503-916-6350
Cluster Franklin	Feeds To Lane	

1. BUDGET AND STAFFING

School Budget Per Student	\$5216
Budget Rank (1-27)	9
Free & Reduced	80.2%
School Receives Title I Funds?	Yes
Special Education	14.6%
English Language Learners	34.6%
Talented and Gifted	4.6%

Licensed FTE Allocation

Admin Support	4.00
Ratio FTE	19.70
SES FTE	1.78
One Time Adjustments	0.51
Title I	3.95
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	29.94

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	TOTAL
2007	81	76	86	80	72	69	464
2008	86	86	73	85	71	67	468
2009	95	84	78	67	74	69	467
2010	114	101	80	70	71	73	509
2011	124	112	101	79	78	76	570

Neighborhood students	424
Students from other neighborhoods	146

Change in Enrollment from 2010 to 2011	+61
Change in Enrollment from 2007 to 2011	+106
Projected Enrollment in 2016 (K-12)	651

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
6.8%	14.9%	23.9%	1.6%	0.7%	47.9%	4.2%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	552	
Attending Kelly	424	77%
Other PPS Neighborhood Schools	71	13%
Special Programs/Focus Options	46	8%
PPS Charter Schools	10	2%
Special Services	1	<1%
Community Based Alternatives		0%

Kelly

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	76.3%	61.8%	60.3%	63.5%
2009-2010	93.8%	93.8%	80.6%	90.3%
2010-2011	77.9%	51.5%	77.1%	47.1%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/me/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	91.7%	96.9%
Teacher Experience (Average in years)	12.2	14.1
Substitute Usage (Average in days)	27.2	15.9
Average Daily Attendance	92.8%	94.5%
Average Class Size	23.0	24.6
Stability Index	90.5%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	2.9%	2.3%

October 2011 Enrollment	Number of Classrooms	Density Index
570	27	21

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Kelly below 55%?	No
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

2010-11 was the second year of School Improvement status and third year of not making Adequate Yearly Progress.

Lane

Updated 01/31/2012

Address 7200 SE 60th Ave		Phone 503-916-6355
Cluster Franklin	Feeds To Franklin (Cleveland for Whitman area students)	

1. BUDGET AND STAFFING

School Budget Per Student	\$5509
Budget Rank (1-10)	3
Free & Reduced	85.7%
School Receives Title I Funds?	Yes
Special Education	21.1%
English Language Learners	10.9%
Talented and Gifted	4.3%

Licensed FTE Allocation

Admin Support	3.50
Ratio FTE	17.16
SES FTE	1.65
One Time Adjustments	1.80
Title I	1.69
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	25.80

2. ENROLLMENT CHARACTERISTICS

Year	6	7	8	TOTAL
2007	156	165	168	489
2008	139	140	140	419
2009	118	145	134	397
2010	149	114	135	398
2011	169	156	116	441

Neighborhood students	413
Students from other neighborhoods	28

Change in Enrollment from 2010 to 2011	+43
Change in Enrollment from 2007 to 2011	-48
Projected Enrollment in 2016 (K-12)	500

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
9.5%	16.1%	32.7%	1.6%	1.1%	34.9%	4.1%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	582	
Attending Lane	413	71%
Other PPS Neighborhood Schools	124	21%
Special Programs/Focus Options	32	5%
PPS Charter Schools	5	1%
Special Services	4	1%
Community Based Alternatives	4	1%

Lane

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	8th Grade	
	Reading	Math
2008-2009	61.4%	72.4%
2009-2010	61.7%	85.0%
2010-2011	66.7%	67.4%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rme/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	92.9%	98.6%
Teacher Experience (Average in years)	15.2	14.2
Substitute Usage (Average in days)	22.0	16.4
Average Daily Attendance	93.5%	94.4%
Average Class Size	22.7	26.4
Stability Index	92.0%	95.3%
Student Expulsions	0.3%	0.1%
Student Suspensions	17.6%	7.4%

October 2011 Enrollment	Number of Classrooms	Density Index
441	38	12

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Lane below 55%?	No
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.

As of 2011-12, Lane/Whitman neighborhood ninth grade feeds to Cleveland. Lane/Kelly and Lane/Woodmere neighborhood ninth grades feed to Franklin.

Lent

Updated 01/31/2012

Address 5105 SE 97th Ave		Phone 503-916-6322
Cluster Franklin	Feeds To Franklin	

1. BUDGET AND STAFFING

School Budget Per Student	\$5724
Budget Rank (1-33)	12
Free & Reduced	87.7%
School Receives Title I Funds?	Yes
Special Education	19.4%
English Language Learners	33.4%
Talented and Gifted	2.8%

Licensed FTE Allocation

Admin Support	4.00
Ratio FTE	22.83
SES FTE	2.23
One Time Adjustments	0.35
Title I	4.00
Foundation/Fee for Service K	0.00
Other Grants	0.24
TOTAL	33.65

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	80	80	70	52	48	53	47	45	0	475
2008	70	74	72	69	51	48	48	50	46	528
2009	77	78	79	70	63	54	41	42	45	549
2010	80	80	76	78	61	52	45	41	48	561
2011	70	84	80	70	72	62	51	46	42	577

Neighborhood students	448	Change in Enrollment from 2010 to 2011	+16
Students from other neighborhoods	129	Change in Enrollment from 2007 to 2011	+102
		Projected Enrollment in 2016 (K-12)	604

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
10.2%	16.6%	37.1%	0.9%	0.7%	29.8%	4.7%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	576	
Attending Lent	448	78%
Other PPS Neighborhood Schools	80	14%
Special Programs/Focus Options	31	5%
PPS Charter Schools	12	2%
Special Services	2	<1%
Community Based Alternatives	3	1%

Lent

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	81.0%	84.1%	81.4%	>95%	71.1%	62.2%
2009-2010	80.7%	89.5%	63.6%	75.6%	70.5%	72.7%
2010-2011	79.4%	35.3%	78.0%	60.0%	65.0%	57.5%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	97.5%	95.1%
Teacher Experience (Average in years)	10.6	13.2
Substitute Usage (Average in days)	14.2	15.5
Average Daily Attendance	94.0%	94.2%
Average Class Size	24.3	22.7
Stability Index	91.1%	93.3%
Student Expulsions	0.4%	0.1%
Student Suspensions	10.5%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
577	33	17

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Lent below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.

Lent School has a Spanish Immersion program with one class per grade in grades K-5 for the 2011-12 school year. Lent added four modular classrooms in the 2011-12 school year.

As of 2011-12, Lent neighborhood ninth grade feeds to Franklin.

Marysville

Updated 01/31/2012

Address 2334 NE 57th Ave		Phone 503-916-6363
Cluster Franklin	Feeds To Franklin	

1. BUDGET AND STAFFING

School Budget Per Student	\$6083
Budget Rank (1-33)	7
Free & Reduced	87.9%
School Receives Title I Funds?	Yes
Special Education	18.7%
English Language Learners	22.3%
Talented and Gifted	5.2%

Licensed FTE Allocation

Admin Support	2.25
Ratio FTE	15.77
SES FTE	1.46
One Time Adjustments	1.85
Title I	3.07
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	24.40

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	67	50	46	45	58	48	48	45	0	407
2008	45	60	45	47	60	53	51	36	40	437
2009	43	41	56	52	52	61	50	47	33	435
2010	43	46	36	52	55	40	49	47	36	404
2011	40	30	39	32	40	49	38	48	47	363

Neighborhood students	294	Change in Enrollment from 2010 to 2011	-41
Students from other neighborhoods	69	Change in Enrollment from 2007 to 2011	-44
		Projected Enrollment in 2016 (K-12)	375

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
10.5%	21.2%	17.9%	1.4%	4.7%	38.0%	6.3%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	522	
Attending Marysville	294	56%
Other PPS Neighborhood Schools	149	29%
Special Programs/Focus Options	65	12%
PPS Charter Schools	9	2%
Special Services	4	1%
Community Based Alternatives	1	<1%

Marysville

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	74.0%	52.0%	63.0%	66.7%	45.9%	64.9%
2009-2010	77.6%	85.7%	72.2%	79.6%	70.6%	76.5%
2010-2011	66.7%	55.6%	71.1%	47.4%	78.1%	40.6%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	88.0%	95.1%
Teacher Experience (Average in years)	12.5	13.2
Substitute Usage (Average in days)	16.1	15.5
Average Daily Attendance	93.9%	94.2%
Average Class Size	20.0	22.7
Stability Index	90.3%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	8.7%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
363	26	14

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Marysville below 55%?	No
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.

Drop in enrollment is due to temporary relocation to Rose City Park because of the fire in November 2009. Work to rebuild the Marysville has begun, with a target move-in date of January 2013.

As of 2011-12, Marysville neighborhood ninth grade feeds to Franklin.

Mt. Tabor

Updated 01/31/2012

Address 5800 SE Ash St		Phone 503-916-5646
Cluster Franklin	Feeds To Franklin, Grant (immersion only)	

1. BUDGET AND STAFFING

School Budget Per Student	\$5050
Budget Rank (1-10)	6
Free & Reduced	37.1%
School Receives Title I Funds?	No
Special Education	9.8%
English Language Learners	3.9%
Talented and Gifted	17.4%

Licensed FTE Allocation

Admin Support	4.25
Ratio FTE	24.55
SES FTE	0.92
One Time Adjustments	-0.02
Title I	0.00
Foundation/Fee for Service K	0.25
Other Grants	0.00
TOTAL	29.95

2. ENROLLMENT CHARACTERISTICS

Year	6	7	8	TOTAL
2007	177	188	223	588
2008	174	180	201	555
2009	202	179	178	559
2010	197	205	177	579
2011	198	190	205	593

Neighborhood students	271
Students from other neighborhoods	322

Change in Enrollment from 2010 to 2011	+14
Change in Enrollment from 2007 to 2011	+5
Projected Enrollment in 2016 (K-12)	714

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
3.4%	13.0%	11.5%	0.5%	0.3%	62.1%	9.3%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	414	
Attending Mt. Tabor	271	65%
Other PPS Neighborhood Schools	36	9%
Special Programs/Focus Options	102	25%
PPS Charter Schools	5	1%
Special Services		0%
Community Based Alternatives		0%

Mt. Tabor

4. EDUCATIONAL PROGRAMS**Achievement - % Meeting or Exceeding Benchmarks**

Year	8th Grade	
	Reading	Math
2008-2009	81.8%	89.0%
2009-2010	85.4%	90.9%
2010-2011	84.0%	85.2%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	98.6%	98.6%
Teacher Experience (Average in years)	12.4	14.2
Substitute Usage (Average in days)	13.5	16.4
Average Daily Attendance	95.1%	94.4%
Average Class Size	25.8	26.4
Stability Index	97.4%	95.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	2.2%	7.4%

October 2011 Enrollment	Number of Classrooms	Density Index
593	32	19

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Mt. Tabor below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Richmond - Japanese Immersion Program

Updated 01/31/2012

Address 2276 SE 41st Ave		Phone 503-916-6220
Cluster Franklin	Feeds To Mt. Tabor	

1. BUDGET AND STAFFING

School Budget Per Student	\$4741
Budget Rank (1-27)	20
Free & Reduced	14.8%
School Receives Title I Funds?	No
Special Education	3.8%
English Language Learners	2.7%
Talented and Gifted	8.6%

Licensed FTE Allocation

Admin Support	4.00
Ratio FTE	22.50
SES FTE	0.35
One Time Adjustments	0.00
Title I	0.00
Foundation/Fee for Service K	2.65
Other Grants	3.00
TOTAL	32.50

2. ENROLLMENT CHARACTERISTICS

Year	PK	K	1	2	3	4	5	TOTAL
2007	52	89	96	56	58	41	44	436
2008	48	110	100	96	55	56	40	505
2009	53	110	114	101	89	50	52	569
2010	50	112	109	113	93	85	50	612
2011	49	111	112	110	109	89	82	662

Neighborhood students	n/a	Change in Enrollment from 2010 to 2011	+50
Students from other neighborhoods	n/a	Change in Enrollment from 2007 to 2011	+226
		Projected Enrollment in 2016 (K-12)	625

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
0.6%	7.1%	3.9%	1.7%	0.2%	59.5%	27.0%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood attendance characteristics are not applicable to Richmond - Japanese Immersion Program

Richmond - Japanese Immersion Program

Updated 01/31/2012

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	>95%	>95%	>95%	92.5%
2009-2010	>95%	>95%	90.2%	>95%
2010-2011	>95%	83.7%	90.0%	92.0%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/me/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	88.5%	96.9%
Teacher Experience (Average in years)	10.1	14.1
Substitute Usage (Average in days)	12.7	15.9
Average Daily Attendance	95.9%	94.5%
Average Class Size	25.2	24.6
Stability Index	97.5%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	1.0%	2.3%

October 2011 Enrollment	Number of Classrooms	Density Index
662	29	23

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Richmond - Japanese Immersion Program below 55%?	n/a
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School made Adequate Yearly Progress in 2010-11.

Sunnyside Environmental School

Updated 01/31/2012

Address 3421 SE Salmon St		Phone 503-916-6226
Cluster Franklin	Feeds To Franklin	

1. BUDGET AND STAFFING

School Budget Per Student	\$4673
Budget Rank (1-33)	32
Free & Reduced	27.5%
School Receives Title I Funds?	No
Special Education	11.3%
English Language Learners	1.6%
Talented and Gifted	11.2%

Licensed FTE Allocation

Admin Support	4.00
Ratio FTE	23.70
SES FTE	0.68
One Time Adjustments	0.20
Title I	0.00
Foundation/Fee for Service K	1.62
Other Grants	0.00
TOTAL	30.20

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2007	58	55	56	56	33	35	74	92	83	542
2008	57	69	59	56	54	38	71	74	87	565
2009	59	63	69	58	64	57	75	66	74	585
2010	58	67	60	67	60	61	76	71	60	580
2011	60	66	72	59	70	63	76	76	66	608

Neighborhood students	322	Change in Enrollment from 2010 to 2011	+28
Students from other neighborhoods	286	Change in Enrollment from 2007 to 2011	+66
		Projected Enrollment in 2016 (K-12)	609

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
1.3%	2.8%	5.6%	0.5%	0.3%	81.9%	7.6%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	425	
Attending Sunnyside Environmental School	322	76%
Other PPS Neighborhood Schools	45	11%
Special Programs/Focus Options	48	11%
PPS Charter Schools	10	2%
Special Services		0%
Community Based Alternatives		0%

Sunnyside Environmental School

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2008-2009	93.0%	86.0%	85.3%	82.4%	89.7%	79.3%
2009-2010	91.7%	85.0%	82.5%	82.5%	81.1%	81.1%
2010-2011	89.4%	77.3%	93.2%	78.0%	81.7%	58.3%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/me/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	97.6%	95.1%
Teacher Experience (Average in years)	12.4	13.2
Substitute Usage (Average in days)	17.0	15.5
Average Daily Attendance	94.7%	94.2%
Average Class Size	27.6	22.7
Stability Index	98.6%	93.3%
Student Expulsions	0.0%	0.1%
Student Suspensions	1.7%	6.4%

October 2011 Enrollment	Number of Classrooms	Density Index
608	27	23

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Sunnyside Environmental School below 55%?	No
Building density index below 15 or above 20?	Yes

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. However, school does not receive Title I funds and therefore no sanctions apply.

As of 2011-12, Sunnyside neighborhood ninth grade only feeds to Franklin.

Woodmere

Updated 01/31/2012

Address 7900 SE Duke St		Phone 503-916-6373
Cluster Franklin	Feeds To Lane	

1. BUDGET AND STAFFING

School Budget Per Student	\$5440
Budget Rank (1-27)	4
Free & Reduced	84.4%
School Receives Title I Funds?	Yes
Special Education	15.4%
English Language Learners	32.0%
Talented and Gifted	9.1%

Licensed FTE Allocation

Admin Support	2.25
Ratio FTE	14.54
SES FTE	1.43
One Time Adjustments	0.00
Title I	2.86
Foundation/Fee for Service K	0.00
Other Grants	0.00
TOTAL	21.08

2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	TOTAL
2007	76	62	73	61	66	80	418
2008	84	72	61	67	63	51	398
2009	64	74	70	61	65	63	397
2010	62	66	74	63	58	70	393
2011	78	58	65	74	71	51	397

Neighborhood students	293
Students from other neighborhoods	104

Change in Enrollment from 2010 to 2011	+4
Change in Enrollment from 2007 to 2011	-21
Projected Enrollment in 2016 (K-12)	422

Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
6.3%	21.4%	21.7%	2.0%	1.3%	41.3%	6.0%

3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	448	
Attending Woodmere	293	65%
Other PPS Neighborhood Schools	109	24%
Special Programs/Focus Options	36	8%
PPS Charter Schools	7	2%
Special Services	3	1%
Community Based Alternatives		0%

4. EDUCATIONAL PROGRAMS

Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade	
	Reading	Math	Reading	Math
2008-2009	82.4%	69.1%	67.2%	70.7%
2009-2010	87.5%	75.0%	64.6%	64.6%
2010-2011	72.9%	42.4%	65.7%	38.8%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/me/results/>
 In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

5. SCHOOL ENVIRONMENT

2010-2011	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	96.9%
Teacher Experience (Average in years)	14.5	14.1
Substitute Usage (Average in days)	19.9	15.9
Average Daily Attendance	94.0%	94.5%
Average Class Size	22.8	24.6
Stability Index	92.1%	95.2%
Student Expulsions	0.0%	0.0%
Student Suspensions	5.1%	2.3%

October 2011 Enrollment	Number of Classrooms	Density Index
397	22	18

6. ENROLLMENT INDICATORS

Student loss >5% since 2010 AND >15% since 2007?	No
Neighborhood students attending Woodmere below 55%?	No
Building density index below 15 or above 20?	No

7. COMMENTS/ISSUES

School did not make Adequate Yearly Progress in 2010-11. It will move to School Improvement status if Adequate Yearly Progress is not met in 2011-12.



Board of Education

Superintendent's Recommendation to the Board

Board Meeting Date: October 15, 2012

Executive Committee Lead:
C. J. Sylvester, COO

Department: Facilities and Asset Management

Presenter/Staff Lead:
Bob Alexander, Program Director
(through Tony Magliano, Interim
Deputy COO)

Agenda Action: Resolution Policy

SUBJECT: AUTHORIZATION TO ENTER INTO AGREEMENTS FOR PURCHASE AND OPERATION OF NEW COLUMBIA YOUTH CENTER CONDOMINIUM (ROSA PARKS SCHOOL)

BRIEF SUMMARY AND RECOMMENDATION

The Rosa Parks School landlord, New Columbia Campus Corporation (N4C), has exercised its option requiring Portland Public Schools (PPS) to purchase the school and common areas for \$8,889,778. N4C; the Boys & Girls Club, our co-tenant; and PPS representatives agreed that purchase of the facility was in the best interests of the parties and that we should enter into a commercial condominium arrangement to accomplish that purchase. This purchase reflects a best practice of leveraging public dollars with other sources to achieve a greater enhanced project.

BACKGROUND

In 2005, the Rosa Parks School was financed utilizing a New Market Tax Credit (NMTC) transaction. As part of the transaction, PPS entered into a 30 year lease, which after seven years required that PPS purchase its share of the property outright or continue to lease at a significantly increased cost; at the choice of landlord, New Columbia Campus Corporation (N4C). N4C officially notified PPS June 22, 2012, that it was exercising its Option to sell the property to PPS effective the last week of October 2012 or the first few weeks of November 2012. The proposed closing date is now set for October 29, 2012.

In preparation for this event, the parties have been meeting to discuss the options and intent of the parties. A purchase of the property could be accomplished in two ways – through lot line division of the existing building and grounds creating two legal lots, or through a commercial condominium agreement, where each party would own their respective portions of the building (or units) and also own some areas in common. Because of the significant expense to physically separate the two ownerships for a lot line adjustment, the commercial condominium ownership is more cost effective and would also maintain the cooperative cost sharing agreement with Boys & Girls Club for common areas.

The commercial condominium declaration and companion association by-laws have been developed with participation of all the parties; however PPS (and Boys & Girls Club) are not parties to these agreements. They are developed by the owner of the property and submitted to the state for approval according to the Oregon Condominium Act. Once they are approved by the State of Oregon Real Estate Agency, the owner can then sell the various units detailed in the agreements to potential owners and provide the bylaws for the operation of the commercial

Reviewed and Approved by
Superintendent

condominium. The Real Estate Agency website explains the Agency “. . . must review and approve all condominiums. A condominium filing with the state is extensive and includes, but is not limited to, the following documents: declaration, bylaws, disclosure statement, unit sales agreement, title report, condominium filing forms and a plat. The county in which the property is located also reviews and approves the plat and approves the declaration for conformance to the plat.” These documents have been approved by the State of Oregon Real Estate Agency and the plat approved by Multnomah County.

A summary of the Condominium agreements is also attached which details the key provisions of the Condominium Declaration and the Bylaws. There are also amendments to the Shared Space Agreement with the Boys & Girls Club to continue the cost of sharing the cafeteria, kitchen area (Unit 2 which will be owned by PPS), while reflecting changes brought about by the commercial condominium formation.

The Declaration and By-Laws contemplate an Owners Association and Board of Directors. PPS can have two representatives, one for each unit it will own. David Wynde, Deputy Chief Financial Officer, and Bob Alexander, Program Director of Planning and Asset Management are proposed to be those representatives.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

The Rosa Parks School cooperative financing is considered to be a model of creative partnerships, leveraging limited district dollars to build a quality school in a collaborative environment. The recently adopted Long Range Facility Plan guiding principles and recommendations encouraged developing partnerships, particularly those which support enhanced community uses.

PROCESS / COMMUNITY ENGAGEMENT

Staff has held ongoing meetings with N4C (Home Forward, formerly Housing Authority of Portland) and the Boys & Girls Club to develop this proposal. In addition, purchase of Rosa Parks School was previously both an Executive Session and informational item discussed at the August 24, 2012 Board of Education meeting, Long Range Facility Plan Advisory Committee meetings and has been part of the discussion around the upcoming bond proposal. In addition it was discussed at several Building and Learning community sessions.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

“The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.” The Rosa Parks School is the newest school in our district which incorporated the latest educational philosophy when it was constructed seven years ago. The students that it serves have high minority representation (57% non-white) as well as a high percentage of students on free and reduced meals (95.2%).

BUDGET / RESOURCE IMPLICATIONS

The purchase price of the Rosa Parks School will be \$8,889,778 by contractual agreement. It is anticipated that the proceeds would either come from a general fund line of credit or from bond proceeds. Lease payments will end as of closing.

Reviewed and Approved by Superintendent
--

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The closing date through escrow is set for October 29, 2012, pending Board approval. The New Columbia Youth Center Condominium Owners Association will meet and elect officers and approve their operating budget within 45 days of the sale closing. Change of ownership is not expected to have any changes in programs for the Rosa Parks School or the Boys & Girls Club, so no additional community outreach is anticipated.

ATTACHMENTS

- A. Resolution
- B. Summary of the Condominium Declaration and By-Laws
- C. Plat of the New Columbia Youth Center Condominium
- D. Map

**Reviewed and Approved by
Superintendent**



PORTLAND, OREGON
SEATTLE, WASHINGTON
VANCOUVER, WASHINGTON
CENTRAL OREGON
WWW.MILLERNASH.COM

Memorandum

To: Mr. Robert C. Alexander
From: Jonathon L. Goodling, P.C.
Client: Multnomah County School District No. 1J
Matter: New Columbia (Rosa Parks School)
Subject: Condominium Summary
Date: October 2, 2012

I. Introduction

New Columbia Community Campus Corporation, the owner of the New Columbia campus that includes Rosa Parks Elementary School, has elected (a) to require Portland Public Schools ("PPS") to purchase the portion of the campus that PPS currently leases, consisting of Rosa Parks Elementary School and the ancillary space currently shared with Boys & Girls Club; and (b) to require Boys & Girls Club to purchase the portion of the campus that it currently leases. In order for the sale to occur, the campus must first be submitted to the condominium form of ownership under the Oregon Condominium Act. This is accomplished by New Columbia Community Campus Corporation as the owner of the campus executing and recording or filing with the appropriate governmental authorities the following (the "Condominium Documents"):

1. Declaration Submitting New Columbia Youth Center Condominium to Condominium Ownership (the "Declaration");
2. Articles of Organization forming New Columbia Youth Center Condominium Owners Association (the "Condominium Owners Association");
3. Bylaws for the Condominium Owners Association; and
4. A three-dimensional plat of the condominium prepared by a surveyor that identifies with specificity the boundaries of the various units and common elements within the condominium (the "Plat").

The Condominium Documents define what PPS is purchasing and the rules for how the condominium will operate. The purpose of this memorandum is to provide a summary of the pertinent provisions of the Condominium Documents.

II. Condominium Structure

Under the Oregon Condominium Act, every aspect of a building and surrounding land submitted to the condominium form of ownership must be identified on the Plat as either a unit, a limited common element (designated for use by one or more unit owners), or a general common element.

A. Units.

A unit owner holds fee title to its unit and the unit owner has the exclusive right to use the unit. In the New Columbia Youth Center Condominium, there are three units: Unit 1, which will be owned by Boys & Girls Club; Unit 2, which will be owned by PPS and is referred to in the Condominium Documents as the "Ancillary School Unit"; and Unit 3, which will be owned by PPS and is referred to in the Condominium Documents as the "Primary School Unit."

B. Limited Common Elements.

Limited common elements are located outside the boundaries of a unit and are owned in common by unit owners, but the use of any given limited common element is designated for a particular unit owner or owners. The following limited common elements will exist at the New Columbia Youth Center Condominium:

- Exterior walls of Units 1 and 2, shared structural components of Units 1 and 2, and the roof over Units 1 and 2 (appertain to Units 1 and 2)
- Bathrooms in Unit 2 (appertain to Units 1 and 2)
- Entryways to each unit (appertain to the applicable unit)
- The Outdoor Play Area, consisting of the covered play area and the uncovered area with the play equipment (appertains to Unit 1, but is subject to the Shared Space Agreement)
- Parking spaces (van parking space appertains to Unit 1; all other spaces appertain to Units 2 and 3, except that handicap space is a general common element)

C. General Common Elements.

General common elements are owned in common and are for the use of all unit owners. The primary general common elements at New Columbia Youth Center Condominium consist of all the land, sidewalks, driveways, handicap parking space, utilities and systems (such as the HVAC system) that serve more than one unit, and the garbage room. (Note that most of the driveway and all the parking spaces are not owned in fee title but rather are the subject of an easement from the City of Portland for the benefit of the campus.)

III. Maintenance

A. Maintenance of Units.

A unit owner is responsible for maintaining its unit. The unit owner has sole control and pays all the expense. For Unit 1 and Unit 2, this only applies to the

interior of the unit because, as is common in most condominium structures, the exterior of these units is a common element and not part of the unit. However, with respect to Unit 3 (the Primary School Unit), the Condominium Documents provide that the exterior of Unit 3 is part of the unit and, thus, maintenance of the entire building is under the sole control of PPS and is at the sole expense of PPS.

With respect to Unit 2 (the Ancillary School Unit), a special situation also exists. Unit 2 is subject to the Agreement Regarding Shared Space entered into by PPS and Boys & Girls Club on May 30, 2006 (the "Shared Space Agreement"), which allows Boys & Girls Club to use Unit 2 and requires Boys & Girls Club to reimburse PPS for its share of the expenses incurred in maintaining Unit 2. Accordingly, while the Condominium Documents place sole responsibility for maintenance of Unit 2 on PPS, as long as the Shared Space Agreement remains effective, Boys & Girls Club will share in the maintenance costs.

B. Maintenance of Limited Common Elements.

Limited common elements that benefit only one unit, such as the entryway to a unit and the parking spaces assigned to PPS, are treated the same as units for purposes of maintenance. The maintenance is under the sole control and is at the sole expense of the unit owner.

A special situation exists at New Columbia with respect to the Outdoor Play Area—which is a limited common element appertaining to Unit 2 (the Boys & Girls Club unit)—in that it too is subject to the Shared Space Agreement, which will be amended to provide that PPS is entitled to use the Outdoor Play Area and that PPS will pay for its share of maintenance expenses for the Outdoor Play Area.

Maintenance of limited common elements that benefit more than one unit—such as the roof over Units 1 and 2 and the bathrooms in Unit 2—is the responsibility of the Condominium Owners Association. The board of directors of the Condominium Owners Association decides what maintenance is necessary and assesses the unit owners for the costs thereof based on the relative square footage of the units benefited by the limited common element. The sharing ratio between Unit 1 and Unit 2 is approximately 50-50.

C. Maintenance of General Common Elements.

Maintenance of the general common elements—such as the land and the HVAC system—are also under the control of the Condominium Owners Association and the cost is assessed to each unit owner based on the relative square footage of the various units.

D. Reserves for Replacement of Common Elements.

The Condominium Documents provide that reasonable reserves shall be assessed against the unit owners and held to replace components of common elements (such as a roof) that have a useful life of more than three years and less than 30 years.

IV. Utilities

Any utilities serving a unit that are separately metered are the responsibility of that unit owner. All other utilities, such as natural gas for the boiler, electricity, garbage, water, and sewer, will be contracted for and paid for by the Condominium Owners Association, which will assess the unit owners for their share of the costs. The assessment will be made on a pro rata basis based on the relative square footage of the units, unless the board of directors determines that a particular unit

should be assessed a greater or lesser percentage to reflect its use and such determination is approved by a unanimous vote of the condominium owners.

V. Insurance

The Condominium Documents and the Oregon Condominium Act require that the following insurance be maintained:

1. Fire and other property insurance on the common elements. The policy insuring the common elements will be in the name of the Condominium Owners Association because it is the entity that has the responsibility to rebuild. The cost of the insurance will be passed on to the unit owners in assessments.

2. Fire and other property insurance on each unit. Each unit owner must insure its unit with a policy of insurance that includes a "condominium endorsement."

3. The Condominium Owners Association must carry a policy of liability insurance, the cost of which is passed on to the unit owners in assessments.

4. Each unit owner must maintain a policy of liability insurance or a self-insurance program acceptable to the board of directors.

VI. Control of the Condominium Owners Association

A. Owner's Rights.

Unit owners have one vote at meetings of the owners of the Condominium Owners Association. However, only very limited matters are voted on at owner meetings, essentially only amendments to the Condominium Documents, approval of non-prorata allocation of common expenses, and a few other issues that rarely arise, such as granting of easements. The Condominium Documents provide that

amendments to the Condominium Documents require 100 percent approval of all unit owners.

B. Board of Directors.

The business of the Condominium Owners Association is governed by a board of directors. Each unit owner is entitled to appoint one member of the board of directors for the Condominium Owners Association. The general rule for matters before the board is that a majority vote is sufficient. PPS will hold two of the three votes. The Condominium Documents require that the following items be approved by 100 percent of the board members: (1) making of alterations to common elements, (2) approval of annual budgets, (3) making of expenditures in excess of budgeted amounts, and (4) approval of financial statements.

In the event of a deadlock of the board of directors (with three directors, a deadlock can only occur on those items that require 100-percent unanimity) or of the owners, the matter would be referred to mandatory mediation and, if not resolved there, then to binding arbitration.

C. Officers.

The Condominium Owners Association will have a chairperson, a secretary, and a treasurer, all of whom will be elected by a majority vote of the board of directors. The chairperson must be a member of the board of directors but the other officers need not be. Only officers can execute contracts on behalf of the Condominium Owners Association.

D. Management.

The Condominium Owners Association could contract with a third-party vendor or PPS to take care of such items as maintenance of common elements and recordkeeping.

VII. Use Limitations

Article 10 of the Declaration restricts the use of the New Columbia Youth Center Condominium premises to education and certain social services, excluding social services for sex offenders, ex-convicts, and alcohol and drug rehabilitation.

VIII. Leasing of a Unit

A lease of a unit must be approved by a majority of the board of directors, which approval may not be unreasonably withheld. The use that the lessee will implement at the premises is subject to the limitations set forth above under Use Limitations.

IX. Sale of a Unit; Right of First Refusal

With two exceptions, if a unit owner wants to sell its unit to a third party, it must first offer to sell the unit to the other unit owner at the price offered by the third party. This is designed to allow a unit owner to control who its neighbor may be. The first exception to this right of first refusal is a sale to an entity that merges with or acquires all the assets of the selling unit owner and who will carry on the primary business and services of the seller in substantially the same manner. The second exception is an acquisition of a unit by a lender who has foreclosed on a mortgage against the unit.

X. Outdoor Play Area

A. Reversion to PPS.

As mentioned above, the Outdoor Play Area is a limited common element appertaining to the Boys & Girls Club unit. The right to use the Outdoor Play Area and the cost of its maintenance and insurance will be shared by PPS and Boys & Girls Club pursuant to the Shared Space Agreement. The Condominium Documents specify that if Boys & Girls Club sells or leases its unit, then the Outdoor Play Area automatically becomes a limited common element appertaining to the Ancillary School Unit, free of any charge to PPS.

B. Construction of Gymnasium.

If Boys & Girls Club ever wishes to construct a gymnasium on the Outdoor Play Area, the Condominium Documents must first be amended. Amendment of the Condominium Documents requires 100 percent approval of all unit owners. If the Condominium Documents are amended and the gymnasium is constructed, then presumably (depending on what the amended Condominium Documents specify) the gymnasium would be a fourth unit owned by Boys & Girls Club. This could have impacts on voting and sharing of expenses, so any such proposed amendments will need to be closely studied.

NEW COLUMBIA YOUTH CENTER CONDOMINIUM

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TOGETHER WITH THAT PORTION OF N. DANA AVENUE, THAT INURED THERETO, BY VACATION ORDINANCE NO. 180375, RECORDED JANUARY 27, 2009, FEE NO. 2009-011003, AMENDED BY ORDINANCE NO. 182425, RECORDED JANUARY 27, 2009, FEE NO. 2009-011004. DATE: JULY 17, 2012

LEGEND

- SET 5/8" X 30" IRON ROD WITH YELLOW PLASTIC CAP MARKED "BENTHIN ENGR."
- ⊙ FOUND 5/8" IRON ROD WITH YELLOW PLASTIC CAP MARKED "FILSINGER PLS 2613", PER NEW COLUMBIA
- ⊗ FOUND 1" COPPER DISK MARKED "OR PLS 2613", PER NEW COLUMBIA
- FOUND 5/8" IRON ROD WITH 2" ALUMINUM CAP MARKED "KPF, INC.", PER NEW COLUMBIA
- NEW COLUMBIA PLAT OF NEW COLUMBIA PER PLAT BOOK 1262, PAGES 37 THRU 59
- () RECORD INFORMATION PER NEW COLUMBIA
- ◆ FINISH FLOOR ELEVATION

ABBREVIATIONS

- IR = IRON ROD
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- LCE = LIMITED COMMON ELEMENT
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- NO. = NUMBER
- DOC. = DOCUMENT
- ORS = OREGON REVISED STATUTES

SHEET INDEX

- SHEET 1 - SITE PLAN AND NARRATIVE
- SHEET 2 - UNIT 3 FLOOR PLAN AND NOTES
- SHEET 3 - UNITS 1 & 2 FLOOR PLANS AND NOTES
- SHEET 4 - UNIT ELEVATIONS
- SHEET 5 - APPROVALS, DECLARATION AND CERTIFICATES

HOME FORWARD

A New Name for the Housing Authority of Portland
135 SW ASH STREET
PORTLAND, OR 97204
(503) 802-8541

SHEET 1 OF 5

NARRATIVE

THE PURPOSE OF THIS SURVEY IS TO SURVEY THE OUTER BOUNDARY OF THAT PROPERTY DESCRIBED PER DEED DOCUMENT NO. 2005-208859, MULTNOMAH COUNTY DEED RECORDS, AND ALSO TO PREPARE A CONDOMINIUM PLAT OF THE IMPROVEMENTS LOCATED ON SAID PROPERTY. AS DESCRIBED IN SAID DEED DOCUMENT NO. 2005-208859, THE PROPERTY INCLUDES THE WESTERLY PORTION OF VACATED N. DANA AVENUE PER VACATION ORDINANCE NO. 180375, RECORDED JANUARY 27, 2009 PER FEE NO. 2009-011003 AND AMENDED BY ORDINANCE NO. 182425, RECORDED JANUARY 27, 2009 PER FEE NO. 2009-011004. THE PROPERTY ALSO INCLUDES AN INGRESS AND EGRESS PARKING EASEMENT PER DOCUMENT NO. 2006-199193, AMENDED AND RESTATED PER DOCUMENT NO. 2012-094065, AMENDED AND RESTATED PER DOCUMENT NO. 2012-112669, AMENDED AND RESTATED PER DOCUMENT NO. 2012-113554, AND AMENDED AND RESTATED PER DOCUMENT NO. 2012-121160. I USED THE PLAT OF NEW COLUMBIA RECORDED IN PLAT BOOK 1262, PAGES 37 THRU 59 AS THE BASIS OF BEARINGS FOR THIS SURVEY. I FOUND AND HELD ALL THE MONUMENTS FOR LOTS 181 AND 182, NEW COLUMBIA, AND FOUND THE RECORD INFORMATION TO BE ACCURATE. I USED THE RECORD BEARINGS AND DISTANCES FOR ALL MY COURSES.

BASIS OF BEARINGS

THE BEARINGS FOR THIS SURVEY ARE BASED ON THE TWO MONUMENTS LOCATED AT THE CENTERLINE OF N. WOOLSEY AVE., AT IT'S INTERSECTION WITH N. TRENTON ST. AND N. MCCOY STREET, AND ARE BASED ON "NEW COLUMBIA", RECORDED IN BOOK 1262, PAGES 37 THRU 59, PLAT RECORDS OF MULTNOMAH COUNTY, OREGON

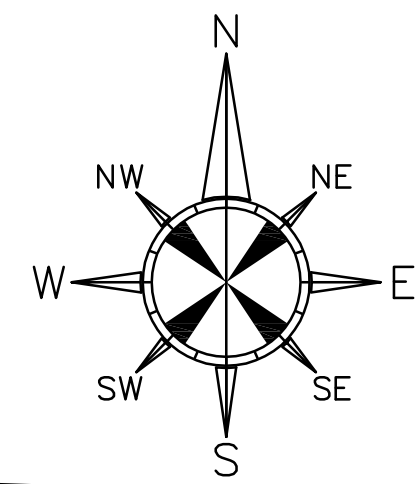
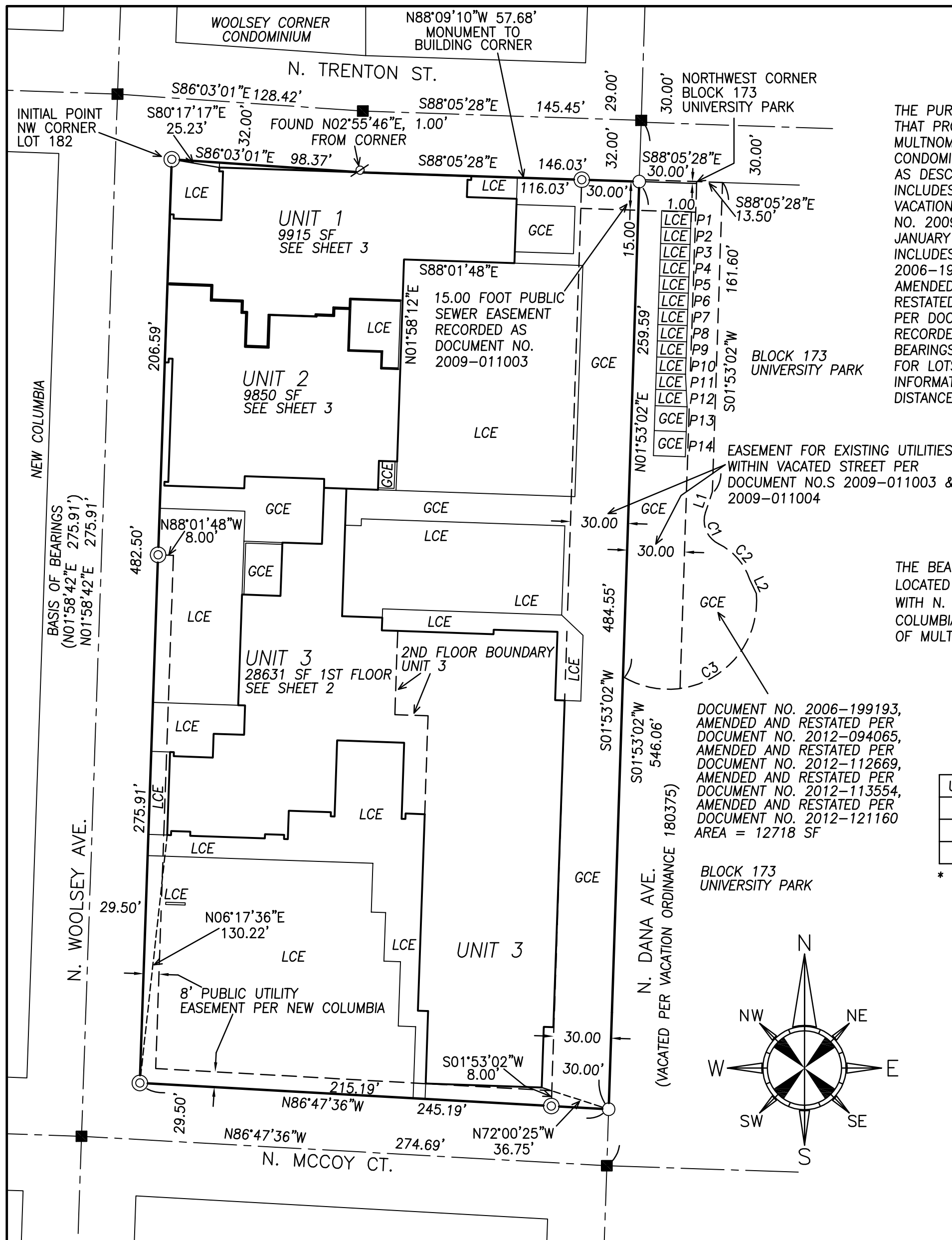
UNIT AREA SUMMARY

UNIT NO.	FIRST FLOOR	SECOND FLOOR	TOTAL FLOOR AREA	TOTAL UNIT AREA
UNIT 1	9915 SF		9915 SF	9915 SF
UNIT 2	9855 SF		9855 SF	9855 SF
UNIT 3	28631 SF	17043 SF*	45674 SF*	28631 SF

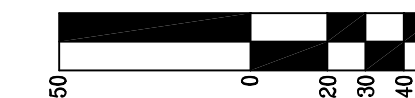
* PER ORS 100.105(1)(E), THE FLOOR AREA SHOWN MAY NOT BE CONSISTENT WITH UNIT AREA.

NOTES

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SCALE 1" = 50 Feet



LINE	BEARING	LENGTH
L1	S18°31'07"W	11.34
L2	S25°18'22"E	8.19

CURVE	RADIUS	LENGTH	DELTA	CHORD BEARING	CHORD
C1	13.50	19.47	82°37'43"	S22°47'44"E	17.82
C2	31.50	25.20	45°49'59"	S41°11'35"E	24.53
C3	46.09	101.28	125°53'42"	S58°03'00"W	82.10

REGISTERED PROFESSIONAL LAND SURVEYOR

ANTHONY C. BENTHIN
JULY 19, 1994
2655
EXPIRES 12/31/13

I CERTIFY THAT THIS TRACING IS A TRUE AND EXACT COPY OF THE ORIGINAL PLAT.

JOB NAME: NEW COLUMBIA YOUTH CENTER CONDOMINIUM	
JOB LOCATION: PORTLAND, OREGON	
DRAWN BY: ACB	DATE DRAWN: JULY 18, 2012
CHECKED BY: ACB	DATE SURVEYED: JULY 17, 2012
DESIGNED BY:	REVISED: SEPTEMBER 27, 2012
DRAWING NO.: 544-NEW COLUMBIA CONDO	SHEET 1 OF 5

PROPERTY SURVEYS • TOPOGRAPHIC/SITE SURVEYS
SUBDIVISION PLATS • ALTA SURVEYS • CONSTRUCTION STAKING

BENTHIN ENGINEERING, INC.
LICENSED IN OR AND WA

P.O. BOX 100, SHERWOOD, OR 97140
PHONE: (503) 625-6918 FAX: (503) 625-1616

NEW COLUMBIA YOUTH CENTER CONDOMINIUM

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SHEET 2 OF 5

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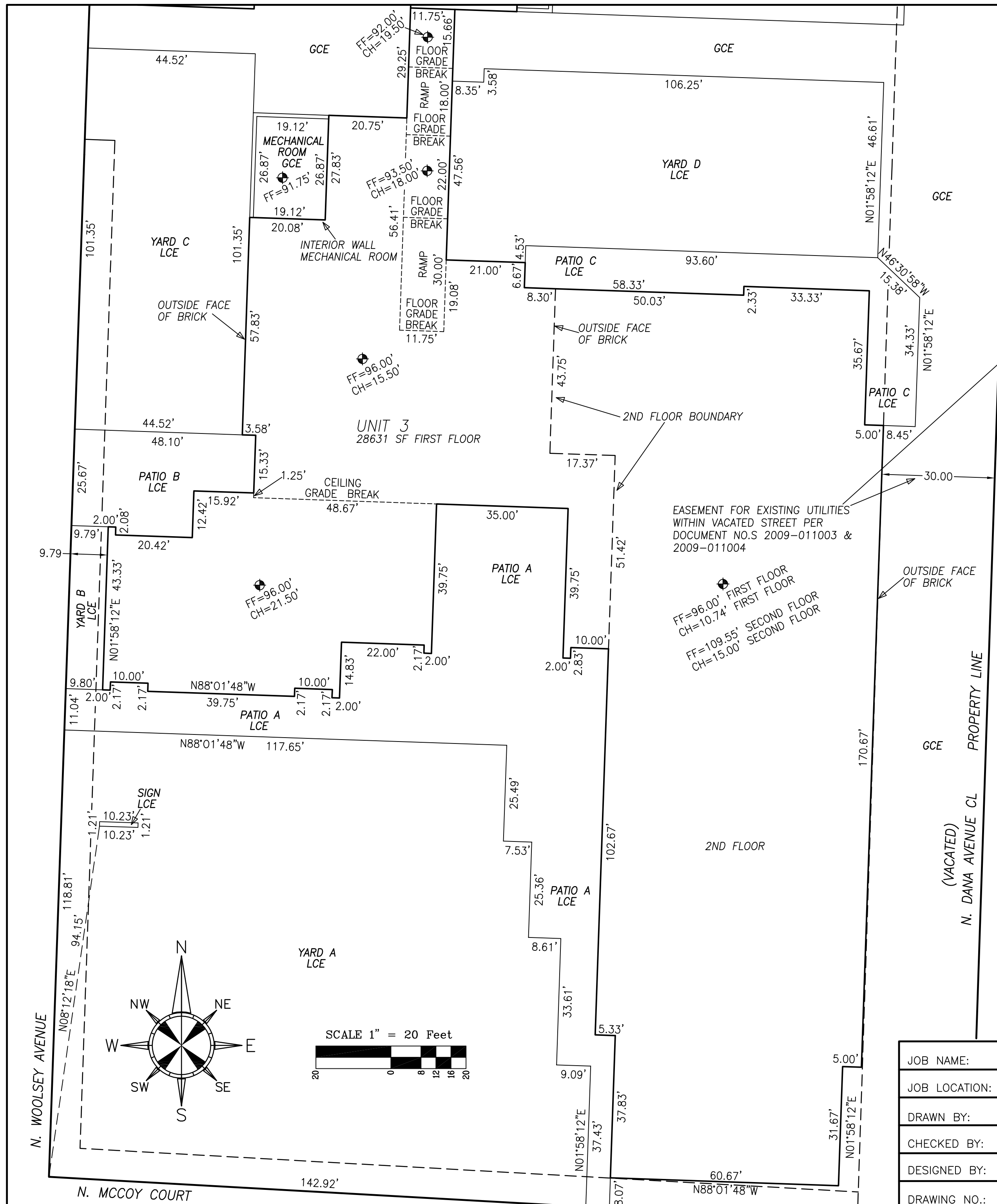
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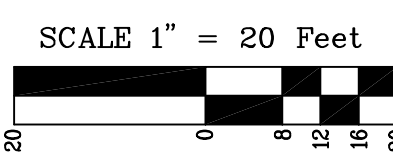


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AREA = 12718 SF

EASEMENT FOR EXISTING UTILITIES WITHIN VACATED STREET PER DOCUMENT NO.S 2009-011003 & 2009-011004

FF=96.00' FIRST FLOOR
CH=10.74' FIRST FLOOR
FF=109.55' SECOND FLOOR
CH=15.00' SECOND FLOOR

UNIT 3
28631 SF FIRST FLOOR

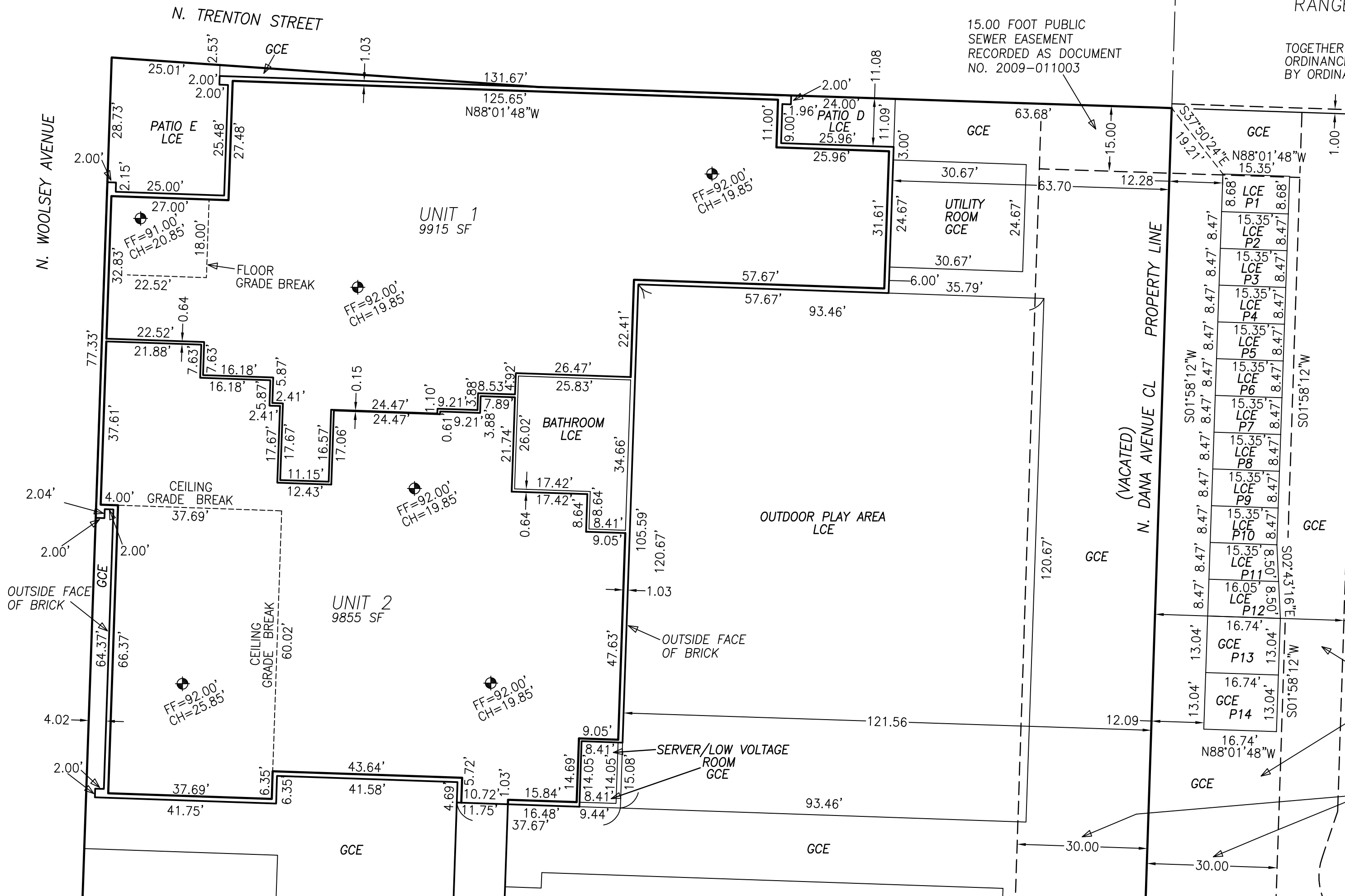


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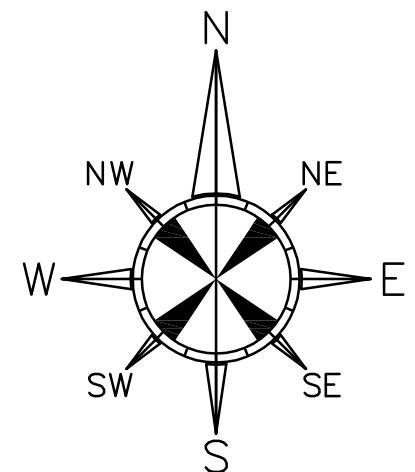
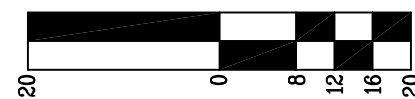
15.00 FOOT PUBLIC SEWER EASEMENT RECORDED AS DOCUMENT NO. 2009-011003



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SCALE 1" = 20 Feet



DOCUMENT NO. 2006-199193, AMENDED AND RESTATED PER DOCUMENT NO. 2012-094065, AMENDED AND RESTATED PER DOCUMENT NO. 2012-112669, AMENDED AND RESTATED PER DOCUMENT NO. 2012-113554, AMENDED AND RESTATED PER DOCUMENT NO. 2012-121160 AREA = 12718 SF

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REGISTERED PROFESSIONAL LAND SURVEYOR

OREGON
JULY 19, 1994
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SHEET 3 OF 5

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(503) 802-8541

PROPERTY SURVEYS • TOPOGRAPHIC/SITE SURVEYS
SUBDIVISION PLATS • ALTA SURVEYS • CONSTRUCTION STAKING

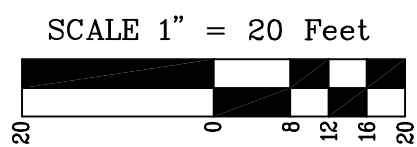
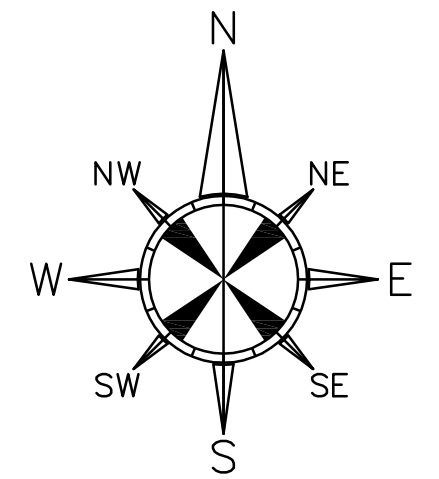
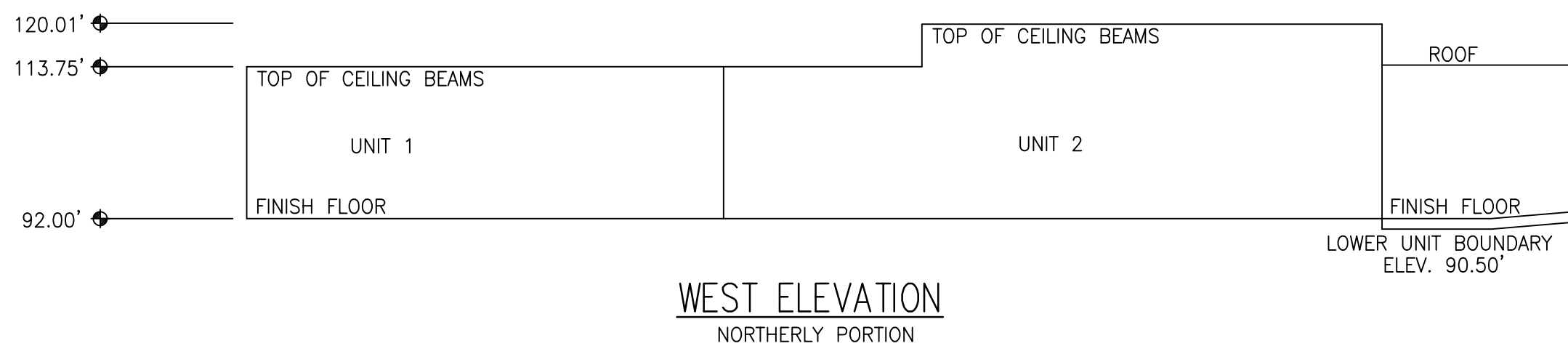
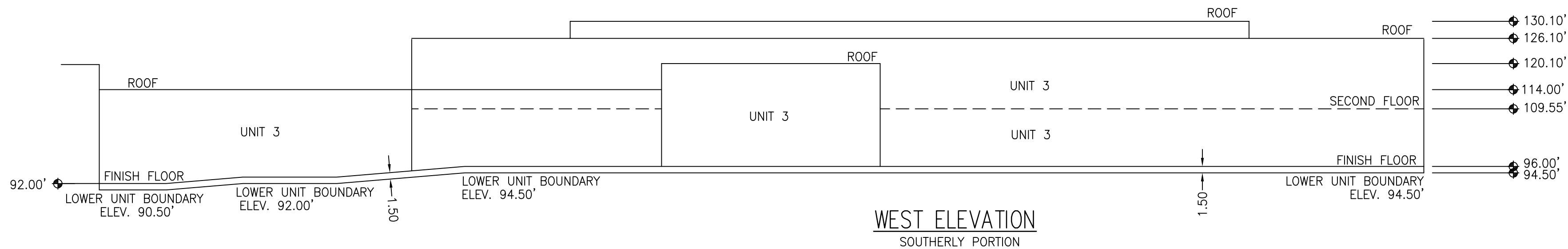
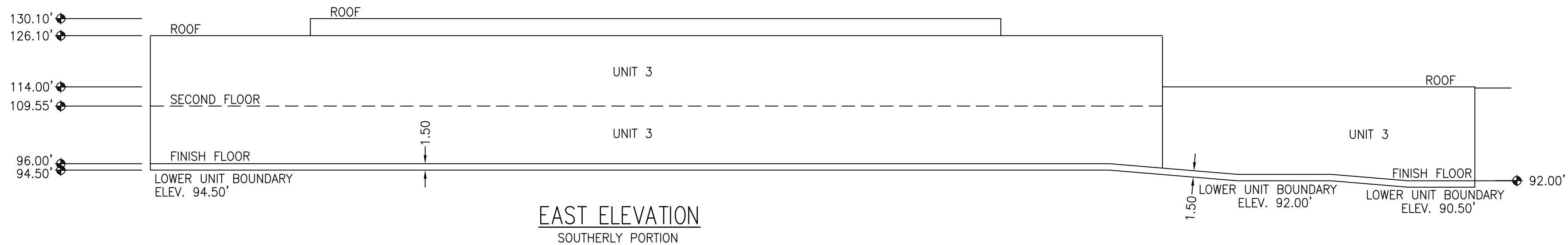
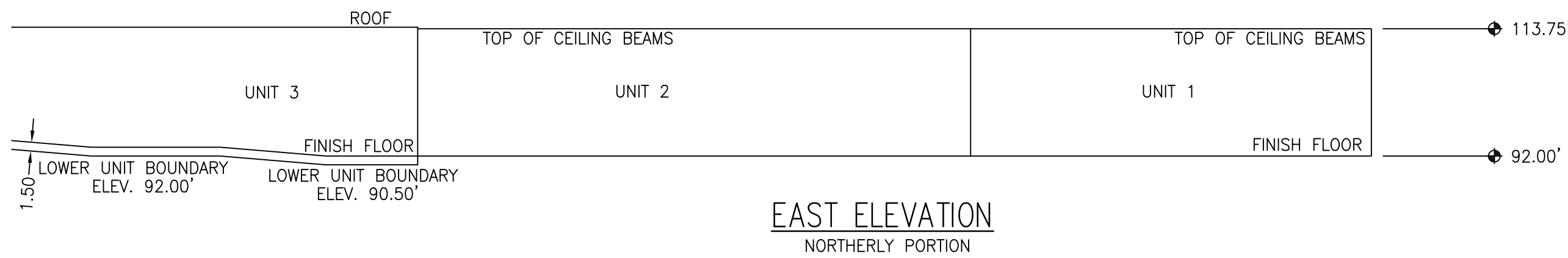
BENTHIN ENGINEERING, INC.

LICENSED IN OR AND WA
P.O. BOX 100, SHERWOOD, OR 97140
PHONE: (503) 625-6918 FAX: (503) 625-1616

NEW COLUMBIA YOUTH CENTER CONDOMINIUM

LOCATED IN LOTS 181 AND 182, NEW COLUMBIA, SITUATED IN THE NW1/4 AND NE1/4 OF SECTION 8, TOWNSHIP 1 NORTH, RANGE 1 EAST, WILLAMETTE MERIDIAN, CITY OF PORTLAND, MULTNOMAH COUNTY, OREGON

TOGETHER WITH THAT PORTION OF N. DANA AVENUE, THAT INURED THERETO, BY VACATION ORDINANCE NO. 180375, RECORDED JANUARY 27, 2009, FEE NO. 2009-011003, AMENDED BY ORDINANCE NO. 182425, RECORDED JANUARY 27, 2009, FEE NO. 2009-011004.
DATE: JULY 17, 2012



I CERTIFY THAT THIS TRACING IS A TRUE AND EXACT COPY OF THE ORIGINAL PLAT.

REGISTERED
PROFESSIONAL
LAND SURVEYOR

OREGON
JULY 19, 1994
ANTHONY C. BENTHIN
2655
EXPIRES 12/31/13

HOME FORWARD
A New Name for the Housing Authority of Portland
135 SW ASH STREET
PORTLAND, OR 97204
(503) 802-8541

SHEET 4 OF 5

JOB NAME: NEW COLUMBIA YOUTH CENTER CONDOMINIUM	
JOB LOCATION: PORTLAND, OREGON	
DRAWN BY: ACB	DATE DRAWN: JULY 18, 2012
CHECKED BY: ACB	DATE SURVEYED: JULY 17, 2012
DESIGNED BY:	REVISED: SEPTEMBER 27, 2012
DRAWING NO.: 544-NEW COLUMBIA CONDO	SHEET 4 OF 5

PROPERTY SURVEYS • TOPOGRAPHIC/SITE SURVEYS
SUBDIVISION PLATS • ALTA SURVEYS • CONSTRUCTION STAKING

BENTHIN
ENGINEERING, INC.
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P.O. BOX 100, SHERWOOD, OR 97140
PHONE: (503) 625-6918 FAX: (503) 625-1616

SURVEYOR'S CERTIFICATE

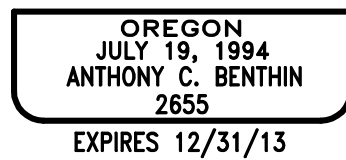
I, ANTHONY C. BENTHIN, HEREBY CERTIFY THAT I HAVE CORRECTLY SURVEYED AND MARKED WITH PROPER MONUMENTS THE LAND REPRESENTED ON THE ATTACHED MAP OF NEW COLUMBIA YOUTH CENTER CONDOMINIUM, BEING LOTS 181 AND 182, NEW COLUMBIA, MULTNOMAH COUNTY PLAT RECORDS, TOGETHER WITH THAT PORTION OF N. DANA AVENUE, THAT INURED THERETO, BY VACATION ORDINANCE NO. 180375, RECORDED JANUARY 27, 2009, FEE NO. 2009-011003, AMENDED BY ORDINANCE NO. 182425, RECORDED JANUARY 27, 2009, FEE NO. 2009-011004, MULTNOMAH COUNTY DEED RECORDS, LOCATED IN THE NW1/4 AND NE1/4 OF SECTION 8, TOWNSHIP 1 NORTH, RANGE 1 EAST, WILLAMETTE MERIDIAN, CITY OF PORTLAND, MULTNOMAH COUNTY, OREGON, BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE INITIAL POINT, A 5/8" IRON ROD WITH A YELLOW PLASTIC CAP MARKED "FILSINGER PLS 2613", SAID INITIAL POINT BEING LOCATED AT THE NORTHWEST CORNER OF SAID LOT 182, NEW COLUMBIA, SAID POINT ALSO BEING LOCATED AT THE INTERSECTION OF THE EASTERLY RIGHT-OF-WAY LINE OF N. WOOLSEY AVENUE AND THE SOUTHERLY RIGHT-OF-WAY LINE OF N. TRENTON STREET; THENCE S86°03'01"E 98.37 FEET ALONG SAID SOUTHERLY RIGHT-OF-WAY LINE OF N. TRENTON STREET TO AN ANGLE POINT; THENCE CONTINUING ALONG SAID SOUTHERLY RIGHT-OF-WAY LINE S88°05'28"E 146.03 FEET TO A 5/8" IRON ROD WITH A YELLOW PLASTIC CAP MARKED "BENTHIN ENGR." SET AT THE CENTERLINE OF SAID VACATED N. DANA AVENUE; THENCE S01°53'02"W 484.55 FEET ALONG SAID CENTERLINE OF VACATED N. DANA AVENUE TO A 5/8" IRON ROD WITH A YELLOW PLASTIC CAP MARKED "BENTHIN ENGR.", SET ON THE NORTHERLY RIGHT-OF-WAY LINE OF N. MCCOY COURT; THENCE N86°47'36"W 245.19 FEET ALONG SAID NORTHERLY RIGHT-OF-WAY LINE OF N. MCCOY COURT TO A 5/8" IRON ROD WITH A YELLOW PLASTIC CAP MARKED "FILSINGER PLS 2613", SAID POINT BEING THE SOUTHWEST CORNER OF SAID LOT 181, NEW COLUMBIA, SAID POINT ALSO BEING LOCATED ON THE EASTERLY RIGHT-OF-WAY LINE OF N. WOOLSEY AVENUE; THENCE N01°58'42"E 482.50 FEET ALONG SAID EASTERLY RIGHT-OF-WAY LINE TO THE INITIAL POINT.

THE ABOVE DESCRIBED TRACT OF LAND CONTAINS 118,079 SQUARE FEET, OR 2.71 ACRES, MORE OR LESS.

TOGETHER WITH AN EASEMENT FOR INGRESS, EGRESS, AND IMPROVEMENTS AS LEGALLY DESCRIBED IN THAT CERTAIN AMENDED AND RESTATED EASEMENT, DATED JULY 30, 2012, RECORDED IN THE OFFICIAL RECORDS OF MULTNOMAH COUNTY ON AUGUST 1, 2012 AS DOCUMENT NO. 2012-094065, AND RERECORDED SEPTEMBER 7, 2012 AS DOCUMENT NO. 2012-112669, AND RERECORDED SEPTEMBER 10, 2012 AS DOCUMENT NO. 2012-113554, AND RERECORDED SEPTEMBER 25, 2012 AS DOCUMENT NO. 2012-121160.

I CERTIFY THAT THIS TRACING IS A TRUE AND EXACT COPY OF THE ORIGINAL PLAT.



APPROVALS

MULTNOMAH COUNTY APPROVALS

APPROVED THIS _____ DAY OF _____, 2012
COUNTY SURVEYOR
MULTNOMAH COUNTY, OREGON

BY _____

ALL TAXES, FEES, ASSESSMENTS, OR OTHER CHARGES AS PROVIDED BY O.R.S. 100.110 HAVE BEEN PAID AS OF

_____, 2012

DIRECTOR, DIVISION OF ASSESSMENT AND TAXATION, MULTNOMAH COUNTY, OREGON

BY _____
DEPUTY

STATE OF OREGON)
COUNTY OF MULTNOMAH)

I DO HEREBY CERTIFY THAT THE ATTACHED CONDOMINIUM PLAT WAS RECEIVED

FOR RECORD AND RECORDED _____, 2012, AT

_____M. IN BOOK _____ ON PAGES _____

COUNTY RECORDING OFFICE

BY _____
DEPUTY

DOCUMENT NO. _____

SURVEYOR'S CERTIFICATE OF COMPLETION

I, ANTHONY C. BENTHIN, A REGISTERED PROFESSIONAL LAND SURVEYOR, DO HEREBY CERTIFY THAT THE PLAT OF NEW COLUMBIA YOUTH CENTER CONDOMINIUM FULLY AND ACCURATELY DEPICTS THE BOUNDARIES OF THE UNITS AND OF THE BUILDINGS, AND THAT THE CONSTRUCTION OF THE UNITS AND BUILDINGS, AS DEPICTED ON SUCH PLAT HAS BEEN COMPLETED AS OF JULY 17, 2012.

ANTHONY C. BENTHIN - OREGON PLS NO. 2655

**NEW COLUMBIA YOUTH CENTER
CONDOMINIUM**

LOCATED IN LOTS 181 AND 182, NEW COLUMBIA, SITUATED IN THE NW1/4 AND NE1/4 OF SECTION 8, TOWNSHIP 1 NORTH, RANGE 1 EAST, WILLAMETTE MERIDIAN, CITY OF PORTLAND, MULTNOMAH COUNTY, OREGON

TOGETHER WITH THAT PORTION OF N. DANA AVENUE, THAT INURED THERETO, BY VACATION ORDINANCE NO. 180375, RECORDED JANUARY 27, 2009, FEE NO. 2009-011003, AMENDED BY ORDINANCE NO. 182425, RECORDED JANUARY 27, 2009, FEE NO. 2009-011004.
DATE: JULY 17, 2012

DECLARATION

KNOWN ALL PERSONS BY THESE PRESENTS THAT NEW COLUMBIA COMMUNITY CAMPUS CORPORATION, AN OREGON NONPROFIT CORPORATION, IS THE OWNER OF THE LAND REPRESENTED ON THE ANNEXED MAP OF NEW COLUMBIA YOUTH CENTER CONDOMINIUM AND MORE PARTICULARLY DESCRIBED IN THE SURVEYOR'S CERTIFICATE, AND DOES DECLARE THIS TO BE A TRUE AND CORRECT MAP AND PLAT THEREOF AND DOES HEREBY COMMIT SAID LAND TO THE OPERATION OF THE OREGON CONDOMINIUM ACT AS LAID OUT IN CHAPTER 100 OF THE OREGON REVISED STATUTES. THE PROPERTY AND IMPROVEMENTS DESCRIBED AND DEPICTED ON THE PLAT ARE SUBJECT TO THE PROVISIONS OF OREGON REVISED STATUTES 100.005 TO 100.625.

STEVEN D. RUDMAN
SECRETARY
NEW COLUMBIA COMMUNITY CAMPUS CORPORATION

ACKNOWLEDGEMENT

STATE OF OREGON)
COUNTY OF MULTNOMAH)

THIS INSTRUMENT WAS ACKNOWLEDGED BEFORE ME ON _____, 2012 BY STEVEN D. RUDMAN, SECRETARY OF NEW COLUMBIA COMMUNITY CAMPUS CORPORATION, ON BEHALF OF SAID CORPORATION.

NOTARY SIGNATURE _____

NOTARY PUBLIC-OREGON _____

COMMISSION NO: _____

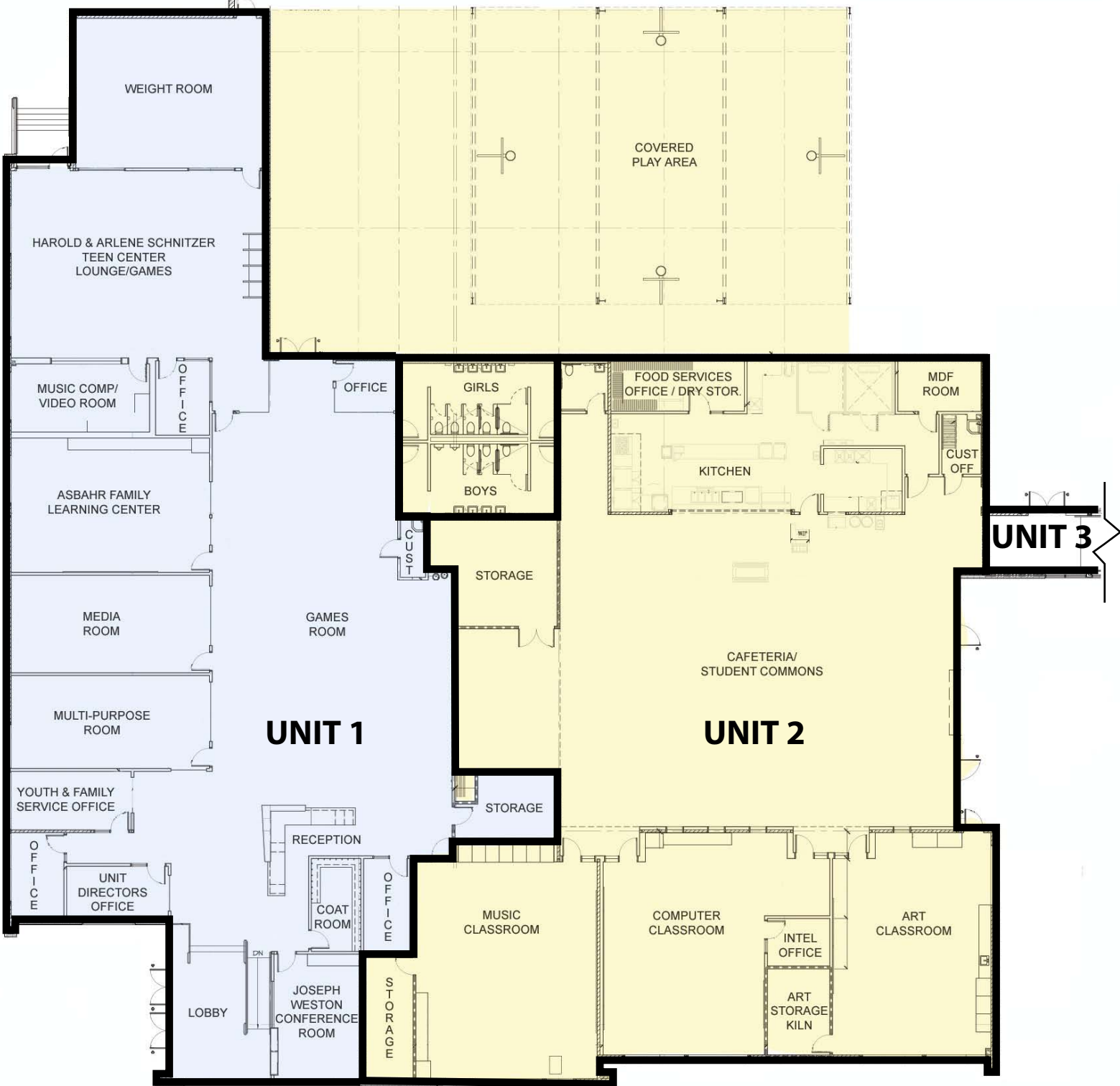
MY COMMISSION EXPIRES: _____

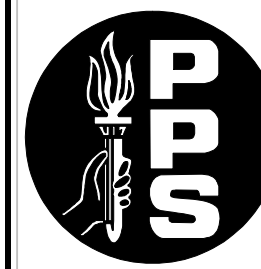
HOME FORWARD

A New Name for the Housing Authority of Portland
135 SW ASH STREET
PORTLAND, OR 97204
(503) 802-8541

SHEET 5 OF 5

JOB NAME: NEW COLUMBIA YOUTH CENTER CONDOMINIUM		PROPERTY SURVEYS • TOPOGRAPHIC/SITE SURVEYS SUBDIVISION PLATS • ALTA SURVEYS • CONSTRUCTION STAKING LICENSED IN OR AND WA P.O. BOX 100, SHERWOOD, OR 97140 PHONE: (503) 625-6918 FAX: (503) 625-1616
JOB LOCATION: PORTLAND, OREGON		
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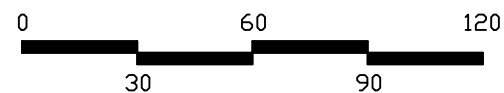
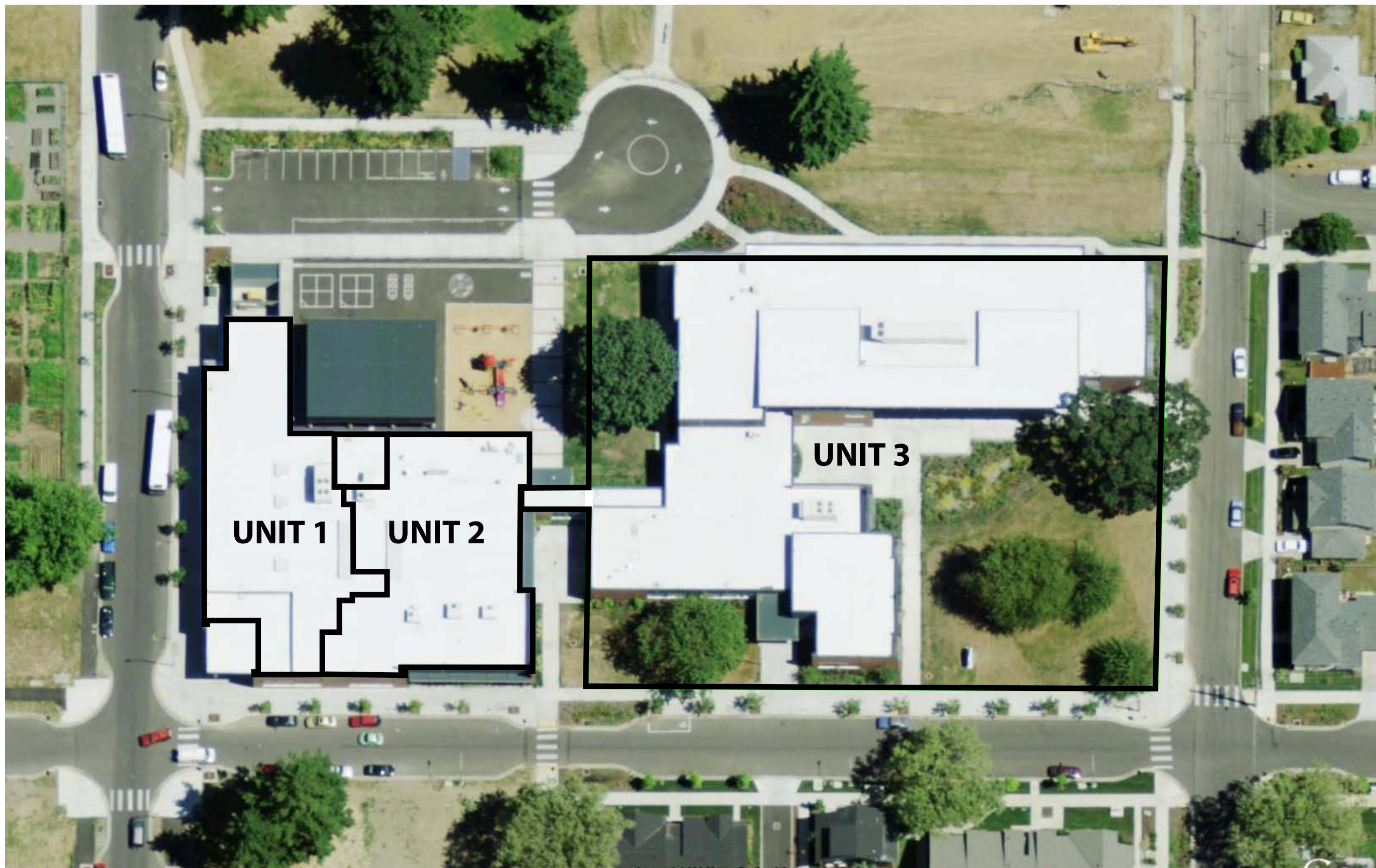


PORTLAND PUBLIC SCHOOLS
FACILITIES & ASSET MANAGEMENT
BRYAN WINCHESTER, DIRECTOR
OFFICE OF PROJECT MANAGEMENT
SCHOOL DISTRICT NO. 1J
MULTNOMAH COUNTY, OREGON
501 N. DIXON STREET
PORTLAND, OR 97221
(503) 916 - 2000

ROSA PARKS
8960 N WOOLSEY

DRAWN:
REVIEWED:
DATE:
FILE:
WO:
JOB:
SHEET NUMBER

OF



1

SITE PLAN

1 - 60'-0"



Board of Education

Staff Report to the Board

Board Meeting Date: October 15, 2012

Executive Committee Lead: Sue Ann Higgins

Presenter/Staff Lead: Melissa Goff, Amanda Whalen

Department: Teaching and Learning/Superintendent's Office

SUBJECT: Revising 2012-13 Achievement Compact Targets

BACKGROUND

In February 2012, the Legislature directed all K-12 districts to enter into annual achievement compacts with the Oregon Education Investment Board (OEIB) in order to focus funding and strategies at the state and local level on the achievement of the statewide education goals. As part of the achievement compacts, each district set targets on a number of indicators by June 30, 2012 to include in the district's budget adoption process.

As part of the Board's resolution on the achievement compact targets in June, the Board recognized that PPS may need to revise our targets after receiving finalized data for the 2011-12 school year. We do not anticipate having finalized graduation rate data for 2011-12 until January 2013. Below are staff recommendations for revising our achievement compact target that reference the white paper developed in collaboration with staff from Salem, Eugene and Beaverton:

- 1) **4 year graduation rate** has been revised to reflect revised graduation rates for 2010-11 based on appeal. We recommend using the methodology from the white paper applied to set new target: Using the 40/40/20 goal, districts will determine the annual growth rate necessary to reach 100% for 9th graders entering high school in 2016-17 through a back mapping process.
- 2) **5 year graduation rate target** has been revised to align with the revised 4 year graduation rate data for 2010-11: Using the 40/40/20 goal, districts will determine the annual growth rate necessary to reach 100% for 9th graders entering high school in 2016-17 through a back mapping process.
- 3) **3rd grade reading proficiency:** Finalized 2011-12 data is now included. We recommend setting a 5 percentage point increase target in line with how we have set milestone targets. This is a higher target than would be identified through application of the white paper methodology.

Reviewed and Approved by
Executive Committee Lead

- 4) **3rd grade math proficiency:** Finalized 2011-12 data is included. We recommend applying the methodology from white paper applied to set new target resulting in a 10% decrease in students who are not proficient
 - 5) **6th grade on track:** New recommended target reflects a 1 percentage point increase in this attendance rating which is not tied to student academic proficiency.
 - 6) **9th grade on track:** Finalized 2011-12 data is now included. We recommend setting a 5 percentage point increase target in line with how we have set milestone targets. This is a higher target than would be identified through application of the white paper methodology.
 - 7) **Priority and Focus schools:** PPS currently has 15 schools with priority or focus status. Our current understanding from ODE is that schools will retain that focus for four years regardless of student achievement gains. We recommend setting a target to reflect this understanding and our expectation that no additional schools will be identified.
 - 8) **Historically Underserved Students:** We recommend applying the same methodology for each achievement compact indicator to determine the target for historically underserved students and each subgroup. Additionally, we recommend changing the headings in the achievement compact from the deficit model category of "disadvantaged students" to "historically underserved."
-

RELATED POLICIES / BOARD GOALS AND PRIORITIES

The achievement compacts are statutorily required. Setting ambitious targets for all students and historically underserved students is in line with the Board's goals and priorities. This is also in alignment with the Board's Racial Educational Equity Policy.

PROCESS / COMMUNITY ENGAGEMENT

In developing the original targets, the Superintendent, in conjunction with the superintendents from Beaverton, Salem and Eugene, created a common framework and methodology for identifying targets across our districts for this baseline year. The attached paper outlines the methodology and a number of recommendations and considerations about the achievement compacts. This methodology was adopted by districts across the state.

The board has already appointed an Achievement Compact Advisory Committee at the September 24, 2012 meeting. This committee will be responsible for preparing a report with recommendations for next year's targets. All meetings for this team will be publicly noticed.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

By disaggregating the data for racial subgroups and setting targets that aim to raise student achievement for all students while closing the opportunity gap for our students of color, the achievement compact targets align with the goals of the Racial Educational Equity Policy and plan.

BUDGET / RESOURCE IMPLICATIONS

The legislative intent of the achievement compacts is that districts will align resources and strategies to meet the targets for the achievement compact indicators. Our achievement compact acknowledges that PPS is only being funded at 74% of the Quality Education Model (QEM).

The Achievement Compact Advisory Committee's report will make recommendations around strategies to achieve the targets for the board to use as a part of the 2013-14 budget process.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

We anticipate that this Achievement Compact Advisory Committee will meet monthly and develop recommendations for next year's targets.

QUESTIONS FOR BOARD DISCUSSION

Are these the right targets?

Is there any guidance you would like to provide the achievement compact advisory committee at this point?

ATTACHMENTS

- 1) June 2012 Achievement Compact
- 2) Proposed revised achievement compact targets
- 3) Proposed resolution for revised targets

College and Career Ready: Are students completing high school ready for college or career?*

4-Year Graduation Rate	9th graders of 2007-08	Historically Underserved	51%	9th graders of 2008-09	Historically Underserved	65%	9th graders of 2009-10	Historically Underserved	54%	9th graders of 2012-13**	Historically Underserved
5-Year Graduation Rate	54%	44%	62%				69%	58%			
5-Year Completion Rate	69%	62%					72%	65%			
Post-Secondary Enrollment	70%	63%					73%	67%			
Earning 9+ College Credit	12%	4%	15%	6%			16%	6%			

Historically Underserved is aggregate of historically underserved student groups (details on pp. 2-4)

Grey shaded boxes are district-provided projections and goals **2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?

Ready for School	2009-10 All	Historically Underserved	2010-11 All	Historically Underserved	2011-12 All*	Historically Underserved	2012-13 Goal All	Historically Underserved	4-Year Goal (2015-16)**	Historically Underserved
	Kindergarten readiness assessment under development									
	3rd Gr. Reading Proficient	66%	51%	71%	57%	76%	63%	81%	71%	
	3rd Gr. Math Proficiency	56%	43%	67%	52%	68%	54%	71%	58%	
	6th Grade On-Track	87%	83%	89%	87%		90%	90%	88%	
9th Grade On-Track	63%	51%	63%	51%	70%	60%	75%	64%		

*Estimate based on most recent available data **2016 Goals are optional

Equity: Are students succeeding across all buildings and populations?

Priority & Focus Schools*	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
DISAGGREGATED DATA AND GOALS FOR EACH HISTORICALLY UNDERSERVED STUDENT GROUP LISTED ON					
			15		15

*Prior to 2012-13, school in federal AYP "Need Improvement" status **4-year Goals are optional

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)

2009-10 All	Historically Underserved	2010-11 All	Historically Underserved	2011-12 All	Historically Underserved	1-Year Goal	Historically Underserved	4-Year Goal**	Historically Underserved

**4-year Goal optional

Investment: What is the public investment in the district? (does not include capital investments)

Formula Revenue	2010-11	2011-12*	2012-13*	2012-13 QEM recommended	District Share
Local Revenue not passed through formula	\$312,871,711	\$324,269,250	\$338,180,873	\$455,835,582	
Federal Revenue	\$98,475,875				District Official
State Grants not passed through formula	\$93,590,303				
	\$14,064,218				

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

OEIB Chief Education Officer

K-12 / ESD Achievement Compact
Portland SD - 2180

6/21/12

Equity: Are students succeeding across all populations?

9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	48%	33%	29%	46%	34%	36%		62%	85%
5-Year Graduation Rate	52%	36%	31%	51%	38%	38%		61%	87%
5-Year Completion Rate	67%	42%	59%	62%	48%	53%		68%	91%
Earning 9+ College Credits	4%	4%	0%	1%	6%	2%		16%	54%
Post-Secondary Enrollment	62%	60%	46%	70%	55%	59%		85%	87%
2009-10									
3rd Gr. Reading Proficiency	49%	33%	42%	39%	47%	48%	-	62%	>95%
3rd Gr. Math Proficiency	41%	34%	40%	30%	39%	48%	-	57%	95%
6th Grade On-Track	82%	88%	82%	85%	84%	72%	-	>95%	92%
9th Grade On-Track	50%	55%	45%	50%	49%	52%	-	88%	87%

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	57%	42%	31%	55%	49%	44%	52.5%	74.7%	86%+
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits	6%	6%	1%	2%	11%	1%	2%	18%	51%
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	52%	35%	53%	49%	48%	62%	50%	71%	>95%
3rd Gr. Math Proficiency	48%	41%	50%	39%	46%	59%	40%	72%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track	49%	53%	44%	48%	49%	53%	63%	91%	83%

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
Portland SD - 2180

6/21/12

9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency	57%	37%	46%	48%	52%	58%	59%	74%	>95%
3rd Gr. Math Proficiency	49%	34%	41%	37%	45%	44%	41%	75%	>95%
6th Grade On-Track									
9th Grade On-Track	58%	63%	54%	62%	60%	54%	65%	87%	89%

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	60%	46%	33%	58%	54%	48%	66%	78%	87%
5-Year Graduation Rate	64%	50%	37%	62%	58%	52%	70%	82%	92%
5-Year Completion Rate	70%	46%	63%	65%	52%	57%	N/A	71%	92%
Earning 9+ College Credits	6%	6%	1%	2%	12%	1%	2%	19%	51%
Post-Secondary Enrollment	65%	66%	49%	74%	60%	63%	N/A	89%	88%
2012-13									
3rd Gr. Reading Proficiency	66%	47%	56%	58%	61%	66%	67%	80%	>95%
3rd Gr. Math Proficiency	54%	40%	47%	43%	50%	50%	47%	78%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track	62%	67%	59%	66%	64%	58%	69%	88%	90%

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
 Portland SD - 2180

6/21/12

9th Graders of 2012-13 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

RESOLUTION No.

Resolution to Revise 2012-13 Achievement Compact Targets

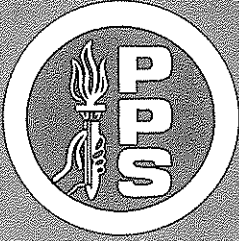
RECITALS

- A. In February 2012, the Legislature directed all K-12 districts to enter into annual achievement compacts with the Oregon Education Investment Board (OEIB) in order to focus funding and strategies at the state and local level on the achievement of the statewide education goals.
- B. As part of the achievement compacts, each district is required to set targets on a number of indicators by June 30, 2012 through their budget adoption process.
- C. The Board of Education approved achievement compact targets on June 25, 2012. In the resolution, the Board of Education stated the following, "The Board anticipates that these targets may need to be revised in October 2012 when we receive the final student achievement and graduation rate data from the 2011-12 school year."
- D. We have revised the achievement compact to reflect the achievement data from 2011-12, and the revised graduation rate data from 2010-11. We do not anticipate having final graduation rate data from the 2011-12 school year until January 2013.

RESOLUTION

1. The Board of Education adopts the attached revised achievement compact and its targets for the 2012-13 school year.
2. The Board acknowledges that the legislative intent of the achievement compacts is that districts will align resources and strategies to meet the targets for the indicators. However, our achievement compact acknowledges that PPS is only being funded at 74% of the QEM. In order to meet the targets of the achievement compact and the state's vision of 40/40/20 by 2025, there needs to be a greater investment in K-12 education at the state level.

Sue Ann Higgens/Melissa Goff



PORTLAND PUBLIC SCHOOLS

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Carole Smith
Superintendent

OFFICE OF THE SUPERINTENDENT

June 29, 2012

Dr. Rudy Crew, Chief Education Officer
155 Cottage Street NE
DAS Executive Bldg., 3rd Floor
Salem, OR 97301-4047

Dear Dr. Crew:

Attached for your review and consideration, please find:

- Portland Public Schools' 2012-13 Achievement Compact
- The Resolution from the Portland Public Schools' Board of Education approving the Achievement Compact
- A white paper developed by the Portland, Beaverton, Eugene, and Salem-Keizer School Districts that identifies a common methodology for developing targets and offers a number of recommendations for the Achievement Compacts

Additionally, per temporary rule, 705-010-0035 Completion and Execution of Achievement Compacts, Portland Public School District 1J respectfully requests a waiver from setting numerical targets until we have identified the actual size of each of the groups.

Thank you, and please feel free to contact me if you have any questions.

Sincerely,

Carole Smith

Attachments (3)

College and Career Ready: Are students completing high school ready for college or career?

	9th graders of advantaged	Dis-advantaged	9th graders of 2007-08	Dis-advantaged	9th graders of 2008-09	Dis-advantaged	9th graders of 2009-10	Dis-advantaged	9th graders of 2012-13**	Dis-advantaged
4-Year Graduation Rate	54%	44%	59%	49%			62%	52%		
5-Year Graduation Rate	56%	48%					61%	53%		
5-Year Completion Rate	69%	62%			72%		65%	75%		
Post-Secondary Enrollment	70%	63%			73%		67%	76%		
Earning 9+ College Credit	12%	4%	15%	6%			16%	6%		

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals **2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?

	2009-10 All	Dis-advantaged	2010-11 All	Dis-advantaged	2011-12 All*	Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**	Dis-advantaged
Ready for School										
3rd Gr. Reading Proficient	66%	51%	71%	57%			74%	61%		
3rd Gr. Math Proficiency	56%	43%	67%	52%			70%	57%		
6th Grade On-Track	87%	83%	89%	87%			89%	87%		
9th Grade On-Track	63%	51%	63%	51%			63%	51%		

*Estimate based on most recent available data **2016 Goals are optional

Equity: Are students succeeding across all buildings and populations?

	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
Priority & Focus Schools*					
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4					

*Prior to 2012-13, school in federal AYP "Need Improvement" status **4-year Goals are optional

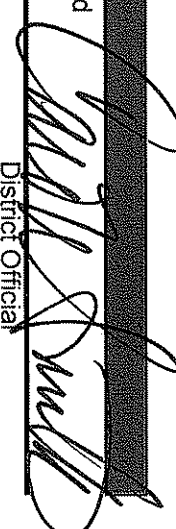
Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)

Year	Dis-advantaged	Year	Dis-advantaged	Year	Dis-advantaged	1-Year Goal	Dis-advantaged	4-Year Goal**	Dis-advantaged

**4-year Goal optional

Investment: What is the public investment in the district? (Does not include capital investments)

	2010-11	2011-12*	2012-13*	2012-13 QEM recommended	District Share
Formula Revenue	\$312,871,711	\$324,269,250	\$338,180,873	\$455,835,582	
Local Revenue not passed through formula	\$98,475,875				
Federal Revenue	\$93,590,303				
State Grants not passed through formula	\$14,064,218				


District Official

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

OEIB Chief Education Officer

K-12 / ESD Achievement Compact
Portland SD - 2180

6/21/12

Equity: Are students succeeding across all populations?

9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	48%	33%	29%	46%	34%	36%		62%	85%
5-Year Graduation Rate	52%	36%	31%	51%	38%	38%		61%	87%
5-Year Completion Rate	67%	42%	59%	62%	48%	53%		68%	91%
Earning 9+ College Credits	4%	4%	0%	1%	6%	2%		16%	54%
Post-Secondary Enrollment	62%	60%	46%	70%	55%	59%		85%	87%
2009-10									
3rd Gr. Reading Proficiency	49%	33%	42%	39%	47%	48%	-	62%	>95%
3rd Gr. Math Proficiency	41%	34%	40%	30%	39%	48%	-	57%	95%
6th Grade On-Track	82%	88%	82%	85%	84%	72%	-	>95%	92%
9th Grade On-Track	50%	55%	45%	50%	49%	52%	-	88%	87%

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	53%	38%	28%	50%	46%	42%		67%	86%
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits	6%	6%	1%	2%	11%	1%	2%	18%	51%
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	52%	35%	53%	49%	48%	62%	50%	71%	>95%
3rd Gr. Math Proficiency	48%	41%	50%	39%	46%	59%	40%	72%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track	49%	53%	44%	48%	49%	53%	63%	91%	83%

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
Portland SD - 2180

6/21/12

9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	55%	42%	30%	53%	50%	45%	N/A	70%	87%
5-Year Graduation Rate	54%	40%	33%	54%	41%	41%	N/A	64%	83%
5-Year Completion Rate	70%	46%	63%	65%	52%	57%	N/A	71%	92%
Earning 9+ College Credits	6%	6%	1%	2%	12%	1%	2%	19%	51%
Post-Secondary Enrollment	65%	66%	49%	74%	60%	63%	N/A	89%	88%
2012-13									
3rd Gr. Reading Proficiency	57%	42%	58%	54%	53%	66%	55%	74%	>95%
3rd Gr. Math Proficiency	53%	47%	55%	45%	51%	63%	46%	75%	>95%
6th Grade On-Track	85%	93%	82%	87%	87%	88%	85%	>95%	94%
9th Grade On-Track	49%	53%	44%	48%	49%	53%	63%	91%	83%

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
 Portland SD - 2180

6/21/12

9th Graders of 2012-13 (Optional 4 Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

College and Career Ready: Are students completing high school ready for college or career?

	9th graders of 2007-08	Dis-advantage	9th graders of 2008-09	Dis-advantage	9th graders of 2009-10	Dis-advantage	9th graders of 2012-13**	Dis-advantage
4-Year Graduation Rate	2224	1178	2172	1152				
5-Year Graduation Rate	2338	1280						
5-Year Completion Rate	2863	1672						
Post-Secondary Enrollment	1821	921						
Earning 9+ College Credits	502	104	554	137				

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals **2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?

	2009-10 All	Dis-advantage	2010-11 All	Dis-advantage	2011-12 All*	Dis-advantage	2012-13 Goal All	Dis-advantage	4-Year Goal (2015-16)**	Dis-advantage
Ready for School										
3rd Gr. Reading Proficient	2367	1134	2549	1193						
3rd Gr. Math Proficiency	2002	947	2411	1098						
6th Grade On-Track	2818	1669	2893	1759						
9th Grade On-Track	2063	960	1990	930						

*Estimate based on most recent available data **2016 Goals are optional

Equity: Are students succeeding across all buildings and populations?

Priority & Focus Schools*	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4					

*Prior to 2012-13, school in Federal AYP "Need Improvement" status **4-year Goals are optional

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)

Year	Dis-advantage	Year	Dis-advantage	Year	Dis-advantage	1-Year Goal	Dis-advantage	4-Year Goal**	Dis-advantage

**4-year Goal optional

Investment: What is the public investment in the district? (does not include capital investments)

	2010-11	2011-12*	2012-13*	2012-13 QEM recommended District Share
Formula Revenue	\$312,871,711	\$324,269,250	\$338,180,873	\$455,835,582
Local Revenue not passed through formula	\$98,475,875			
Federal Revenue	\$93,590,303			
State Grants not passed through formula	\$14,064,218			

[Signature]
District Official

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OEIB Chief Education Officer

K-12 / ESD Achievement Compact
Portland SD - 2180

Equity: Are students succeeding across all populations?

9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	935	158	168	323	218	29		209	444
5-Year Graduation Rate	1027	175	185	360	246	30		214	453
5-Year Completion Rate	1323	203	349	442	311	42		238	477
Earning 9+ College Credits	82	19	1	8	38	2		57	284
Post-Secondary Enrollment	714	106	136	271	144	22		186	402
2009-10									
3rd Gr. Reading Proficiency	873	182	275	178	267	20	-	196	*
3rd Gr. Math Proficiency	719	187	261	140	221	20	-	180	318
6th Grade On-Track	1311	335	503	391	399	33	-	*	495
9th Grade On-Track	726	103	227	200	232	27	-	170	516

9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	969	148	149	289	250	32		238	462
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits	108	21	6	12	59	1		53	270
Post-Secondary Enrollment									
2010-11									
3rd Gr. Reading Proficiency	870	170	321	192	264	23	15	199	*
3rd Gr. Math Proficiency	795	198	303	152	249	22	12	201	*
6th Grade On-Track	1402	413	484	400	444	42	35	*	531
9th Grade On-Track	702	105	216	167	192	25	10	208	488

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
Portland SD - 2180

9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2012-13									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

K-12 / ESD Achievement Compact
 Portland SD - 2180

9th Graders of 2012-13 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency									
3rd Gr. Math Proficiency									
6th Grade On-Track									
9th Grade On-Track									

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

RESOLUTION No. 4620

Resolution to Approve 2012-13 Achievement Compact Targets

RECITALS

- A. In February 2012, the Legislature directed all K-12 districts to enter into annual achievement compacts with the Oregon Education Investment Board (OEIB) in order to focus funding and strategies at the state and local level on the achievement of the statewide education goals.
- B. As part of the achievement compacts, each district is required to set targets on a number of indicators by June 30, 2012 through their budget adoption process.
- C. The achievement compacts are an opportunity to set targets and prioritize strategies that promote student achievement without the punitive measures of the No Child Left Behind Act. The compacts will identify schools that are "beating the odds" and will provide individualized interventions for schools and districts that need additional supports.
- D. However, over successive years, our district has faced a significant gap between our ability to maintain current service levels and our revenue. As the achievement compact recognizes, PPS is only receiving state funding for 74% of what is necessary to provide a Quality Education Model (QEM). So long as K-12 education continues to receive a smaller portion of the state budget, our ability to continue to meet ambitious targets will be called into question.
- E. Staff from Portland Public Schools, Beaverton, Eugene, and Salem created a common methodology for setting achievement compact targets. This collaborative process, which also included feedback from other districts from across the state, resulted in the position paper that is attached to this resolution. This position paper also includes a number of recommendations for the OEIB to consider when reviewing and revising the achievement compacts.
- F. In addition to setting percentage targets for each indicator, the achievement compacts require setting numeric targets. To establish numeric targets now for the 2012-13 school year requires prediction of group sizes for each indicator, numbers that become meaningless once the actual size of the group is identified.

RESOLUTION

- 1. The Board of Education adopts the attached achievement compact and its targets for the 2012-13 school year.
- 2. The Board requests that the OEIB review and implement the recommendations included in the attached position paper when it is revising the achievement compacts.
- 3. The Board directs staff to pursue a waiver with the OEIB for setting numerical targets pursuant to temporary rule, 705-010-0035 Completion and Execution of Achievement Compacts, which allows the OEIB to "waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves."
- 4. The Board anticipates that these targets may need to be revised in October 2012 when we receive the final student achievement and graduation rate data from the 2011-12 school year.
- 5. The Board acknowledges that the legislative intent of the achievement compacts is that districts will align resources and strategies to meet the targets for the indicators. However, our achievement compact acknowledges that PPS is only being funded at 74% of the QEM. In order

to meet the targets of the achievement compact and the state's vision of 40/40/20 by 2025, there needs to be a greater investment in K-12 education at the state level.

M. Goff

Recommendations for Setting Achievement Compact Targets

This is a pivotal moment for education in Oregon. For the first time in over a decade, state and federal leaders are overhauling the way Oregon schools are held accountable and supported. As Oregon seeks a waiver from the No Child Left Behind legislation, we are presented with the opportunity to set aside the misleading and counterproductive aspects of the federal law and replace them with better, more accurate tools to measure school and district success.

We want to build a system that will motivate educators and community members around a new way to support student achievement. This system should increase capacity across the schools and districts to share best practices, learn from each other, and ultimately ensure that our students are successful. Oregon's new accountability system needs to focus on this collaboration and continuous improvement in order to propel student achievement forward.

The achievement compacts are an opportunity for the state and districts to define ambitious, yet achievable goals for performance on such outcomes as third grade reading proficiency, high school graduation rates, and the closing of the achievement gap. The compacts will allow us to identify the schools that are "beating the odds" and those that are in need of additional supports. Without the punitive measures required under NCLB, there is the opportunity to raise achievement by providing individualized interventions for schools and districts tailored to meet their students' needs.

Through the achievement compacts and a complementary new state report card, we need to take a deeper look at how schools are doing in terms of proficiency, student growth, graduation, and college readiness when we are assessing whether we are meeting student needs. It is essential that we quickly define what measures are better suited going forward in the report card to ensure that the achievement compacts remain focused on identifying and aligning the resources necessary for improvement on a few key indicators.

We are pleased with the positive gains that many of our districts have continued to make even in these tough economic times, and are excited by the prospect of a strong vision for education in Oregon. Through the achievement compacts, districts will be able to focus on common goals, and leverage resources to have the greatest impact on student success as we move forward toward the destination of 100% of students graduating from high school or completing the equivalent of a diploma in 2025 (40/40/20).

Over successive years, our districts have faced a significant gap between our ability to maintain current service levels and our revenue. As a state, we have a moral obligation to expect better outcomes for our students and to prepare them to be college and career ready, but the reality of that expectation is called into question when K-12 education continues to receive a smaller portion of the state budget.

Our districts' targets must be focused on meeting the needs of our students to ensure they make continuous progress over time. However, we also must consider the dramatic impact that declining budgets are having on our ability to achieve these targets. There must be a greater investment in education in order to prepare our students well and enable them to be capable and competitive in an

ever more challenging economic future. Without adequate funding, districts will not be able to make the improvements necessary to continually raise achievement to reach that 40/40/20 goal.

We recommend that 2011-12 data be viewed as the baseline for going forward. Many of our districts had already developed their budgets for 2012-13 by the time the achievement compact metrics were finalized. We anticipate that in coming years, we will be able to better align resources to the indicators and create greater opportunities for our communities to participate in the consideration of targets and the alignment of budgets to achieve those targets.

Below is a recommended methodology that we have developed for setting the achievement compact targets for this first year. We have also included a number of questions and concerns that arose as we began to fill in the compact targets with district data.

Recommended Methodology for Setting Achievement Compact Targets:

1. **Timing:** We are currently setting targets for the 2012-13 school year with only the 2010-11 data. As we will not receive final data for this current year from the Oregon Department of Education until August, this will continue to be a concern every year if districts are expected to complete their achievement compacts as part of the budget process in the spring. Additionally, we will not receive 9th grade credit data (as it includes summer school) or graduation rate data until the fall or even later in the following year. Unless a different timeline is implemented for either the Achievement Compact targets or receiving data from the ODE, targets and data will always be based on at least one year-old data. We will be setting targets for two years ahead of our last data points and accountability for those targets will be delayed for two years. This timeline makes the Achievement Compact less useful for making program or budget adjustments. **Recommendation:** Districts will set their targets based on the data currently available and will review and potentially revise targets using the recommended methodology on the updated data when they are available.
2. **College and Career Readiness Outcomes:**
 - a. **5-Year Completion Rate:** We are pleased that the 5-year completion rate indicator is included on the Achievement Compacts. There are a number of students within our districts who receive GEDs and Extended and Modified Diplomas as appropriate completions for high school. We also appreciate that a 5-year cohort is included on the Achievement Compacts. Data across the districts demonstrate that a 5-Year graduation rate more fully captures the achievements of all of our students. **Methodology:** Looking at the 40/40/20 goal, districts will determine the annual growth rate necessary to reach 100% on the 5-year completion rate for 9th graders entering high school in 2016-17 through a back mapping process. We also recommend applying this same process (determining necessary growth rate to reach 100% by 2021 for 5-year completion) to the “disadvantaged group” and the subgroups. An Achievement Compact Target Calculator is available for this purpose.

- b. **Cohort Graduation rates, 9+ College credits, Post-secondary enrollment:** Given the interrelated nature of these outcomes to the 5-year completion rate outcome and the State's 40-40-20 goals, we recommend applying the same annual growth rates calculated for the 5-year completion outcome to the other college and career readiness outcomes and for the "disadvantaged" and subgroups.

3. **On Track Outcomes (3rd Grade Reading and Math Proficiency, 6th Grade on Track, 9th grade on Track):** For each of these indicators, as well as those for the subgroups, we recommend setting targets for a 10% decrease in students who are not proficient. We will utilize the following methodology to set targets:
- identify the percentage of students (in 2010-11) who are not meeting the outcome (if 70% of students are meeting the outcome, then 30% are not meeting)
 - Take 10% of students not meeting the outcome (10% of 30% is 3%)
 - Apply that 10% to identify the target (70% + 3% is 73% as the target)

This growth model sets targets that:

- Require greater gains the lower a district's starting percentage
- Close of the achievement gaps with the subgroup targets
- Are realistic for higher achieving districts

An Achievement Compact Target Calculator is available to assist districts with the calculations.

4. **Priority & Focus Schools:** Because the state has yet to provide us with a list of current priority and focus schools, we are unable to recommend a 2012-13 goal. The number of priority and focus schools statewide in 2011-12 will be approximately the same as the number of schools that are identified for Title I school improvement in 2011-12. Our understanding is that this information will be made available to school districts in August.

5. **Considerations:**

- 6th Grade On-Track:** Attendance may be appropriate for an indication of health and stability and should be tracked. However, without substantial resources devoted to school health and attendance services, it will be challenging to move this measure forward. In addition, this indicator does not track academic progress. Depending on the baseline data, districts may wish to consider setting more conservative targets for this indicator. **Recommendation:** We recommend the inclusion of an academic measure for middle school rather than attendance for a 6th Grade On-Track indicator.
- 9th Grade On-Track:** We are excited to see that the definition for the 9th grade on track indicator included an entire calendar year in which to earn credits as many of our students are able to enter 10th grade with 6 credits because of summer school

opportunities, however this does present timing challenges as these data will not be complete until September. Additionally, as mentioned above, attendance can be variable from year to year and difficult to improve. We believe that even in cases where we have increases in students entering 10th grade with 6 or more credits, we will see less growth in this data point because of the inclusion of attendance.

Recommendation: We recommend that these two data points, attendance and credits, be separated.

- c. **Earning 9+ College Credits:** We have received guidance from ODE that districts will be responsible for collecting these data on their own. A number of districts do not have processes in place to collect these data and so for this year there will be disparate levels of reporting on this indicator. Statewide comparisons of districts would be inappropriate in this first year. Given that the data comes from multiple sources that are not centrally stored in most districts, the requirement for reporting baseline data and targets for this outcome poses a significant time commitment for districts. **Recommendation:** We recommend that:
- 1) districts make clear as a part of their achievement compact how they have defined and calculated this data point during this compressed timeline
 - 2) collective work must be done to put systems in place to collect and report the highest quality data possible in subsequent years.

Additionally, colleges and universities have different requirements for college credit attainment (e.g. some schools accept a 3 on the AP exam for college credit while others require a 4 or 5 and different schools may give 2 or 3 credits for the same score). Please see the attached tables for AP and IB test scores and college credits. We are proposing that this indicator be based on the Oregon University System.

Recommendation: We would recommend that the OUS and Oregon Community Colleges and all postsecondary institutions in Oregon maintain consistent policy and practice in accepting and awarding college credit that was obtained by high school students during their high school years.

- d. **Disadvantaged Subgroup:** We are pleased to see that achievement compacts will disaggregate data for students. However, as a team, we are uncomfortable with the term “disadvantaged” to describe students of color, ESL and students with disabilities. Titles such as this continue to reinforce a deficit model.

Recommendations:

- 1) We recommend using the term, “historically underserved”.¹

¹ New England Comprehensive Center provides the following definition: underserved students are students who do not receive equitable resources in the same manner that other students do and as a consequence are less likely to achieve to high levels of academic performance. Another way of thinking of underserved students is to consider the quality and degree of access they have to programs, services,

- 2) In keeping with the original intent of the achievement compacts to identify a few key indicators, we recommend that districts should identify a single aggregate subgroup or an individual subgroup measure, whichever has the most significant gap based on a sufficient number in the sample.
 - 3) There are other racial groups that must be included in the subgroup data. It is imperative that white student data are also included for reporting purposes (not as an indicator for setting targets). In order to truly be able to identify the opportunity and achievement gaps within our districts, we must have the data for the white students as a point of comparison.
 - 4) Multi-racial students should also be included for reporting purposes.
- e. **Student Numbers Per Cell Recommendation:** The permanent rule on Achievement Compacts should align the cell size that triggers the requirement for goal setting by districts with the cell size for ratings in other accountability reports (generally 30-40 student). Requiring a district to set achievement goals for student groups comprised of 6, 8, or 10 students undermines the face validity of the compacts and in some instances will violate ODE's rules about protecting student confidentiality.
- f. **Numerical Targets:** Under the temporary rule, 705-010-0035 Completion and Execution of Achievement Compacts, the OEIB "may waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves." **Recommendation:** We recommend that districts not be required to set numeric targets for the indicators. Numeric targets can be established by applying the percentage target proposed in the Achievement Compact to the size of the group once that size has been identified. To establish numeric targets requires districts to predict group sizes from year to year. These numeric targets are meaningless as soon as the actual group size diverges from the predicted group size.
- g. **Ready for School Recommendation:** An academic measure should be identified for this indicator.
- h. **4-Year Goals and Local Priorities Recommendation:** At this point, we recommend delaying the establishment of 4-year goals and local priorities to provide districts time to reflect on the goal setting process and obtain an additional year of data on the measures, particularly for measures that are new to districts (e.g., graduates with 9+ college credits). With continued budget reductions this year, we believe it

and resources that offer them the support to succeed in school. In other words, do they show an "achievement gap" as a result of "opportunity gaps" in their educational experience?

will be important to see how districts prioritize resources and develop strategies to meet the current indicator targets prior to expanding the scope. A number of districts already have established measures reflecting local priorities that are in support of the Achievement Compact and will continue to be reported to local boards and communities.



Board of Education Informational Report

MEMORANDUM

Date: October 11, 2012
To: Members of the Board of Education
From: David Wynde, Deputy Chief Financial Officer & Budget Director
Subject: 2013-14 Budget Development Process & Timeline

This Memorandum provides an update on the budget development process and timeline for the 2013/14 budget.

Superintendent's proposed budget: The current plan is for Superintendent Smith to propose the 2013/14 budget on April 15th. Next year is the first year of the new biennium and the PPS/PAT contract expires June 30, 2013. The level of uncertainty around state funding and contract settlement both tend towards a later date. This year the 2012/13 budget was proposed on April 2nd. The prior year, which is more comparable because of the legislative cycle, the date was April 25th.

High level PPS budget forecast: We propose to present our PPS revenue forecast, expense roll-up and big picture budget outlook on December 17th. This is the point at which we identify either the reduction in current service level or the amount in excess of current service level that we anticipate. For the 2012-13 budget cycle, we identified a \$27.5 million dollar reduction in service level.).

The Governor is not proposing his state budget until December 1st, and we do not intend to go public with our projections for state funding for PPS until after he has named a figure for K-12 funding. By this date we will also know:

- current year property tax numbers making next year's tax numbers easier to estimate
- the outcome of the capital bond election, and
- first semester enrollment numbers to help us with the estimate of ADMr and state school fund revenue for PPS.

District Staffing Team: This committee is responsible for making recommendations to the superintendent about staffing in schools. Chief Academic Officer Sue Ann Higgins is leading the DST this year, with Ben Keefer, Principal of George Middle School. The first meeting took place on October 2nd, which is about one month earlier than last year. This team will meet twice a month.

Citizens Budget Review Committee: The CBRC reviews, evaluates and makes recommendations to the board regarding the Superintendent's proposed budget. It also monitors and advises the board on the allocation and expenditure of local option levy funds.

The board confirmed the membership of CBRC on September 24th – as compared to December 12th last year – and the first meeting for the committee is scheduled for October 24th. As a reminder there are eight members who are midway through a two-year term, two people were re-appointed to serve again through 6/30/14 – and we have a student who has also been appointed to serve.

Stakeholders: We will continue the practice from prior years of meeting regularly with representatives of all our employees through the District & Employee Stakeholder Team, and with the Coalition of Communities of Color. In addition, the superintendent has asked that we ensure regular updates to her weekly direct reports meeting, and we will also provide updates to the monthly leadership academy, where school leadership and central office managers attend.

Priority Based Budget Process: We will use a PBB process again for the third year. A cross departmental vetting team is being formed again this year to evaluate central office programs and services in alignment with district priorities. This committee will begin meeting in November and is responsible for making recommendations to the superintendent about these centrally allocated resources.

Board Calendar: In addition to the three major board dates (proposal, approval and adoption) the board calendar includes regular opportunities for board discussion throughout the budget development process, and during the board's review phase.

Equity: The Board has identified the following objective/measure of success around this year's budget process:

“By June 2013, the Board has ensured that the 2013-14 budget reflects the Equity Policy, including resource investment to further equity goals and differentiated resources for students most in need.”

Staff will continue to work with the Board's equity liaisons to ensure that the budgeting process reflects this goal.

Timeline of Important Budget Events for Board of Education

September 2012

- FY 2012-13 final school staff balancing by Office of Schools
- Citizen Budget Review Committee appointed (September 24th)

October 2012

- District Staffing Team begins meeting 2x monthly (October 2nd)
- Fall Balancing for Schools & Central Departments' budgets begins
- Board of Education confirms budget priorities for 2013/14 (Superintendent Evaluation October 15th)
- CBRC begins meeting 1x month in 2012 then 2x month in 2013 (October 24th)
- Official Student Enrollment Count for the State Report (October 29th)

November 2012

- Board Budget Discussion (November 19th)
- Property Tax Revenues reported by Multnomah County
- Priority Based Budget Process (for centrally allocated resources) begins
- Vetting Team begins meeting

December 2012

- Board approves 2011/12 financial statements (December 3rd)
- Initial revenue and expenditure forecast (December 17th)
- Average Daily Membership for first semester completed

January 2013

- Board Budget Discussion (January 22nd)
- Achievement Compact Advisory Committee report to the Board (January 28th)

February 2013

- Board Budget Discussion (February 11th)

March 2013

- Board Budget Discussion (March 4th/11th/18th)

April 2013

- Superintendent presents proposed 2013-14 Budget (April 15th)
- Board Discussion (April 22nd)
- Public hearing(s) on proposed 2013-14 Budget (Board as Budget Committee)
- Staffing allocations provided to schools

May 2013

- Board Discussion (May 6th/13th)
- CBRC Report to Board (May 13th) (Board as Budget Committee)
- 2013-14 Budget approved (May 20th) (Board as Budget Committee)
- Preliminary 2013-14 Consolidated Budget allocations provided to schools

June 2013

- TSCC Hearing (June 17th)
- 2013-14 Budget adopted (June 17th)

In addition, budget updates will be regular agenda items at each of these standing meetings:

Leadership Academy: meets monthly

District & Employee Stakeholder Team: meets monthly

Coalition of Communities of Color: meets monthly

Superintendent's Direct Reports: meets weekly

Revised: October 12, 2012

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

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October 15, 2012

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4654 and 4655

RESOLUTION No. 4654

Revenue Contracts that Exceed \$25,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$25,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

No New Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Public Schools	07/01/12 through 06/30/13	IGA/R 59431	Columbia Regional Program will provide classroom services to regionally eligible deaf/hard of hearing students.	\$276,600	H. Adair Fund 101 Dept. 5414
Portland Public Schools	07/01/12 through 06/30/13	IGA/R 59432	Columbia Regional Program will provide classroom services to regionally eligible autism spectrum disorder students.	\$931,200	H. Adair Fund 205 Dept. 9999 Grant G1203
Estacada School District	07/01/12 through 06/30/13	IGA/R 59433	Columbia Regional Program will provide classroom services to regionally eligible deaf/hard of hearing students.	\$33,750	H. Adair Fund 299 Dept. 9999 Grant S0031
Parkrose School District	07/01/12 through 06/30/13	IGA/R 59443	Columbia Regional Program will provide classroom services to regionally eligible deaf/hard of hearing students.	\$62,500	H. Adair Fund 299 Dept. 9999 Grant S0031

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

LIMITED SCOPE REAL PROPERTY AGREEMENTS and AMENDMENTS

No Limited Scope Real Property Agreements and Amendments

N. Sullivan

RESOLUTION No. 4655

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Catapult Learning West, LLC	09/01/12 through 08/15/13	Personal Services PS 59364	District-wide: Title I tutoring services in math, literacy, and reading; RFP 2012-1497.	\$209,137	W. Campbell Fund 205 Various Depts. Grant G1181
Re:Think	09/15/12 through 08/31/13	Personal Services PS 59365	District-wide: Title I tutoring services in math, literacy, and reading; RFP 2012-1497.	\$151,414	W. Campbell Fund 205 Various Depts. Grant G1248
Oracle America, Inc.	10/16/12	Purchase Order PO 110020	District-wide: One-year maintenance services renewal for PeopleSoft HRMS and Financial modules.	\$359,943	D. Milberg Fund 101 Dept. 5581

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Roadrunner Home Bake, Inc.	07/01/12 through 06/30/13 Year 2 of Contract	Material Requirements MR 58829 Amendment 1	District-wide: One-year extension of contract for diverted commodity processing (cheese), as needed.	\$280,000 \$590,000	G. Grether-Sweeney Fund 202 Dept. 5570
Jennie-O Turkey Store Sales, LLC	07/01/12 through 06/30/13 Year 2 of Contract	Material Requirements MR 58897 Amendment 1	District-wide: One-year extension of contract for diverted commodity processing (turkey), as needed.	\$160,000 \$370,000	G. Grether-Sweeney Fund 202 Dept. 5570
Tyson Prepared Foods, Inc.	07/01/12 through 06/30/13 Year 2 of Contract	Material Requirements MR 58908 Amendment 1	District-wide: One-year extension of contract for diverted commodity processing (beef), as needed.	\$190,000 \$450,000	G. Grether-Sweeney Fund 202 Dept. 5570

N. Sullivan

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following item:

Number 4656

RESOLUTION No. 4656

Authorizing Agreements for the Purchase and Operation of New Columbia Youth Center Condominium (Rosa Parks School)

RECITALS

- A. Portland Public Schools ("PPS") entered into a lease/option to purchase agreement pursuant to Board of Education Resolution No. 3566, October 10, 2005, which provided for construction of Rosa Parks School utilizing New Market Tax Credits and other resources.
- B. The lease/option for the school, which opened in 2006, contemplates that the owner, New Columbia Community Campus Corporation (N4C), could require PPS to purchase at the end of the seven year period for \$8,889,778.
- C. N4C exercised this option requiring purchase which can be accomplished by establishing a commercial condominium, the New Columbia Youth Center Condominium (Condominium), to be jointly owned by PPS and the Boys & Girls Club (B&G Club).
- D. The Condominium Declaration and Plat details three units: Unit One is the B&G Club, Unit Two is the Ancillary School Unit and Unit Three is the School Unit. PPS will own both Units Two and Three.
- E. The Ancillary School Unit includes the cafeteria, music room, art room and computer room where PPS is reimbursed a portion of the maintenance and operating expenses through an amended Shared Space Agreement with the B&G Club.
- F. The remainder of the property outside of the Units is controlled by the New Columbia Youth Center Condominium Owners Association (Association) as general common elements or limited common elements as indicated on the Plat, Attachment C to the accompanying staff report.
- G. The Condominium Declaration also calls for the current outside covered playground area and the uncovered play area to become a facility which the B&G Club would maintain but share use and maintenance expenses with PPS according to the Shared Space Agreement.
- H. The financial management and operation of the Condominium will be through the Association and managed by a Board of Directors, which allows one director per Unit.
- I. The Association will be responsible for property and utilities jointly owned by the Association and will be establishing accounts to allow for its operation.

RESOLUTION

- 1. The Board hereby authorizes the acceptance by PPS of the conveyance of Units 2 and 3, subject to the terms of the Declaration, Bylaws, and Plat, all of which are approved, and authorizes the Deputy Clerk to evidence the acceptance of the conveyance by signing the deed from N4C.
- 2. The Board further authorizes payment of the purchase price of \$8,889,778 plus closing costs.
- 3. The Board directs the Deputy Clerk to execute any other documents requested by the Escrow Company, such as a settlement statement and escrow instructions, necessary or convenient in connection with the purchase of the units.

4. The Board directs PPS to become a member of the Association and to appoint David Wynde, Deputy Chief Financial Officer, and Bob Alexander, Director of Planning and Asset Management, to represent PPS to serve on the Board of Directors of the Association and grant to them authority to take action in such capacity as they deem prudent to accomplish the goals of PPS.
5. The Board directs the Deputy Clerk to execute the Amended and Restated Shared Space Agreement which provides that the use of, and expenses arising from, Unit 2 and the Outdoor Play areas will be shared equally with the B&G Club.
6. The Board authorizes the establishment of accounts or change of existing accounts and development of mechanisms necessary for the existence and operation of the Condominium.

C. Sylvester / B. Alexander