

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
January 22, 2013

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

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

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

1. **PUBLIC COMMENT** 6:00 pm
2. **ENGLISH AS A SECOND LANGUAGE: UPDATE** 6:20 pm
3. **BUDGET DISCUSSION** 7:00 pm
4. **JEFFERSON PK-8 ENROLLMENT BALANCING DISCUSSION** 7:45 pm
5. **BUSINESS AGENDA** 8:45 pm
6. **ADJOURN** 8:50 pm

The next meeting of the Board will be a Regular Session held on **January 28, 2013**, 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 Informational Report

MEMORANDUM

Date: January 22, 2013
To: Members of the Board of Education
From: Vân Truong, ESL Director
Subject: Data Update and Progress Report on ESL Program

This Memorandum provides a data update and progress report on the District's English as Second Language Program, with special emphasis on program improvement, access to a quality education for students identified as English Language Learners (ELL), and recommendations.

CONTEXT

In 2010, a highly critical report from the district's auditor cited reasons for ESL's poor achievement outcomes and compliance problems. Since then, we met state compliance last year, but our ESL data and achievement gap have not improved. Evidence of these problems include:

- The achievement gaps between the district data and ESL data vary from 30% to 50% between Elementary and High schools in reading and math.
- The graduation rate for ESL students remain within 30's percent – this is about a 25% gap compared to the district overall graduation rate.
- PPS has not met our Annual Measurable Achievement Objectives state targets for 7 years.
- In the 2011-12 data, a noticeable percentage of ESL students have declined or stayed the same in their English Language Proficiency Assessment.

What are we this year to change ESL student achievement?

Professional Development

- Aligned professional development with Special Ed, Dual Language, Curriculum and Instruction, Early Learners and Ed Options
- Collaborating with Curriculum and Instruction Department deliver Sheltered Instruction within Common Core Professional Development
- Developed Job Alike for ESL teachers based on teachers' requests and student data
- Scheduled five sessions with CAO, OTL, RA's, Equity Team, Family Engagement, building principals and teachers - **Understand Emergent Bilingual Students** – Dual Identified students – Special Ed and ESL – with Luis Versailles
- Training bilingual community agents and educational assistants on various topics

Conferences

- COSA Law, Summer 2012
- Performance Standards Verification Workshop, Fall 2012
- AMLE 39th Annual Conference for Middle School Education, Fall 2012
- Council of Great City Schools, Fall 2012
- Courageous Conversations Summit, Fall 2012
- Center on Teaching & Learning Professional Development, Fall 2012
- Albuquerque School District: Text Complexity, Fall 2012
- Alliance for Multilingual Multicultural Education, Winter 2013
- Oregon Association of Latino Administrators: Oregon's Educational Changes, Winter 2013
- OLAA Summit, Winter 2013

ESL Program Progress and Action Plans

- Created 2012-13 program progress report and action plan based on Dick Tracy's report and students' achievement data

Temporary Assessment Center in August and September

- Supported schools in the initial assessments to better identify our ESL students and to provide better support to our parents

Assessment

- Selected the formative assessment called A Developmental English Proficiency Test (ADEPT) as a English Language Proficiency progress monitoring tool
- Trained our English Language Development Instructional Specialists (ELDIS) to provide training and coaching on ADEPT for our ESL teachers
- Will identify several schools to pilot ADEPT in 2013-14 school year

Curriculum/Instructional Practices

- Created Newcomer Curriculum K-12 and use iPads as instructional tool for students
- Purchased supplemental materials for High School Newcomer students
- Developed English Language Development (ELD) curriculum aligned to District K-2 Science Kits - Completed
- Trained our ELD Instructional Specialist on "Text Complexity" instructional strategy for ESL teachers – identify schools to pilot Text Complexity in 2013-14 school year
- Created one Stop Virtual ESL Store for ESL teachers to obtain curriculum support, instructional materials, training videos and other support
- Ongoing classroom visitations and walkthroughs
- Created Radio Broadcasting and Video After school classes
- Visiting successful ESL program models across Oregon and other States

Implementing Pilot Content-Based English Language Development (ELD) model:

- Dual Language Program - Rigler
- Non-Dual Language Program - Woodmere
- Collecting data from both schools on ELL students' progress

Parent/Community Involvement

- Attending community events and meetings
- Ongoing meetings with the Coalition of Communities of Color
- Organizing ESL Parent meetings and Family Nights
- Send ESL Parents to conference about advocacy and leadership
- Form an ELL Advisory Committee
- Holding ESL Jefferson Cluster Redesign meetings

Student Leadership

- Organizing first International Youth Leadership Conference
- Create ESL student survey
- Interviewed students to gain student perspective
- Support student cultural activities

NEXT STEPS

Newcomer Planning

Evaluate programs and best practices for our Newcomer students; plan to implement better strategies and support toward their success.

ESL Program Strategic Plan for 5 years

Ensure that our ESL students attain English proficiency, develop high levels of academic attainment in English, to meet the same challenging state academic content and standards, at the same time feel proud of their heritage culture.

Potential Solution/Process to Find Best Practices for ELL students in DLP

Form a PPS Study Group to use a systematic approach to explore best practices, research, other schools or districts using content-based ELD effectively, and draft a recommendation for program development that will be presented for consideration of Lau Plan inclusion, as well as long term planning for sustainability.

Monitor Student Progress

Create accountability system to monitor student progress with RTI strategies that are culturally relevant for ESL students

Dual Language

Work with Dual Language committee to research the best ESL program models and identify the models that support our DL programs; focus on increasing the percentage of English language learners across Dual Language programs by informing parents upon ESL identification of DL options

CHALLENGES

High School Graduation

- Many ESL High School students do not have full schedules
- Sheltered classes vary across High Schools
- Essential Skills Graduation Requirements are a challenge for many ELLs
- Long Term ELLs feel unpowered
- Over identified Elementary ELLs (Spec Ed) are not held to higher expectations

Newcomers & Preliterate Students

- Need for intensive language support
- Need for reading and math basic skills instruction
- Increase sheltered instruction for content courses ensuring students' obtain credit
- Need acculturation to be at the center of supporting student transition to U.S. educational system

District Culture Change

- Shift thinking about who is accountable for ELLs
- English Language Development instruction needs to happen all day long, not just in ESL classes
- ELLs aren't prioritized like Special Education and Academic Priority Students to ensure full day courses

RECOMMENDATIONS

Our ELLs students are most successful when:

- School leaders, administrators and educators recognize that educating ELLs is the responsibility of the entire staff
- Language development and literacy are infused throughout the educational process, including curriculum and instruction
- Assessment is authentic, credible to learners and instructors, and takes into account first, and second language literacy development

These are just three out of several principles for building an ELL-Responsive Learning Environment to create successful learning environment for our ELL students. We need to understand that the success of our ELL students do not rely on just the ESL department but the whole district.

Since Vietnamese is the second largest language spoken in the ESL program, we will be looking at the potential of starting a Vietnamese Dual Language Program to support our Vietnamese ESL students.

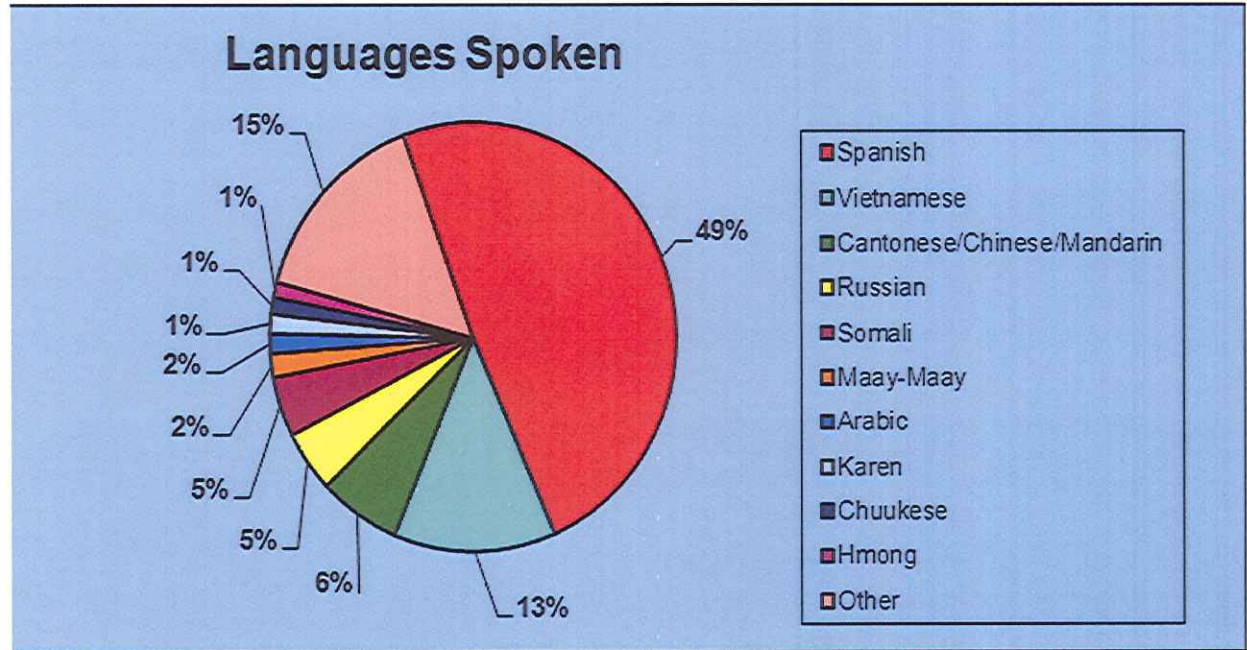
DATA UPDATE

Appendices

1. Languages of ELL Students – PPS 2012-13
2. Math Meets and Exceeds Oaks Data 2011-12
3. Reading Meets and Exceeds Oaks Data 2011-12
4. Definition for Annual Measurement Achievement Objectives (AMAOs)
5. AMAO 1 Targets
6. AMAO 2A Targets
7. AMAO 2B Targets
8. District Wide English Language Proficiency Assessment Data 2011-12 – with AMAO Targets
9. Percent of Students NOT advancing an ELPA level in 3 years – by Language
10. PPS English Second Language (ESL) Student Profile Data
11. Years in ESL Program before exiting in 2011-12
12. Dual Identified Spec Ed and ESL Data
13. ESL Program Teacher Job Alike Professional Development 2012-13
14. ESL District Wide Professional Development 2012-13
15. Dick Tracy's Audit Summary Report and Recommendations
16. International Youth Leadership Conference 2013 Flyer
17. ELLs Country of Birth 1-14-13
18. HS ELL on Track to Graduation Data 2012-13

LANGUAGES OF ELL STUDENTS AT PPS 2012-13

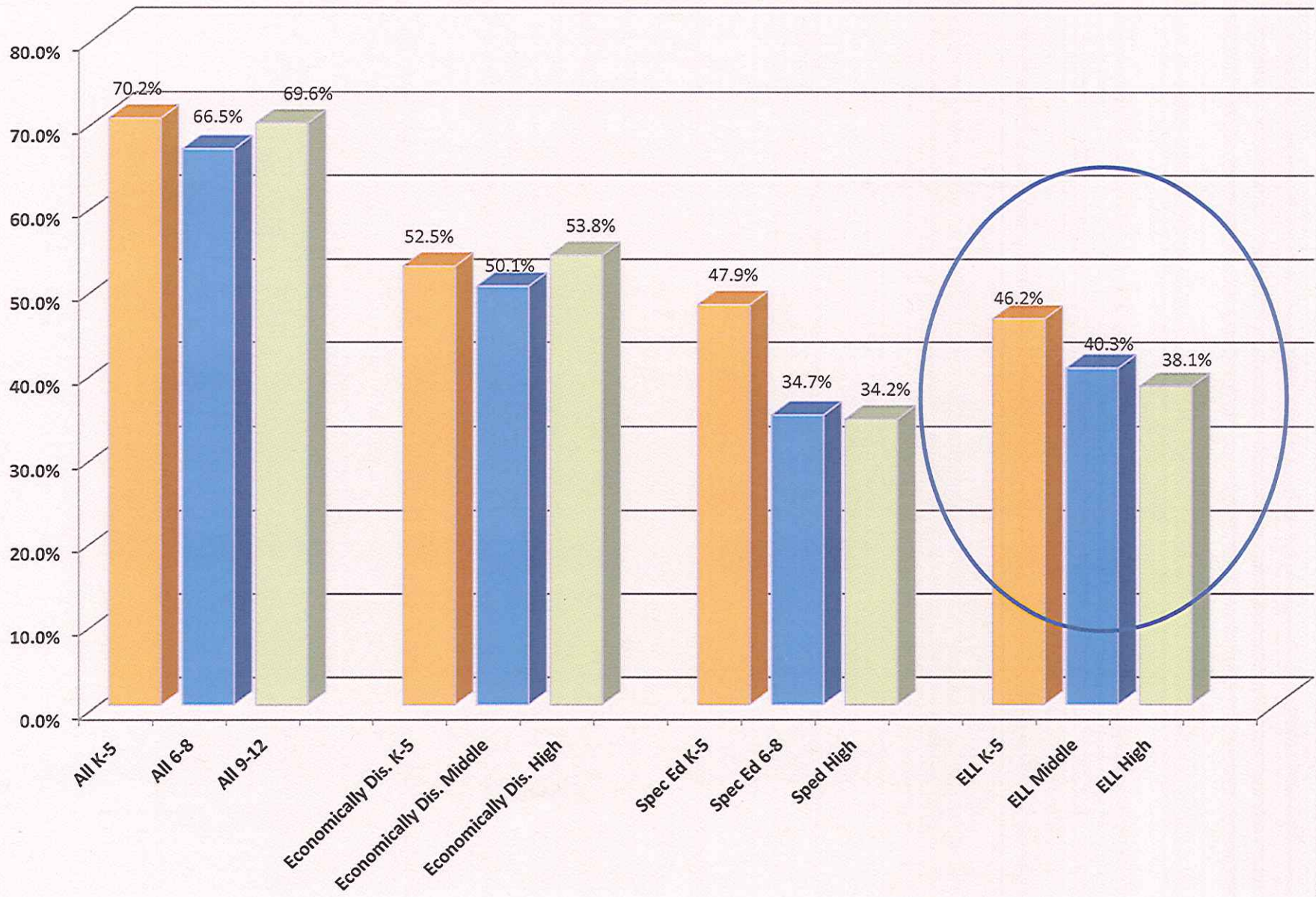
TOP 10 LANGUAGES	
Spanish	1991
Vietnamese	523
Cantonese/Chinese/Mandarin	264
Russian	189
Somali	185
Maay-Maay	73
Arabic	62
Karen	60
Chuukese	50
Hmong	46
Other	618
TOTAL	4061



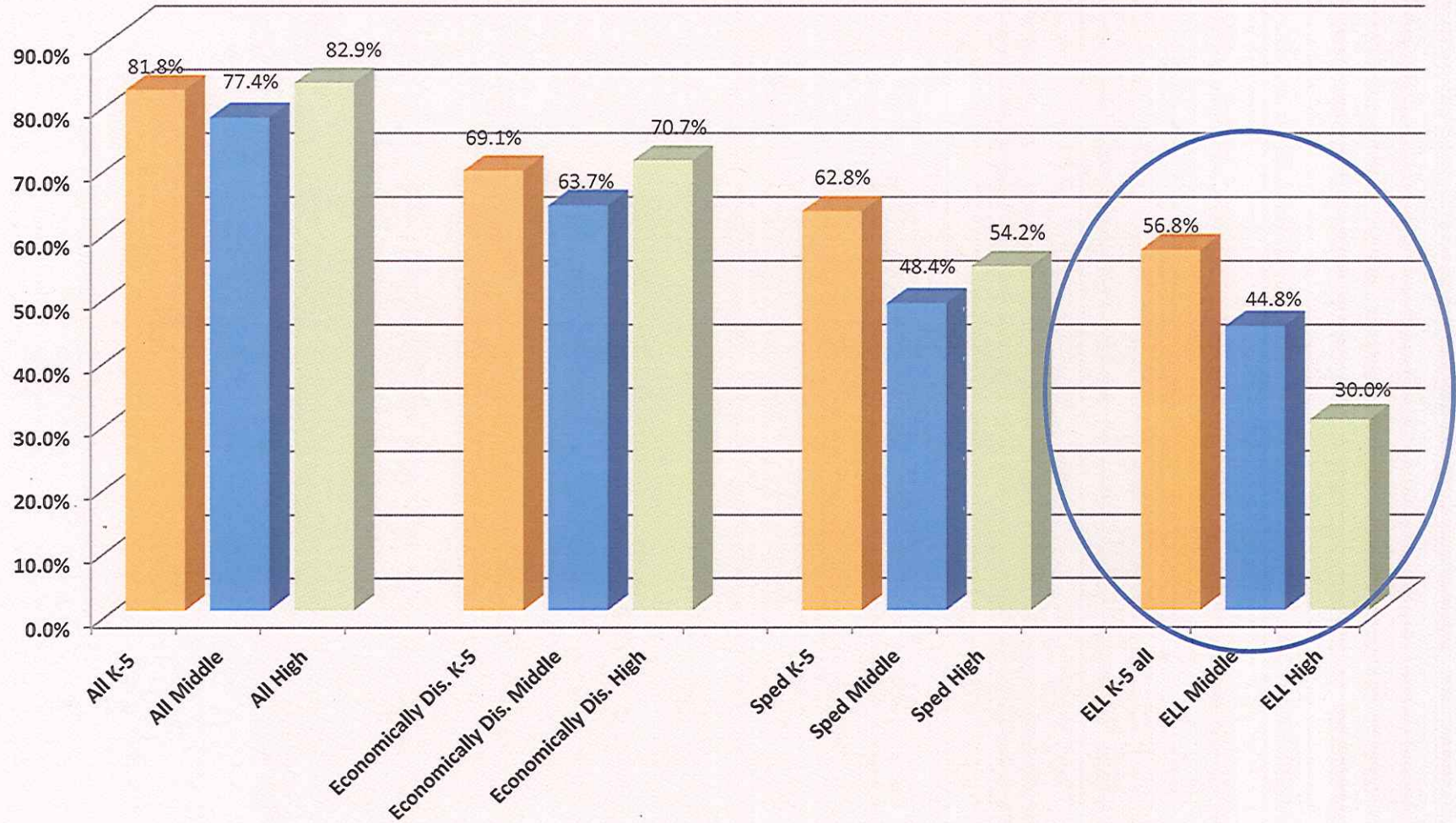
From the October count, including ELLs that have refused services, these are the top languages, "Other" includes:

Akan, Albanian, Amharic, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cebuano, Creole, Danish, Dinka, Dutch, Farsi, Fijian, Finnish, French, German, Greek, Guatemalan, Gujarati, Haitian, Haitian Creole, Hebrew, Hindi, Hungarian, Igdo, Indonesian, Island Carib, Italian, Japanese, Kannada, Kirundi, Korean, Kurdish, Lao, Lingala, Mandigo, Marshallese, Mayan, Mien, Nepali, Oromo, Other, Palauan, Persian, Pohnpeian, Romanian, Samoan, Serbian, Swahili, Swedish, Tagalog, Tamil, Telugu, Thai, Tibetan, Tigrinya, Tonga, Turkish, Ukraininan, and Urdu.

Math Meets or Exceeds 2011-12



Reading Meets or Exceeds 2011-12



Annual Measurable Achievement Objectives

Section 3122(b)(4) of the ESEA states that, if an SEA determines that a subgrantee has not met AMAOs for 4 consecutive years, it shall require the subgrantee to modify its curriculum, program, and method of instruction, or make a determination whether the subgrantee shall continue to receive funds related to its failure to meet such objectives, and require the subgrantee to replace educational personnel relevant to this failure.

AMAO 1 Targets

School Year	Percent of LEP Students Showing Progress toward Attaining English Language Proficiency
2010- 2011	53% LEP students will move one proficiency level higher at the end of the school year which is 3% increase from the previous year.
2011-2012	57% LEP students will move one proficiency level higher at the end of the school year which is 4% increase from the previous year.
2012-2013	61% LEP students will move one proficiency level higher at the end of the school year which is 4% increase from the previous year.

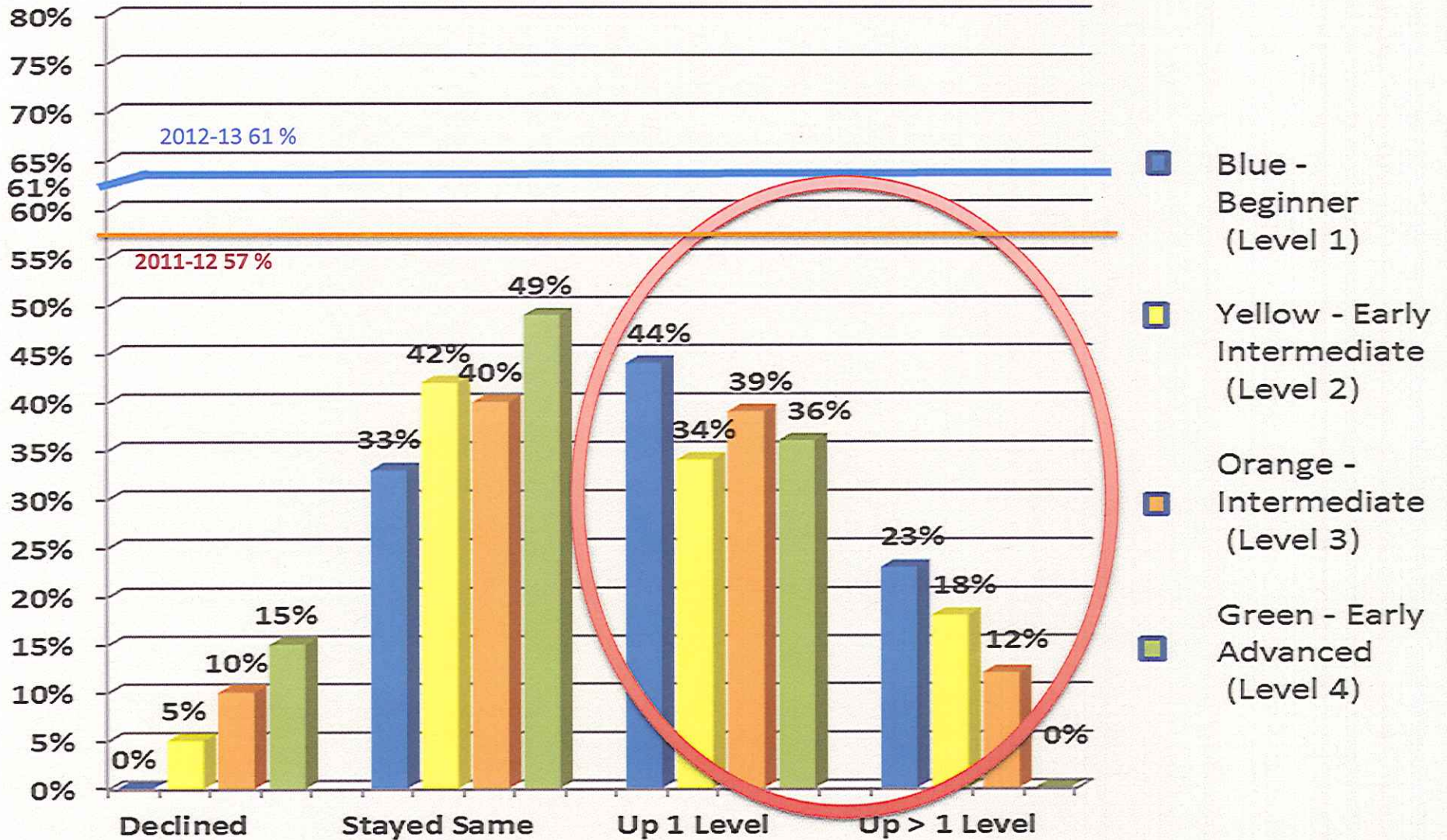
AMAO 2 A Targets

School Year	Percent of all LEP Students Attaining English Language Proficiency
2010- 2011	15.5 % LEP students will attain proficiency at the end of the school year which is 1.5% increase from the previous year.
2011-2012	17.0% LEP students will attain proficiency at the end of the school year which is 1.5% increase from the previous year.
2012-2013	19% LEP students will attain proficiency at the end of the school year which is 2% increase from the previous year.

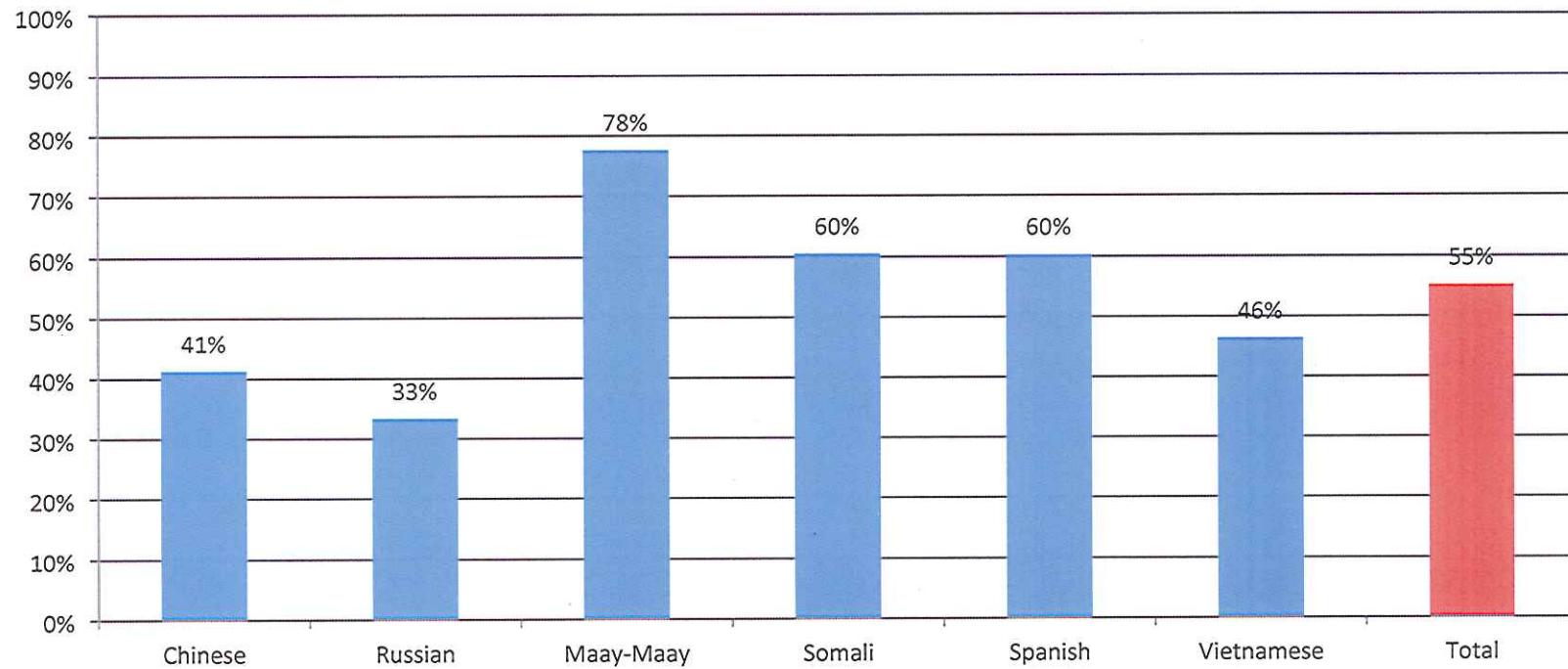
AMAO 2 B Targets

School Year	Percent of LEP Students Having Five or More Years in an ELD Program Attaining English Language Proficiency
2010- 2011	24.0% of LEP students will attain proficiency at the end of the school year which is 2% increase from the previous year.
2011-2012	26.5% of LEP students will attain proficiency at the end of the school year which is 2.5% increase from the previous year.
2012-2013	29.0% of LEP students will attain proficiency at the end of the school year which is 2.5% increase from the previous year.

District Wide ELPA Levels Summary 2011-12



Percent of Students NOT Advancing 1 ELPA Level Over 3 Years (2009 to 2012)



ELL Student AT Portland Public schools

12th grade
Latino male
SPED

Year	ELPA	Reading	Math	H.S. GPA
2011-12	3	118	103	1.15
2010-11	3			0.00
2009-10	3			0.29/1.50
2008-09	1	116	101	
2007-08	1	116	102	
2006-07	2	110	95	

ESL entry Date: 10-4-1999

ELL Student AT Portland Public schools

12th grade
Somali
female

Year	ELPA	Reading	Math	H.S. GPA
2011-12	3	229	229	1.56
2010-11	3	230	222	1.78
2009-10	4			2.93
2008-09	3	227	222	
2007-08	2	217	209	
2003-04		200	203	

ESL entry Date: 09-07-2000

ELL Student AT Portland Public schools

11th grade
Ethiopian
male

Year	ELPA	Reading	Math	H.S. GPA
2011-12	3	226		1.00
2010-11	3			2.10
2009-10	4	218	219	
2008-09	3	221	207	
2007-08	2	212	205	
2006-07	1	199	195	

ESL entry Date: 09-20-2004

ELL Student AT Portland Public schools

7th grade
Latina female
Sped

Year	ELPA	Reading	Math
2011-12	3	216	213
2010-11	3	204	218
2009-10	2	199	202
2008-09	2	193	199
2007-08	2		
2006-07	2		

ESL entry Date: 09-07-2005

ELL Student AT Portland Public schools

7th Grade
Ukrainian
male

Year	ELPA	Reading	Math
2011-12	3	205	198
2010-11	2	204	206
2009-10	1	209	214
2008-09	2	180	201
2007-08	1		
2006-07	1		

ESL entry Date: 09-09-2005

ELL Student AT Portland Public schools

	Year	ELPA	Reading	Math
4 th grade	2011-12	2	196	203
Chinese	2010-11	2		
Female	2009-10			
TAG	2008-09	2		
Potential				

ESL entry Date: 10-29-2008

ELL Student AT Portland Public schools

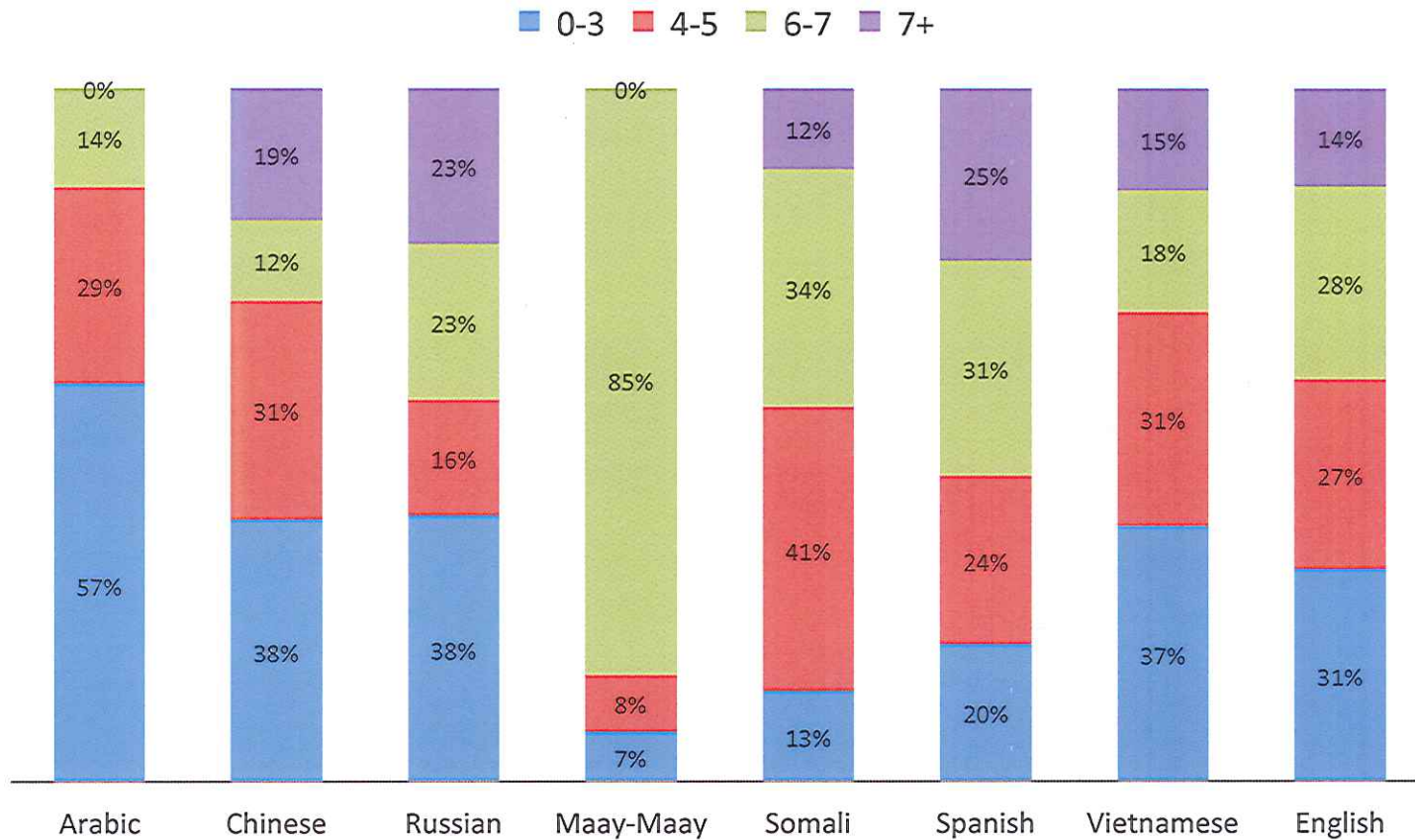
4th grade
Somali
male

Year	ELPA	Reading	Math
2011-12	2	204	207
2010-11	2		
2009-10	2		
2008-09	2		

ESL entry Date: 09-04-2008

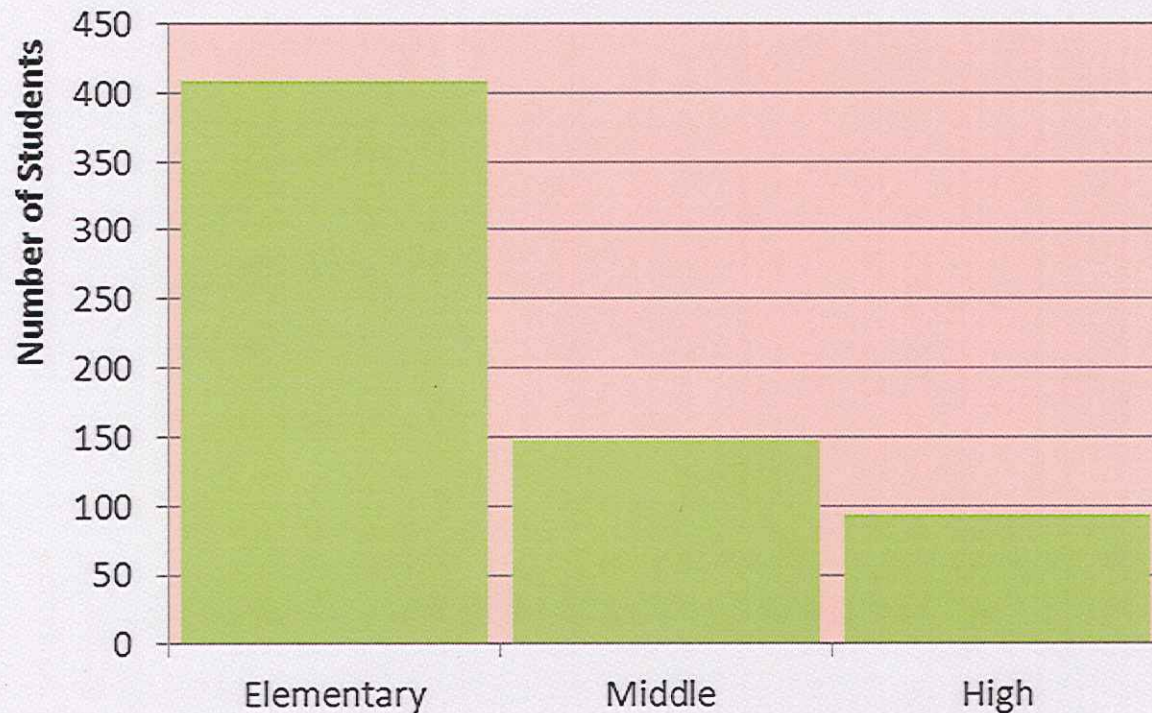
Number of Years Students Were in ESL Before Exiting

(Exits in 2010, 2011, 2012)



Dual Identified ELL and SPED Students

Dual Identified ELLs and Sped Students



Grade	# of Dual Identified Students	Total # of ELLs	%
Elementary	409	2969	15%
Middle	148	501	30%
High	94	691	14%

October 2012

12

SUMMARY

English Language Learners (ELL) are the fastest growing segment of the student population in the United States. ELL students are increasingly present in all U.S. states and now comprise over 10 percent of the nation's K-12 population, up from 5 percent in 1990. ELL enrollment at Portland Public Schools exceeded 4,700 students in 2009-10, representing students speaking over 70 different languages and dialects. This audit analyzes the provision of ELL instructional services at Portland Public Schools and evaluates opportunities to improve performance.

The PPS district has been out of compliance with federal and state rules governing the provision of services to ELL students for 13 of the past 17 years, approximately 80 percent of the time between 1994 and 2010. Investigations and reviews by the federal Department of Education and the Oregon Department of Education have found recurrent problems in a number of areas despite PPS promises of corrective action and multiple efforts to improve compliance. Recurrent problems include:

- Poor delivery of English language proficiency instruction
- Inadequate access to core academic classes
- Using unlicensed staff to provide instructional services and lack of appropriate professional development
- Inappropriate methods for identifying eligible students and exiting proficient students

In addition to these compliance issues, PPS, like many districts in Oregon and around the nation, has had only modest success in helping students achieve English language proficiency and in closing the reading and math achievement gap between ELL and non-ELL students. For example, the percent of ELL students achieving proficiency and leaving the program declined from 47 percent in 2006-07 to 32 percent in 2008-09. In addition, the percent of ELL students meeting state benchmarks in reading and math has been significantly lower than the average of all PPS students and PPS economically disadvantaged students at all grade levels over the past five years. High school

graduation rates declined to 39% in 2008-09, 28 points lower than the district average of 67%.

It is difficult to determine with certainty the reasons for the district's inability to operate a compliant and high performing program for ELL students. However, based on my review, I believe there are four underlying factors that have had the most influence on recurrent compliance and performance problems. These factors are:

Lack of sustained commitment and leadership. While the district has been responsive and diligent in addressing compliance problems, district management has not made a serious effort to develop a vision for change and a defined strategy to achieve it. Additionally, frequent changes and turnover in key management positions has left the district without an effective and vocal advocate for improvement.

Inadequate monitoring and accountability systems. The district lacks a consistent and rigorous mechanism for on-site monitoring of schools to ensure accountability for ELL performance results. A significant amount of data on ELL language proficiency and achievement levels are available but I found little evidence that this information is compiled, analyzed, and communicated in useful formats on a frequent basis, or used consistently for decision-making.

Inconsistent and incomplete guidance and support for schools. School principals and administrators desire more complete and user-friendly operational guidance on how to manage and deliver services to ELL students. School officials say that information on the ELL program is available but it is not well-organized, changes frequently, and is difficult to understand.

Lack of collaborative effort. Progress toward a compliant and better performing ELL program is hampered by the lack of effective collaboration between the major groups involved with the delivery of services: ELL program managers, principals, regional managers, family service center staff, and parents. All expressed various levels of dissatisfaction with the operation of the program and distrust of other parties involved in the delivery.

In order to help the PPS district to establish a more stable, compliant, and better performing program for ELL students I make a number of recommendations and suggestions on pages 33 - 36 of this report. In brief, I recommend that the district undertake an improvement initiative, establish a rigorous accountability system, provide better operational support to schools, and strengthen collaboration.

(15)

RECOMMENDATIONS

In order to establish a stable and compliant program for English Language Learners that improves student's English proficiency and academic achievement, the Portland Public Schools should take a number of actions. These actions should enhance and support corrective actions that are planned for 2010-11 in response to the most recent ODE monitoring visits. My recommendations should not require additional resources but will require a more deliberate, coordinated, and managed approach to delivery of ELL instructional services. Specifically, I recommend that the Superintendent direct the Chief Academic Officer in collaboration with Deputy Superintendents to take the following actions:

1. **Develop and implement an ELL improvement initiative.** The ELL initiative should establish a broadly shared vision for improvement and a clear strategy for change that focuses on measurable increases in English language proficiency and academic achievement. Although compliance with federal and state requirements must be achieved, the ELL initiative should be guided by the need for performance improvement. The development of this initiative may require several changes in the management and organizational structure of the ELL program. For example, the district should consider:
 - a. Establishing a temporary task force to develop and guide the ELL improvement initiative. The task-force should include representatives of the major parties involved in the delivery of ELL instructional services: Deputy Superintendents, ESL administrators, school administrators, ESL and core subject teachers, assessment and evaluation staff, and parents.
 - b. Appointing a PPS district official as the chair of the task force and giving this official significant authority and stature to lead the improvement initiative effort. The chair should have primary responsibility for
 - 1) helping the task-force develop a shared vision for ELL improvement and a strategy for change, 2) obtaining school board support for the vision and strategy, and 3) communicating this vision to the school and parent communities.

- c. Empowering the ELL program. Consider placing the director on the Superintendent's leadership cabinet and giving the ESL program the responsibility and authority to implement the improvement initiative, to establish district-wide ELL practices, and to work closely with other central office managers and school administrators to oversee progress.
2. **Establish a strong monitoring and accountability systems for the ELL program.**

The elements of an improved monitoring and accountability system for the delivery of ELL instructional services should include:

 - a. School-specific targets for improvements in language proficiency and academic achievement based on the current performance at each school. The district may wish to focus on those schools having the most difficulty.
 - b. Periodic progress reports on ELL student performance prepared by each school based on teacher assessments of student work, results of standardized testing, report cards and progress reports, and other indicators of ELL student performance
 - c. Mid-year ELL self-assessment conducted by school principals, teachers, and counselors that assess progress toward meeting targets, compliance with district policies and procedures, need for mid-year changes and interventions
 - d. Development of specific annual educational plan for each ELL student based on particular needs and strengths. ESL teachers in collaboration with the ESL program administrators should work with parents to develop this plan and to develop specific interventions or enhancements
 - e. Rigorous use of the annual School Improvement Plan to identify areas of weaknesses, to plan instructional strategies to address weaknesses, and to provide support to teachers to carry-out strategies
 - f. Frequent and scheduled reporting and use of ELL performance data during school board committees, superintendent cabinet meetings, regional cluster meetings, and school team meetings

The newly developed monitoring and accountability process planned by the ELL Director as part of the ELL District Plan to ODE addresses several elements described above and proposes additional multi-level approach to accountability. However, this plan is not fully developed or communicated to all participating parties.

3. **Provide better support and guidance to schools on their roles and responsibilities for ELL instruction.** PPS schools should receive improved support and guidance to help deliver instructional services to ELL students effectively and efficiently, and to improve compliance with established federal and state requirements. Support and guidance that the district should consider providing to schools includes:
- a. Clear and concise written policies and procedures for how the ELL program will be operated at PPS including guidance on 1) identifying eligibility, 2) assessing English language proficiency, 3) placing in appropriate ELD and core subject classes, 4) delivering approved curriculum with adequate materials and support services; 5) ensuring appropriated teacher credentials and training, 6) administering annual testing, and 7) promoting proficient students out of the program
 - b. Communication of ELL policies and procedures in various formats and venues including hard-copy handbooks, intranet delivery, training sessions, and facilitated meetings. Professional development sessions for building administrators, teachers, counselors, and classified staff should be designed and delivered by central ELL program administrators based on the contents of the policies and procedures
 - c. On-going technical assistance at school sites by ELL program administrators and TOSAs to ensure that the written operating policies and procedures are understood and faithfully implemented. Each school with ELL students should be visited at least twice each year to provide technical assistance and training to teachers and principals.
 - d. One-stop virtual “ELL store” that ESL teachers can access to obtain curriculum support, instructional materials, training videos, master schedules, and other support materials.
 - e. Implementation of the Professional Development Plan for sheltered instruction in 2010 - 2012. The ELL Professional Development Plan was developed in response to the ODE monitoring findings and provides for a comprehensive program of training over the next two-year period. Implementation of this plan should provide needed support to teachers in sheltered instruction.

4. **Strengthen collaboration among the various parties that provide ELL program services** - Improving communication and building trust between schools, teachers, the ESL department, central district management, parents, and the community at large will require conscious, long-term effort from all interested parties. The school board and the superintendent could support this effort by establishing a clear expectation that collaboration will occur. This "tone at the top" could be reinforced by a number of other actions such as :
- a. Continued outreach to ELL parents in their language to assess their satisfaction with services and to identify opportunities for improvement. Facilitated meetings at schools and family support centers could help the district monitor the pulse of the ELL parent community and respond to patterns of concerns and needs.
 - b. Establishing processes to receive frequent feedback from teachers and principals on what is working and not working, and to obtain suggestions for changes and modifications to policies and procedures. ELL administrators could consider using surveys, focus groups, and random interviews to obtain ideas from teachers on how to improve the delivery of ELL instructional services.
 - c. Establishing an ELL Ombudsperson to receive complaints and concerns from participating parties. The Ombudsperson would be independent from the central instructional management and the ELL department and would serve as a problem solver between parties in disagreement.
 - d. Annual recognition program for students and schools making significant progress in improving ELL language proficiency and academic achievement. Recognition and discussion of lessons learned and actions taken to improve performance could occur at a school board session or other community venue.



International
Youth
Leadership
Conference
2013

February 21, 2013
Marshall Campus



The future is in our hands.

Let's shape it together!

Join us for a day of cultural awareness and appreciation, community building, college planning and leadership development.

Portland Public Schools

International Youth Leadership Conference

February 21, 2013

Marshall Campus

8:00 a.m – 2:30 p.m.

The conference is an opportunity for students to learn and network with fellow students, educators and language minority leaders in the Portland area.

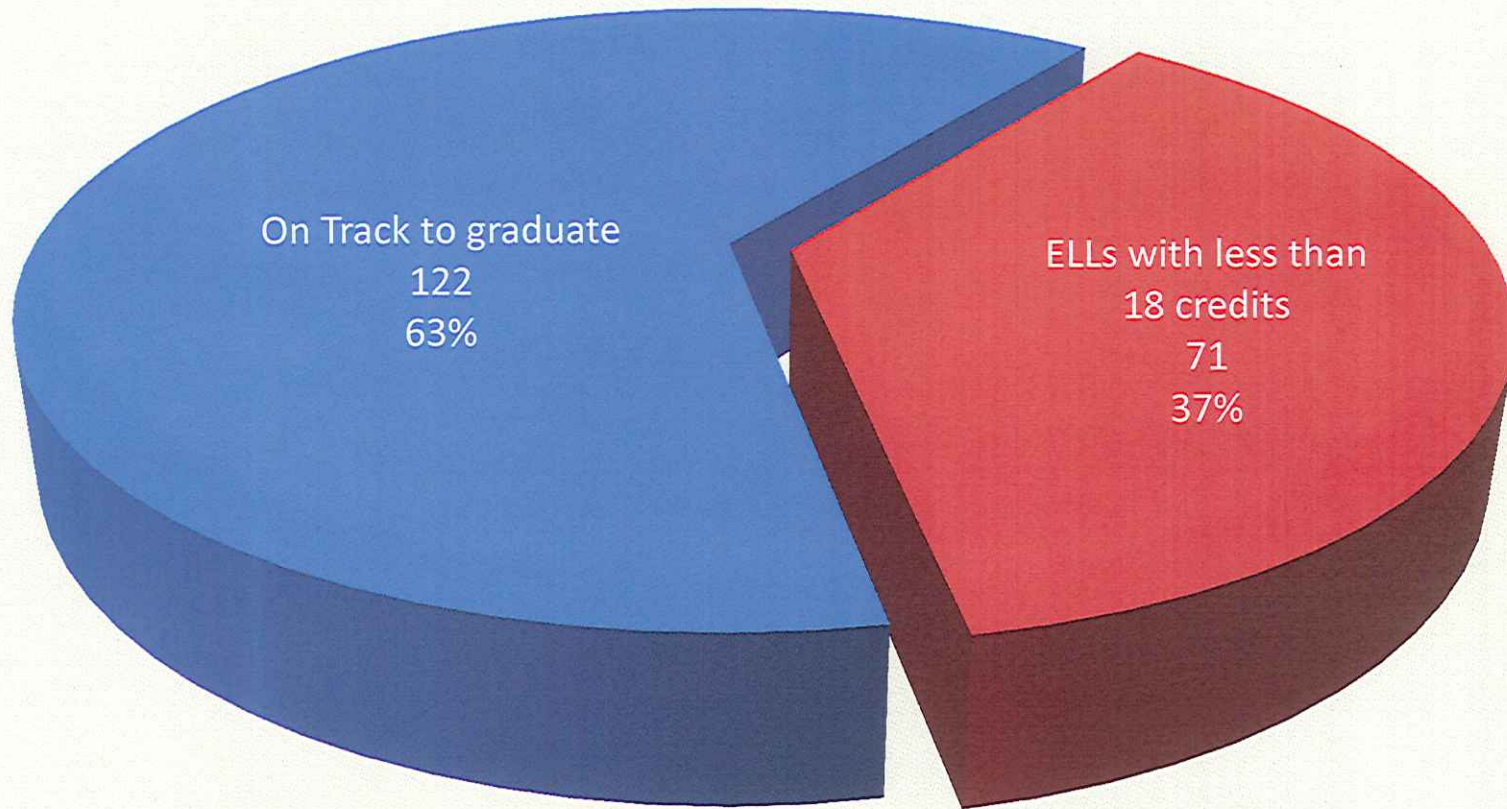
In the morning, students will hear speeches by 3 prominent keynote speakers. Then students will break into groups for three separate workshops focusing on higher education, leadership, and intercultural communication. The day will end with an international music and art program presented by PPS students and attendees. ***Breakfast and lunch will be provided.***

Registration is required to attend the conference. Priority will be given to sophomores, seniors and alternative high school ESL students. Ask your ESL teachers about registration and parent permission forms.

ELLs Country of Birth 1-14-13

Country	Number of students	Percent
Afghanistan	1	0.03%
Belarus	1	0.03%
Belize	1	0.03%
Bhutan	1	0.03%
Bosnia And Herzegovina	1	0.03%
Bulgaria	1	0.03%
Burma	27	0.71%
Burundi	7	0.19%
Cambodia	1	0.03%
Canada	1	0.03%
Central African Republic	8	0.21%
Chile	2	0.05%
China	92	2.44%
Congo	8	0.21%
Congo, The Democratic Republic	16	0.42%
Cuba	20	0.53%
Dominican Republic	5	0.13%
Ecuador	1	0.03%
Egypt	4	0.11%
El Salvador	9	0.24%
Eritrea	3	0.08%
Estonia	1	0.03%
Ethiopia	33	0.87%
Fiji	8	0.21%
France	4	0.11%
Gabon	1	0.03%
Germany	1	0.03%
Ghana	2	0.05%
Greece	2	0.05%
Guam	3	0.08%
Guatemala	46	1.22%
Haiti	7	0.19%
Honduras	8	0.21%
India	13	0.34%
Iraq	14	0.37%
Ireland	1	0.03%
Israel	4	0.11%
Italy	4	0.11%
Japan	10	0.26%
Kenya	55	1.46%
Korea, Republic Of	11	0.29%
Kyrgyzstan	1	0.03%
Lao People's Democratic Republ	1	0.03%
Liberia	4	0.11%

SENIORS ON TRACK TO GRADUATE



Total Number of students - 193 Based on numbers from 1-17-2013

PPS ESL Department
Professional Development 2012-13

Month	OCT			NOV			DEC			JAN								
	K-8			K-8			K-8			K-8								
Topic	ELP Standards			Newcomer Supports			Academic Language Supports for ELLs (FROM CTL CONFERENCE)			ELPA								
Team	Lilia, Linea, Nora			Justin, Kathy, Leslie			Lilia, Linea, Nora			Justin, Kathy, Leslie								
Clusters	Grant/ Madison	Jefferson/ Roosevelt	Cleveland/ Franklin	PLANNING	PRESENT TO ELDIS	Grant/ Madison	Jefferson/ Roosevelt	Cleveland/ Franklin	PLANNING	PRESENT TO ELDIS	Grant/ Madison	Jefferson/ Roosevelt	Cleveland/ Franklin	PLANNING	PRESENT TO ELDIS	Grant/ Madison	Jefferson/ Roosevelt	Cleveland/ Franklin
Dates	16-Oct	22-Oct	23-Oct	17-Oct	19-Oct	30-Oct	5-Nov	6-Nov	9-Nov	19-Nov	4-Dec	10-Dec	11-Dec	14-Dec	4-Jan	15-Jan	28-Jan	29-Jan
Locations	Rigler	Rosa Parks	Woodstock	APPLEGATE	APPLEGATE	Rigler	Rosa Parks	Woodstock	APPLEGATE	APPLEGATE	Rigler	Rosa Parks	Woodstock	APPLEGATE	APPLEGATE	Rigler	Rosa Parks	Woodstock
	High School			High School			High School			High School								
Topic				Newcomer Supports						ELPA								
Team	no job alike			Tonya			no job alike			Tonya								
Dates				26-Nov						28-Jan								
Locations				Rice														

Month	FEB			MAR			APR			MAY										
	K-8			K-8			K-8			K-8										
Topic	Systematic Weekly Planning: Response to Formative Assessment			Systematic Weekly Planning: Focus on Instructional Routines			Systematic Weekly Planning: Focus on Materials			Reflection on Year: Where are we and where do we want to go?										
Team	Lilia, Linea, Nora			Justin, Kathy, Leslie			Lilia, Linea, Nora													
Clusters	PLANNING	PRESENT TO ELDIS	Grant/ Madison	Jefferson/ Roosevelt	Cleveland/ Franklin	PLANNING	PRESENT TO ELDIS	Grant/ Madison	Jefferson/ Roosevelt	Cleveland/ Franklin	PLANNING	PRESENT TO ELDIS	Grant/ Madison	Jefferson/ Roosevelt	Cleveland/ Franklin	PLANNING	PRESENT TO ELDIS	Grant/ Madison	Jefferson/ Roosevelt	Cleveland/ Franklin
Dates	25-Jan	1-Feb	12-Feb	25-Feb	26-Feb	22-Feb	1-Mar	12-Mar	18-Mar	19-Mar	22-Mar	5-Apr	16-Apr	22-Apr	23-Apr	19-Apr	26-Apr	7-May	20-May	21-May
Locations	APPLEGATE	APPLEGATE	Rigler	Rosa Parks	Woodstock	APPLEGATE	APPLEGATE	Rigler	Rosa Parks	Woodstock	APPLEGATE	APPLEGATE	Rigler	Rosa Parks	Woodstock	APPLEGATE	APPLEGATE	Rigler	Rosa Parks	Woodstock
	High School			High School			High School			High School										
Topic	Academic Language Supports for ELLs (FROM CTL CONFERENCE)																			
Team	Tonya			Tonya			Tonya			Tonya										
Dates	25-Feb			18-Mar			22-Apr			20-May										
Locations																				

	Course	Description	Date	Time	Location	Audience	Presenter(s)
ESL Central	ELDIS Retreat		8/21-22/12	8:00-4:30	Ambridge & BESC	ELDIS	ESL Admin
	OTL PD		9/28/12	1:00-3:30	Rice	ELDIS & Admin	OTL
		Tuning or Consultance	11/30/12	8:30-11:30	BESC	ELDIS & Admin	OTL
		Equity	12/7/12	1:00-3:00	BESC	ELDIS & Admin	OTL
		Tuning or Consultance	11/30/12	8:30-1:30	BESC	ELDIS & Admin	OTL
	CTL Conference		10/29-30/12	8:00-4:00	Hilton Portland	ELDIS & Admin	
	ADEPT		12/10/12	8:30-12:00	Applegate	ELDIS & Admin	Debbie Costa Hernandez
	Courageous Conversations		2nd Friday Each Month	8:30-11:30	Applegate	ELDIS & Admin	Director & Assistant Director
	ongoing PD	Data Inquiry & Coaching	2nd Friday Each Month	8:30-11:30	Applegate	ELDIS & Admin	
	Dual Language & ESL						
	Building Language, Vocab, & Grammar Knowledge	includes: diagnostic, error analysis, recognizing language patterns to plan for what to teach next					
	State ELs Alliance conference		3/15/13	8:00-3:30	Eugene Hilton	ELDIS & Admin	COSA
	FASELD Ongoing Recertification					1 PA & 2 ELDIS	
Complex Text, Talk, Task	Lily Wong-Fillmore: ComplexText	12/4/12	8:00-4:00	Albuquerque, NM	ELDIS & Admin		
	Complex Text	12/11/12	8:30-12:00	Applegate	ELDIS & Admin	Debbie Costa Hernandez	
	Monthly Job Alike				ELD Teachers	ELDIS	
	Newcomer Materials		11/26/12	8:45-11:45	Rice	6-12 Grade ESL Teachers	ELDIS

	Course	Description	Date	Time	Location	Audience	Presenter(s)
ELD Teachers	Initial ELD	Teachers will learn instructional routines and strategies to teach English language development. They will learn effective methods to plan using forms and functions	January 17, 24, 31	8:30-3:30	Applegate	New Elementary ELD Teachers	ELDIS
			January 17, 24, Feb 7	8:30-3:30	Applegate	New Secondary ELD Teachers	ESL Admin
	ELD II	Participants will refine ELD practice and lesson planning protocol using key strategies and collaborative planning time		8:30-3:30	Applegate	ELD Teachers	ELDIS
ESL Department	ESL Staff Retreat		9/12/12; 1/11/13	8:00-3:30	Marshall	ESL Department	Luis Versailles
	Equity Training to Support Emergent Bilinguals		9/20/12; 10/11/12; 12/7/12; 2/20/13	8:00-3:30	Marshall		Luis Versailles
Teachers	New Teacher Orientation	Oveview of: ESL Services; Stages of Language Acquisition	8/22/12		Lane	New PPS Teachers	Veronica & Lisa
	PSU ESOL Endorsement Program	Ling 522: How Do People Learn a Second Language	9/29/12; 10/20/12; 11/17/12	8:00-4:30	Scott	Scott Cohort Teachers	Diane Berthoin-Hernandez
		ELP 565: ELL School-Community Relations	Jan 10-March 14, 2013	3:30-6:00	Scott	Scott Cohort Teachers	
		ELP 566: ELL School-Impact of Language and Culture in the Classroom	Jan 17-March 14, 2013	3:30-6:00	Woodmere	Woodmere Cohort Teachers	
		TBA	Spring Term	3:30-6:00	Scott	Scott Cohort Teachers	

	Course	Description	Date	Time	Location	Audience	Presenter(s)
Classroom		TBA	Spring Term	3:30-6:00	Woodmere	Woodmere Cohort Teachers	
	Initial Sheltered Instruction						Achievement Coordinators
	Sheltered Instruction Follow Up					Achievement Coordinators & Instructional	
Family & Community	Oregon Association for Comprehensive Education	Equity-Empowerment-Engagement	1/24-26/13		Seaside	ESL Parent & CA	
	ESL Parent Meeting	Jefferson Redesign		6:00-8:00	Boise Eliot-Humbolt	Jefferson Cluster ESL Families	
	ESL Advisory Committee	What is ESL Advisory Committee and why we need parents to participate	February	6:00-8:00			
	Migrant Parent Meeting						
	ESL Parent Training	ESL Services Overview +breakout sessions: Understanding Essential Skills, CCSS; Supporting Language Development at Home; Rights, Responsibilities, & Advocacy	Feb 6 or 7	6:00-8:00		ESL Parents	ESL Department
nal s &		Welcome Back Work Session	8/29/12	8:30-12:00	Tubman	EAs & CAs	ESL Admin

	Course	Description	Date	Time	Location	Audience	Presenter(s)
Educational Assistant			11/9/12	8:00-3:30	Rice	EAs & CAs	Tou, Veronica, Lisa, PSU, Kehaulani
	Classified Connections		2/1/13		Marshall	EAs & CAs	
ESL Students	Student Leadership Conference		2/21/13		Marshall		

DRAFT



Board of Education

Staff Report to the Board

Board Meeting Date: January 22, 2013

Executive Committee Lead: Neil Sullivan

Department: Finance/Budget

Presenter/Staff Lead: David Wynde &
Sara Bottomley

SUBJECT: Amendment #1 to 2012/13 Budget

BACKGROUND

On June 25, 2012 the Board, by way of Resolution No. 4474, voted to adopt an annual budget for the Fiscal Year 2012/13 as required under Local Budget Law.

School districts are allowed, and sometimes required by law (ORS 294.480), to amend the budget during the fiscal year. The District has experienced changes in its financial position and outlook that require updating the budget to better reflect the current status.

Each fall the Budget Department, in cooperation with schools and central departments, conducts a reconciliation process whereby the current budget is reviewed and compared to the actual activities the district is engaged in and prepares an amended budget accordingly. In addition, as part of that process, all funds are reviewed and beginning fund balances are updated to match prior year ending fund balances as reflected in the audited amounts presented in the District's Comprehensive Annual Financial Report (CAFR).

RELATED POLICIES / BOARD GOALS AND PRIORITIES

An amended budget is necessary to ensure effective financial management of the District's programs and priorities and to remain in compliance with State statute. Specifically, the District is required to ensure legal appropriation of expenditures by program area as defined in the State Chart of Accounts.

PROCESS / COMMUNITY ENGAGEMENT

As required by state law, because the level of expenditures in some funds is changing by more than 10%, there will be a public hearing on January 28, 2013 before the Board takes action on this amendment.

Reviewed and Approved by
Executive Committee Lead

Neil A. Sullivan

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

The 2012-13 budget was developed in alignment with the Racial Educational Equity Policy. This amendment makes no changes to that alignment.

BUDGET / RESOURCE IMPLICATIONS

A budget is developed on the basis of the best intelligence and estimates about balances, revenues, and expenditures available at the time. This amendment is essentially our “trueing up” or our update of these estimates for resources and requirements in the light of more up-to-date information.

The Following Changes for the General Fund

- The proposed amendment results in a net increase in the General Fund of \$2.35 million.
- Increase Beginning Fund Balance by \$4.26 million to match the Comprehensive Annual Financial Report (CAFR).
- Other revisions made to resources include a reduction of \$2 million to our expected collections under the Local Option Levy, resulting from decreased market value and compression.
- Reconciliation of the budget to reflect current school and central department activities:

Instruction: There is a reduction in Instruction expenditures of \$3.38 million, which has several factors.

- The actual cost of staff in schools is more than \$2 million less than budgeted. This does not reflect any reduction in the number of positions but is a recognition that, upon review by budget staff, the actual costs of staff in positions is lower.
- A portion of the reduction in Instruction (\$1.8 million) reflects a shift to the Support category. This entire shift has occurred within schools. Schools converted their allocated instructional FTE into school-based support FTE such as Counselors and Librarians.
- There was also a reclassification of employees at a Pioneer program that contributed to this total.
- The reduction in Instruction was partially offset by an increase in health care expenses described more fully below.

Support: The budget amendment also reflects a net increase to Support Services of \$2.1 million. Support Services includes school-based employees such as counselors and librarians, as well as centrally-based staff.

- As mentioned above, \$1.8 million of this increase was due to shifts in schools.
- Support was also impacted by a \$136,000 increase in charter school costs, to reflect higher than budgeted per student funding via the State School Fund.
- Higher than budgeted Group Health costs for teachers (\$560,000) and other employee groups (\$160,000) were also a factor that increased expenditures in both Instruction and Support. The budget included an assumption of a 6% increase in group health expense for teachers for the 2013 plan year. The increase was initially calculated at almost 12%, but staff worked with PAT through the Health & Welfare Trust to identify plan changes and alternative administrative practices to reduce the increase to 8.9%.
- Debt service & transfers increased by almost \$400,000 primarily because an increase in the amount of Great Fields work to be undertaken in the current year.

This amount is reflected as a transfer out in the General Fund and as a transfer in in Facilities Capital Project Fund (438) where the actual capital expenditures for the Great Fields projects will occur.

- Contingency is increased by \$3.2 million.

Student Body Activity Fund (201), PERS Rate Stabilization Reserve Fund (225), Self Insurance Fund (601)

- In all three of these funds the beginning fund balances are changed to reflect the ending fund balance in the 2011/12 CAFR and the ending fund balance for 2012/13 are similarly changed.

Cafeteria Fund (202)

- Increase Beginning Fund Balance by \$1.5 million to match the CAFR and adjust other anticipated revenue sources.
- Balance the fund by increasing requirements, primarily in Food Preparation & Service.

Construction Excise Tax (404), School Modernization Fund (405), Full Faith and Credit Fund (420), Energy Efficient Schools Fund (435), Recovery Funds (480), Self-Insurance Fund (601)

- In all of these funds the beginning fund balances are changed to reflect the ending fund balance in the 2011/12 CAFR and the expenditures for Facilities Acquisition & Construction for 2012/13 are similarly changed. These changes primarily reflect timing of capital projects work.

PERS UAL Debt Service Fund (308)

- A nominal adjustment to beginning fund balance, balanced by a reduction in funds to be transferred in.

IT System Project Fund (407)

- Decrease Beginning Fund Balance to match the CAFR.
- Reduce expenditures under Support Services reflecting work completed to date and timing of current projects in progress and increase Contingency to balance the fund.

Facilities Capital Project Fund (438)

- Increase Beginning Fund Balance to match the CAFR, add additional revenue under a new grant awarded and the increased transfer from the General Fund.
- Increase expenditures for Facilities Acquisition & Construction to reflect timing and scope of work to be undertaken in 2012/13.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

PPS has published notice of the public hearing that will take place on January 28, 2013. The Board is scheduled to take action on a resolution (draft attached) to approve this amendment on that same date.

PPS staff are revising the forecast for 2103/14, which informs the budget development process for the coming year, to reflect the changes in the 2012/13 budget that this amendment documents.

QUESTIONS FOR BOARD DISCUSSION

What is the impact of these changes on the 2013-14 budget forecast?

ATTACHMENTS

1. Draft Board resolution: Amendment No. 1 to the 2012/13 Budget for School District No. 1J, Multnomah County, Oregon

RESOLUTION No. XXXX

Amendment No. 1 to the 2012/13 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

- A. On June 25, 2012 the Board, by way of Resolution No. 4619, voted to adopt an annual budget for the Fiscal Year 2012/13 as required under Local Budget Law.
- B. Board Policy 8.10.030-AD, "Budget Reallocations – Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board of Education ("Board").
- C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines.
- D. This Amendment No. 1 will revise the FY 2012/13 Adopted Budget under ORS 294.471 guidelines, which states the budget may be amended at a regular meeting of the governing body.
- E. Amendment No. 1 adjusts Beginning Fund Balances to match the FY 2011/12 actual Ending Fund Balances as reflected in the Comprehensive Annual Financial Report (CAFR) for that fiscal year, adjusts program allocations for funds to more accurately reflect intended expenditures, and rebalances all funds as needed.
- F. The change in expenditures in three funds (Fund 405 – School Modernization; Fund 407 – IT Systems Project Fund; Fund 435 – Energy Efficient Schools Fund) will be changed by more than 10% under this amendment. Local budget law requires a public hearing on these changes. A public hearing occurred prior to Board action.

RESOLUTION

1. Having held a public hearing on this amendment as required under local budget law, the Board hereby amends budgeted revenues and expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2012.

D. Wynde / N. Sullivan

ATTACHMENT "A"

Fund 101 - General Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	26,657,817	4,266,874	30,924,691
Local Sources	265,494,250	(1,910,999)	263,583,251
Intermediate Sources	13,080,000	-	13,080,000
State Sources	156,532,000	-	156,532,000
Federal Sources	500,000	-	500,000
Other Sources	2,000,000	-	2,000,000
Total	464,264,067	2,355,875	466,619,942
Requirements			
Instruction	259,956,472	(3,388,039)	256,568,433
Support Services	174,725,913	2,110,718	176,836,631
Enterprise & Community Services	1,523,503	40,000	1,563,503
Facilities Acquisition & Construction	205,200	6,174	211,374
Debt Service & Transfers Out	10,184,033	399,678	10,583,711
Contingency	17,668,946	3,187,344	20,856,290
Ending Fund Balance	-	-	-
Total	464,264,067	2,355,875	466,619,942

Fund 201 - Student Body Activity Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	2,960,318	571,612	3,531,930
Local Sources	8,818,532	-	8,818,532
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	11,778,850	571,612	12,350,462
Requirements			
Instruction	8,954,082	-	8,954,082
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	2,824,768	571,612	3,396,380
Total	11,778,850	571,612	12,350,462

Fund 202 - Cafeteria Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	2,530,373	1,493,810	4,024,183
Local Sources	3,715,501	(12,400)	3,703,101
Intermediate Sources	-	-	-
State Sources	213,844	-	213,844
Federal Sources	12,985,533	(45,350)	12,940,183
Other Sources	-	-	-
Total	19,445,251	1,436,060	20,881,311
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	18,377,793	1,436,060	19,813,853
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	1,067,458	-	1,067,458
Total	19,445,251	1,436,060	20,881,311

Fund 225 - PERS Rate Stabilization Reserve Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	15,279,273	(890)	15,278,383
Local Sources	196,337	-	196,337
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	15,475,610	(890)	15,474,720
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	1,900,000	-	1,900,000
Contingency	-	-	-
Ending Fund Balance	13,575,610	(890)	13,574,720
Total	15,475,610	(890)	15,474,720

Fund 308 - PERS UAL Debt Service Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	-	5,219	5,219
Local Sources	35,834,326	(5,219)	35,829,107
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	35,834,326	-	35,834,326
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	35,834,326	-	35,834,326
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	35,834,326	-	35,834,326

Fund 404 - Construction Excise Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	5,498,172	516,450	6,014,622
Local Sources	1,601,000	-	1,601,000
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	7,099,172	516,450	7,615,622
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	6,867,952	516,450	7,384,402
Debt Service & Transfers Out	231,220	-	231,220
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	7,099,172	516,450	7,615,622

Fund 405 - School Modernization Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	3,289,063	296,331	3,585,394
Local Sources	10,000	-	10,000
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	3,299,063	296,331	3,595,394
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	2,799,063	296,331	3,095,394
Debt Service & Transfers Out	-	-	-
Contingency	500,000	-	500,000
Ending Fund Balance	-	-	-
Total	3,299,063	296,331	3,595,394

Fund 407 - IT Systems Project Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	1,812,702	(192,086)	1,620,616
Local Sources	1,008	(108)	900
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	1,813,710	(192,194)	1,621,516
Requirements			
Instruction	-	-	-
Support Services	1,654,300	(243,077)	1,411,223
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	159,410	50,883	210,293
Ending Fund Balance	-	-	-
Total	1,813,710	(192,194)	1,621,516

Fund 420 - Full Faith and Credit Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	4,450,251	81,760	4,532,011
Local Sources	19,000	-	19,000
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	4,469,251	81,760	4,551,011
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	4,469,251	81,760	4,551,011
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	4,469,251	81,760	4,551,011

Fund 435 - Energy Efficient Schools Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	1,863,478	(657,251)	1,206,227
Local Sources	853,839	-	853,839
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	2,717,317	(657,251)	2,060,066
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	2,717,317	(657,251)	2,060,066
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	2,717,317	(657,251)	2,060,066

Fund 438 - Facilities Capital Project Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	-	832,251	832,251
Local Sources	-	-	-
Intermediate Sources	-	-	-
State Sources	-	500,000	500,000
Federal Sources	-	-	-
Other Sources	18,362,947	399,678	18,762,625
Total	18,362,947	1,731,929	20,094,876
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	18,362,947	1,731,929	20,094,876
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	18,362,947	1,731,929	20,094,876

Fund 480 - Recovery Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	1,426,644	166,386	1,593,030
Local Sources	1,532,766	-	1,532,766
Intermediate Sources	-	-	-
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	-	-	-
Total	2,959,410	166,386	3,125,796
Requirements			
Instruction	-	-	-
Support Services	-	-	-
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	2,959,410	166,386	3,125,796
Debt Service & Transfers Out	-	-	-
Contingency	-	-	-
Ending Fund Balance	-	-	-
Total	2,959,410	166,386	3,125,796

Fund 601 - Self Insurance Fund	Adopted Budget	Change Amount	Amendment #1
Resources			
Beginning Fund Balance	3,830,346	(1,030,088)	2,800,258
Local Sources	2,803,154	-	2,803,154
Intermediate Sources	-	-	-
State Sources	262,500	-	262,500
Federal Sources	-	-	-
Other Sources	-	-	-
Total	6,896,000	(1,030,088)	5,865,912
Requirements			
Instruction	-	-	-
Support Services	3,176,937	10	3,176,947
Enterprise & Community Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Debt Service & Transfers Out	-	-	-
Contingency	3,719,063	(1,030,098)	2,688,965
Ending Fund Balance	-	-	-
Total	6,896,000	(1,030,088)	5,865,912

BOARD OF EDUCATION
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Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4705 and 4706

RESOLUTION No. 4705

Resolution Urging Congress and the Administration to Amend the Budget Control Act of 2011 and the American Taxpayer Relief Act

RECITALS

- A. A world class public education is essential for the future success of our nation and today's schoolchildren.
- B. The Budget Control Act of 2011 was amended by the American Taxpayer Relief Act, which includes provisions to impose more than \$1.1 trillion in across-the-board budget cuts to almost all federal programs including education that would become effective March 1, 2013.
- C. These across-the-board budget cuts, also known as sequestration, would have a dramatic impact on education funding and could result in larger class sizes, fewer course offerings, loss of extracurricular activities, and teacher and staff lay-offs.
- D. Portland Public Schools as well as other public schools throughout the nation, would be impacted by an estimated \$2 billion loss from just three programs alone – Title I grants (support for high poverty schools/students), IDEA (special education state grants) and Head Start (pre-kindergarten programs) – that serve a combined 30.7 million children. For PPS the loss is estimated to be between \$1.65 and \$2.3 million for the 2013-14 school year.
- E. Federal funding for K-12 programs was already reduced by more than \$835 million in Fiscal Year 2011, and state and local funding for education continues to be impacted by budget cuts and lower local property tax revenues.
- F. States and local governments have very limited capacity to absorb further budget cuts from sequestration, as Portland Public Schools has already implemented cuts commensurate to state and local budget conditions.

RESOLUTION

The Portland Public Schools Board of Education urges Congress and the Administration to take immediate action to avoid the drastic cuts to education that would affect our students and communities, and to protect education as an investment critical to economic stability and American competitiveness.

RESOLUTION No. 4706

Resolution Encouraging Oregon's Congressional and State Delegations to Enact Measures to Increase School Safety

RECITALS

- A. At Portland Public Schools the safety of students is one of our most important responsibilities; when parents entrust their children to us, we take this responsibility seriously.
- B. As we proactively review internal safety protocols and procedures, we acknowledge that some aspects of school safety must be addressed by federal and state elected officials.
- C. This resolution calls on Oregon's Congressional delegation and state Legislative leaders to enact common-sense measures to protect school children and our community from gun violence.
- D. In the past year, more than 30,000 Americans died by firearms. The Children's Defense Fund states, "In 2008 and 2009, gun homicide was the leading cause of death among black teens."

RESOLUTION

- 1. The PPS Board of Education calls on our Congressional delegation and the Oregon State Legislature to take action now that will keep our students from harm, enhance the security of the school environment and make our communities safer.
- 2. The Board of Education specifically calls on our various statewide and federal elected officials to enact legislation that would bring about common-sense gun control both in access to firearms as well as the ability of individuals to bring them onto school campuses.
- 3. Further, the Board of Education calls on Congress and the Oregon State Legislature to address the many contributing factors to gun violence, many of which were called out in President Obama's Gun Violence Initiative's report, including effective and universal background checks and more effective mental health supports.
- 4. The Board of Education will support these and other common-sense measures to help ensure a more safe and secure environment for our children.