

Live Public Testimony from May 9, 2022 Budget Committee Meeting

	Question	Answer
1	Investment in class size: If student enrollment didn't drop this year, is it true student/teacher ratio would increase?	Not necessarily. If student enrollment didn't drop this year and came in where it was projected, we would have been able to use the teacher holdback that was included in the budget.
2	In the Proposed Budget Document it shows student/teacher ratios compared to the state. The data for the state has changed. Why did the data change? What is the explanation?	The data was reanalyzed and the district had a difficult time matching the State of Oregon numbers to our actual experience here in Beaverton. Upon conferring with ODE, the formula for calculating class size for their purposes doesn't accurately compare very well to our class size in the district. The comparisons of average class size in the Executive Summary of the budget document now use weighted averages.
3	\$12 million in ESSER funds that are unspent. This seems like a good opportunity to use ESSER funds for technology, etc., to reduce the ask of the bond. Why wasn't that done?	The District has not allocated all ESSER dollars to allow for the ability to respond to ongoing needs as the pandemic continues to unfold. Regarding technology, the District has secured funding from the Emergency Connectivity Fund which covered the last round of device purchases in the spring of 2021, as well as utilized some of the Summer Learning Grants to pay for devices. Technology included in the proposed bond are for future purchases. There are also dollars set aside for capital purchases in ESSER. The District used a large portion of the funds to hire staff to provide much needed services to students.
4	Have you notified positions funded by ESSER funds that their position is potentially temporary? Or are you planning to fund them in other ways?	All positions funded with ESSER funds are temporary and job openings and the positions are posted as temporary. All staff in these positions know the positions are temporary.
5	House Bill 4030 - \$78 million in grant funds available for attracting talent. Funds are available to apply for now. What are the District's plans to file for a portion of that \$78 million?	The District is in the process of preparing a grant application for HB 4030 funds. Beaverton's estimated allocation is \$5.1 million, funds are one-time, non recurring funds. The grant is for the purposes of recruitment and retention, particularly for positions affected by workforce shortages and for diversification of the workforce. The application is still in formative stages and priorities are being developed. The application is required to be submitted to ODE by May 31st.
6	How has the budget evolved over the last 2 years to support stated diversity and equity goals?	Over the last two years, significantly more dollars have been allocated to support these goals. The increase of over \$800,000 has funded an additional staff member to the Office of Equity &

		Inclusion team (now 2) and the trainings and seminars listed in comment # 8.
7	What are the measurable goals around equity that involve the budget?	<p>Goals supported with the Office of Equity & Inclusion (OEI) budget can be found on pages 6-9 of the <u>2021-2022 Strategic Plan Report</u> with emphasis on the following sections:</p> <p>The foundation of our work is growing our capacity in Anti-Bias Anti-Racist leadership and changing biased and racist district/school practices.</p> <ul style="list-style-type: none"> • Selecting and consistently implementing high quality, culturally and linguistically responsive curriculum. • Identifying and implementing instructional best practices that require students to engage in deep thinking and connect students' cultures, languages and life experiences to what they are learning in school. • Providing a safe and engaging environment for all students that integrates Behavioral Health and Wellness and confronts and addresses bias and racism. <p>Measurement of those goals will be visible in increased rates of academic engagement, advancement and graduation and decreased rates of discipline and identification in student groups who have been impacted by historic and current minoritization and marginalization.</p>
8	What required (not optional) anti-bias staff trainings does the budget pay for?	<p>The proposed budget includes funding for groups of staff to participate in one of three two-day collaborative learning seminars focused on race-equity. The intention of that training is to be required for and experienced by all staff over time.</p> <p>In addition, there is funding for three equity summits held throughout the year for people (representatives from building and department equity teams) to collaborate in alignment of their building- and department-based equity and ABAR focused professional learning and development.</p> <p>As part of our annual required staff training, a module on Cultural Competence and Racial Bias provides staff members with an awareness and understanding of implicit racial bias and provides strategies for overcoming bias and developing cultural competencies so that educators can work effectively and collaboratively with all students.</p>