Regular Meeting
Tuesday, May 23, 2023 6:00 PM

Dr. Matthew Prophet Education Center - Board Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Student Representative's Report
3. 6:10 pm - Public Comment & Union Comments Public Comment
    - Student Comment
    - General Public Comment
4. Union Comment
    - Portland Association of Teachers (PAT)
    - Service Employees International Union (SEIU)
    - Portland Federation of School Professionals (PFSP)
5. 6:55 pm - Board Committee and Conference Reports
6. 7:05 pm - Resolution to Change the Mascot of Benson Polytechnic High School (Resolution 6710) Vote - public comment accepted
7. 7:30 pm - Center for Black Student Excellence (CBSE) Vision
8. 8:00 pm - Budget Committee Approval of the 2023-24 Budget and The Imposition of Property Taxes (Resolution 6711) Vote - public comment accepted
9. 8:30 pm - Amendment No. 1 to the Fiscal Year 2022-2023 Budget for School District No. 1J, Multnomah County, Oregon (Resolution 6712) Vote- public comment accepted
10. 8:40 pm - Jefferson Modernization Contract (Resolution 6714) Vote- public comment accepted
11. 8:40 pm - First Reading of Policy Rescissions
    - 3.30.020-P Limitations on Use of Facilities and Grounds - All Groups or Individuals
    - 3.30.030-P Community Use of School Buildings and Facilities - (Non-Student)
12. 8:45 pm - Second First Reading of a Policy
    - Complaint Policy 4.50.030-P
13. 8:50 pm - Second Reading of Policy Revisions (Resolution 6709)
    - 3.30.010-P Community Use of Buildings and Facilities
14. 8:55 pm - 2023-2024 Board Meeting Calendar (Resolution 6713) Vote- public comment accepted
15. 9:00 pm - Consent Agenda: Resolutions 6704 through 6708 Vote- Public Comment Accepted
    15.(a) Resolution 6704: Authorizing Off-campus Travel
    15.(b) Resolution 6705 - Expenditure Contracts that Exceed Delegation of Authority
    15.(c) Resolution 6706: Adoption of the Index to the Minutes
    15.(d) Resolution 6707: Dismissal of a Contract Educator
    15.(e) Resolution 6708: Appointment of Center for Black Excellence Board Members
16. 9:10 pm - Other Business / Committee Referrals

17. 9:15 pm - Adjourn

RESOLUTION No. 6710

Resolution to Change the Mascot of Benson Polytechnic High School

RECITALS

A. Portland Public Schools acknowledges that the names of school buildings have a significant impact on the overall educational environment and can foster positive student development and sense of belonging.

B. As Benson Polytechnic moves into a new chapter of its history with the construction of a new building, it is a new nickname and mascot that is more inclusive and better represents all the people that make up the Benson Polytechnic community.

C. The Benson Polytechnic community commenced an engagement process led by a committee of students, staff, parents, and community members to determine the school's new mascot.

D. The community engagement process was defined by both quantitative and qualitative approaches to solicit feedback from the community on the new mascot and a final recommendation from the committee to the Superintendent for his review and final recommendation to the Board of Education.

E. The committee recommended the "Astros" as their first choice of the new mascot to the Superintendent.

F. The Astros reflect the values of Benson's students, staff, community members, and alumni of futurism, innovation, and forward thinking. As economies, markets, and the world evolves, Benson Polytechnic will be right alongside any changes and their unique Career Technical Education programs will offer students the very best current industry standards, equipment, and knowledge. This forward thinking mindset and continually evolving curriculum allows students to move past Benson and find success in their postsecondary pursuits.

G. The Superintendent, having reviewed the process and work of the committee, recommends changing Benson Polytechnic High School mascot from the original Techmens to the Astros.

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a new mascot for Benson Polytechnic High School. The Benson Polytechnic High School mascot will now be known as the Astros.

.

MEMO

TO: PPS Board of Education

FROM: Jonathan Garcia, Chief of Staff

CC: Guadalupe Guerrero, Superintendent; Curtis Wilson, Benson High School Principal; Dr. Jon Franco, Chief of Schools

DATE: May 13, 2023

SUBJECT: Benson Polytechnic High School - Mascot Change

BACKGROUND

Benson Polytechnic High School, formerly known as the Portland School of Trade, has been providing quality education since its establishment in 1908. Initially an all-male school, its sports teams were fondly called the "Techmen." As the school transitioned to co-ed, the nickname evolved into "Techman and Lady Techsters" or gender-neutral "Techsters." Over the years, the school's mascot visual representation underwent numerous transformations, from a worker in overalls to an astronaut. However, the original nickname, "Techmen," remained unchanged.

Recently, with the construction of a new building, the Benson Polytechnic High School community has decided to embrace change and adopt a new nickname and mascot that better represents their diverse community. While the school name will remain the same, the new mascot will be more inclusive.

On November 21, Superintendent Guerrero approved Benson High School Principal Curtis Wilson's request for his school community to undertake an engagement process to identify a new mascot and its visual representation. After reviewing the steps the Benson High School community took to build consensus and arrive at a new mascot, the Office of the Superintendent recommends the School Board approve the new mascot name chosen, the "**Astros**." This decision will mark an essential start to the next chapter of Benson High School's story.

RELATED POLICIES/BEST PRACTICES

- 2.20.010-P Naming School District Property
- 2.20.011-AD Procedures for Naming School District Property

FISCAL IMPACT

Benson High School is undergoing a three-year modernization that will finish in the summer of 2024. The modernization includes new campus visuals, which will be funded by Bond dollars.

COMMUNITY ENGAGEMENT

The community engagement process was defined by quantitative and qualitative approaches to solicit feedback from the community on the new mascot, including three surveys and a final recommendation from the Renaming Committee.

- **First survey**: Benson Polytechnic HS released a survey to the entire school and alumni community for all mascot recommendations. Over 4,000 initial nominations were made.
- **Second survey**: The school's renaming committee narrowed all of the **4,000 community responses** to 5 **finalists.**
- Students had the opportunity to complete the survey during class and other opportunities curated by staff, i.e., social media, Trivory, etc.
- **Third survey:** The community ranked their top three choices out of 5.
- The Benson Polytechnic Renaming Committee made the final mascot recommendation: **Astros**.

Benson Polytechnic HS Mascot Naming Committee

- Qalch'ema Friedlander - Student
- Quinton Neal - Student
- Shekinah Castillo - Student
- Joe Anderson - Student
- Curtis Wilson Jr. - Principal
- Mat Clark - Athletic Director
- RoDonda Collins - Coach and Alumni
- Earl Clark - Coach and Alumni
- Amy Henry - Counselor
- Jamie Homberg - Teacher
- Brian Corey - Teacher
- Colleen Johnston - Dean of Students
- Mike Landstrom - Alumni
- Indira Gonzalez - Parent
- Kayin Davis - Parent and Alumni

STAFF RECOMMENDATION

On November 21, Superintendent Guerrero approved Benson High School Principal Curtis Wilson's request for his school community to undertake an engagement process to identify a new mascot and its visual representation. After reviewing the steps the Benson High School community took to build consensus and arrive at a new mascot, the Office of the Superintendent recommends the School Board approve the new mascot name chosen, the "**Astros**." This decision will mark an essential start to the next chapter of Benson High School's story.

Proponents of this name have described Astros in the following way:

"I believe Astros is a mascot that appropriately reflects the values of Benson's students, staff, community members, and alumni. Astros represents one of Benson's most important values: the future. Due to their close association with astronauts, Astros is analogous with futurism, innovation, and forward-thinking."

As a PPS Executive Leadership Team member, I have reviewed this staff report.

_____ *(Initials)*

CENTER FOR BLACK STUDENT EXCELLENCE

A Place, An Approach, and a Redesign of the System

Portland Public Schools
Portland, Oregon

PORTLAND PUBLIC SCHOOLS | INNOVATION STUDIO

THE PROBLEM:

Decades of underinvestment, systemic racism, lack of coordinated systems of support, and discriminatory practices have resulted in an enduring opportunity and achievement gap for Black students in Portland.

THE OPPORTUNITY:

The opportunity ahead is to redefine the future by advancing a culture of Black excellence *while meaningfully integrating joy and healing*, unifying and elevating the Black educational experience, and improving outcomes for Black students.

THE MECHANISM:

Center for Black Student Excellence.

A place, an approach and a redesign of the system.

CO-DESIGNERS

The vision for the **Center for Black Student Excellence** is full of the fingerprints of our community. We couldn't have done this alone. We were tasked with creating a comprehensive, co-constructed, community plan to advance Black student excellence. This historic opportunity allows us to create a stronger future for Black students. Thank you to our community for this labor of love.

"I AM BECAUSE WE ARE."

- African Proverb

Executive Sponsor

Dr. Cheryl Proctor, Deputy Superintendent of Instruction and School Communities

Project Lead

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Hafsa Aden, Imagine Black Futures
Ameenah Carroll, Imagine Black Futures
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Linda Mitchell Duncan, I AM M.O.R.E.
Marshall Goss Jr, I AM M.O.R.E.
Nicole Kennedy, I AM M.O.R.E.
Shiloh Day, I AM M.O.R.E.
Sunshine Dixon, I AM M.O.R.E.

Dr. Aisha Hollands
Anjene Bryant
Courtney Westling
Crystal Ball
Dani Ledezma
Ebonee Bell
Gail Warren
Gary Hollands
Jamaal Tibbs
Jazmin Jinnah
Jovanne Williams
Kiesha Locklear
Kristen Brayson
Lindell Stone
Loretta Benjamin-Samuels
Marsha Williams
Mary Evans
Mirna Ghamrawi
Patrice Woods
Shanice Clarke
Stacey L. Murray
Stetson James
Sydney Kelly
Tamra Hickok
Tanesha Dawson
Tiffany Robinson
Tony Hopson Sr.
Tyler Brown
Yian Saechao

Guiding Coalition

Abdirahman Abdirahman
Adriel Person
Dr. Aisha Hollands
Anjene Bryant
Askina sharif
Aundreen Mitchell
Ayana Horn
Britt Bieberich
Dr. Camedra Jefferson
Carolyn Hickman
Dr. Cheryl Proctor
Cortonio Smith-Myles
Courtney Westling
Crystal Ball
D'Artagnan Caliman
Dani Ledezma
Diallo Lewis
Donald Jackson
Donna Jones
Ebonee Bell
Esther Omogbehin
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Kristen Brayson
Kyeese Hollands
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Lakeitha Elliott
Lindell Stone
Lisa Michelle Williams-Brown
Liz Fouther-Branch
Loretta Benjamin-Samuels
Marcus Lee Ball
Margarett Peoples
Marsha Williams
Marshall Haskins
Mary Li
Mashari Tyson
Melissa Brabham
Michael "Chappie" Grice
Michael L. DeVaughn, Ph.D.
Michelle DePass
Mims Rouse, Jr.
Mirna Ghamrawi
Nate McCoy
Nedra Miller
Nicole Kennedy
Patrice Woods
Reiko Mia Williams
Renee Anderson
Richard E Hunter Sr
Santay Mayfield
Shaina Pomerantz
Shana Moore Jackson
Sharde Dennis
Dr. Sherree L. Coleman
Sierra Warren
Stacey Murray
Stephanie Harvey
Stetson James
Susan Elliott
Sydney Kelly
Tanesha Dawson
Teresa Seidel
Tiffany Dempsey
Tina Turner
Tony Hopson Sr.
Traniece Brown-Warrens
Tyler Brown
Winta Yohannes

Students
DeAsia Kennedy
Emanuel Dempsey
Hobbs Waters
Ja'Mari Etherly
Janaya Webster
Japhety Ngabireyimana
Kendall Brown-Clay
Kennedy Tanner
Kryeon Williams
Magnus Graham
Maliyah Miller
Mathew Baba
Max Decker
Micheal Patten
Nia Jones
Rae Smith
Reba Booze
Salome Sayee
Sylena Kennedy
Zae'lyn Chadwick

Partners
African Youth & Community Organization
Architectural Heritage Center
Black Educational Achievement Movement Village
Black Men In Training
Black Women for Peace
BSTRONG Learning Hub
Center for Black Excellence Steering Committee
Connected Inc.
ConnectHer
Everyday Grinds
Feed'em Freedom Farm Hub
Four Forces Inc.
Global Movement Network
Kairos PDX
Love Is Stronger GV
Mayo House ARTchive
Museum of the African Diaspora
National Association of Minority Contractors
Next G
Nurture
Portland Parks and Recreation TeenForce
SAMO
Self Enhancement, Inc.
Team Safer II
US First PDX
Word is Bond
Young Gifted and Black

We would also like to thank the justice-involved individuals and community groups that support them for sharing their experiences in this design process.

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01. INTRODUCTION

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HISTORICAL CONTEXT

HOW DID WE GET HERE?

Understanding Oregon's history of racism and discrimination

"RACISM AND INEQUITY ARE PRODUCTS OF DESIGN. THEY CAN BE REDESIGNED."

- EQUITYXDESIGN

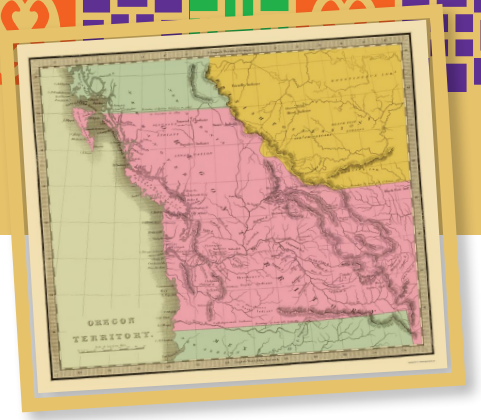
BACKGROUND:
LEGACY OF DISCRIMINATION

The fight for equitable access to public education in Portland is influenced by Oregon's path to statehood.

Oregon's Black Exclusion Law

1844

OREGON PASSED A BLACK EXCLUSION LAW, banning African Americans from entering, residing, or acquiring property. African Americans were met with threats of violence if they did not flee the state within three years of residence.



Oregon Territory

1857

OREGON INCLUDED A "WHITES ONLY" clause in its original constitution – the only such law for any state in the Union.

1

2

[1] Portland's Black children were denied the public education guaranteed all children by legislation.

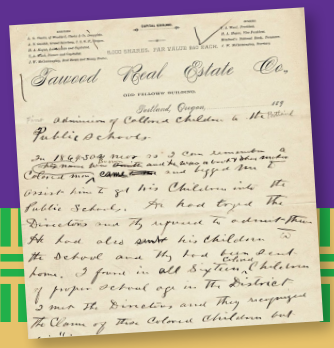
[2] Central school, located originally at Southwest Sixth and Morrison.

1859

WHEN OREGON OFFICIALLY JOINED THE UNION,

Portland Public Schools had been established for nearly a decade.

But the school district had already adopted racist practices that disadvantage students of color -especially Black and Native students.



Jawood Real Estate Co.

Harrison Street school, was in operation when William Brown asked for his childern to be admitted to Portland's public schools.

1867

WILLIAM BROWN,

a resident of Portland, tried but was unable to enroll his Black children in one of Portland's only two public elementary schools.

Brown appealed to the school board but was denied once again, in the first recorded case of racism against Black children in Portland Public Schools.

This historical example is one of many instances of racism that have affected the education of generations of Black students in the Portland area.

ALBINA:
FORCED DISPLACEMENT AND MARGINALIZATION

The close-in Portland neighborhood of Albina was once the cultural capital of Black Portland, particularly after WWII. It offered world-class jazz venues, environmental-justice initiatives, and education models created for and by Black Portlanders. As with other previous neighborhoods where Black residents were allowed to live, Albina was segregated by design, yet it thrived – becoming a creative, affordable enclave for Portland's African American community.

Black-owned businesses, homes, and faith institutions lined its streets.

Most importantly, the Albina neighborhood created a sense of place and community.

By the 1960s, disinvestment and urban renewal– such as the construction of Interstate 5 – forcibly displaced thousands of Black residents and businesses from the neighborhood.

The neighborhood's schools suffered under the weight of this upheaval. And in the end, students bore the cost. Forced busing sent many Black students to schools outside of their neighborhood.

PPS REIMAGINED:
A NEW VISION FOR PUBLIC EDUCATION

In 2018, the Board of Education and the Superintendent of Portland Public Schools launched a community-wide process to develop a long-term vision for public education in Portland. This vision, created after dozens of community meetings involving hundreds of stakeholders, describes PPS' aspirations for each member of the graduating class of 2030, and the educational experience that will increasingly become the reality for each PPS graduate.

While this vision titled **"PPS reImagined"** would set the "north star" of the school district's direction for the next decade, Black and Native students have continued to experience the greatest barriers in realizing the Vision of the Graduate Portrait.

A TRADITION OF ADVOCATING FOR BLACK STUDENT ACHIEVEMENT

There have been long standing, well-documented examples of advocacy by Black leaders and Black-led organizations who fought for children and against discrimination.

These efforts gained momentum in 2020 following the murder of George Floyd and the social movement for Black Lives.

The work of improving educational outcomes for Black youth further accelerated when Portland's Black community leaders put forth the concept of the Center for Black Student Excellence (CBSE).

Later in 2020, voters approved a bond measure that enabled Black-led and -serving educational organizations in the Albina community to engage in the design and implementation of the CBSE.

The core idea behind the CBSE comprised both material components – such as redesigning the physical environment – and symbolic ones, such as culturally responsive curriculum, including comprehensive Black and African-American history.

MEETING THE MOMENT WITH INSTITUTIONAL INVESTMENT

By December of 2020, the Superintendent of PPS directed staff to prioritize the creation of the first multi-year strategic plan to focus on actively implementing PPS reImagined. **The Center for Black Student Excellence** became a priority within the 2021-2025 Strategic Plan for Racial Equity, Inclusion and Excellence.

DEVELOPING THE CBSE:
NEW PARTNERSHIPS AND COALITIONS

To turn the vision for the Center for Black Student Excellence into reality, in 2022, the PPS Board of Education unanimously approved a historic cooperating agreement with the Albina Vision Trust (AVT) – a community-based organization facilitating the thoughtful reinvention and transformation of the 94-acres of lower Albina, which remains as an emotional marrow of the now-dispersed Black community.

This community-led effort is embarking on efforts to listen, learn, and present a plan to develop a youth-centered community in lower Albina that creates opportunities for Portland's next generation of Black people to learn, build wealth and reclaim their cultural center.

A 13-member Board, comprising members chosen by a Steering Committee of senior leaders from established, Black-led organizations, have met regularly to focus on student-facing PPS capital projects, including the Jefferson High School modernization and the relocation of Harriet Tubman Middle School; the Center for Black Student Excellence; the monitoring of of the Black student experience in PPS schools; and leading a vision for future projects and work streams to enrich the Black student experience.

Within PPS, the district's Innovation Studio, a problem-solving accelerator, was tasked with facilitating the design and engagement process using its Innovation Equity Design methodology.

During the process, PPS tapped into the experience of subject matter experts, stakeholders with lived experience in the community, and a Guiding Coalition, which included students, Black-led organizations and leaders who have a history of influencing change within the community, including Albina Head Start, Black Parent Initiative, KairosPDX, Portland Opportunities Industrialization Center, REAP and Self-Enhancement, Inc. and others.

KairosPDX

Albina Head Start and Early Head Start

SEI
YOUTH POTENTIAL REALIZED

ALBINA

POIC®
Portland Opportunities Industrialization Center

BLACK PARENT INITIATIVE

REAP
the next wave of leaders

PUTTING OUR VALUES INTO ACTION

These engagement opportunities included hallmark moments that further exemplified PPS' commitment to forging a new path with the Black community, such as the renaming of the district headquarters after the late Dr. Matthew Prophet, Jr. whose legacy as PPS' first Black superintendent was one of encouraging and supporting Black excellence.

In the decade that Dr. Prophet led our city's school system, from 1982 to 1992, he helped stabilize district funding. He rightly saw promise in ALL students - and he made it his goal to raise and recognize achievement for those who had historically been left behind.

Under his leadership, Black students saw a

65%
improvement in mathematics

43%
improvement in reading assessments

Dr. Prophet also helped open doors for a greater share of Black students to continue their education beyond high school. **For instance, the percentage of Black high school graduates choosing higher education rose from 49% in 1987 to 80% by 1991.**

49% in 1987 → **80%** in 1991

Renaming a prominent physical space in his honor came only months after his passing in 2022 at the age of 92.

MOMENTUM UNDERGIRDED BY BLACK SCHOLARLY RESEARCH

"JUST BEAR WITH ME AND DON'T GIVE UP ON ME."

"BE THERE FOR ME WHEN I NEED YOU."

"UNDERSTAND ME."

BREONNA TAYLOR
JAMES FORMAN

While the development of the Center for Black Student Excellence is driven by community advocacy, Black researchers and scholars have built a braintrust of expertise from which this project draws upon. The conditions that prevent Black students from thriving in Portland Public Schools are generational and persistent. Black students currently experience low academic performance as evidenced by Measure of Academic Progress (MAP) assessment data, disproportionate discipline as noted by increased rates of suspension and discipline hearings, and community violence heightened by a lack of belonging and access to a quality educational environment. **When asked what educators need to know about how to better support Black students, Black youth have consistently appealed to be seen, heard, and understood from a cultural perspective.**

"Just bear with me and don't give up on me."
"Be there for me when I need you."
"Understand me."

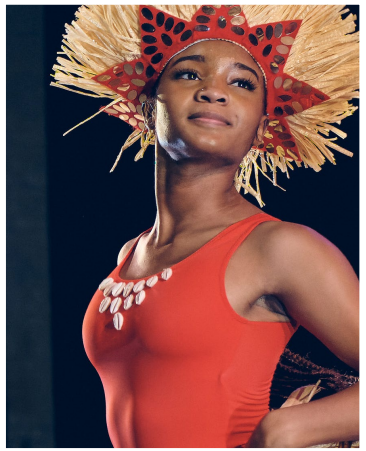
The opportunity of the Center for Black Student Excellence is met with research that positively correlates cultural affirmation and community networks with improved academic and social outcomes. In order to significantly elevate the Black educational experience, we need to advance a culture of Black excellence, increase the presence of Black educators, and commit to maintaining high expectations, while meaningfully integrating joy and healing. It is under these conditions, research shows, that Black students will thrive.

ADVANCING A CULTURE OF BLACK EXCELLENCE

Positive Cultural Identity Development and Student Advocacy are two strategies that confirm that students are able to be more confident and have a positive cultural identity when they are allowed to share elements of their culture with their peers. Research shows that when students have a positive, well-informed sense of self, they are able to have social and emotional success (Chen, 2005). Research also shows that when students are able to have a positive sense of their racial identity, when they can identify and critique racism, advocate for themselves, and are being offered culturally relevant instruction, then students have a clearer and more supportive opportunity to attain and maintain academic success (Ginwright, James, 2002).

American psychologist Urie Bronfenbrenner was the first to put forth the 'Ecological Systems Theory' (Bronfenbrenner, 1974) based on understanding of a child's relationship to the systems that influence them. His theory is one of the most accepted explanations about how one's environment influences an individual's development.

Local and national Black scholars, however, are increasingly understanding how Brofenbrenner's theory fails to reflect the particular influences of an endemic devaluation that Black children consistently encounter within various social environments.



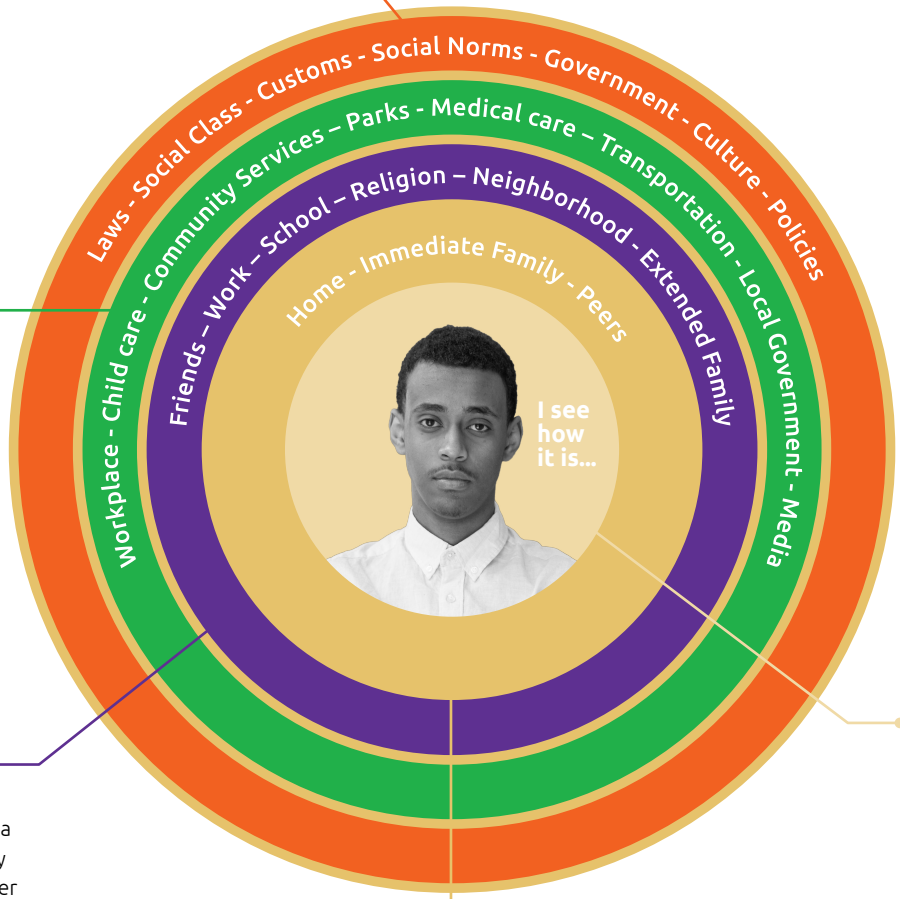
In the groundbreaking study, "In My Power, I Empower: Moving Black Youth from Spirit Murder to Emotional Emancipation" (2021), Portland's Dr. S. Renee Mitchell, a former high-school teacher, was the first to tease out the unique experiences of African Americans in relation to each of the ecosystems articulated by Brofenbrenner. Mitchell argues that to more deeply understand Black students' academic experiences, one must begin thinking of Black students in relation to the layers of their lived experiences, which is steeped in and deeply influenced by racism, and in particular, anti-Blackness. Understanding that context shapes the low academic achievement of Black students as a consequence of their broken hearts, not inferior minds.

Black children are set up to fail from birth.
When will the healing begin?

Color key
Macrosystem
Exosystem
Mesosystem
Microsystem
Individual

MACROSYSTEM
Society, laws, customs, and policies are socially constructed to favor whiteness and justify racial oppression in the lie of Black inferiority. Government engages in financial disinvestment, negligence, and injustice in employment, housing, health care, law enforcement, land use, child welfare, transportation, and privatization of public services. Gentrification disrupts historically Black neighborhoods. Prisons serve as free labor.

EXOSYSTEM
Anti-Black messages are perpetuated in media. Black families work more hours and earn less. Schools lack sufficient resources. Affordable child-care centers are limited. Community services provided from deficit lens (reduce violence, increase academic achievement) that reinforces stereotypes. Bias of medical care providers contributes to health disparities. Absence or underfunding of community-based, culturally specific services. Limited access to safe, neighborhood parks. Over-reliance on public transportation.



MESOSYSTEM
Gang violence & peer victimization. Family dysfunction shuttles Black children toward a culturally deficit foster care system. Racially disproportionate health issues lead to higher death and infant mortality rates. Lack of connection to neighborhood and friends because of gentrification leads to depression and disconnection.

MICROSYSTEM
Race-based traumatic stress intensifies. Grief from repeated Black death. Poverty. Police bias. Family dysfunction breeds child abuse, sexual and physical abuse, and divorce. Neighborhoods lack safe places to play. Subconscious racial bias of white educators make schools "a site of Black suffering." School-to-prison pipeline.

INDIVIDUAL
Anti-Blackness organizes the social context of each Black child's life. Impacts: Prolonged grief, self-hatred, shame, hidden rage, aggression, helplessness, frustration. Unhealthy eating, sleep impairment, paranoia, alcohol & drug use, fatalism.

Here's what the research says works:

- Black children find meaning & belonging when engaged in creativity and interdepence.
- Black children need to build critical consciousness to understand how to navigate around the pro-White, anti-Black social systems designed to oppress them.
- Using storytelling, creativity, and naming of anti-Blackness provides necessary context for healing.

Source: Adopted from Bronfenbrenner, U. (1979) by Dr. S. Renee Mitchell (2021)

Further, Dr. Joy DeGruy, in her revised 2017 book, **"Post Traumatic Slave Syndrome – America's Legacy of Enduring Injury and Healing,"** defined maladaptive survival behaviors in African American communities throughout the United States and the Diaspora as a consequence of multigenerational oppression of Africans and their descendants resulting from centuries of chattel slavery, which was followed by generations of institutionalized racism. Under such persistently undermining circumstances, according to DeGruy, predictable negative behavior patterns form in Black children and adults, which include the lack of self-esteem, high risk of violence, and internalized racism (DeGruy, 2017). **These patterns have contributed to a re-emergence of community violence that has captured the attention of local and national news as gun-violence perpetrators are becoming younger. The epidemic of gun violence, as noted by the American Public Health Association, is the leading cause of premature death (Benjamin, 2015).**

And yet, insights from Black scholars echoed in decades-old research from the 1960s and beyond identify that there is potential progress if schools and society address the underlying issues that historically and consistently prevent Black students from achieving socially and academically. Similarly, for decades, Black scholars have pointed to healing practices as a key lever to reverse the effects of racialized trauma. *"This is a troublesome argument, touching as it does on a still unhealed part of American race relations," noted Claude M. Steele, in The Atlantic Online in April 1992. "But it leads us to a heartening principle: If blacks are made less racially vulnerable in school, they can overcome even substantial obstacles."*

"BUT IT LEADS US TO A HEARTENING PRINCIPLE: IF BLACKS ARE MADE LESS RACIALLY VULNERABLE IN SCHOOL,THEY CAN OVERCOME EVEN SUBSTANTIAL OBSTACLES."

Each of these mentioned studies, in 1992, 2017, and 2021, confirm the need for schools and society to acknowledge and provide spiritual, psychological and social support for Black students, which research acknowledges as the most prodigiously traumatized adolescent group. Scholarly research also calls upon educators to support these youth to critically examine and reject racist, sexist ideals embedded in popular culture (Love, 2009). As the research surmises, youth must be rooted in a positive sense of self, empowered to advocate for themselves, and critique unjust systems while also cultivating opportunities to experience joy and healing. Additionally, as research positively connects play to learning, when we nourish liberatory spaces for Black youth to experience playfulness, it becomes a powerful way for them to radically heal from trauma, resist violence, and experience joy and liberation (Hill, 2021).

UNIFYING AND ELEVATING THE BLACK EDUCATIONAL EXPERIENCE

Generations of racist policies and practices have negatively affected Black families and their children in the Portland area. Placemaking in Albina was initially coerced by racist policies forcing Black community members to concentrate in Northeast Portland, so Black community members laid claim to the Albina area, as it was the only neighborhood most Blacks were allowed to live in (Gibson, 2007). Now, Black Portlanders, who have endured generations of serial forced displacement, find themselves scattered across the city, with no emotional connection to any particular neighborhood outside of Albina.

In Portland Public Schools, Black students occupy <1-51% of schools' populations across the district, with the largest percentages still within the historic Albina neighborhood (2022, October 3).

PPS also offers a **Right to Return** opportunity which allows students in David Douglas, Reynolds and Parkrose school districts to transfer to PPS, based on the harmful impacts of urban renewal and gentrification, specifically in North/Northeast Portland neighborhoods.

Culturally Specific Partnerships

Research suggests that there are positive benefits to culturally specific services provided by culturally relevant providers. The literature shows the value of such services meets the needs of communities of color, both in improving individual health and well-being outcomes and also improving social capital by engaging in community development and systemic advocacy (Lambarth, Cross-Hemmer, Mitchell, Green, 2019).

Research asserts that the three benefits of investing in this approach include:

- Increased engagement and improved outcomes for children of color.
- Increased family engagement and community involvement.
- Improved ability to address opportunity gaps in access to culturally relevant supports.
- And more inclusive decision-making.

Family Engagement

Equitable family engagement does not characterize or treat specific parent groups as deficient in their level of engagement or approach to education (Day, 2013). Instead, it focuses on meaningful engagement activities and systems between schools and families, as family engagement is understood to be a high-leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. Dr. Karen Mapp developed the Dual Capacity-Building Framework for Family-School Partnerships (Version 2) based on existing research and best practices to support the development of family engagement strategies, policies, and programs (Bergman, Mapp, 2019). This framework advises that educational systems work in tandem with families to increase student achievement and school improvement and adopt specific strategies that are unique to the school context.

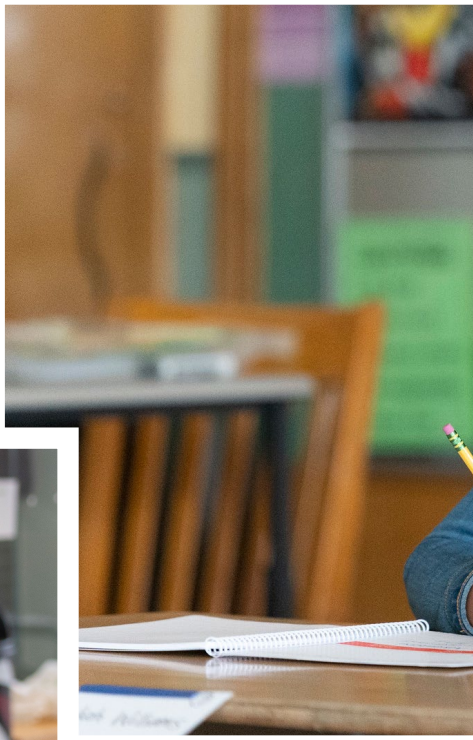
Black Educator Retention

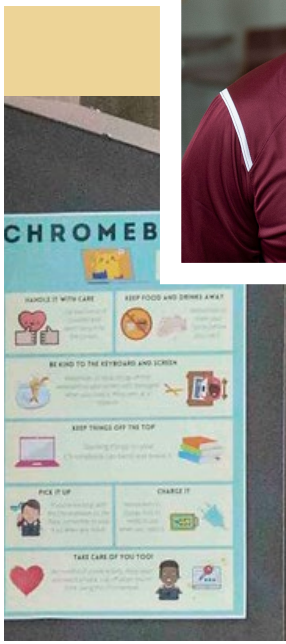
Research studies show that Black students who have had at least one Black teacher have powerful academic outcomes and personal trajectories, as Black teachers offer what Naman (2009) terms as "cultural synchronicity." In addition, according to Ware (2002), *"students who were identified as having low socioeconomic status and those identified as low achievers were frequently more dependent on Black teachers because those teachers helped their students to develop their self-concept."*

To this day, though, school districts are experiencing difficulty recruiting and retaining Black educators. The untold emotional and academic impact on Black students who lack access to Black teachers can be traced to the historical 1954 Brown v. Board of Education ruling, which also negatively influenced the health of Black communities because of the dismantling of the teaching profession as a stable middle-class profession. According to Hudson and Holmes (1994), *"the loss of African American teachers in public school settings has had a lasting negative impact on all students, particularly African American students and the communities in which they reside… (A)lthough the shrinking African American teacher pool has been attributable to several factors, it is partly a fall-out of how Brown was implemented by white American policy makers (p. 389)."*

According to the Institute for Research and Labor Employment, Black teachers have the highest rate of turnover because of working conditions in schools (Gershenson, Hart, Lindsay & Papageorge, 2017).

And much of that exodus, as noted by Scallon, Bristol, Esboldt (2023), "across grade level, contexts, and student demographics, teachers' perceptions of principal leadership have had the greatest influence on teachers' decisions to stay in or leave their schools (pg. 2).





"THE LOSS OF AFRICAN AMERICAN TEACHERS IN PUBLIC SCHOOL SETTINGS HAS HAD A LASTING NEGATIVE IMPACT ON ALL STUDENTS, PARTICULARLY AFRICAN AMERICAN STUDENTS AND THE COMMUNITIES IN WHICH THEY RESIDE..."

Community Schools

Community Schools are public schools that provide services and support that fit each neighborhood's needs, created and run by the people who are expected to "know our children best" —all working together. They are rooted in the academic core while also attending to the whole child. In this structure, parents and schools need to engage in reflection, clear communications partnerships, and adequate training in order for the school to have a collectivist approach to student education.

An intentional, collectivist approach is when a group focuses on a common goal over the individual wants and desires of each individual. Partnership among all stakeholders to make possible the academic success for all students, particularly Black students, needs to happen as a joint effort, and it needs to be a collective and collaborative process that is grounded in an abolitionist paradigm. *"Valuing the knowledge and strength of communities that have survived and thrived in the face of centuries of oppression, we conclude that community stakeholders in collaboration with education workers, from organizers to students, envisioned a blurring of communities and schools as part of a strategy to build collective power that both exposes and challenges injustice"* (Daniel, Sunshine Malone & Kirkland, 2020).

IMPROVING OUTCOMES FOR BLACK STUDENTS

Culturally Responsive Instruction

Culturally responsive instruction is a pedagogy that incorporates the values, beliefs, expressions, and behaviors that a particular cultural group shares in order to teach them new knowledge and skills (Noguera, 2003). According to Noguera (2003), teachers who use this model tend to make skill-building more meaningful to that student, as opposed to just expecting students to adapt their learning style to the way that's most comfortable or the teacher.

In addition, cultural responsiveness includes consciously pursuing partnerships with families the schools serve, and the culturally specific partners that work in those communities. This collective approach generates social capital, and establishes a commitment to mutual accountability and responsibility as co-decision makers and advocates. Without this type of approach, according to Noguera, *"Schools that isolate themselves from the*

neighborhoods they serve because they perceive the residents as 'threatening,' tend to undermine the social capital of the community. Often, the presence of such schools contributes to the exodus of families with resources, both financial and social, from poor communities, and the lowering of property values. o the extent that such schools are perceived as ineffective and incapable of serving the needs of children, they operate as a source of negative social capital because they further the marginalization of the community; eventually such schools serve only those who are unable to escape them."

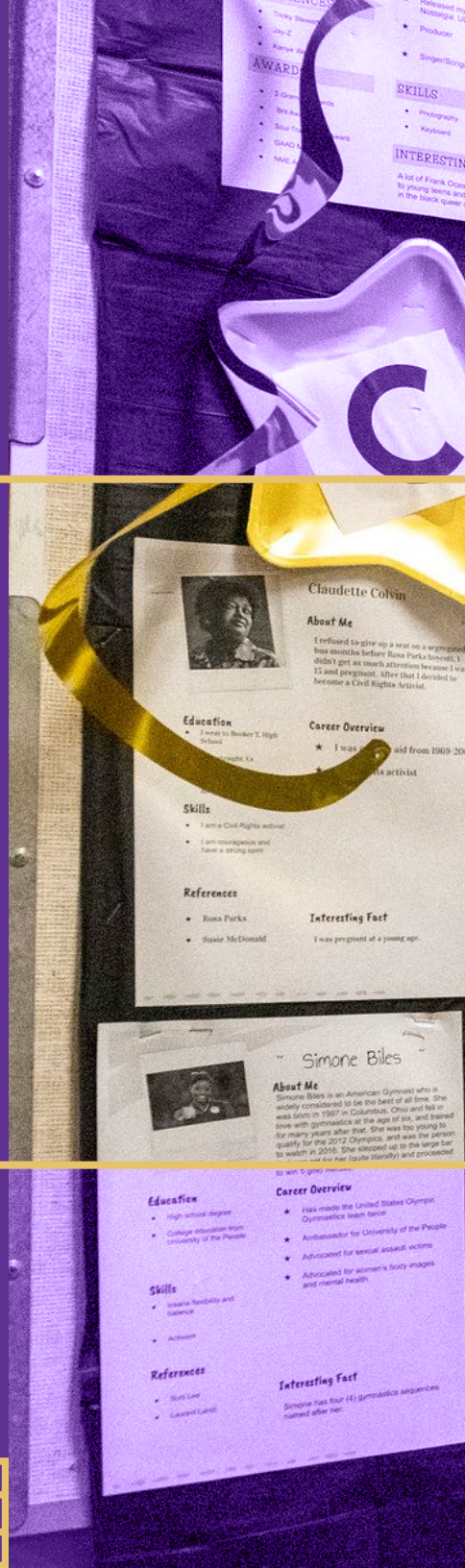
However, when school communities recognize the conditions of Black students, provide them with culturally affirming experiences, and are committed to working with culturally relevant stakeholders, the outcomes are bound to be favorable toward students. This is called a wraparound approach. Research shows that a wraparound approach has many positive youth outcomes *"including reduced out-of-home placements, improvements in mental health functioning, and better school attendance and achievement"* (Walker, 2008). This wraparound approach is also aligned with Afrocentric pedagogy of (1) cooperation in order to establish a familial environment for students; (2) affirmation of students' culture and challenges of oppressive practices based on race; and (3) preserving the dignity of those targeted by historical and ongoing injustice (Howard, 2019).

The research supports the idea that students whose cultural context is acknowledged and factored into the learning experience; whose school forms alliances with the family through authentic engagement; who receive positive social affirmations; who have access to culturally specific partnerships and diverse educators will see outcomes improve.

DEFINING "BLACKNESS"

"THERE ARE AS MANY WAYS OF BEING BLACK AS THERE ARE BLACK PEOPLE, BUT THE EXPERIENCE OF BEING BLACK UNITES US."

- IMAGINE BLACK



CELEBRATION
OF BLACK EXCELLENCE
Ms. Fournier's Student Scholars
Created Resumes Of Black Excellence

"THERE ARE AS MANY WAYS OF BEING BLACK AS THERE ARE BLACK PEOPLE, BUT THE EXPERIENCE OF BEING BLACK UNITES US."

The African diaspora refers to the collective identity of the many communities of people of African descent dispersed throughout the world as a result of historic movements through forced and voluntary migration. The racial categorization of Blackness, however, was first created arbitrarily to justify forced enslavement.

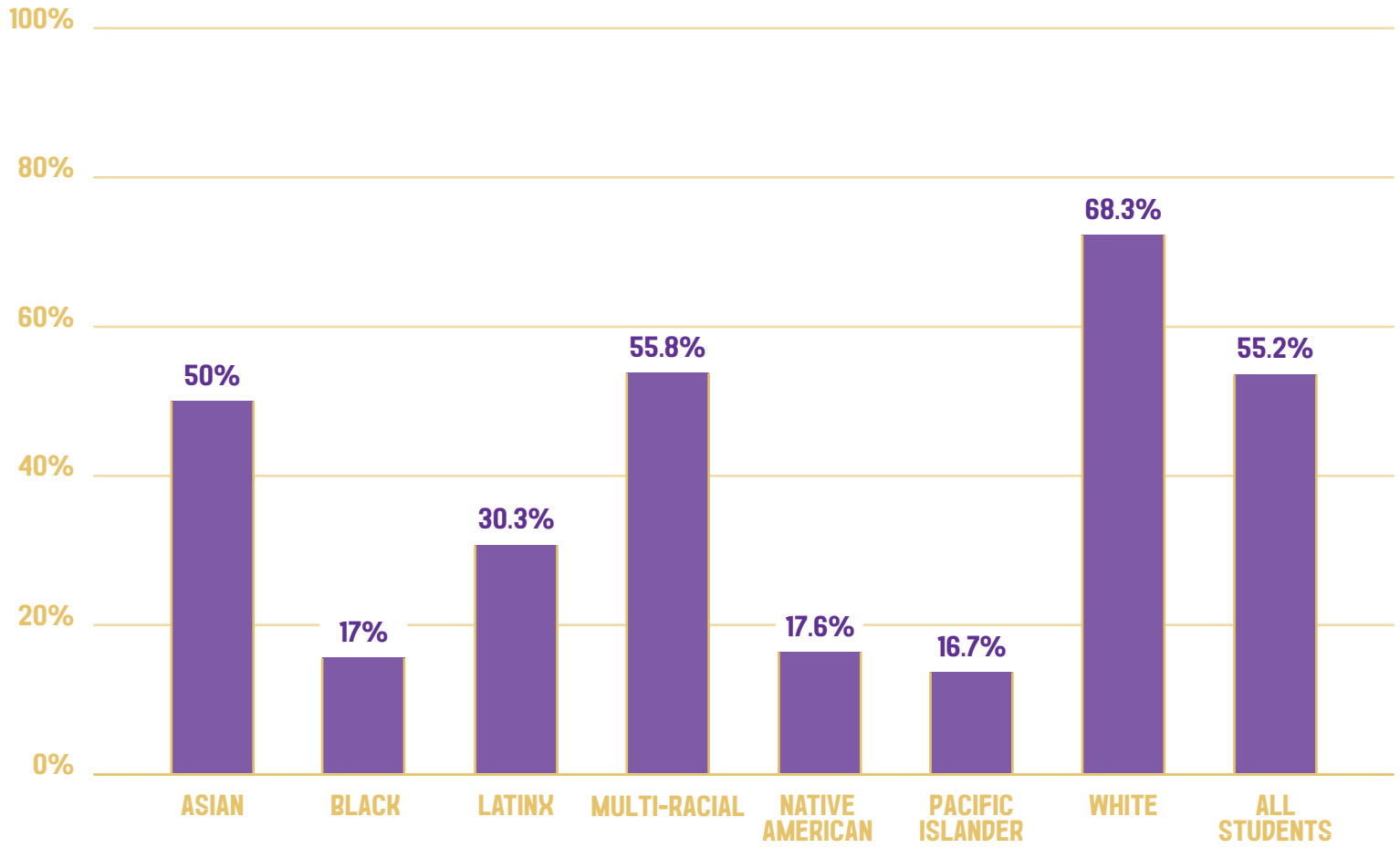
As Black people embrace their identity, the reclamation of this racial categorization can be attributed to Black people's resilience in resisting systems of oppression. As articulated by Imagine Black, *"There are as many ways of being Black as there are Black people, but the experience of being Black unites us."*

WHAT STORY DOES THE DATA TELL?

For decades, Portland Public Schools has underserved its Black students. **The proof is in the data: Systemic racism and discriminatory practices have negatively impacted the quality of education that Black students receive,** resulting in a pernicious opportunity and achievement gap.

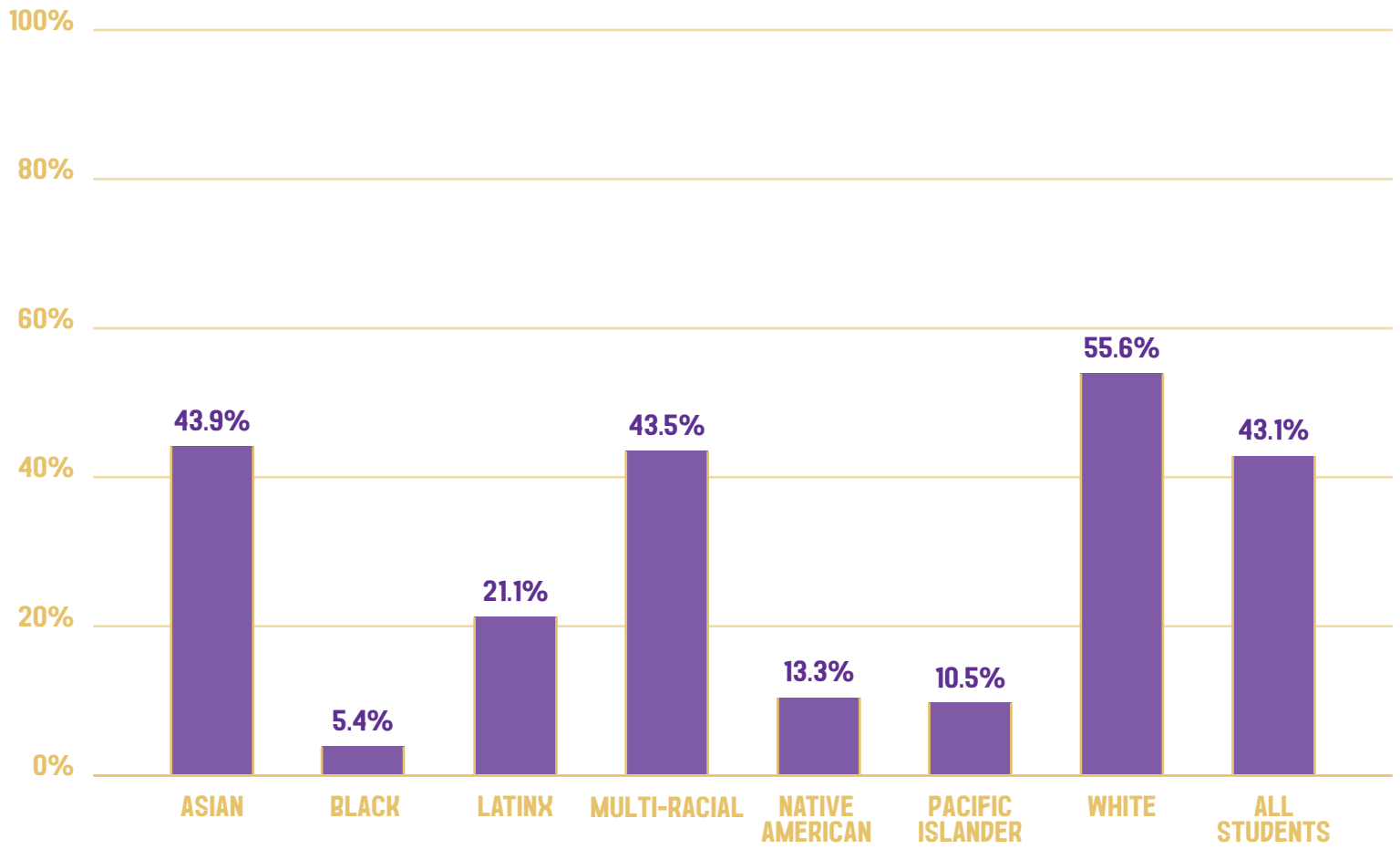
3RD GRADE READING | 2021-22 Third Grade Proficiency in ELA by Race/Ethnicity

Recent data shows that only 17 percent of Black students meet third grade reading proficiency levels.



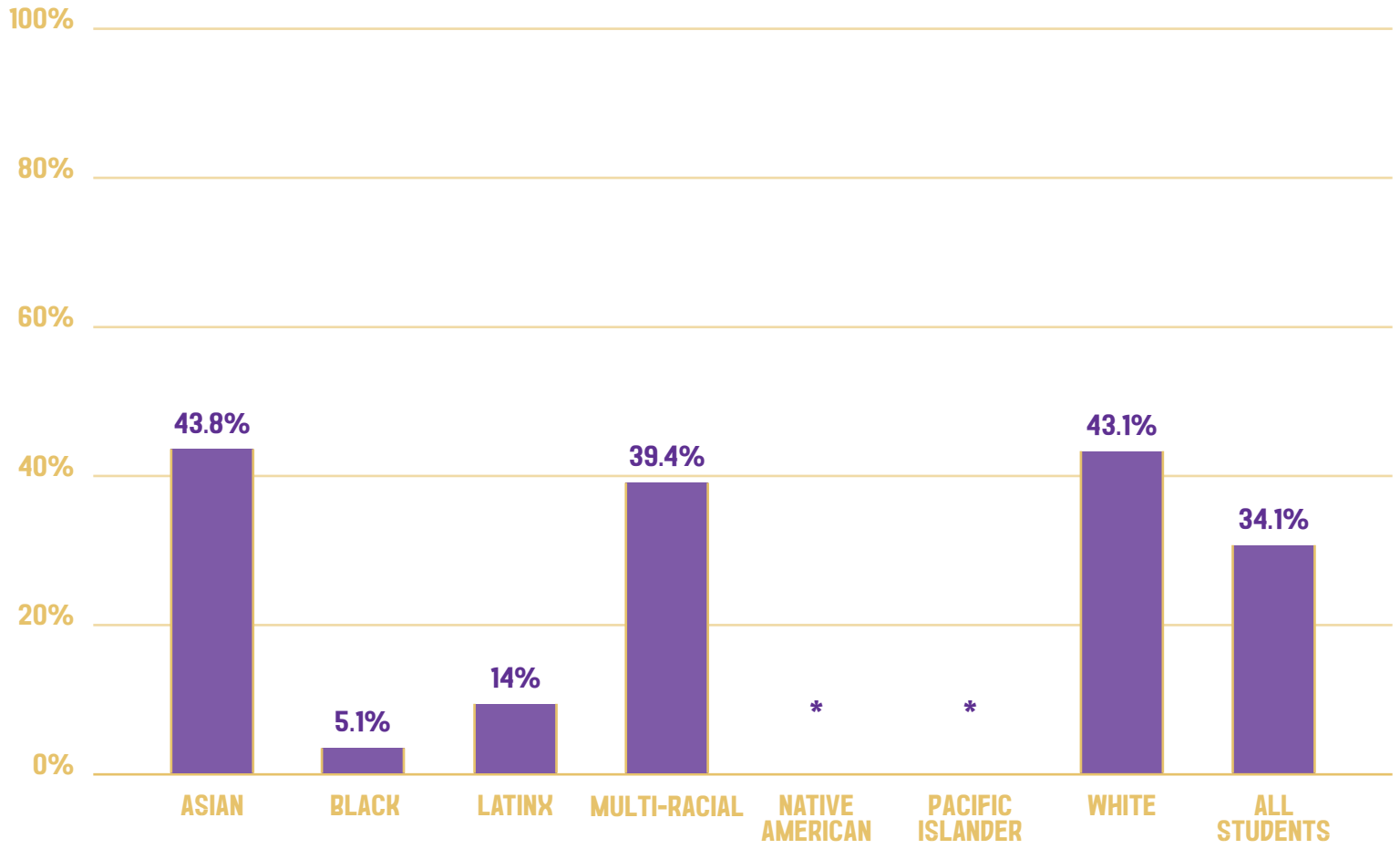
5TH GRADE READING | 2021-22 Fifth Grade Proficiency in ELA by Race/Ethnicity

By the time Black students are in the fifth grade, only five percent of them are proficient in math.



8TH GRADE READING | 2021-22 Eighth Grade Proficiency in ELA by Race/Ethnicity

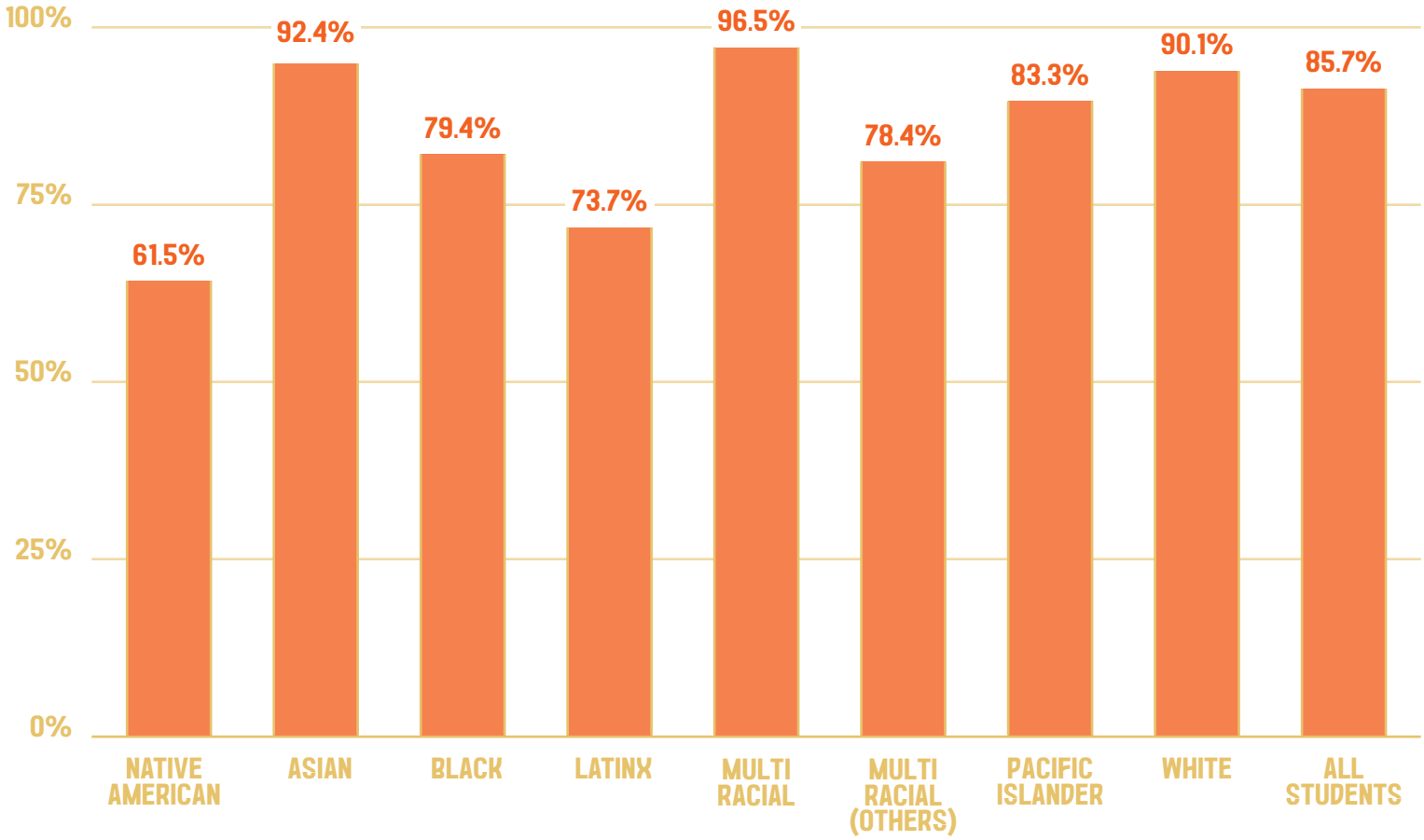
Among eighth graders, one out of every 20 Black students is proficient in language arts and math. Meanwhile, 43 percent of white students are equipped with the necessary skills they need to be successful in high school.



*Results are suppressed to protect student confidentiality. When a single group has fewer than 11 students, data for the second smallest group is also suppressed.

HIGH SCHOOL GRADUATION | 2021-22 High School Graduation Rates by Race/Ethnicity

Currently, 79 percent of Black students are graduating high school. That figure is unacceptable. All Black students deserve to not only graduate high school, but to do so proficiently with a post secondary plan.



Black students in Portland Public Schools are three and a half times more likely to be referred, excluded or sent to disciplinary hearing compared to their white peers. There is a direct correlation between discipline and graduation rates.

PPS DISCIPLINARY DATA MIRRORS NATIONAL TRENDS

We recognize that implicit bias influences everyone's decisions.

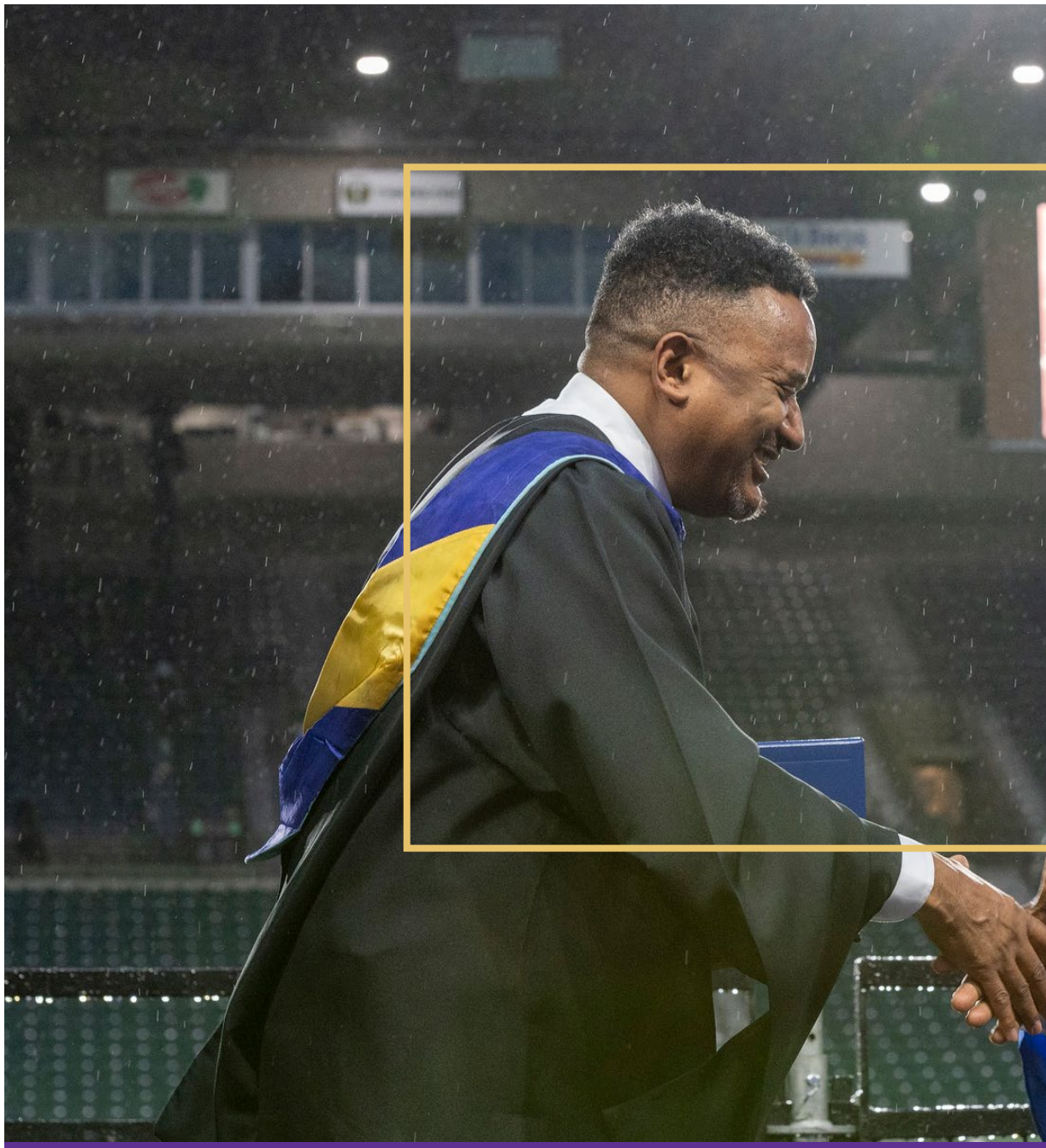
Across the US, Black, Native American and students of color and students with disabilities are disproportionately referred, suspended or expelled from public school.

Unfortunately, PPS is not an outlier.

There is a strong correlation between school discipline and the likelihood of dropping out, arrests, and incarceration.

PPS discipline data mirrors disproportionate impact on students of color being referred, suspended, and sent to disciplinary hearings at higher rates than their white counterparts:

- Black Students: x 3.5
- Native American Students: x 2.5
- Latinx Students: x 1.24



In addition, **students with disabilities are referred and suspended 2x times the rate** of their non-disabled peers.

These results are not representative of Black students' capability. Rather, they are reflective of the system that underserves them. Black students deserve to receive high quality learning and better outcomes. The educational experience maintains their futures.

COMMUNITY DESIGN & ENGAGEMENT

"INNOVATION IS CREATIVITY THAT DISRUPTS THE STATUS QUO BY EMPOWERING THOSE WHO WILL BE MOST IMPACTED TO CREATE POWERFUL CHANGE."

- INNOVATION STUDIO

OPERATIONAL

About the Innovation Studio

The Portland Public Schools Innovation Studio is a problem-solving accelerator that enables PPS teams across the organization to design equity-centered solutions in service of PPS ReImagined, the district vision and Forward Together, Portland Public Schools' 2021–2025 Strategic Plan for Equity, Inclusion, and Excellence.

Engagement Approach

The Center for Black Student Excellence design and engagement process is rooted in the Innovation Studio's Innovation Equity Design methodology. This method and accompanying mindsets exist at the intersection of racial equity, social justice and design thinking. Central to the process is the recognition that those most impacted by a challenge should be empowered to co-create the solutions. Innovation in PPS is defined as:

"CREATIVITY THAT DISRUPTS THE STATUS QUO BY EMPOWERING THOSE WHO WILL BE MOST IMPACTED TO CREATE POWERFUL CHANGE."

While community engagement often falls on a spectrum, the Innovation Studio has maintained its resolve to Center, Collaborate, Empower and Involve Black students, staff, partners, experts, and community members in the co-creation of this historic plan. Throughout the process, the Innovation Studio in partnership with project partners - such as Imagine Black Futures, Colloqate Design, and I Am MORE (Making Ourselves Resilient Everyday) - has employed trauma-informed healing practices, design justice, and Black radical imagination as foundational practices.

Community Design Phases

The project phases are reflected as a continuous progression, but it's also important to recognize that PPS has remained flexible to move at the speed of trust. Only recently, has the restoration process begun.

Phase I: Relationships, History, Healing and Needs Finding

Phase I of the CBSE design process included activities to encourage relationship building. During this phase, project participants explored the histories that have shaped the current Black student experience in PPS schools. In addition, project participants engaged in a needs analysis to define what the CBSE should accomplish on behalf of primary stakeholders.

Phase II: Inspiration and Ideation

During Phase II, project participants learned from examples of people and organizations that are demonstrating Black excellence. The Innovation Studio created immersive experiences to generate inspiration for what Portland Public Schools' CBSE could be as students and the community began to generate new and creative solutions to address the challenges inhibiting Black student success.

Phase III: Prototype and Test

During Phase III, project participants began to formulate a series of concepts to reimagine the Black student experience. Over several engagement opportunities, these concepts were reflected back to community members to be refined.

Phase IV: Test

During Phase IV, project participants continued to refine the concepts and focus on the implications of these shifts to the current system before submitting the plan to the PPS Board of Education for final approval.

GUIDING PRINCIPLES

The Center for Black Student Excellence Design Team and Guiding Coalition created a **set of principles that will govern the vision and implementation of the CBSE over the course of several work sessions.**

ALLIANCE
OF BLACK
EDUCATORS

These **eight guiding principles** are central to the CBSE's mission and will act as key influences to all decision making.

01

The Center for Black Student Excellence will ensure that all students are seen, welcomed, valued and heard for their genius through authentic engagement with rigorous learning to encourage openness to learning.

02

The Center for Black Student Excellence efforts will center Blackness unapologetically.

03

The Center for Black Student Excellence will ensure that Black students and Black educators in PPS access empowering activities, services, and relationships, regardless of their learning location by reimagining possibilities where they can be authentically themselves and be provided love, nurturing, and support.

04

The Center for Black Student Excellence and its partners will ensure that Black students will graduate with a post-secondary plan.

05

Every aspect of the design of the Center for Black Student Excellence will emulate intentionality around **bringing out the excellence in Black students.**

06

The Center for Black Student Excellence programming will recognize and incorporate the brilliance of the past and present in the creation of African, African American, and Caribbean curriculum; assume best intentions of the members on the Center for Black Student Excellence committees; and center and apply the feedback of Black students.

07

The Center for Black Student Excellence **will prioritize justice and liberation.**

08

The Center for Black Student Excellence will cultivate a culture of trust, transparency and authenticity that centers students and accommodates their individuality and unique experiences.

JOURNEY**MAP**

This Journey Map details the **timeline** and **sequence of community design and engagement activities** from fall 2022 through spring 2023.

Center for
Black Student
Excellence

FALL 2022 THROUGH SPRING 2023

2022

SEPTEMBER 20

PPS BOARD APPROVAL OF THE COOPERATION AGREEMENT BETWEEN PPS AND CENTER FOR BLACK EXCELLENCE (CBE)

The PPS Board adopted a resolution that read in part: "The vision of the CBSE is one of collaboration, among Black-led community organizations and PPS ... working together to advance a culture of Black excellence, unify, and elevate the Black educational experience, and improve outcomes for Black students, families, and educators."

OCTOBER

IN-SCHOOL DESIGN RESEARCH: PHASE I

The district's Innovation Studio launched preliminary design research with students, staff, and families to understand the current experiences in our schools.This phase involved activities aimed at building relationships, healing, exploring the history leading up to the project, and needs finding.

OCTOBER 31

CBSE MIXER

The Innovation Studio held a kickoff gathering at the Prophet Education Center for members of the CBSE working groups. This gathering served as the first interaction with peers as the project moved into the design phase.

NOVEMBER 4-5

GUIDING COALITION #1

Through a set of curated activities, the Guiding Coalition performed a needs analysis, visioned towards the future, and became acquainted with the overall design process. The group explored the origins behind the project, discussed what current research says about the condition of Black students and families, participated in collective storytelling, and established guiding principles for the project.

2023

DEC 2022-FEB 2023

COMMUNITY ENGAGEMENT: PHASE II

The second phase of the work involved Inspiration and Ideation. Drawing from both local and national exemplars of Black excellence, an array of community organizations, Black community leaders, students, educators, and Portland residents learned from others to inform what could be possible for Portland's CBSE. Importantly, PPS students and recent graduates shared their aspirations and experiences within the district – crucial input for the design of the CBSE.

JANUARY 27-28

GUIDING COALITION #2

The Guiding Coalition built on the initial work from Fall 2022 to understand the origins and research basis for the project, and focused squarely on student voice. During this gathering, the Guiding Coalition leaned on art, design fiction, multimedia and primary source documents to begin generating creative solutions to the challenges identified during the first session. This served as the first opportunity to begin defining a CBSE brand identity.

FEBRUARY 17-18

GUIDING COALITION #3

The Guiding Coalition established foundational knowledge in how to read space, shared ideas about the physical design of the CBSE and contemplated how the CBSE infrastructure might coexist alongside current PPS facilities. In addition, the group raised and prioritized the programmatic needs of the CBSE both in schools and within the new infrastructure. To further develop the brand identity, the group studied the efficacy of how students currently receive messaging.

MARCH-APRIL

COMMUNITY ENGAGEMENT: PHASE III

During the prototype and testing phase, community members began to see the emergence of vision and strategies – while also refining early assumptions. These stakeholder-specific engagements elicited discussions about safety, educator beliefs, the family's role, special education, immigrant and refugee experiences, identity, belonging, engaging elders, career pathways, the role of faith based communities, partnership and collaboration.

MARCH 17-18

GUIDING COALITION #4

During the final session, the Guiding Coalition spotlighted parent and caregiver voices and student gifts and talents. The group mapped system level barriers to mitigate against, and collectively reviewed and refined all of the work to date.

APRIL 1-30

COMMUNITY ENGAGEMENT: PHASE IV

The final phase of the design process involved staff interviews to understand the implication of the emerging CBSE on the system at large with the goal of submitting final recommendations to the Portland School Board to vote on by May 23rd, 2023.

A LETTER FROM THE SUPERINTENDENT & EXECUTIVE SPONSOR

Four years ago, our community came together to reimagine our district and specify the qualities we wanted our graduates to exhibit. Over the past four years, we've been building, shifting, and shaping our educational system into the equity-centered institution our students and community deserve.

It is now time that we finish building and then institutionalize a critical force in our system's transformation: the Center for Black Student Excellence. Following deep stakeholder engagement, we are ready to join with the community to bring this innovative constellation of infrastructure, strategies, and newly designed systems to life.

We know why we need the Center for Black Student Excellence. Our Black students experience persistent, generational, and unacceptable achievement gaps. They graduate at lower rates. They are disciplined more often. Too often, they are taught by educators who do not look like them or share their lived experiences. Until recently, they were often taught lessons from curricula that did not acknowledge the contributions of Black people or celebrate their excellence. As a society, we face historical, structural, and systemic obstacles to unlocking our Black students' potential.

Thankfully, we have a community that is committed to the work. In 2020, 75% of voters endorsed the Center when they voted for our most recent school modernization bond. Since the visioning work began, hundreds of stakeholders – especially from Portland's Black community – have dedicated time and energy to produce this document you are reading. These people and organizations will now join with others in standing up this transformative program. We are incredibly blessed to begin this project with this level of support.

Fortified with this support, a clear vision, and strong sense of best practices, Portland Public Schools is proud to offer this plan to our Board, our students, and our community.

In community,

Guadalupe Guerrero
Superintendent of Portland Public Schools

Dr. Cheryl Proctor
Deputy Superintendent of Instruction & School Communities
Executive Sponsor, Center for Black Student Excellence

AND DOWNTOWN
FRONT

02.
CBSE VISION

- **Summary**
  - A Place
  - An Approach
  - A Redesign of the System
  - PPS RESJ Theory of Action
  - Graduate Portrait
  - Forward Together
    - Themes
    - Strategic Outcomes
- **Design Fiction**
  "A Day in the Life of" - Our Personas

SUMMARY

A GRADUATE OF PORTLAND PUBLIC SCHOOLS WILL BE A COMPASSIONATE CRITICAL THINKER, ABLE TO COLLABORATE AND SOLVE PROBLEMS, AND BE PREPARED TO LEAD A MORE SOCIALLY JUST WORLD.

The Center for Black Student Excellence comprises a PLACE, AN APPROACH, and a REDESIGN of Portland Public Schools to ensure aligned coordination of efforts so that every Black student succeeds. **Undergirded by Black scholarly research, community advocacy, identity, culture, and belonging, students fundamentally experience school differently and are embedded within an ecosystem of care.** Outcomes improve exponentially and Black students have a plan for their path beyond graduation, as illuminated in the graduate portrait:

A GRADUATE OF PORTLAND PUBLIC SCHOOLS WILL BE A COMPASSIONATE CRITICAL THINKER, ABLE TO COLLABORATE AND SOLVE PROBLEMS, AND BE PREPARED TO LEAD A MORE SOCIALLY JUST WORLD.

Community violence has reduced with the return of collectivism and community building. Portland's model becomes an exemplar on a national scale of the possibilities that emerge when the community and public education system work shoulder to shoulder to redefine the future for Black students.

Black student excellence is defined as student efficacy, connection to the community and knowledge of oneself, mastery of foundational concepts, and perseverance in the learning experience. In addition to core academics, students demonstrate confidence and the skillful ability to share boldly on topics of interest. **They recognize that their excellence is innate**, and they reclaim their own cultural narratives. Joy is visibly present as students cultivate a practice of healing even on days they don't feel their best. This is inclusive of all students in the African diaspora regardless of linguistic, ethnic, or experiential diversity.

KING

A PLACE

Students, staff, and community members have a dedicated place to experience Black joy and healing. The infrastructure serves as a resource hub of programs, aid, and multi-use spaces as students gather for affinity, staff gather for professional development, and community members gather to facilitate honest discussions. The resources of the space extend digitally for families who've been displaced and for accessibility.

AN APPROACH

The standard of excellence is exemplified through measurable outcomes across student, staff, and partner groups. Student leadership development opportunities and self-efficacy are encouraged and supported through peer and intergenerational mentorship. Students have consistency in the PK-12 educational experience that results in high achievement. Students with various developmental and social needs are adequately seen and resourced, including LGBTQIA2S+ students, and students with disabilities.

Educators with proven track records of success are celebrated, and managed risk taking is supported. All educators continue to refine their practice and are supported with the necessary professional learning. **Black staff retention has increased because the environment has shifted to support their health, safety, growth, and development.**

Families and caregivers are leveraged for their expertise and coached to navigate the system including non-Black parents of Black children. Schools become a place for continuous learning for honest local histories as new families move to the area. Non-Black families are allies in the pursuit of Black student excellence.

A SYSTEM REDESIGN

The system redesign is rooted in redistribution of power from silos to community networks, processes of competition to collaboration, transparency, and accountability. A new educational pathway is formed in historic Albina including Jefferson High School, Harriet Tubman Middle School, KairosPDX, Martin Luther King Elementary, Boise-Eliot Humboldt Elementary and displaced families. The strategies of the Center for Black Student Excellence scale to ensure that Black students across Portland Public Schools are seen, valued, and held to high standards.

At the district level, efforts are coordinated to ensure high-quality delivery of service to schools and communication is clear, consistent, and reliable. Teams meaningfully collaborate so that efforts are not duplicated. And through repeated behavior change, PPS cultivates opportunities for communal healing.

Community leaders and organizations contribute to a tightly woven network of educators, service providers, community members and entities working in coordination for the benefit of Black students. In the system redesign, every member of the community feels a sense of shared responsibility for the outcomes of Black students, and the organization has established accountability measures to reflect progress.

THE
ALL-STAR
AWARDS
CEREMONY

PORTLAND PUBLIC SCHOOLS STRATEGIC PLAN THEORY OF ACTION:

IF... WE BRAID RACIAL EQUITY AND SOCIAL JUSTICE STRATEGIES INTO OUR INSTRUCTIONAL CORE, WORK WITH OUR STUDENTS, TEACHERS, AND CONTENT, AND BUILD OUR ORGANIZATIONAL CULTURE AND CAPACITY TO CREATE A STRONG FOUNDATION TO SUPPORT EVERY STUDENT...

THEN... WE WILL REIMAGINE PORTLAND PUBLIC SCHOOLS TO ENSURE EVERY STUDENT, ESPECIALLY OUR BLACK AND NATIVE AMERICAN STUDENTS WHO EXPERIENCE THE GREATEST BARRIERS, REALIZE THE VISION OF THE GRADUATE PORTRAIT.

As Portland Public Schools in partnership with Black students, partners and community members move towards implementing the vision of the Center for Black Student Excellence, it is important for the organization to rely on the most impactful levers for change which includes coordinated and thoughtful implementation of Forward Together, PPS' strategic plan with a specific lens on Black students. While Forward Together doesn't, in its entirety, express the desires of the community, it serves as one lever of systemwide accountability. Forward Together is organized into four major themes that have been identified as areas of focus, aimed at producing meaningful outcomes.

FORWARD TOGETHER THEMES

Racial Equity and Social Justice

Cultivate a Culture of Racial Equity and Care

Reimagine Relationships and a Sense of Belonging

Plan the Center for Black Student Excellence

Ensure Equitable Access to Facility Resources

Inclusive and Differentiated Learning for Every Child

Develop an Integrated Instructional Framework

Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

Professional Excellence and Support

Develop a Diverse, High-Quality, and Thriving Workforce

Embracing Change

Build a Collective Sense of Trust and Belonging

Embed System-Wide Data-Driven Continuous Improvement Practices

Implement a Proactive, Effective, and Creative Communication Practice

Cultivate and Promote Aligned Community Partnerships

Develop a Coherent System-Wide Community Engagement Approach

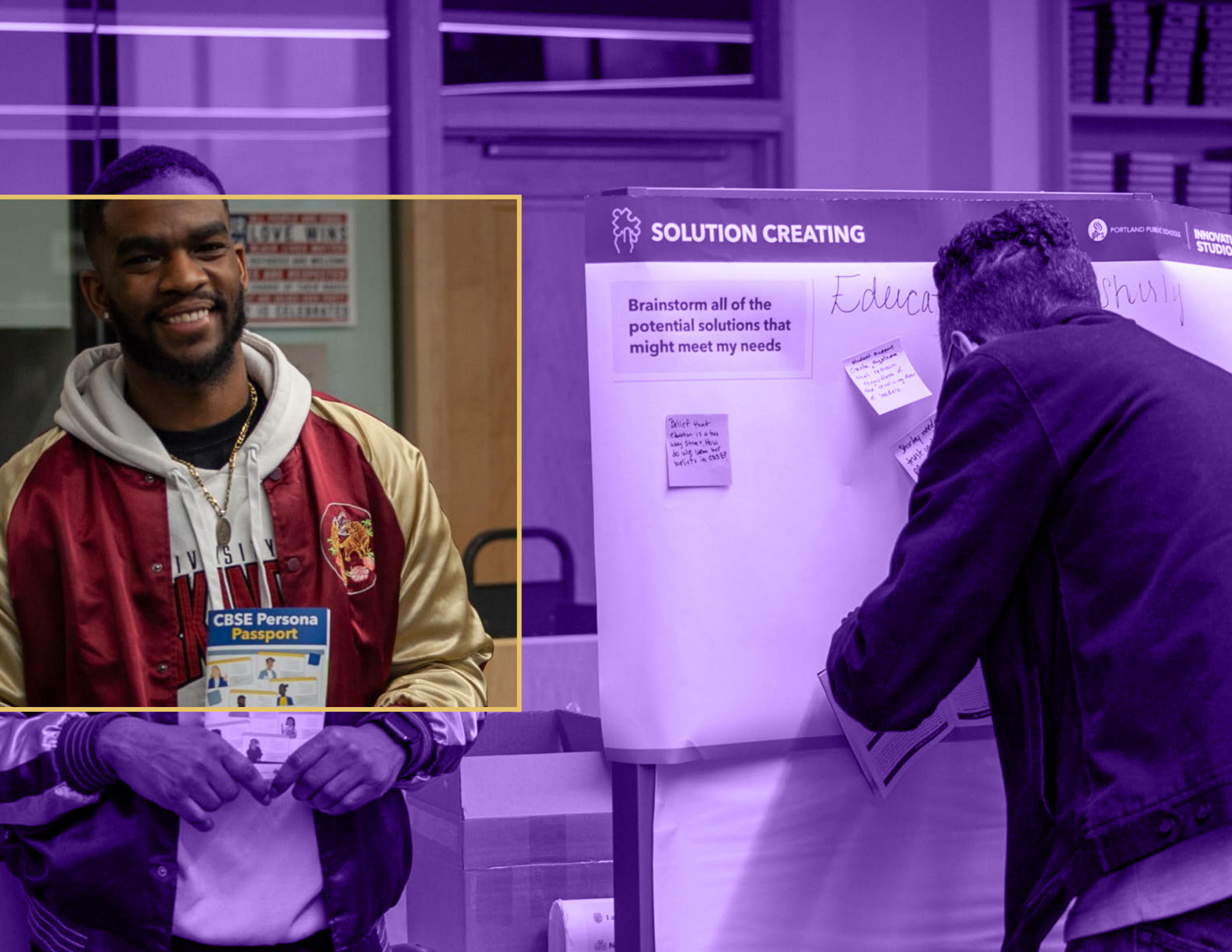
DESIGN FICTION

Design fiction is a practice that allows designers to imagine what the future could look like.

Personas help designers to create understanding and empathy with the end-users. **Personas are fictional characters that represent the needs of a larger group.**

Each of the attributes of the personas are representative of students, families, staff, and partners that we became familiar with throughout the design process.

As we vision to the future of a fully realized, Center for Black Student Excellence, read about how it could manifest in these short design fiction stories.


SOLUTION CREATING
Brainstorm all of the potential solutions that might meet my needs
CBSE Persona Passport

PK STUDENT
ADAM SIMMS

Day in the Life

Adam, age 4, is an African American boy who lived with both parents until his mother passed away from cancer. He now lives with his grandmother and his father, who struggles with substance abuse and works long hours for low wages. Their family is rooted in Northeast Portland, where his great-grandfather founded a Black church. In his Afrocentric preschool classroom, Adam is encouraged to play and learn by doing because he largely communicates with his body language. After school, his grandmother takes him to the CBSE, where Adam has access to a speech pathologist, academic support, and family trauma-informed counseling. Adam's father attends parenting classes and also has an assigned grief and addiction counselor whom he meets with regularly. The CBSE provides the family with nourishing meals and upskilling classes so his father can pursue higher-paying employment.

K-5 STUDENT
FADUMA HASSAN

Day in the Life

Faduma, age 8, is a fourth-grade immigrant student at Dr. Martin Luther King Elementary School. She is from a populous coastal community in Somalia with a trading port, and English is her second language. As her original language is oral and not written, Faduma often serves as the translator between school and home. School staff immediately noticed her social and leadership qualities, as she is lively, creative and thrives in art and math. Her parents want her to become a doctor. She is still trying to make sense of American culture. The Hassan family now meets regularly with a translator who talks about the immigrant support services, events and programs through PPS and the CBSE. This means Faduma no longer needs to be the sole translator between her school and her family. Faduma's parents are now aware of all school activities and Faduma is able to connect with culturally specific resources from the CBSE like its art and history lessons.

6-8 STUDENT
NICO THOMAS

Day in the Life

Nico, whose country of birth is Ethiopia, is a 13-year-old transgender 7th grader who was adopted into a white family. They are an only child with supportive parents. However, Nico has experienced negative encounters at school, so they disengage often. They are more interested in cultural learning than traditional classes and are connected to the queer affinity group on campus. Nico's parents use the CBSE website to find learning opportunities for them to better support Nico in their Blackness. Additionally, Nico's parents contact PPS' Civil Rights Office to investigate Nico's experience at school. They swiftly respond in a timely fashion. By the following quarter, Nico and the other students have undergone peer mediation and their experience has shifted completely.

9-12 STUDENT (SPED)
JAMAL BAPTISTE

Day in the Life

Jamal, age 14, is an African-American boy. He has had a difficult adjustment to Portland after his family moved from Louisiana, where he was accustomed to seeing more students and educators of color. His college-educated parents suspect their child has undiagnosed PTSD, depression and anxiety, and the family hasn't yet settled into finding a Catholic church. Jamal does well in sports, music and after-school robotics club. He has had regular discussions with his counselor about transitioning to his new school. His counselor has met with him weekly at school to inquire about his school transition and has informed his family of all of the services that are available to them like rental assistance and Individualized Education Plan (IEP) assessments. By the end of the year, Jamal's counselor and family have collaboratively worked together to support Jamal to discover his academic and social spark.

FAMILY #1
CAMREN AND CHRIS JOHNSON

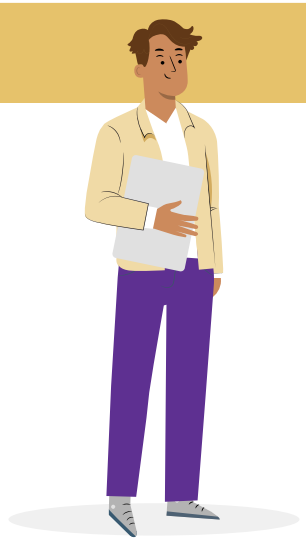
Day in the Life

Camren and Chris, a financially secure older couple with children, are white transplants from California to Portland. They had a longstanding corporate career where they moved to various locations throughout North America and Southeast Asia. They just purchased a new home within the Albina neighborhood in inner-North Portland without knowing much of the local history. They prefer to be considered liberals, but have had minimal engagement with the Black community. They are excited to get involved in the educational community through their philanthropy and volunteerism. After learning about the Center for Black Student Excellence (CBSE), they are finding several ways to participate in community discussions and engagements. The CBSE has several entry points for them to learn about the history of the Albina neighborhood and the value of the phrase "When Black children are well, all children are well."

FAMILY #2
JENNIFER AND JAMES JACKSON

Day in the Life

James and Jennifer, both in their late 30s, are Jefferson High School graduates who live in the Parkrose neighborhood in East Multnomah County, but their church community is in Albina, where they grew up. They were priced out of their neighborhood after three generations. But because of PPS' Right to Return agreement, their daughter Janet, a 4th grader, attends Dr. Martin Luther King Jr. Elementary School; Jasper, is an 8th grader at Harriet Tubman Middle School; and Jaiden is an 11th grader at Jefferson High School. With a single family car, they appreciate the Parkrose bus route which picks up and drops off their students for school. The CBSE has been a place where the Jackson Family can learn more about what is going on in the community even though they have been forced to leave the neighborhood.



EDUCATOR #1
ARMANDO PEREZ-SMITH

Day in the Life

Mr. Perez, age 27, is a fifth-grade educator at Boise Eliot/Humboldt Elementary, and he is early in his teaching career. He is a bilingual, first-generation college graduate who wants to leave an impact on the next generation, especially as he remembers the challenges he faced growing up. He wants to leave an impact on the next generation of students and make his immigrant parents proud. Because Perez-Smith is a native Spanish speaker, he has been vital to speaking with families whose primary language is Spanish. He participates in the Parent Teacher Home Visits (PTHV) program to learn more about the cultures of Boise-Eliot/Humboldt's Black families to better support their students in school. With regular professional development, Perez is becoming a stronger educator.

EDUCATOR #2
MRS. SHIRLEY JOHNSON

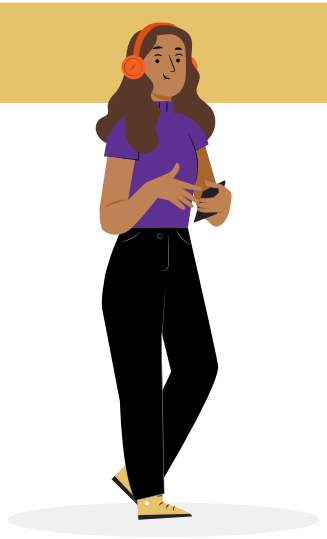
Day in the Life

Mrs. Shirley, age 57, is an African American, veteran educator at Jefferson High School, and provides a classroom where students are drawn to her before and after school. She has high expectations of her students and ensures each of her students graduate with a post-secondary plan. She lives in the Albina neighborhood and is a parent of three children. She is a 4th generation Portlander and NAACP member. As a multi-award winning educator, she receives an annual stipend to support newer educators in learning culturally responsive pedagogy. On her weekends, she visits the CBSE to mentor students who adore the compassion and love she holds.

COMMUNITY BASED ORGANIZATION #1
ROBERT DIXON

Day in the Life

Robert, age 43, leads a staff of mostly native Portlanders who provide culturally specific empowerment programming. Robert has several opportunities to meet with the team overseeing contracts before the Request for Proposals are due. Staff provide Robert with clear guidance and technical assistance to make his submission process simple. As a partner, Robert and his staff are seen as essential to the fabric of the district. His organization advocates for more parent involvement. In collaboration with the Office of Technology and Information Services (OTIS) and the CBSE, Robert's organization teaches Black families how to better support their students in a rapidly changing technology world.



COMMUNITY BASED ORGANIZATION #2
CHI PATTERSON

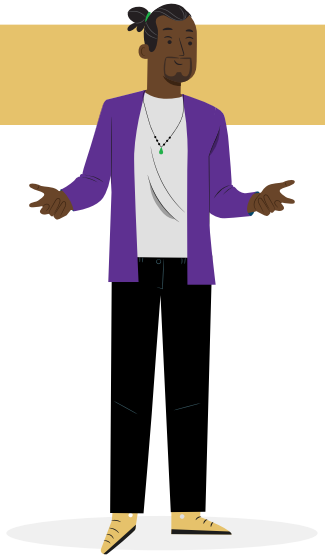
Day in the Life

Chi, age 24, is a bi-racial, culturally specific service provider working within Harriet Tubman Middle School whose passion is to support students. Because she "sees no color," she struggles to relate to the students of color demographic, as she defaults to supremacy culture, having been raised by a white mother and Black father. She likes her job, and a new metric for evaluating program success now allows her to hold students to a high standard with clear outcomes. In training at her site, she is finding new ways to stop the spread of intraracial harm between her and the Black students she works with. She has grown her anti-racist reading list from the suggestions in the weekly CBSE newsletter.

HEALING - MENTAL HEALTH PRACTITIONER #1
DR. QUANDRAE O'NEIL

Day in the Life

Dr. O'Neil, age 40, is a bi-racial, married, highly educated counselor. While he grew up in dominant culture, he is heavily influenced by Black scholars such as Cornel West and Bob Moses. O'Neil has a doctorate from Harvard, specializing in middle-school education. He balances between wielding his credentials and genuine connection with students, as his upper middle class background created some distance between him and his students. He understands that children are inherently brilliant, but trauma is happening everyday. He leverages the CBSE to provide mental health services such as private offices and communal healing spaces. His office has posters of influential Black leaders, law makers, journalists, thinkers, athletes, and activities that students can look up to.



HEALING - MENTAL HEALTH PRACTITIONER #2
JON KAMERY

Day in the Life

Jon, age 38, is a native Portlander who spent many years in the metro D.C. area before returning to Portland to help take care of an elderly family member. As an HBCU alumnus, he prides himself on being intuitive as a holistic health-school psychologist. He teaches trauma-informed yoga, breathing techniques, and martial arts as a form of discipline and introspection, as he deeply understands how trauma affects the body. He is a father figure to everyone, especially Black boys. Jon's children attend school in Southeast Portland. Jon works from the drop in offices at the CBSE between his school visits. After years of advocating for students, he has the full support of teachers and staff as they have been informed of the importance of mental health resources for Black students.

03.
PLACE

- **Summary**
  - Design Justice
  - Type of Infrastructure
- **Community Narratives**
- **Place Types**
- **Resources Mapping**

In collaboration with

COLLOQATE

IMAGINE BLACK FUTURES

SUMMARY

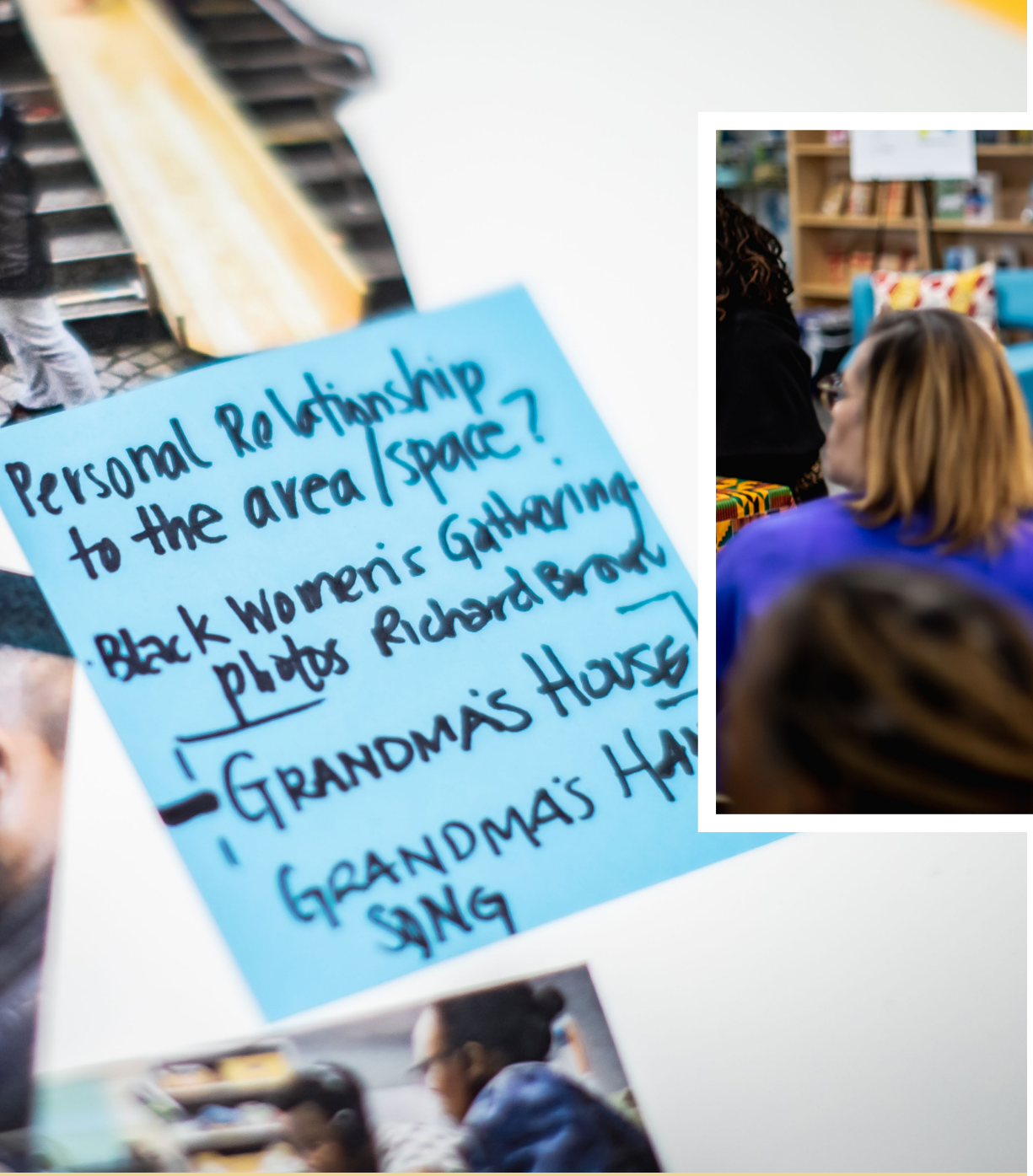
Place refers to how the Center for Black Student Excellence **is designed in response to student, staff, and community-identified priorities.**

love
Romance
dating
emotions
#BLACK EXCELLENCE
Kassaerian Ingerd
And now are the children

DESIGN JUSTICE

To design is to have an unyielding faith in the potential for a just society. It is an act of individual and collective hope that has the potential to express collective values and amplify community power through the processes and outcomes of design. However, historically, the design profession has excluded justice and equity as part of the design process and has further marginalized the very groups who are most apt to name their own needs.

Making design decisions through the lens of Design Justice necessitates evaluating not only physical school spaces, but also the systems which define how a space is able to function.



TYPE OF INFRASTRUCTURE

The Center for Black Student Excellence will serve as a central hub with spatial components embedded in schools and accompanied by a digital infrastructure. Space types are rooted in community narratives.

COMMUNITY NARRATIVES

THROUGH COLLECTIVE ACTION AND TRANSFORMATIVE RELATIONSHIPS, WE CAN CHALLENGE OPPRESSIVE SYSTEMS, HEAL INTERGENERATIONAL WOUNDS, AND BUILD A RESILIENT AND THRIVING COMMUNITY.

HEALING JUSTICE AND COMMUNITYCARE

Healing Justice: Definition

Healing Justice is a framework seeking to intervene in generational trauma and to build collective power toward our resistance and collective survival (Hayes, 2023). The concept of Healing Justice centers around intervening in generational trauma and cultivating collective power as a means of resistance and collective survival. It challenges societal norms and calls for a fundamental shift in how we engage in interpersonal relationships, empowering ordinary individuals to forge collective approaches to healing, support, interventions, accountability, and transformation.

At its core, Healing Justice prompts a reevaluation of organizational dynamics, emphasizing the importance of self-care and healing practices within collective groups. It recognizes that individual well-being is intricately linked to the well-being of the community. Moreover, it demands a cultural shift within systemic oppression and institutions, tackling the root causes of harm and violence by transforming the social conditions and institutions that perpetuate or support such harm within the Black community.

By embracing the principles of Healing Justice, we can foster a nurturing environment that uplifts the Center for Black Student Excellence and supports the holistic well-being and empowerment of Black individuals. Through collective action and transformative relationships, we can challenge oppressive systems, heal intergenerational wounds, and build a resilient and thriving community.

SAFETY

Safety: Definition

This narrative includes both safety and security. The fostering of a safe and secure environment involves prioritizing both safety and security. Safety entails creating a sense of security and reducing incidents of physical and emotional harm, including public health concerns. Security measures refer to access control and procedures that are put in place for the safety of public professionals and staff. The sense of safety felt by a community is impacted by these security measures, which should also take into consideration the mental health and wellbeing of the community.

One crucial aspect of safety is dismantling the school-to-prison pipeline. This pipeline refers to policies and practices that disproportionately push Black youth out of schools and into the criminal justice system, often due to harsh discipline policies, biased policing, and inadequate educational resources.

HOLISTIC SUPPORT

Holistic Support: Definition

This narrative defines the need for wraparound support including care for families in order for those students to thrive academically. It moves the education system's responsibility beyond only academic outcomes.

PATHWAYS TO SUCCESS

Pathways to Success: Definition

This category considers the myriad of opportunities for learning that support students to thrive in life beyond secondary education.

COLLABORATIVE ECOSYSTEM

Collaborative Ecosystem: Definition

This narrative envisions a system and place where educators, organizations and individuals share resources and collaborate to maximize potential for serving Black Youth. It reflects the belief that **'we are stronger together'.**

The creation of a collaborative ecosystem includes coordinating and supporting existing resources and efforts, seeking a location that has synergy with other Black institutions, distributing ownership, sharing space, and removing barriers to access.

FOSTERING BLACK JOY

Black Joy: Definition

The experience of joy is both foundational to healing, and also the result of a healed, restored, and truly affirming place that would be created through success in achieving the goals of the other community narratives. Centering Blackness unapologetically creates an environment full of caring community and connection where students have the safety to play freely. This includes a celebration of Black art and culture.

PLACE TYPES

VISUALIZING PLACES AT THE CENTER FOR BLACK STUDENT EXCELLENCE.

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE...

PLACES FOR PLAY

To have culturally Black spaces of play is an investment into the health and happiness of the Black community as well as addressing the impacts of historic disinvestment.

Spaces of play create joyful opportunities for rest, release, and restoration. Play is a critical part of considering a physical place for the Black community because there are very few places for Black youth to fully express themselves, play, and feel safe doing so.

Correlating narratives:

- **Healing**
- **Safety**
- **Black Joy**

Community-Identified Places for Play

- **Gymnasium**
- **Outdoor courts**
- **Fields Swimming Pool**
- **Gaming station / Arcade**
- **Youth kickback/ hangout Coffee shop**
- **Salon**
- **Bowling Alley**
- **Movie Theater**
- **Skating Rink Youth**
- **Park Playground**

PRECEDENTS

VISUALIZING WHAT A YOUTH KICKBACK MIGHT LOOK LIKE

IMAGINE...

A large room with concrete floors has multiple areas where groups of young people are spending time together. The back left wall is black with 3 big paintings in vibrant colors, there is a glow strip of pink, blue and green along the wall base. Three groups of green chairs around yellow tables sit along this wall. The right wall is covered in a black and white geometric pattern. There are two vending machines with snacks and a large multicolored painting. In the middle of the room there is a wooden island with four half circle booths. At the front of the island is a green rug with couches, bean bags, low tables and youth playing video games. Along the front edge there are two wooden tables with green chairs. One table has a chess game on it, one has dominoes. The front corner has a smaller rug with bean bags, a person sitting and a person in a wheelchair talking.

TYPICAL SQUARE FOOTAGES:

1,000 sf min

Gymnasium **5,000-8,000 sf**

Playgrounds **75 sf per child**

Auditorium **4,600 sf min**
(highly variable depending on audience count and layout)

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE...

PLACES FOR COLLABORATION

This narrative imagines a system and place where Community Based Organizations and individuals share resources and collaborate to maximize potential for serving Black Youth. Desired solutions are embedded in values of Umoja and Ujamaa - Unity, Collective Work and Responsibility. It reflects the belief that 'we are stronger together'.

Correlating narratives:

- **Healing**
- **Collaborative Ecosystem**
- **Pathways to Success**

Community-Identified Places for Play

- **Hot-desks**
- **Conference rooms Huddle spaces**
- **Printing/Scanning room**
- **CBO Incubator Office spaces**
- **Bookable Event spaces**
- **Supply Library / Maker Space**
- **Storage**
- **Outreach van / Mobile truck**

PRECEDENTS

VISUALIZING WHAT A CBO CO-WORK MIGHT LOOK LIKE

IMAGINE...

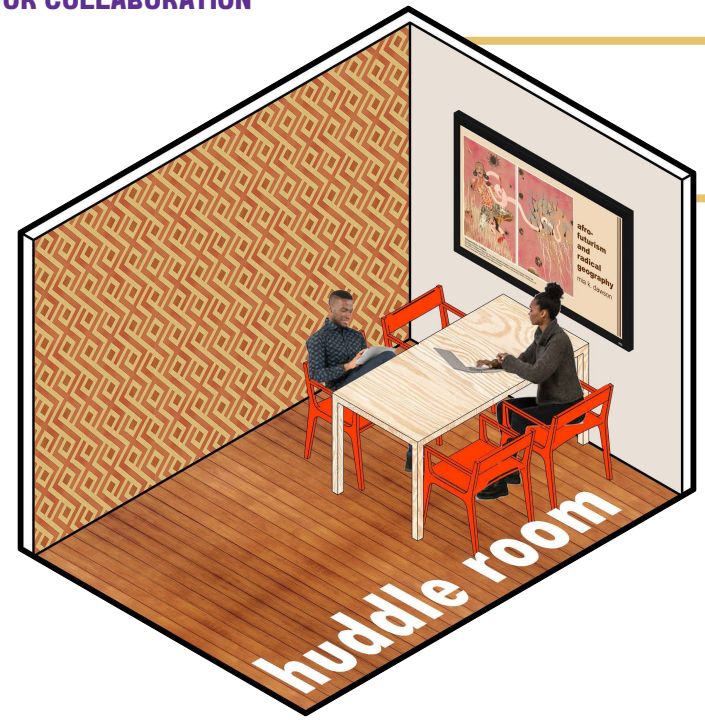
Groups of people work in different spaces within a large room. The room has gray concrete floors with two small breakout rooms on the right side, one with blue walls and one with dark reddish brown walls. Next to the breakout rooms is a supply area with printers and shelves of helpful items. There is a large leafy plant in a wooden pot next to the shelves. A large open space is in the middle with a long wooden table with bright orange chairs. The main wall has geometric patterns, a dry erase board and a cork board. There is also a group of comfortable yellow chairs around a low table sitting on a reddish brown rug. On the left side, there are four half walled work areas with textile patterns and wooden desks. Large leafy plants sit along the walls of the work areas.

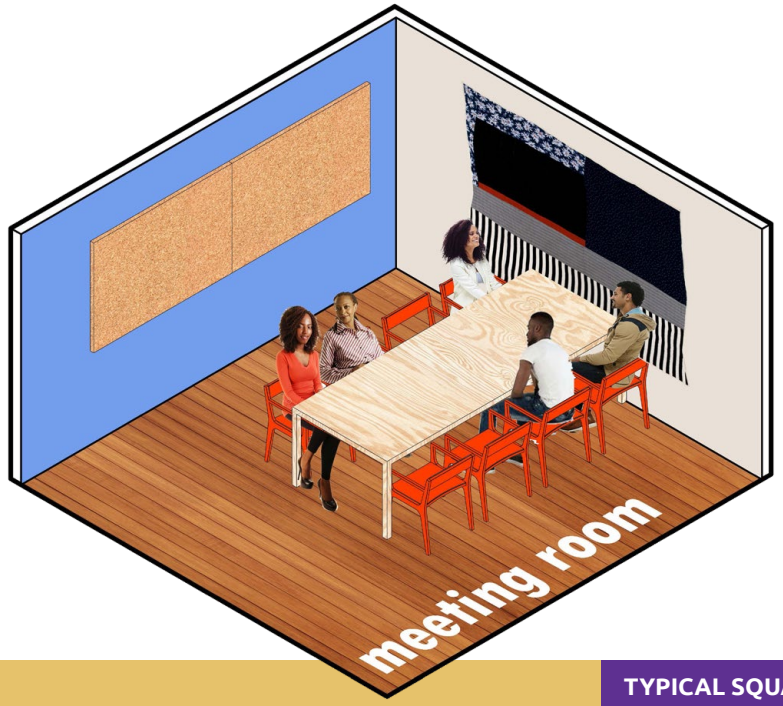
TYPICAL SQUARE FOOTAGES:

100 sf per person

120-300 sf for print & supply area

SMALL HUDDLE & MEETING ROOMS





IMAGINE...

Two small rooms with warm wood floors host small groups of people working together at wooden tables. One room has a bright blue wall on the left with cork boards. The right wall is cream colored with a black and white striped tapestry. The Text indicates this space as a meeting room. The second room is smaller with one patterned wall and one cream wall with a framed article on the wall.

TYPICAL SQUARE FOOTAGES:

Huddle 70 to 140 sf;

Meeting Room
120 sf small
220 sf medium
550 sf large

VISUALIZING WHAT A CLASSROOM MIGHT LOOK LIKE

IMAGINE...

A large open room with warm wooden floors. There is a u-shaped configuration of wooden tables with bright orange chairs. People sit around the table looking at a projected image of a woman on a pink background holding up her fist. The wall is burgundy. The other wall is a light cream color with pinned up diagrams, a cork-board, and a dry erase board.

TYPICAL SQUARE FOOTAGES:

900 to 1,500 sf

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE...

PLACES FOR GATHERING

At the heart of healing, teaching, and joy within the Black community are events that bring folks together in community. Gathering becomes more than recreational, in these spaces are where elders share stories, mothers pass down generational recipes to their daughters, and youth discover a network of support that they can rely on.

Correlating narratives:

- Healing
- Collaborative Ecosystem
- Pathways to Success
- Black Joy

Community-Identified Places for Play

- **Front Porch**
- **Kitchen**
- **Backyard**
- **Large flexible room**
- **Dining Room**

PRECEDENTS

VISUALIZING WHAT A COMMUNITY KITCHEN MIGHT LOOK LIKE

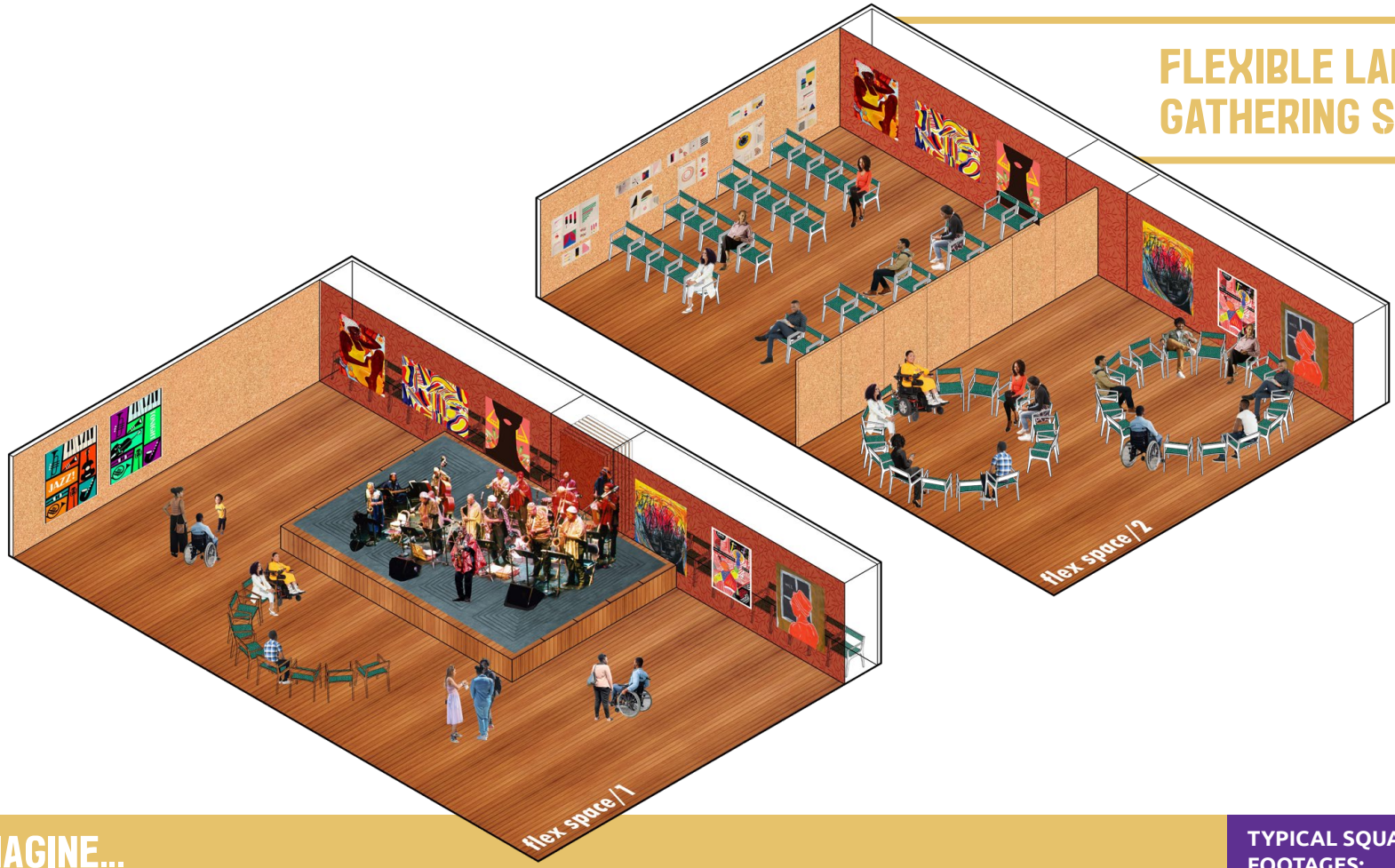
IMAGINE...

A long room with concrete floors have a kitchenette along one wall, an island, a dining table with orange chairs, then cabinets and a shelf with potted herbs. The cabinetry has a bold black and white geometric pattern, the counter tops are light wood. There is black tile behind the kitchenette with herbs hanging to dry. The right wall is a light pink with four bold paintings of African baskets.

TYPICAL SQUARE FOOTAGES:

500 sf min

FLEXIBLE LARGE GATHERING SPACE



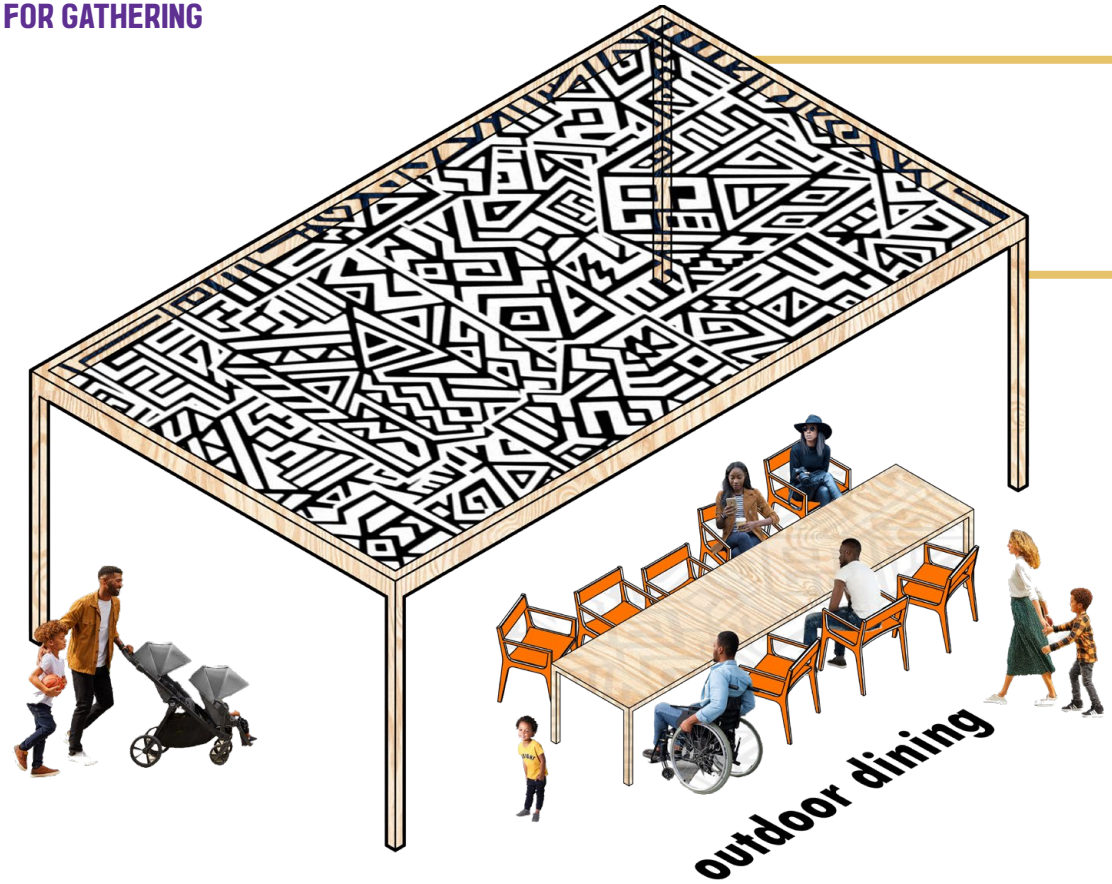
IMAGINE...

A large common space for gathering and activities has floors of warm wood. The left wall is covered in cork-board, the right wall has a red floral pattern with local Black art on the wall. The red wall conceals storage for chairs and a deployable divider wall. When the divider wall is in place, two events can happen at the same time. When the wall is put away, a stage can be assembled for events such as dance or a jazz band playing while people gather to watch.

TYPICAL SQUARE FOOTAGES:

1,200sf to 5,000sf

VISUALIZING WHAT A PORCH MIGHT LOOK LIKE



IMAGINE...

A shade structure made of wood with a black African pattern casts a patterned shadow on the ground and over a long wood table with bright orange chairs that are disorganized as if people just got up from a long dinner. There are three people still sitting, one person at the table is in a wheelchair. There is a little child standing, while a mother and her child walk to the table, and a father pushing a stroller and a child walk to the table from the other side.

TYPICAL SQUARE FOOTAGES:

300 sf min

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE...
PLACES FOR CARE

By embracing the principles of Healing Justice, we can foster a nurturing environment that uplifts the Center for Black Student Excellence and supports the holistic well-being and empowerment of Black individuals. Care considers the needs of students AND their families. Academic success is impacted by the basic needs and family life of a student.

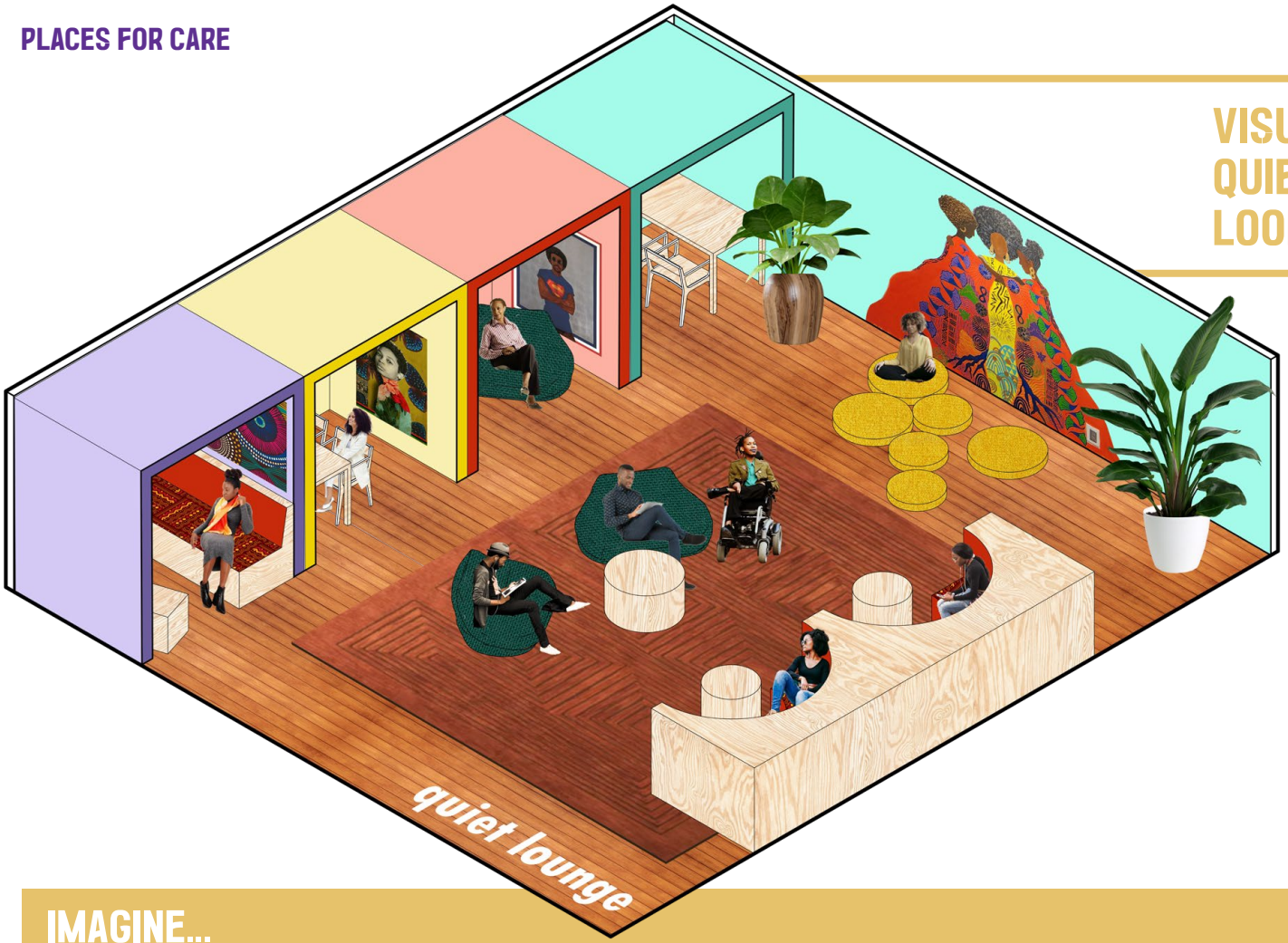
Correlating narratives:

- Healing
- Collaborative Ecosystem
- Pathways to Success
- Black Joy

Community-Identified Places for Play

- Dining Room
- Quiet spaces
- Spaces to be loud and play
- Gardens
- Free pantry (food)
- Free pantry (clothes)
- Laundry
- Childcare/ parent support Teacher
- support rooms

PRECEDENTS



VISUALIZING WHAT A QUIET LOUNGE MIGHT LOOK LIKE

IMAGINE...

A large room with warm wooden floors has four smaller rooms on the right side and soft seating in the middle on a large reddish brown rug. There are wooden booths on the closest edge of the room, facing the soft seating. People lounge on the seats and a person in a wheelchair is next to the person on a beanbag. The small rooms are different colors, one is purple, one is yellow, one is red, and one is green. Each room shows people doing different activities such as sitting on a green bean bag, sitting at a desk, and sitting on a comfortable bench. The right wall is painted green with a mural of three women in patterned robes holding each other. A woman sits cross legged on round yellow pillows in front of the mural. A big leafy potted plant is on either side.

TYPICAL SQUARE FOOTAGES:

700 sf min

Quiet Room: 100 sf min;

Focus room: 50 sf min;

Prayer / Meditation: 100 sf min

CHILDCARE / PARENT SUPPORT

URBAN GARDEN

IMAGINE...

An outdoor space with a greenhouse and storage room with murals on the door; garden beds are on the right side. The perimeter garden is growing apples, oranges, tomatoes, and basil. The four interior garden beds are sprouting leafy greens. A little girl and younger child stand and gather greens with a girl in a motorized chair. A man tends to the sprouts. A person with a bicycle talks to a person in a long yellow dress near the greenhouse.

IMAGINE...

An intimate room with warm wooden floors and a large yellow rug. A child stands smiling on blue and green play blocks. In the back corner is a round rug with colored squares along the edge. Young children sit in the squares while an adult reads from a book. The left wall has a blue, teal, and green mural of a geometric woman reaching down to touch a child's face. The right wall is green and has two large windows with blue curtains.

TYPICAL SQUARE FOOTAGES: GARDEN

400 sf min

TYPICAL SQUARE FOOTAGES: CHILDCARE

50 sf per child min

Lactation / Nursing Room: **75-85 sf**

VISUALIZING WHAT A FREE STORE MIGHT LOOK LIKE

IMAGINE...

A bustling room with concrete floors and a u-shaped wooden counter in the middle. The counter has baskets of produce and baskets with home items on it, and a person stands behind the counter. A large leafy potted plant is on both sides. A father pushing a stroller and a child walk by the counter. A mother and her child holding a basket walk towards two refrigerators. Next to the refrigerators are wooden shelves filled with produce. On the right side of the counter are clothing racks and a large shelf filled with folded clothes. The back wall has a bright orange and flower pattern with a neon sign with the words food and clothes separated by an infinity symbol.

TYPICAL SQUARE FOOTAGES:

600 to 4,000 sf

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE...

PLACES FOR RESEARCH

Grounding the Center for Black Student Excellence in Black scholarly research includes providing access to Black scholarly research and histories while being able to discuss together on new research. An archival space for Black research should not be stuffy or off- limits; this should be a space should redefine "archive," be vibrant, and encourage interactive multi-media learning.

Correlating narratives:

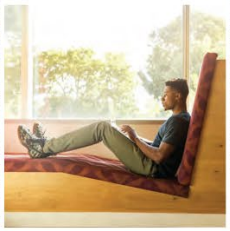
Healing

Collaborative Ecosystem

Community-Identified Places for Play

- **Archive**
- **Mentorships**
- **Library**
- **Travel**
- **Outdoors**

PRECEDENTS



VISUALIZING WHAT A CULTURAL ARCHIVE MIGHT LOOK LIKE

IMAGINE...

A large room with warm wooden floors has large wooden bookshelves along the left side. There is a central aisle with two long wooden tables and chairs sitting on reddish brown rugs. To the right of the tables are three concrete display blocks. The furthest back block has a sculpture of a head, the middle block has a tall sculpture of a person with feathers coming from their shoulders, the closest block has woven baskets on display. To the far right of the room are two small display rooms. Next to the small rooms is a wall with three paintings by Black artists. Two big leafy plants sit on either side of the paintings. The back wall is a dark warm brown with a quilt hung up and the right wall is a bright pink. Small groups of people using the different spaces through the room.

TYPICAL SQUARE FOOTAGES:

1,000 sf min

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE...
PLACES FOR CELEBRATION

Black students are excellent and that excellence should be celebrated! Throughout the Center for Black Student Excellence and schools there should be ways to celebrate and display that excellence. This Cultural Museum is not fragile or off-limits, but should be hands on and welcoming for all ages.

Correlating narratives:

Community-Identified Places for Play

- **Museum**
- **Art showcase Outdoor gathering**
- **Spatial Aesthetics**
- **Presence of Black art**
- **Music by Black artists**

PRECEDENTS

VISUALIZING WHAT AN EXHIBITION SPACE MIGHT LOOK LIKE

IMAGINE...

A large room with warm wooden floors has three full height bi-fold art display panels on either side of the room. On each wing of the panels are large images of regional art by Black artists. In the middle of the room are six concrete display blocks, each with an artifact covered by a clear case. On the far wall are six wooden sculptures, each with a orange light creating a back glow. People are scattered throughout the room looking at the artifacts.

TYPICAL SQUARE FOOTAGES:

700 sf min

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE...
PLACES FOR INNOVATION

Black culture is historically one of innovation, entrepreneurship, and resilience. CBSE should provide an educational environment where students can explore and innovate through experiential and hands-on learning opportunities while being encouraged to discover a path that they can be excited about is foundational to celebrating innate excellence.

Correlating narratives:

Healing

Pathways to Success

Community-Identified Places for Play

- **Dance room**
- **Makerspace and STEAM lab**
- **Accessible transportation**
- **Computer lab**
- **Youth employment center**
- **On-site coffee shop**
- **Kitchen**
- **Sound recording room**
- **Music room**

PRECEDENTS

VISUALIZING WHAT A MAKER-SPACE MIGHT LOOK LIKE

IMAGINE...

A large space with concrete floors and bright multi-colored walls with neon signage that says “the future is yours to create.” There are four large wood tables with black metal legs where people are doing different activities. At the back set of tables, one person is cutting wood and two people are putting models together. At the front set of worktables, one person is looking at circuit boards, one person sits at a laptop and another person has an experiment with a solar panel and water and wires. Two smaller tables with purple chairs have people doing ceramics and painting.

TYPICAL SQUARE FOOTAGES:

60 sf per student min

Green Screen Studio
500sf min

Sound Recording Room
150 sf

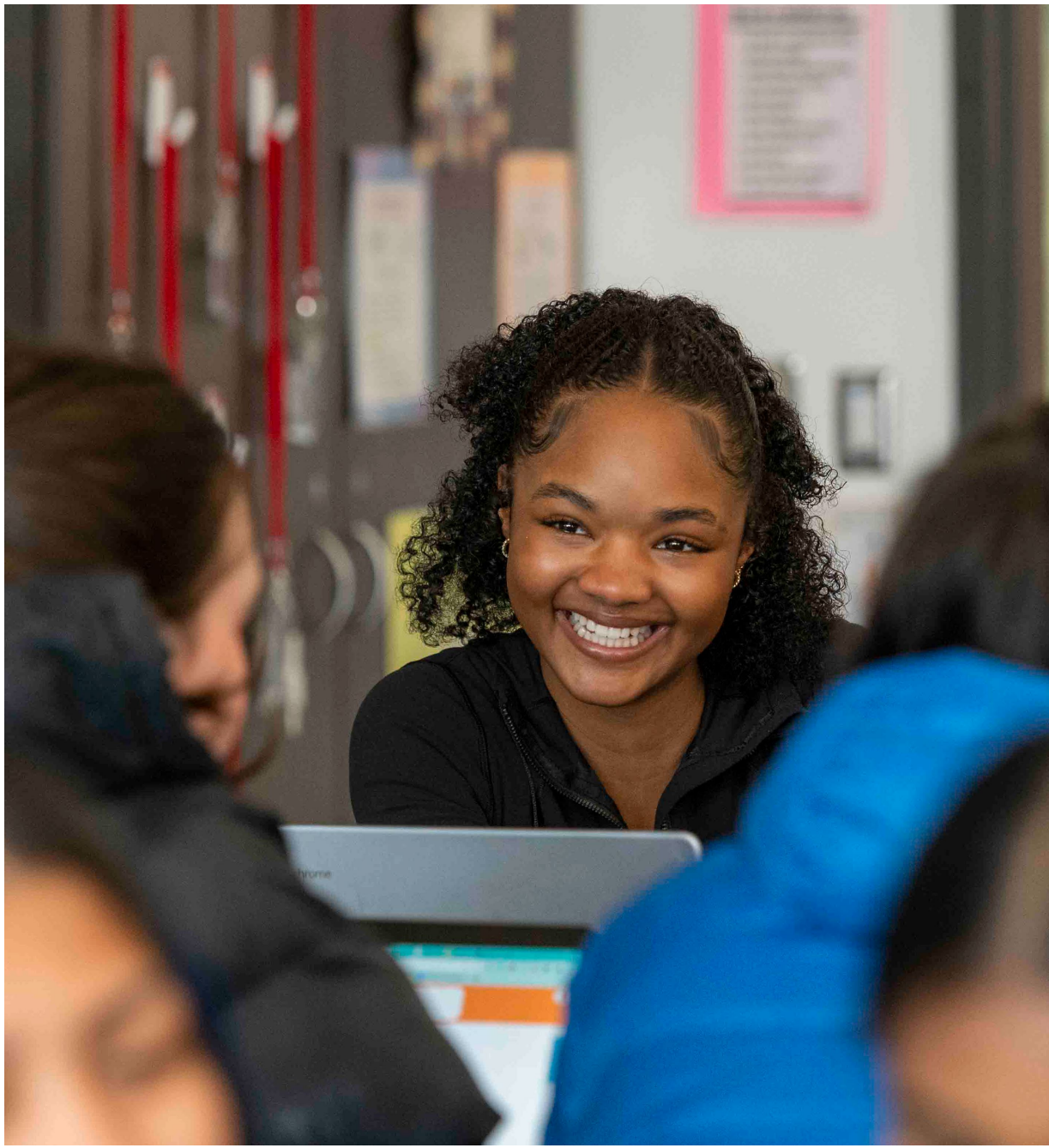
Computer Room
35 sf per seat min

HOW MUCH PROGRAM SPACE IS POSSIBLE?

$60 Million dollars of bond funding have been allocated towards Capital Project costs for the CBSE. This includes both hard construction costs as well as the soft costs that go towards design and engineering fees, project management, administration, contingency, equipment, permitting and testing.

IT WILL LIKELY NOT BE POSSIBLE FOR EVERY TYPE OF SPACE DESIRED TO BE AFFORDED WITHIN THE CURRENT BUDGET.

The project will need to go through a "Programming" process to work with stakeholders to confirm priorities, strategize space use, and determine what spaces will be implemented in alignment with budget for the first build and any future builds.



AN EXAMPLE:

Often 30-35% of a building's capital project costs will go towards soft costs. With multiple capital projects underway, PPS can work with a cost estimator and take a look at other projects for an idea of what this percentage might come out to. Be aware that CBSE will not be a typical school building and account for any particular costs that may arise from the coordination of more technical spaces and involvement of community members in design coordination.

Using 30-35% of soft costs taken out of $60 Million for the moment, this might look like a $39 to $42 Million construction budget. To understand how large of a building that might provide, this can be divided by a cost per square foot that reflects the quality of building and amenities desired.

Other local and PPS projects can help to set a precedent for determining the desired cost per square foot starting point. Are concrete floors and exposed ceilings comfortable or is a higher amount of interior finishes desired? How much wood and casework will be in the space? Will there be highly technical spaces like a theater or science lab or will spaces be simpler? Will the building be net zero and self-sustaining?

Cost per square foot metrics will not stay stable. Because of inflation, the cost per square foot will grow every year. In a typical stable construction market, this inflation rate could be predicted to stay within 5% annually, but we have seen up to 20% annual inflation in recent years. So an $800/sf building can become an $840/sf building with a year passing of time.

- **At $700/sf this could be a 55,700-60,000 sf building.**
- **At $800/sf this could be a 48,750-52,500 sf building.**
- **At $900/sf this could be a 43,300-46,600 sf building.**

Storage, mechanical, electrical, IT, plumbing, corridors, and walls can account for 30% of a building in civic buildings, but would be less of the floor area for something like an office.

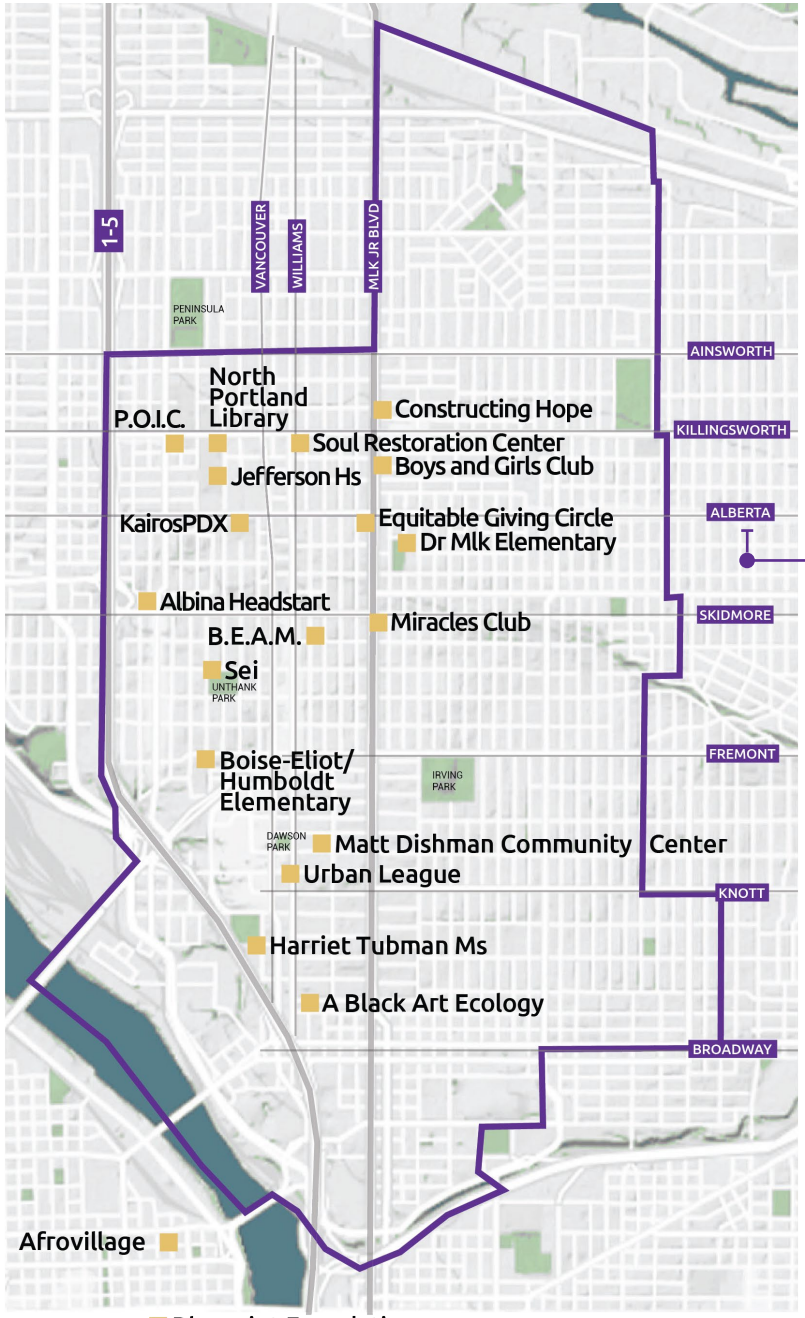
- **At 55,700 sf this might leave 38,990 sf for programmed spaces.**
- **At 48,750 sf this might leave 34,125 sf for programmed spaces.**
- **At 43,300 sf this might leave 30,310 for programmed spaces.**

This is an example rather than a real project cost estimate. All costs should be determined for the particular project conditions by a construction cost estimator and/or contractor.

RESOURCES MAPPING

A COLLABORATIVE ECOSYSTEM

ORGANIZATIONS
SERVING BLACK YOUTH



No Physical Address

- Brown Girl Rise
- Iurban Teen
- Race Talks
- Project Pipeline
- Holla Mentors
- Tomorrow's Journey
- Unify Portland
- Black Male Achievement

Black United Fund

- World Stage Theatre
- Coalition Of Black Men
- Camp Elso

East Portland:

- Elevate Oregon
- Black Community Of Portland
- Africa House
- A Y C O
- Y.O.U.T.H. PDX
- Mudbone Grown
- P.O.I.C.
- REAP
- Building Blocks 2 Success
- Derose Community Bridge
- Inner City Basketball

South-East Portland:

- Black Futures Farm

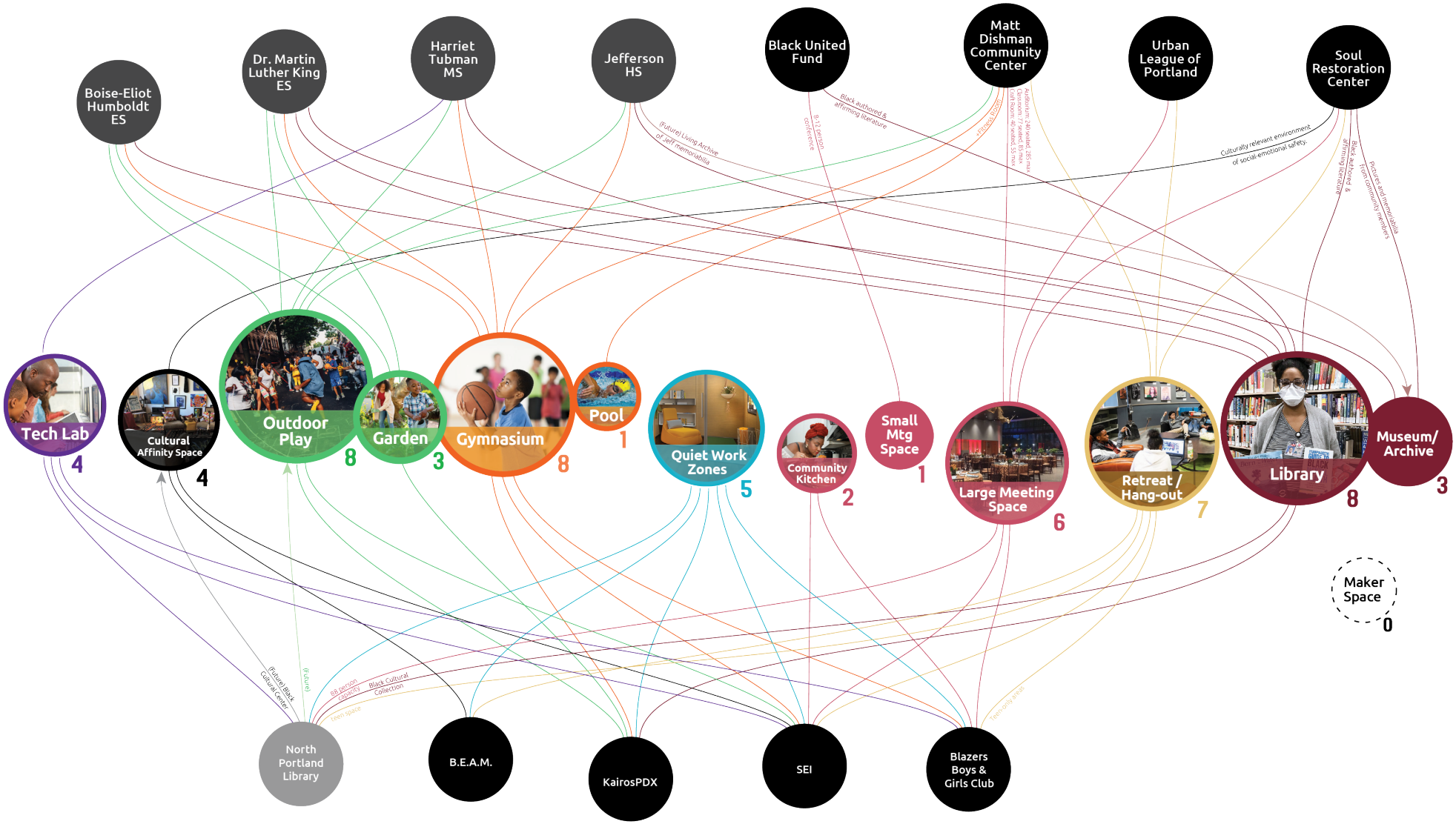
Northwest Portland:

- NAACP
- Word Is Bond

SPATIAL RESOURCES

(Albina)

*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.



SPATIAL RESOURCES (OPENLY AVAILABLE FOR BLACK YOUTH)

(Albina)

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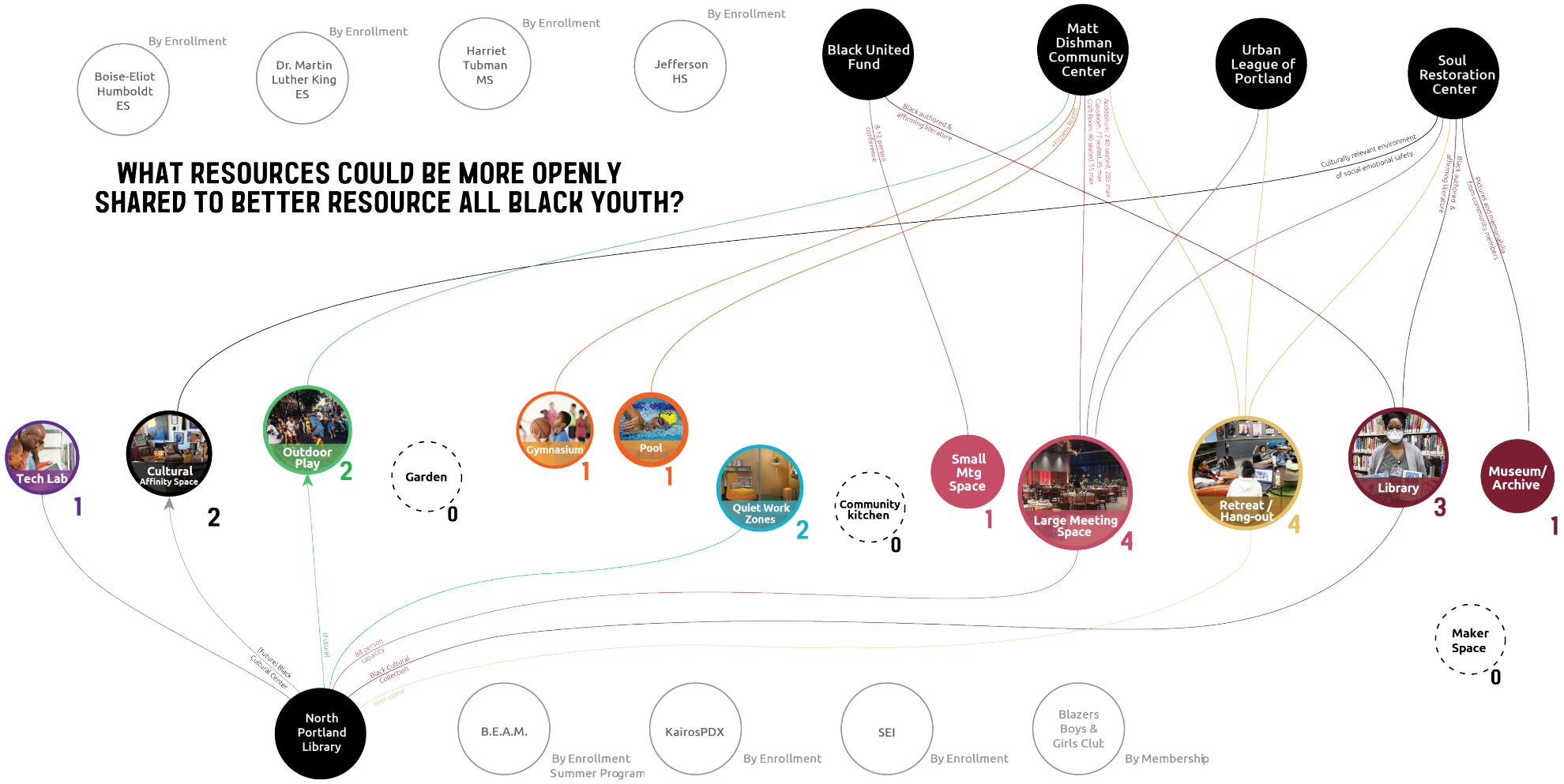

SPATIAL RESOURCES

(East Portland)

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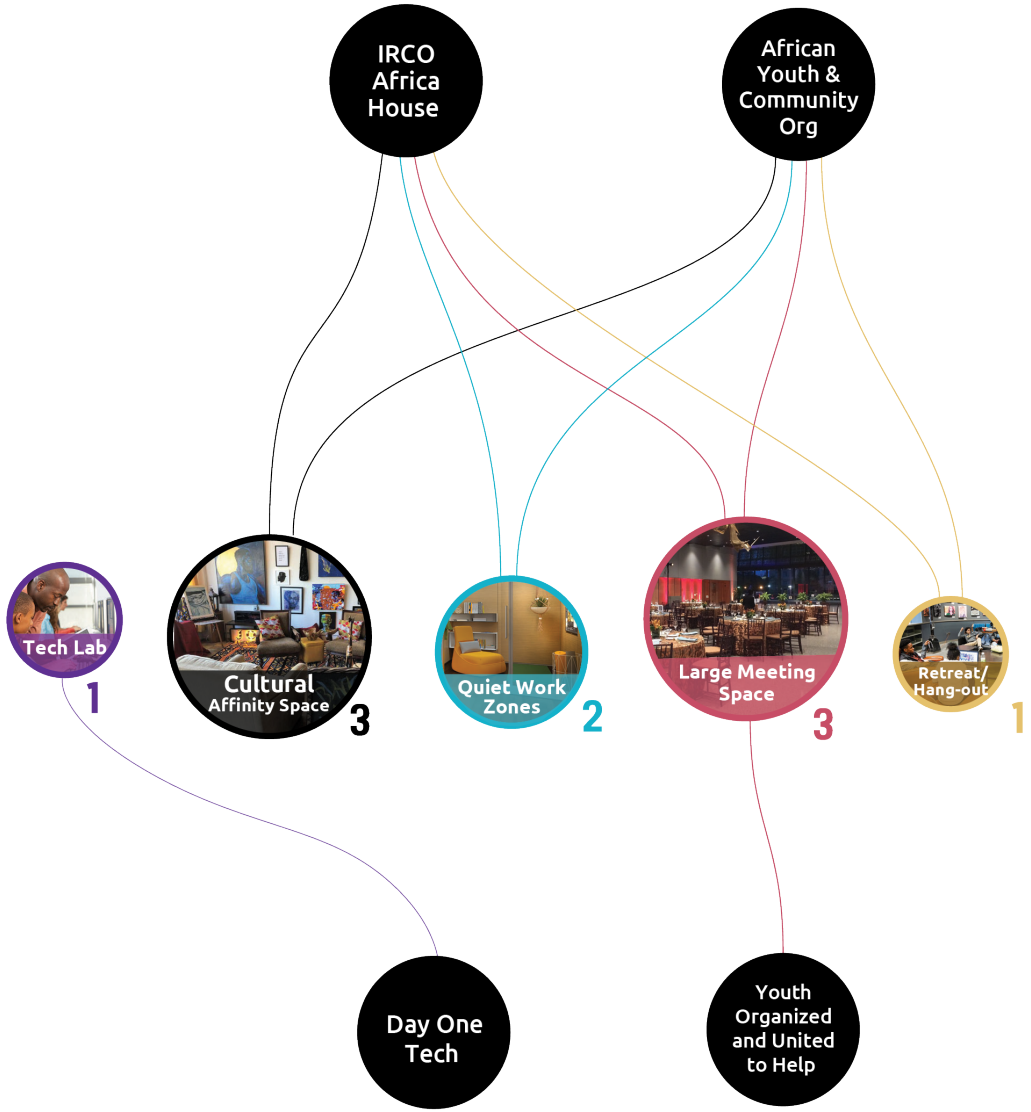

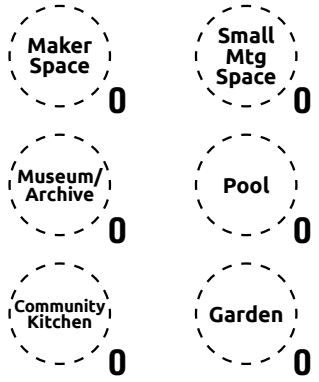

ACADEMIC PROGRAMS:
PRE-K TO CAREER

(Albina)

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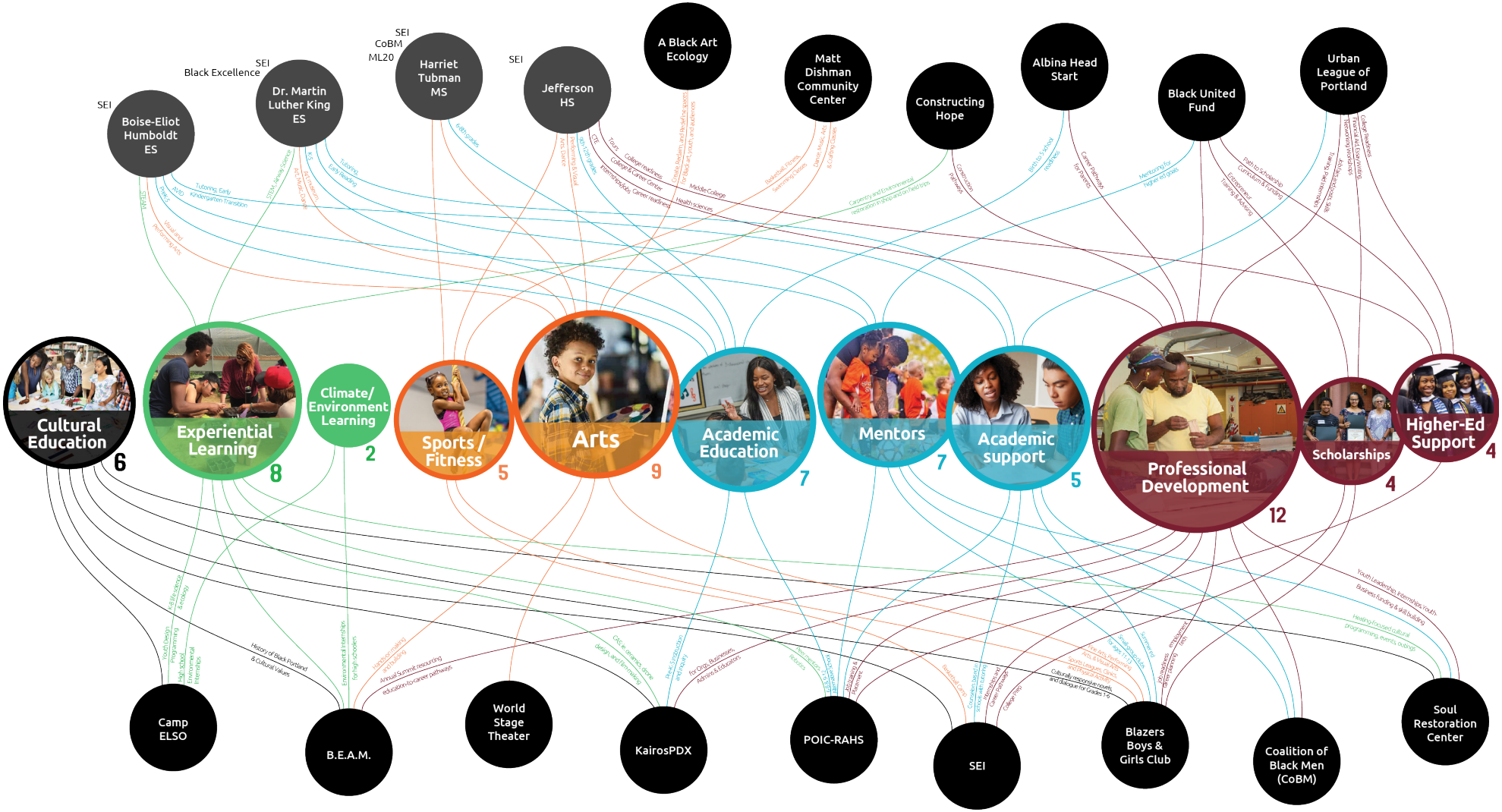

ACADEMIC PROGRAMS:
PRE-K TO CAREER

(East Portland)

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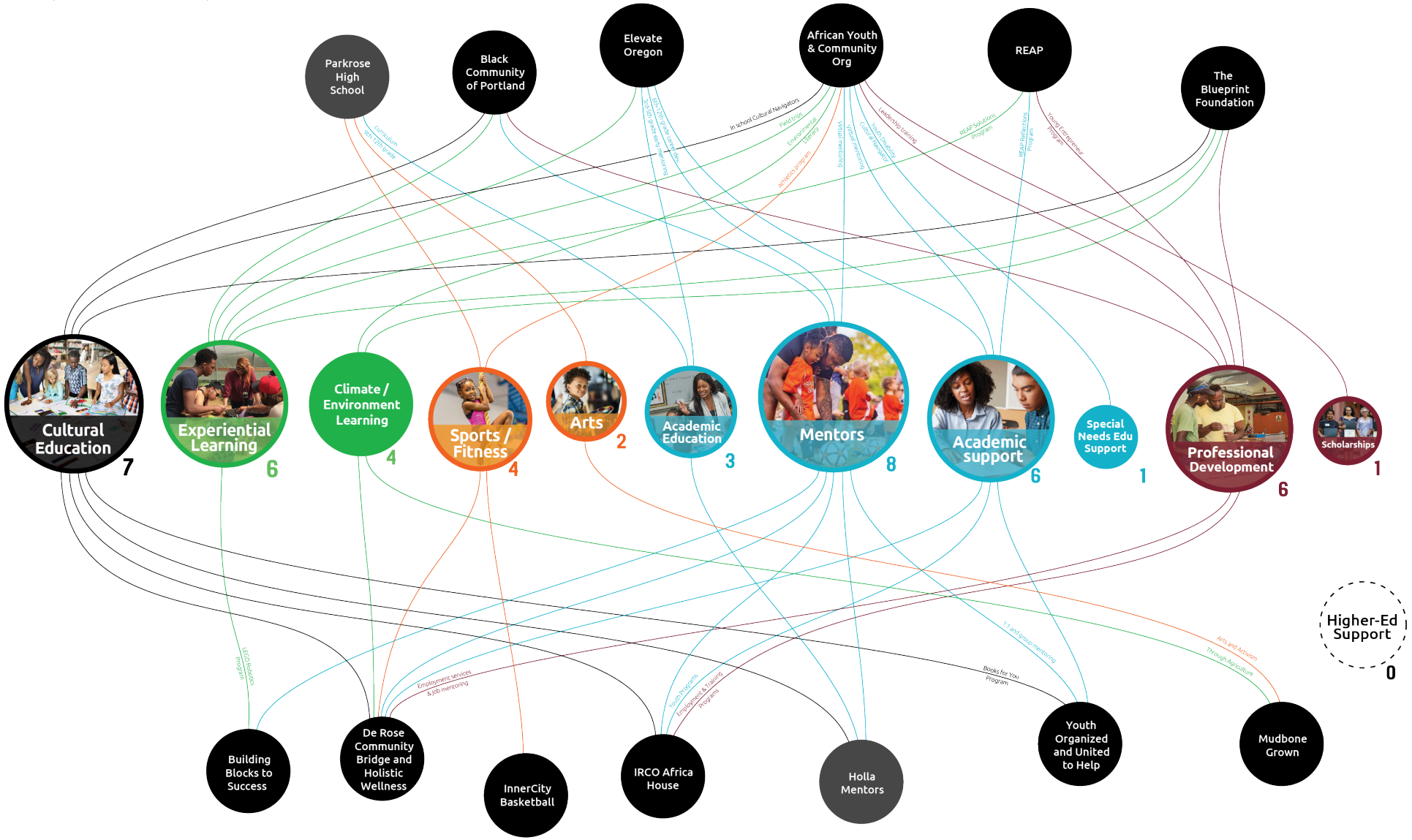
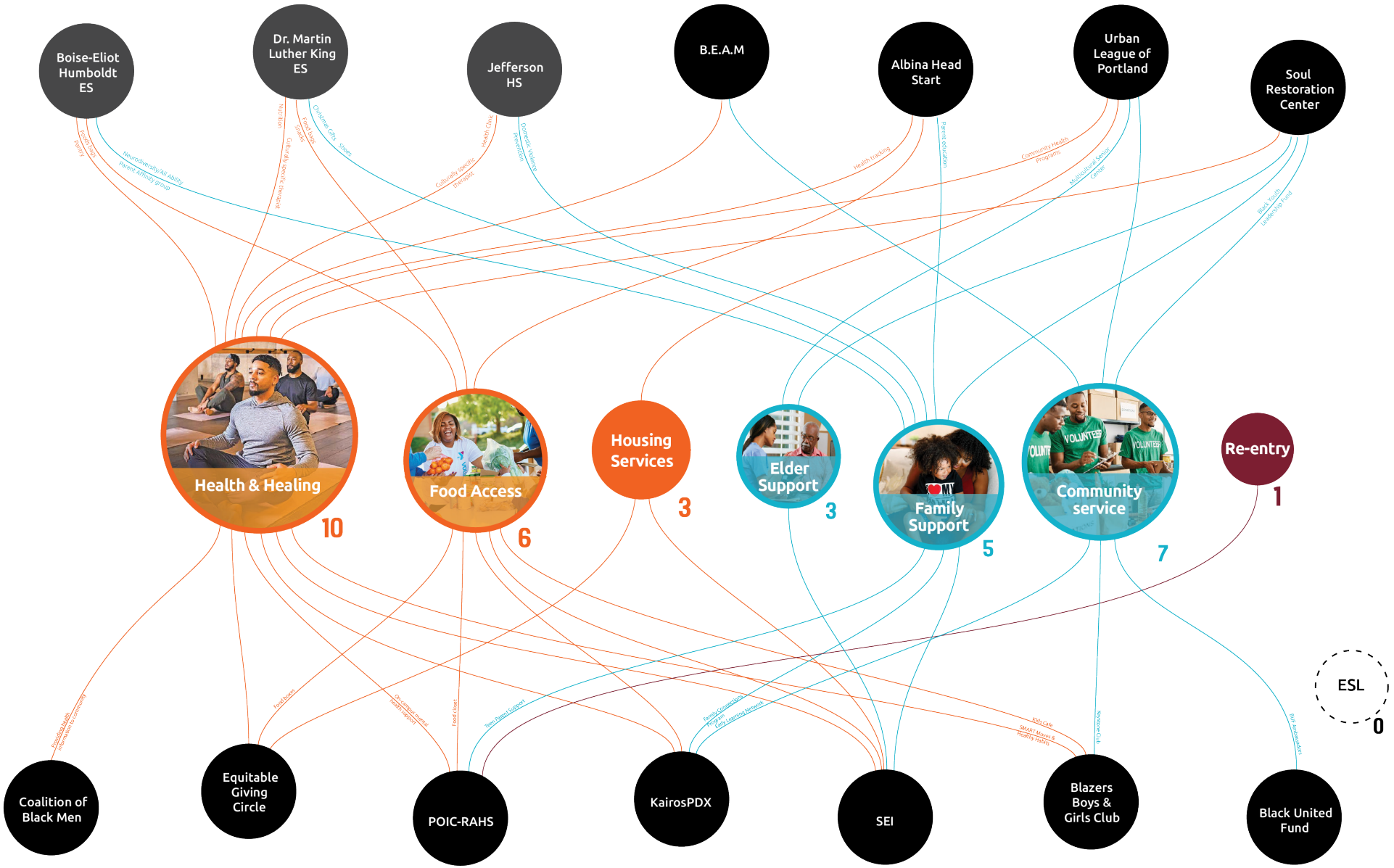


HOLISTIC COMMUNITY SUPPORT (Albina)

*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.



HOLISTIC COMMUNITY SUPPORT

(East Portland)

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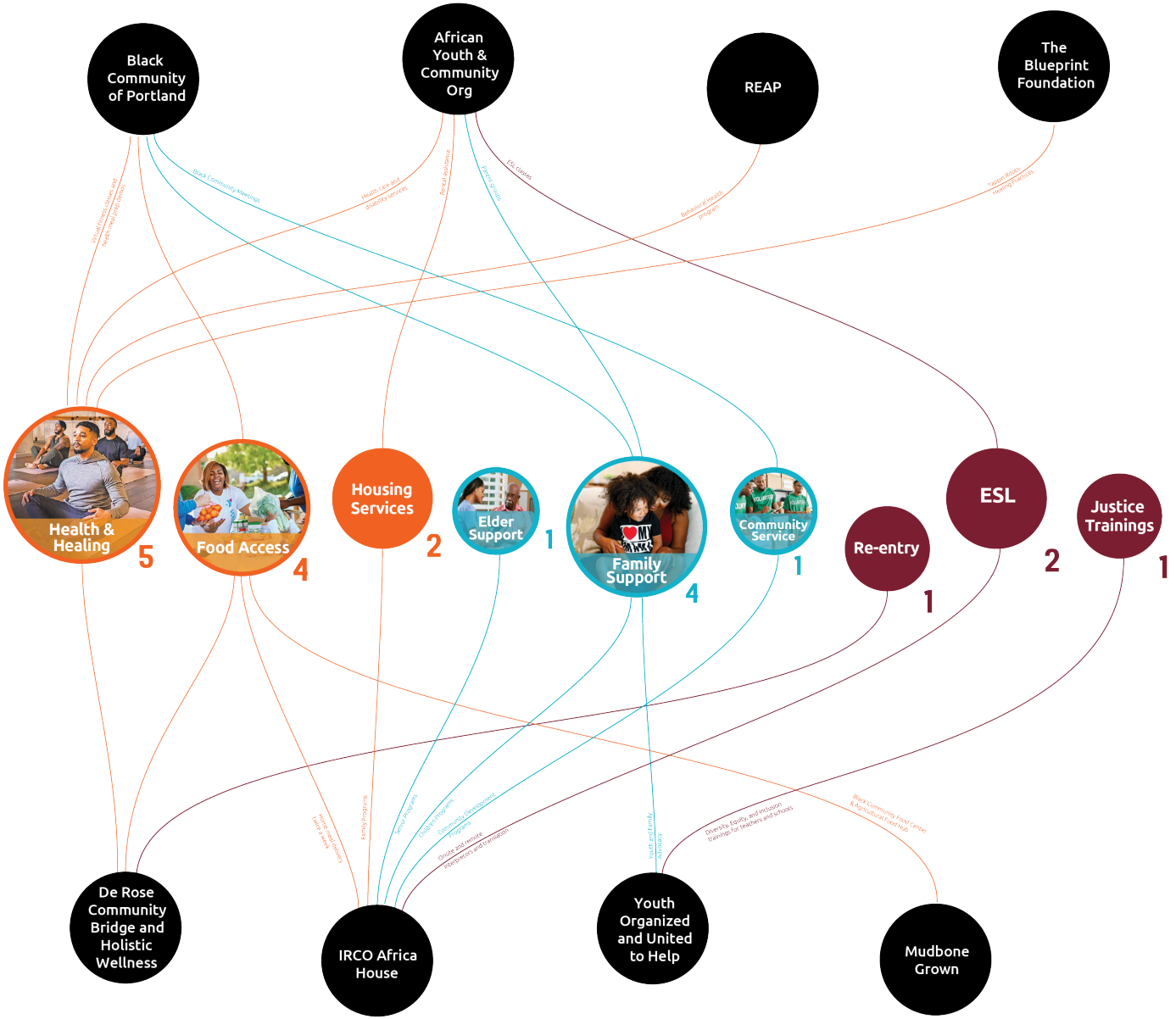


04. APPROACH

- Summary
- Curriculum/Instruction
- Student Support
- Family Support
- Educator, Capacity Building, Hiring and Retention
- Advocacy

SUMMARY

The Center for Black Student Excellence is a constellation of academic programs, strategies, supports, and experiences supported by infrastructure that work in coordination to form a transformational Approach to Black student learning.

The Approach relies on the integration of positive cultural identity development and student leadership, with culturally affirming teaching and learning. In recognition that our students' experience is influenced by the adults who support them–particularly their families and educators–the Center for Black Student Excellence seeks to build an ecosystem that acknowledges their needs as central to student success.

ALL-STAR
VIP
PORTLAND PUBLIC SCHOOLS
ALL-STAR
VIP

CURRICULUM & INSTRUCTION

Curriculum and Instruction refers to the educational experience of students both inside and outside of the classroom.

MARVEL

Outcomes:

- Black students will experience improved academic outcomes.
- Black students' attendance will increase.
- Black students will report a stronger sense of belonging.
- Black students will graduate with a post-secondary plan.

Albina Arts, Excellence, and Culture Pathway

Description:

Boise-Eliot Humboldt Elementary, Dr. Martin Luther King, Jr. Elementary, KairosPDX, Harriet Tubman Middle School, Jefferson High School, and partner programs in the area form an aligned PK-career pathway characterized by:

- Coordination across grade bands, building staff, and partners.
- Rigorous experiential learning.
- Visual and performing arts.
- Year-round Black history embedded across disciplines.
- Schools as community hubs.
- Cultural celebrations.
- Career exploration especially in green careers, business and marketing, product design, biotechnology, information technology, and construction.

When students walk into the doors of any of the Albina schools, they can expect to enter a warm and welcoming environment where their social and intellectual curiosities are nurtured. The local area becomes a tool for place-based learning, and Black excellence is the standard. Celebration is a regular practice as each school fosters Black joy. Students graduate with a post-secondary plan and job-ready skills.

Correlating Narrative

- Black Joy
- Collaborative Ecosystem
- Pathways to Success
- Safety

Special Initiatives

- Black Excellence Pre-K
- Kindergarten Innovation
- Middle School Redesign
- High School Success (M98)
- Master Arts Educational Plan
- Middle College

Institutional Infrastructure

- College and Career Readiness
- Instructional Framework
- Master Arts Education Plan
- Office of Teaching and Learning
- Social Sciences Curriculum
- Adoptions
- Student Learning and Family Engagement
- PK-5 Academic Programs
- Visual and Performing Arts

Black History Rooted in Culturally Relevant Instruction

Description:

Students have access to high-quality instructional materials that represent the many cultures within the African diaspora. As a part of the instructional core, namely social studies, all students learn about Black history before colonization and American slavery. This learning is augmented in the Center for Black Student Excellence's cultural archive where students have access to stories outside of suffering and the contributions of Black Oregonians. Educators and partners leverage the Center for Black Student Excellence to share and refine teaching practices and supplemental materials. In particular, they embed creativity, art, and storytelling in instruction.

Correlating Narrative

- Black Joy
- Pathways to Success
- Safety

Special Initiatives

- Summer Learning Academy
- Middle School Redesign

Institutional Infrastructure

- Instructional Framework
- Learning Acceleration
- Office of Teaching and Learning
- Racial Equity and Social Justice
- Social Sciences Curriculum
- Adoptions

STUDENT SUPPORT

Student Support refers to both programming, experiences and resources available to students in schools and within the Center for Black Student Excellence.

Outcomes:

- Black students will experience improved academic outcomes.
- Black students' attendance will increase.
- Black students will report a stronger sense of belonging.
- Black students will graduate with a post-secondary plan.
- Black students will demonstrate leadership qualities.
- Black students will experience improved mental wellness.

Academic Interventions & Enrichment

Description:

Black students have access to year-round academic interventions that support them to meet and exceed proficiency in math and literacy. This includes after school and summer tutoring. In addition, at the Center for Black Student Excellence, students have access to a network of partners and providers that host enrichment and pro-social activities to keep them engaged throughout the year. The programs teach team building, activate the imagination, and provide diversions from violence.

Correlating Narrative

- Black Joy
- Collaborative Ecosystem
- Pathways to Success
- Safety

Special Initiatives

- Summer Learning Academy

Institutional Infrastructure

- Learning Acceleration
- Racial Equity and Social Justice
- Schools Uniting Neighborhoods
- Office of School Performance

Black Student Union Programming & Leadership Development

Description:

Black students are united across school communities through a shared standard for Black Student Union programming. Central to each of the affinity clubs' success is the foundation of culture, identity, belonging and Black joy. They are encouraged to participate in rite of passage ceremonies, Historically Black College and University (HBCU) tours, and international trips. Black students are supported to become agents of change in topics of interest, and they gather collectively for joint student-led events at the Center for Black Student Excellence.

Correlating Narrative

- Black Joy
- Pathways to Success
- Safety

Special Initiatives

- All-Star Awards
- International Youth Leadership Conference

Institutional Infrastructure

- Climate Justice Youth Advisory
- Community Engagement and Student Voice
- District Student Council
- Affinity Group Network
- PPS reImagined Student Interns
- Office of School Performance

Mentorship

Description:

Black students have access to a network of mentors that span their social, cultural, and career interests. In particular, the Center for Black Student Excellence connects students with recent graduates, business professionals, and elders. In addition, mentors coach students on responsibly navigating social media and technology as digital natives.

Correlating Narrative

- Black Joy
- Collaborative Ecosystem
- Pathways to Success
- Safety

Special Initiatives

Institutional Infrastructure

- Career and Technical Education
- College and Career
- Office of School Performance
- Readiness
- Racial Equity and Social Justice
- Student Success and Health

Wraparound Support & Healing Services

Description:

The Center for Black Student Excellence provides students and families access to free and affordable food. In recognition of racial trauma, students have access to individual, group, and family mental health resources. The resources include holistic and licensed practitioners who provide training on:

- Conflict Resolution Practices
- Emotional Response Training

Correlating Narrative

- Black Joy
- Collaborative Healing
- Holistic Support
- Safety

Special Initiatives

- Ballmer Institute

Institutional Infrastructure

- Funded Programs
- Nutrition Services
- Student Support Services
- Multi-tiered Systems of Support
- Schools Uniting Neighborhoods

Nurturing Pathways to Success

Description:

At the Center for Black Student Excellence, community members and professionals host experiential and hands-on education classes that explore foundational life skills, business ownership, industry insights, and college preparation.

Correlating Narrative

- Black Joy
- Collaborative Healing
- Pathways to Success

Special Initiatives

- Plumbing, Air, Carpentry, Electrical Mentorship Program (PACE)
- ACE Mentorship Program

Institutional Infrastructure

- Career and Technical Education
- College and Career Readiness
- Office of Technology and Information Services

Alaska
PORTLAND

FAMILY SUPPORT

Family Support refers to the programming, resources, and knowledge building opportunities for parents and caregivers in schools and within the Center for Black Student Excellence.

PPS
PORTLAND
PUBLIC
SCHOOLS
THE
ALL-STAR
AWARDS
CEREMONY
FRIDAY, JUNE 3, 2022
6:00 PM - 8:00 PM

Outcomes:

- All families will understand the historical context of schools in the Albina neighborhood despite changing demographics.
- Black families will report fewer barriers to engaging with their students' school community.
- Black families will have access to tools and wraparound services for holistic support.

Parent/Caregiver Affinity Groups

Description:

Black families have access to differentiated support groups focused on:

- Parents of newborns/young children.
- Parents of elementary age children.
- Mothers.
- Fathers.
- Grandparents/caregivers/guardians.
- Single parents.
- Pregnant parents.

In addition, parents and caregivers have agency to facilitate Peer Led Support Groups. This ongoing peer led group provides parents and caregivers the opportunity to support one another and share information, advice or problem solving strategies related to parenting experiences.

Correlating Narrative	Special Initiatives	Institutional Infrastructure
Black Joy Collaborative Ecosystem Healing Holistic Support Safety		Headstart Student Learning and Family Engagement Office of School Performance

Parent/Caregiver Academy

Description:

The Parent/Caregiver Academy program provides Black parents/caregivers and non-Black parents/caregivers raising Black children with training, information, and resources to support their essential responsibility for influencing their children's lives and maintaining the standard of excellence. By partnering with internal district departments, academic institutions, community organizations and other agencies to equip families with additional skills, knowledge, and resources, Parent/Caregiver Academy supports and empowers parents/caregivers to become leaders and advocates for their child's learning and navigate resources within the Center for Black Student Excellence. The Academy also serves as an avenue to learn about the history of Portland in the face of changing demographics.

Classes and workshops offered through Parent Academy provide resources and training on topics including safety, life skills, academic development and financial literacy, and provide families with tools that they can use to encourage their children to become successful.

Correlating Narrative

- Collaborative Healing
- Pathways to Success
- Safety

Special Initiatives

Institutional Infrastructure

- Office of Teaching and Learning
- Academic Programs
- Student Learning and Family Engagement
- Student Success and Health
- Multi-tiered Systems of Support
- SPED
- Funded Programs
- McKinney Vento
- High School College and Career Readiness
- Building Leaders
- Racial Equity and Social Justice Partners
- Civil Rights Coordinator

Wraparound Support & Healing Services

Description:
The Center for Black Student Excellence provides students and families access to free and affordable food. In recognition of racial trauma, students have access to individual, group, and family mental health resources. The resources include holistic and licensed practitioners as well as emergency care.

Correlating Narrative	Special Initiatives	Institutional Infrastructure
Black Joy Collaborative Ecosystem Healing Holistic Support Pathways to Success Safety		Funded Programs Nutrition Services Racial Equity and Social Justice Student Success and Health

Family Advocacy & Case Management

Description:
The Center for Black Student Excellence directs families through the correct channels to navigate challenges in schools and supports them to escalate issues as needed. Through family advocacy and case management, families have a system of accountability with clear feedback loops. The Center for Black Student Excellence also removes barriers preventing families from accessing available services and resources. Through public and private partnerships, families receive transportation assistance to and from school and community activities.

Correlating Narrative	Special Initiatives	Institutional Infrastructure
Collaborative Ecosystem Holistic Support Pathways to Success Safety		Civil Rights Coordinator Complaints Coordinator District Family Liaison Funded Programs Racial Equity and Social Justice

Parent/Caregiver Education and Skill Classes

Description:

The Parent/Caregiver Education Program focuses on enhancing parenting practices and behaviors, such as developing positive discipline techniques, learning age-appropriate child development skills and milestones, promoting positive play, and interaction between parents and children.

Correlating Narrative

- Black Joy
- Collaborative Healing
- Pathways to Success
- Safety

Special Initiatives

Institutional Infrastructure

- Student Learning and Family Engagement

EDUCATOR CAPACITY BUILDING, HIRING, AND RETENTION

Educator capacity building, hiring, and retention refers to the continuum of activities to support educators through their employee lifecycle. **While efforts to recruit Black educators continue, Portland Public Schools is responsible for ensuring that all educators are equipped and accountable to holding Black students to a high standard of success and that schools are places where students experience physical and emotional safety.**

BENSON
PHYSICAL EDUCATION
FIT LIVE AND LEARN
Cook, P

Outcomes:

- All educators will be equipped to communicate with and involve students and families at every level of decision-making that directly impacts Black students.
- All educators and administrators will keep families proactively informed about student progress and opportunities for engagement and success.
- All educators will demonstrate mastery of curriculum and culturally affirming instruction.
- All educators will receive scaffolded support to ensure every Black student is seen, welcomed, valued, and held to high standards, so that they achieve educational equity.
- Administrators will ensure that educators are accountable to maintaining a culture of Black student excellence as informed by student voice.
- All educators will have opportunities to understand the history of the Albina neighborhood and build a network of culturally competent allyship.
- All educators will have access to wellness resources. Black educators will have access to an affinity network.

Family Engagement Toolkit

Description:

The Family Engagement Toolkit is a resource for schools to develop, and sustain consistent family engagement. It provides strategies, tips, and tools to forecast engagement events and important discussion topics for the school year. As student opportunities emerge, the family engagement toolkit empowers schools to establish a regular practice of communication with families.

Become Rooted in the History of Black Portland

Description:

The Center for Black Student Excellence provides opportunities for educators and administrators to learn about the history of the Albina neighborhood and the contributions of Black Portlanders up to the present day. Through learning experiences, they develop competence in the social and political factors that contribute to Black student learning and can demonstrate awareness of their own positionality, biases and identities as well as those of their students, and how this impacts dynamics of power, social norms, privilege, and oppression in the classroom. The Center for Black Student Excellence provides a pathway to harnesses best practices and the wisdom of the community in support of student success.

Correlating Narrative

- Black Joy
- Collaborative Ecosystem
- Pathways to Success

Special Initiatives

Institutional Infrastructure

- Racial Equity and Social Justice
- Teacher Professional Development
- Office of Teaching and Learning
- Workforce Diversity and Development

Culturally Responsive Instruction

Description:
The Center for Black Student Excellence serves as an incubator to test and share effective classroom management and instructional practices, source supplemental materials, find resources to curate culturally affirming classroom spaces, and empower families in supporting their child's academics at home in close cooperation with educators. In partnership with district teams, all educators, administrators, and partners are trained and coached to fully support all Black students academically, socially, and emotionally. Training includes:

- Classroom Management
- Conflict Resolution
- Culturally Affirming Instruction
- Data-driven Continuous Improvement
- Differentiation
- Parent Teacher Home Visits (PTHV)
- Racial Equity and Social Justice Foundations
- Support for gender non-conforming students
- Transformative Social Emotional Learning (TSEL)

Correlating Narrative

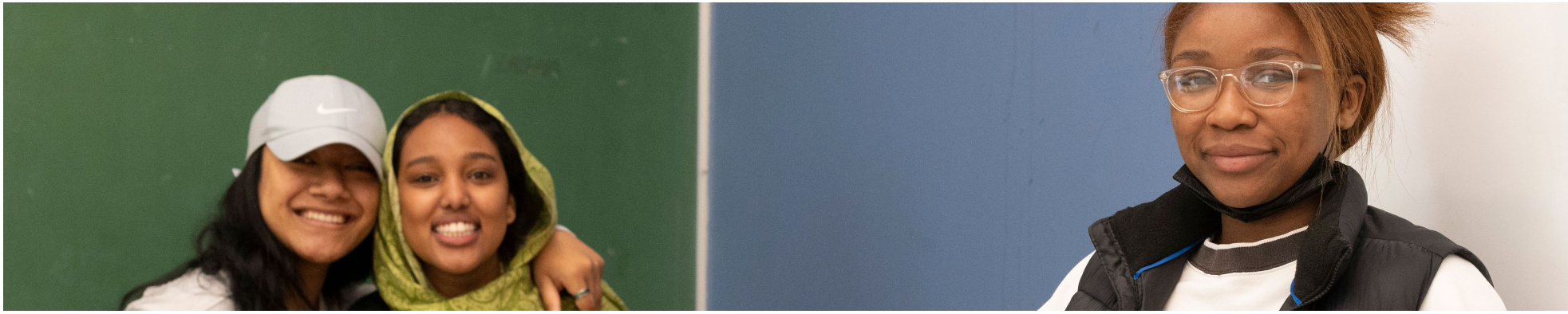
- Black Joy
- Collaborative Ecosystem
- Pathways to Success

Special Initiatives

- Coach to Classroom
- Racial Equity Centered Principal Pipeline Initiative

Institutional Infrastructure

- Office of Teaching and Learning
- Teacher Professional Development
- Research Assessment and Accountability
- Racial Equity and Social Justice
- Student Support Services
- Workforce Diversity and Development



Educator Affinity Groups & Leadership Development

Description:

At the Center for Black Student Excellence, Black educators meet for affinity and model educational excellence for students aspiring to become teachers. Educators build camaraderie with diverse educators from various content areas, with varying years of experience and pathways. They too, engage in peer and intergenerational mentorship while accessing mental health and healing resources for themselves. At the Center for Black Student Excellence, teacher leaders and veteran educators explore pathways to become administrators and opportunities to demonstrate their leadership in district-level discussions.

Correlating Narrative

- Black Joy
- Collaborative Ecosystem
- Holistic Support
- Pathways to Success
- Safety

Special Initiatives

- Career Lattice
- Coach to Classroom
- Racial Equity Centered Principal Pipeline Initiative

Institutional Infrastructure

- Employee Benefits
- Office of Teaching and Learning
- Racial Equity and Social Justice
- Teacher Professional Learning
- Workforce Diversity and Development

ADVOCACY

Advocacy refers to the internal policies and processes to accelerate Black student excellence and external policy positions to consider that may directly or indirectly reinforce Portland Public Schools' ability to support Black students.

Affordable Housing

Description:
Support investments in affordable housing in North and Northeast Portland.

A Strong Educator Workforce

Description:
Support Grow Your Own and pipeline development programs.

Discipline

Description:
Support restorative justice and alternative discipline practices.

Early Childhood/Literacy

Description:
Support early interventions for early childhood literacy.

Educator Assignments

Description:
Support a contract amendment to assign teachers to schools where they more closely reflect the demographics of the students.

Educator Accountability

Description:
Support a contract amendment that installs firm accountability for incidents racial discrimination.

Enrollment

Description:
Revisit feeder, zoning, and admission to ensure Black students benefit from the focus on North and Northeast Portland schools.

Ethnic Studies

Description:
Support the full implementation of Ethnic Studies standards and professional learning for educators.

Transportation

Description:
Support the implementation of strategies that increase Black students in the Portland metro to participate in Right to Return.

Universal Meals

Description:
Support funding for all kindergarten through 12th grade public schools to provide free meals during each school day to students requesting a meal, regardless of the student's financial eligibility.

Correlating Narrative	Special Initiatives	Institutional Infrastructure
Collaborative Ecosystem Holistic Support Pathways to Success		■ Center for Black Excellence ■ Communications ■ General Counsel ■ Government Relations ■ Funded Programs ■ Nutrition Services ■ Planning & Asset Management, ■ Portland Public Schools Board of Education, Enrollment & Transfer

05.
REDESIGN OF THE SYSTEM

- Summary
- System-level strategies

SUMMARY

The System Redesign refers to changes in Portland Public Schools' priorities and how it operates to position the organization for accelerated implementation of Center for Black Student Excellence efforts. **The redesign leverages Portland Public Schools' strategic priorities while insisting that the success of Black students requires radically different methods from the ones that have maintained the system up to this point.**

SYSTEM-LEVEL STRATEGIES

Portland Public Schools uses data effectively and consistently to drive cycles of continuous improvement that lead to **decisions — and actions that improve Black student outcomes.**

Dia De
Muertos
Talent Show

BUILD A COLLECTIVE SENSE OF TRUST AND BELONGING

Strategic Outcome

Through repeated behavior change, Portland Public Schools creates a new track record of trustworthiness with the community, and across the organization. We collectively establish shared ownership for the success of Black students while publicly acknowledging the history of shortcomings and failures by the public education system, how that history impacts the present, and the pathway to different outcomes.

Description

In collaboration with our educators and community, the vision of the Center for Black Student Excellence is rooted in the values of Umoja and Ujamaa - Unity, Collective Work, and Responsibility. Umoja and Ujamaa are Kwanzaa principles that unite and empower the African-American community through joint efforts and solutions. Umoja expresses the desire to strive for and maintain unity in the family, community, nation, and race. Ujamaa seeks to build and maintain community together and make our community's problems our problems and for us to solve together.

GOAL #1

Include Black student, family, partner, and community voices at every level of decision-making that directly impacts Black students.

GOAL #2

Publicly reflect the direct connection between every staff team's respective bodies of work and the implementation of Center for Black Student Excellence efforts.

GOAL #3

Design conflict mediation protocols for Black students, families, staff, and partners.

GOAL #4

Establish regular convenings of educators, service providers, community members, and entities working in coordination for the benefit of Black students, at a minimum of once per quarter.

ESTABLISH A PRACTICE OF STRATEGIC FORESIGHT AND SUSTAINABLE TEAMING STRUCTURES

Strategic Outcome

Portland Public Schools is better equipped to anticipate and meet the needs of schools in service of Black student excellence.

Description

Portland Public Schools has cultivated a practice of forecasting and aligning all district priorities and bodies of work with teams structured to eliminate duplication and staff burnout. School district staff work to develop mutually empowering partnerships with peers, families, and Portland's diverse communities. Requests for staff participation in disparate working groups are reduced as gathering time is more efficient and intentional with direct correlation to advancing Black student excellence. Resources are more efficiently distributed across the organization, and staff across departments can, at a minimum, provide high-level summaries of what other colleagues are working on.

GOAL #1

Establish an annual district work plan that complements school rhythms and maximizes breaks for preparation.

GOAL #2

Create official channels for collaboration between capital and programmatic projects impacting Black students to increase staff efficiency and eliminate silos.

GOAL #3

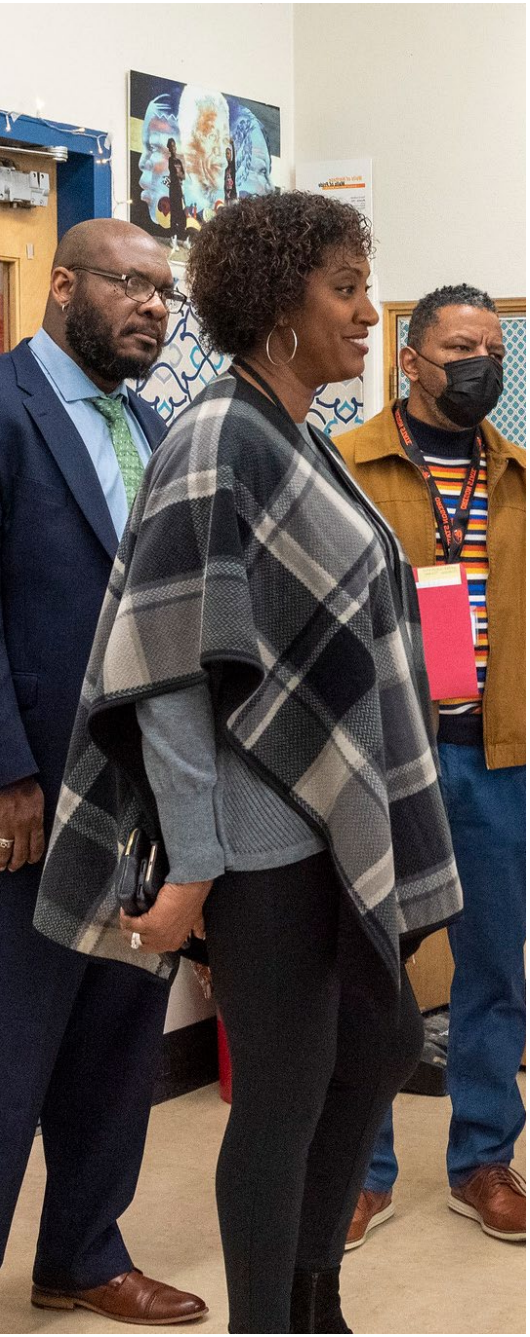
When evaluating the geographic location of the Center for Black Student Excellence, consider the proximity to other Black-serving organizations, institutions and services.

GOAL #4

Dedicate a fixed percentage of time for every district staff member to collaborate on cross-functional work strands.

GOAL #5

Consider sharing programs between co-located institutions and organizations in order to maximize financial and spatial resources.



EMBED SYSTEM-WIDE DATA-DRIVEN CONTINUOUS IMPROVEMENT PRACTICES

Strategic Outcome

Portland Public Schools uses data effectively and consistently to drive cycles of continuous improvement that lead to decisions — and actions that improve Black student outcomes.

Description

Effective data-driven continuous improvement practices are evident throughout the district, especially at the classroom, grade-level, school, and central office department levels. Educators have the capacity to set measurable goals, collect outcome and implementation data from multiple sources, analyze data, adjust actions, and monitor progress toward goals. Diverse stakeholders are involved in data analysis to strengthen interpretation, and this informs decisions and actions, especially resource allocations, that lead to improved outcomes.

GOAL #1

Collaboratively create a new metric for evaluating Black student success, and provide partners with data to proactively adjust actions.

GOAL #2

Include Black student voice in educator evaluations.

GOAL #3

Provide a clear process and protocol for the response to racialized incidents between students and staff.

IMPLEMENT A PROACTIVE, EFFECTIVE, AND CREATIVE COMMUNICATION PRACTICE

Strategic Outcome

Our communication practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Description

Internal and external communication are consistent and accurate, and inform stakeholders in a timely fashion. Attention to accessibility has made methods and content responsive to audience needs. By using a variety of data and media, we "show the system to itself" and the broader community through stories of growth and accomplishment, keeping our community proactively informed as to progress across the district.

GOAL #1

Leverage traditional and nontraditional communication platforms to provide internal and external staff, families, and community members regular updates on key decisions, developments and progress of Black students with guidance on opportunities to get involved.

GOAL #2

Provide students with clear guidance on whom and where to go for additional assistance.

CULTIVATE AND PROMOTE ALIGNED COMMUNITY PARTNERSHIPS

Strategic Outcome

Our partnerships equitably support our students to achieve the Graduate Portrait.

Description

Internal and external stakeholders are active partners supporting our vision, PPS reImagined, and the Center for Black Student Excellence efforts. They have clear options and opportunities to align their efforts with our vision. We cultivate, foster, and sustain partnerships so that our collective efforts to support our students to achieve the Graduate Portrait are maximized.

GOAL #1

Collaboratively develop a new shared metric to identify the efficacy of strategies and partnerships in advancing Black student excellence.

GOAL #2

Support smaller Community Based Organizations with capacity building to effectively support Black students especially those in schools with smaller percentages of Black youth.

DEVELOP A COHERENT SYSTEM-WIDE COMMUNITY ENGAGEMENT APPROACH

Strategic Outcome

Stakeholder engagement is a core competency through which the perspectives and voices of educators, students, and families are authentically integrated.

Description

Our coherent, system-wide approach to internal and external community engagement uses consistent guidelines for departments and sites on the design of engagement activities to ensure that they are meaningful and transparent. Guidelines clarify expectations as to the purpose and outcomes of engagement, including expectations for collaboration and feedback loops, and help stakeholders feel that their participation is valued by understanding how their input, feedback, and collaborative design efforts will be used.

GOAL #1

Create clear and accountable feedback loops for all engagement efforts.

GOAL #2

Remove barriers and incentivize community participation with flexible compensation models.

GOAL #3

Leverage the information from previous engagement processes and scholarly research to avoid community fatigue.

GOAL #4

Create pathways for Black community members to influence and support implementation.

DEVELOP A DIVERSE, HIGH-QUALITY, THRIVING WORKFORCE

Strategic Outcome

We have a diverse, high-quality, thriving workforce that is supported in personal and professional well-being and success.

Description

We have a diverse workforce that reflects student demographics through intentional recruitment, hiring, retention, and development of educators of color. We have a high-quality, thriving workforce that is supported by professional experiences throughout the entire employee lifecycle, to ensure each educator's personal and professional well-being, growth, and success.

GOAL #1

Establish school and department wellness strategies with metrics to track Black staff retention.

GOAL #2

Develop Human Resource professionals as generalists and increase staffing to reduce backlog in school-based and district staff support requests.

GOAL #3

Establish a Black educator affinity network and support system to report and ensure accountability for targeted incidents of racialized discrimination.

GOAL #4

Establish a year-round recognition system for exemplary educators.

GOAL #5

Develop and publicize Grow Your Own programs through innovative partnerships with local colleges and universities.

GOAL #6

Develop a pipeline program from Historically Black Colleges and Universities (HBCUs).

GOAL #7

Increase building administrators' capacity as instructional and equity-centered leaders who can hold educators accountable for cultivating safe environments for Black students.

GOAL #8

Establish a high-quality robust professional learning catalog that is meaningfully integrated during pre-service training and throughout the year.

DIGITAL INFRASTRUCTURE

Strategic Outcome

Students and families have the opportunity to receive information and participate in key decisions, developments, and community events in person and virtually.

Description

Students and families are aware of the resources available through a digital platform. The resource centralizes opportunities for Black students and community members to reduce competing events.

GOAL #1

Coordinate and maintain a directory of Black student and community-serving resources and events including scholarships and internship opportunities. Ensure students at every PPS school have access and support to navigate the platform.

GOAL #2

Create hybrid and asynchronous engagement opportunities.

SCHOOLS AS COMMUNITY HUBS

Strategic Outcome

Schools have become community hubs that integrate support services for families—including health care, housing support, clothing, and food—that are intuitive, easy to navigate, and driven by community need.

Description

These support services are also used to help students at critical transitions—kindergarten, sixth grade, ninth grade, and twelfth grade/transition to post-secondary, and when students arrive as newcomers or move between schools—creating a foundation for specific needs that allows students to engage fully in their education. Learning draws upon families' backgrounds and cultural assets to build school community and help students achieve their highest academic potential. The school district builds connections, and district spaces also support interactions and collaborations with community partners.

GOAL #1

Establish partnerships to meet the needs of school communities driven by student and family requests.

GOAL #2

Welcome participation and presence of community members who may not have contracts with the district to support school climate and mentorship activities.

REIMAGINED RESPONSES TO SAFETY AND SECURITY

Strategic Outcome

Black students experience physical and emotional safety.

Description

Incidents of community violence reduce as students have more access to mental health services and prosocial activities. Community members have opportunities for active participation. Black joy and a culture of celebration serve to amplify students' sense of belonging. Through this effort, Portland Public Schools dismantles the school-to-prison pipeline, which refers to policies and practices that disproportionately push black youth out of schools and into the criminal justice system, often due to harsh discipline policies, biased policing, and inadequate educational resources.

GOAL #1

Increase student Awareness for Mental Health and Wellness Supports.

GOAL #2

In conjunction with our Safe Routes to School team, pilot efforts to have community-based individuals posted on identified routes to support middle and high school students traveling to and from school during arrival and dismissal bell times.

GOAL #3

In partnership with students, educators, and mental health providers, develop a standard post-traumatic event protocol that:

- Addresses trauma using healing centered practices.
- Provides tools for collective response to trauma.
- Creates tools that center culture, identity, and race as a leverage to holistic healing and well-being.
- Foster relationships, prioritize agency, promote collective action, and promotes culturally based learning.
- Creates school-based proactive strategies that support individual, interpersonal, and institutional well-being.

GOAL #4

Establish consistent classroom management practices that disrupt push-outs and maintain high standards for students.

GOAL #5

Resource community-based prevention programs to provide pro-social activities.

SUSTAINING
THE EFFORT

Strategic Outcome

Portland Public Schools, in partnership with the community, cares for future generations with a promise of academic excellence, economic security, self-determination, and equal opportunities.

Description

The community vision for the Center for Black Student Excellence is sustained through innovative governance and funding models that leverage collective impact. Using the CBSE vision as guidance, organizations have a clear direction and leverage their strengths as they pursue aligned investment opportunities. Portland Public Schools maintains a dedicated budget for Black student achievement and related strategies.

GOAL #1

In partnership with Center for Black Excellence (CBE) leadership, establish a robust fund development strategy for continued private investment.

GOAL #2

Establish transparent standards for Center for Black Excellence board membership and actively develop the pipeline of board leadership.

GOAL #3

Launch an unapologetically Black-led design process for the physical building that positions Black creatives including artists, interior designers, and architects at the forefront of the core design team to create pathways for Black economic development and student internships.

GOAL #4

Determine and maintain staffing levels to sustain project management, program development, fund development, technology, building maintenance and operations.

GOAL #5

Establish public and private transportation partnerships and scale the infrastructure in proportion to the growth in displaced students.

06.
APPENDIX

- Design and Engagement Calendar
- Glossary
- CBSE Bibliography

DESIGN AND ENGAGEMENT CALENDAR

PHASE I			
October 2022			
Event	**Date & Time**	**Location**	**Type**
Homecoming Lunch	10/3/22 11:44am-12:19pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Homecoming Lunch	10/4/22 11:44am-12:19pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Harriet Tubman Staff Meeting	10/4/22 4:00pm-5:30pm	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Design Research (Staff)
Know Your School	10/4/22 5:30pm-6:30pm	Virtual	Community Engagement
Jefferson Homecoming Lunch	10/5/22 11:44am-12:19pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Jefferson Homecoming Lunch	10/6/22 11:44am-12:19pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Jefferson Lunch Period	10/11/22 12:21pm-1:09pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Modernization Evening BBQ	10/11/22 5:45pm-8:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Tubman Lunch Period	10/12/22 12:21pm-1:09pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Design Research (Student)
Jefferson College and Career Day	10/12/22 8:45am-11:40am	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Jefferson Modernization Town Hall	10/12/22 5:00pm-6:00pm	Jefferson High School Library 5210 N Kerby Ave, Portland, OR 972147	Community Engagement

Jefferson Comprehensive Planning Committee #5	10/12/22 6:30pm-8:30pm	Jefferson High School Library 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Tubman Lunch Period	10/13/22 12:21pm-1:09pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Design Research (Student)
PIL Volleyball Tournament	10/15/22 7:00am-5:00pm	Jefferson High School Gym 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Jefferson Modernization Community Design Workshop	10/15/22 9:00am-4:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Tubman Staff Meeting	10/18/22 4:00pm-5:30pm	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Design Research (Staff)
Tubman Community Lesson (8th grade)	10/21/22 2:46pm-3:45pm	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Tubman Community Night	10/27/22 5:30pm-7:00pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Community Engagement
Tubman Assembly (8th grade)	10/28/22 2:46pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
CBSE Mixer	10/31/22 4:00pm-5:30pm	Dr. Matthew Prophet Center 501 N Dixon St., Portland, OR 97227	Community Engagement

November 2022

Event	Date & Time	Location	Type
Jefferson Staff Meeting	11/1/22 3:45pm-5:00pm	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Design Research (Staff)
Know Your School	11/1/22 5:00pm-6:30pm	Virtual	Community Engagement
Jefferson 8th grade Parent Night	11/9/22 5:30pm-6:30pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Dr. King Black Family Night	11/17/22 5:30pm-7:00pm	Martin Luther King School 4906 NE 6th Ave, Portland, OR 97211	

Tubman Community Lesson (7th grade)	11/18/22 2:46pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Jefferson Parent Teacher Conferences	11/21/22 12:30pm-4:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Jefferson Parent Teacher Conferences	11/21/22 5:00pm-7:45pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Jefferson Parent Teacher Conferences	11/22/22 8:30am-11:30am	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Jefferson Staff Meeting	11/29/22 3:45pm-5:15pm	Jefferson High School Room B-27 5210 N Kerby Ave, Portland, OR 972147	Design Research (Staff)

December 2022

Event	Date & Time	Location	Type
Preserving Black Spaces Lecture - Learning Journey	12/1/22 6:00pm - 7:30pm	Architectural Heritage Center 701 SE Grand Ave, Portland, OR 97214	Community Engagement
Tubman Assembly (7th grade)	12/2/22 2:46pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Tubman Community Lesson (6th grade)	12/2/22 2:46pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Tubman Staff Meeting	12/6/22 4:00pm-5:30pm	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Design Research (Staff)
Know Your School	12/6/22 5:30pm-6:30pm	Virtual	Community Engagement
Jefferson Boys Basketball Game	12/6/22 7:00pm-9:00pm	Jefferson Athletic Fieldhouse (Basketball Gym) 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Tubman Assembly (6th grade)	12/9/22 2:45pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Jefferson Boys Basketball Game	12/13/22 7:00pm-9:00pm	Jefferson Athletic Fieldhouse (Basketball Gym) 5210 N Kerby Ave, Portland, OR 972147	Community Engagement

Harriet Tubman Black Student Union Engagement	12/15/22 12:00-12:46	Jefferson HS 5210 N Kerby Ave, Portland, OR 972147	Student Engagement	
Black Family Night	12/15/22 5:30pm-7:00pm	Martin Luther King School 4906 NE 6th Ave, Portland, OR 97211	Community Engagement	

PHASE II

December 2022

Event	Date & Time	Location	Type	Partner
Preserving Black Spaces Lecture	12/1/22 6:00pm-7:30pm	Architectural Heritage Center 701 SE Grand Ave, Portland, OR 97214, USA	Learning Journey	Architectural Heritage Center

January 2023

Event	Date & Time	Location	Type	Partner
Jefferson High School Students and Staff	1/1/23	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Learning Journey	I AM MORE
Met with Jefferson Staff and Students	1/11/23	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Learning Journey	I AM MORE
In My Shoes Walk: Students & Parents	1/14/23 10:00am-11:45am	Unthank Park 3920 N Kerby Ave, Portland, OR 97227	Learning Journey	Word is Bond
In My Shoes Walk: Partners & Staff	1/14/23 12:00pm-1:45pm	Unthank Park 3920 N Kerby Ave, Portland, OR 97227	Learning Journey	Word is Bond
Church Celebration of Dr. King Highland Church	1/16/23 1:00pm-4:00pm	Highland Church 7600 NE Glisan St, Portland, OR 97213	Student Engagement	I AM MORE
McDaniel BSU Coordinator/Students (22)	1/17/23	McDaniel High School 2735 NE 82nd Ave, Portland, OR 97220	Student Engagement	I AM MORE
Jefferson Student Athletes/Leaders	1/18/23 2-3:30pm	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Student Engagement	I AM MORE
Jefferson HS Open House	1/18/23 6:30-8:30pm	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Community Engagement	

Harriet Tubman Middle School BSU	1/19/23 12:00pm-11:00pm	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Alliance at Meek	1/19/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Portland Opportunities Industrial Center	1/19/23	Portland Opportunities Industrial Center 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Connected with students from Benson, Meek, Roosevelt and PSU to discuss the Black Student Expo. 10 students	1/21/23	Soul Restoration Center 14 NE Killingsworth St, Portland, OR 97211	Student Engagement	I AM MORE
Black Professionals Expo	1/21/23 12:00pm-6:00pm	Lloyd Center (Inside of the old Victoria Secret) 1405 Lloyd Center, Portland, OR 97232	Learning Journey	Young, Gifted, and Black National Association of Minority Contractors
Youth Entrepreneurial Advisory Team to brainstorm engagement with schools moving forward and to discuss positive changes we want to see	1/22/23		Student Engagement	I AM MORE
MoAD Virtual Tour: The New Black Vanguard	1/23/23 11:00am-1:00pm	Via Zoom	Learning Journey	Museum of the African Diaspora (MoAd)
Student Leaders and Principal at Alliance High School Meek	1/25/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Bagel and Dropoff Student engagement with 40 students	1/26/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Student engagement with 50 students	1/26/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Bagel and Dropoff Student engagement at POIC	1/26/23	Portland Opportunities Industrial Center 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Bagel and Dropoff Student engagement with 50 students	1/26/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Guiding Coalition #2	1/27/23 4:30pm-8:00pm	Grant High School 2245 NE 36th Ave, Portland, OR 97212	Community Engagement	I AM MORE MKT BOX Colloqate

Guiding Coalition #2	1/28/23 9:00am-4:00pm	Grant High School 2245 NE 36th Ave, Portland, OR 97212	Community Engagement	I AM MORE MKT BOX Colloqate

February 2023

Event	Date & Time	Location	Type	Partner
# Enough Plays to End Gun Violence	2/2/23 6:00pm-9:00pm	Jefferson High School Auditorium 5210 N Kerby Ave, Portland, OR 972147	Learning Journey	Four Forces Inc
Bagel Engagement Drop Off @ Jefferson High	2/2/23	Jefferson High School Auditorium 5210 N Kerby Ave, Portland, OR 972147	Student Engagement	I AM MORE
Bagel Engagement Drop Off @ Harriet Tubman	2/2/23	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Bagel Engagement Drop Off @ Alliance @ Meek	2/2/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Bagel Engagement Drop Off @ POIC	2/2/23	POIC + RAHS 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Bagel Engagement Drop Off @ Ivy Middle School	2/2/23	Ivy Middle School 5420 N Interstate Ave, Portland, OR 97217	Design Research (Staff)	I AM MORE
Bagel Engagement Drop Off/BSU Meeting @ Ockley	2/2/23	Ockley Green Middle School 6031 N Montana Ave, Portland, OR 97217	Student Engagement	I AM MORE
Stars of Jefferson: Black Shines Brighter	2/3/23 12pm – 7 pm	815 N. Killingsworth, Portland, OR 97217	Community Engagement	Jefferson Community
Portland City Tour	2/4/23 11:00am-5:00pm	Dr. Matthew Prophet Center 501 N Dixon St., Portland, OR 97227	Learning Journey	ReBuilding Cornerstone's "MAYO House Learning Hub" Self Enhancement INC. BSTRONG Learning Hub Soul Restoration Center Black United Fund Feed'em Freedom Foundation Akadi PDX
MoAD Virtual Tour: The Life + Art of William H. Johnson	2/6/23 1:00pm-3:00pm	Via Zoom	Learning Journey	Museum of the African Diaspora (MoAd)
Bagel Engagement Drop off @ Jefferson High	2/9/23	Ockley Green Middle School 6031 N Montana Ave, Portland, OR 97217	Student Engagement	I AM MORE

Bagel Engagement Drop off @ Harriet Tubman (50 Students)	2/9/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Bagel Engagement Drop off @ POIC	2/9/23	POIC + RAHS 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Bagel Engagement Drop off @ Ivy Middle School	2/9/23	Ivy Middle School 5420 N Interstate Ave, Portland, OR 97217	Student Engagement	I AM MORE
Bagel Engagement Drop off @ Ockley	2/9/23	Ockley Green Middle School 6031 N Montana Ave, Portland, OR 97217	Student Engagement	I AM MORE
Family Night at Tubman (Jefferson Engagement Event)	2/9/23 5:00-7:00pm	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Community Engagement	
Engagement with students about CBSE with Interviews	2/10/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Connection with Students from De La Salle to speak about CBSE	2/10/23	Soul Restoration Center 14 NE Killingsworth St, Portland, OR 97211	Student Engagement	I AM MORE
2023 Healing Summit: Coming Together – Community & Youth Empowerment	2/11/23 11:00 AM - 5:00 PM	Portland Community College Cascade 705 North Killingsworth Street Portland, OR 97217	Community Engagement	Lines for Life
Bagel Engagement Drop off @ Harriet Tubman (50 Students)	2/16/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Bagel Engagement Drop off @ Harriet Tubman (50 Students)	2/16/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Bagel Engagement Drop off @ POIC	2/16/23	POIC + RAHS 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Jefferson High School Modernization's Design Advisory Group	2/16/23 5:00pm - 7:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement	
Guiding Coalition #3	2/17/23 4:30pm-8:00pm	Grant High School 2245 NE 36th Ave, Portland, OR 97212	Community Engagement	I AM MORE Colloqate MKT BOX
Guiding Coalition #3	2/18/23 9:00am-4:00pm	Grant High School 2245 NE 36th Ave, Portland, OR 97212	Community Engagement	I AM MORE Colloqate MKT BOX

RESJ Partners Q2 Event	2/27/23 11:30am-1:00pm	Windows Conference Room (Second Floor) Dr. Matthew Prophet Center 501 N Dixon St., Portland, OR 97227	Community Engagement	

March 2023

Event	Date & Time	Location	Type	Partner
Black Student Excellence Expo	3/25/23 (Postponed) 11:00am-3:00pm	Blazer Boys & Girls Club 5250 NE Martin Luther King Jr Blvd, Portland, OR	Student Engagement	I AM MORE

PHASE III

March 2023

Event	Date & Time	Location	Type	Audience	Partner
Student Enrichment and Relationship Building	3/2/2023	Harriet Tubman Middle School; Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement	Tubman Students	I AM MORE
Student Enrichment and Relationship Building	3/2/2023	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	Alliance @ Meek Students	I AM MORE
Student Enrichment and Relationship Building	3/2/2023	Ivy Middle School 5420 N Interstate Ave, Portland, OR 97217	Student Engagement	Ivy Middle School Students	I AM MORE
Student Enrichment and Relationship Building	3/2/2023	Ockley Green Middle School 6031 N Montana Ave, Portland, OR 97217	Student Engagement	Ockley Green BSU	I AM MORE
Class Visits and Introductions	3/3/2023	Vernon K-8 School 2044 NE Killingsworth St, Portland, OR 97211	Student Engagement	Vernon School Students	I AM MORE
The Impacts of Gun Violence & Displacement	3/4/2023	Nick Fish Building 10560 NE Halsey St., Portland, OR 97220	Community Engagement	Displaced Impacted by Gun Violence	Four Forces, Prosper Portland
Gang Informed Teens and Adults	3/5/2023	N/A	Community Engagement	Community Members Informed by Gang Activity	Four Forces, Prosper Portland
Albina Vision Trust Community Plan Open House	3/6/2023 5:30pm-7:30pm	Albina Vision Trust, Left Bank Building 240 North Broadway Suite 116 Portland, OR 97227	Community Engagement	AVT Stakeholders	Albina Vision Trust
Student Enrichment and Relationship Building	3/6/2023	Vernon K-8 School 2044 NE Killingsworth St, Portland, OR 97211	Student Engagement	Vernon School Students	I AM MORE

Staff and Student Interviews Engagement	3/7/2023	Ivy Middle School 5420 N Interstate Ave, Portland, OR 97217	Student Engagement	Ivy Middle School Students	I am MORE
Student and Parent Interviews and Videos	3/8/2023	Soul Restoration Center 14 NE Killingsworth St, Portland, OR 97211	Community Engagement		I am MORE
Clergy Engagement	3/8/2023 11:30am-1:00pm	Life Change Church 3635 N Williams Ave, Portland, OR 97227	Community Engagement	Faith Community	Life Change Church
Student Enrichment and Relationship Building	3/9/2023	Harriet Tubman Middle School	Student Engagement	Harriet Tubman Students	I am MORE
Student Enrichment and Relationship Building	3/9/2023	Alliance @ Meek	Student Engagement	Alliance @ Meek Students	I am MORE
Student Enrichment and Relationship Building	3/9/2023	POIC + RAHS 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	POIC + RAHS Students	I am MORE
Student Enrichment and Relationship Building	3/9/2023	Roosevelt High School 6941 N Central St, Portland, OR 97203	Student Engagement		
MLK Black Family Night	3/9/2023 5:15pm-7:00pm	Martin Luther King School 4906 NE 6th Ave, Portland, OR 97211	Community Engagement	K-5 Families	MLK PTA
National Panhellenic Council Engagement	3/10/2023 6:00pm-8:00pm	Dr. Matthew Prophet Education Center 501 N Dixon Street	Community Engagement	Black Greek Letter Organizations	
Dr. Matthew Prophet Education Center Renaming	3/11/2023 12:00pm-2:30pm	Dr. Matthew Prophet Education Center 501 N Dixon Street	Community Engagement	Elders and Educators	Oregon Alliance of Black School Educators
Kairos Family Council (KFC)	3/14/2023 5:30pm-7:00pm	KairosPDX 4915 N Gantenbein Ave, Portland, OR 97217	Community Engagement	K-5 Families	KairosPDX
Harriet Tubman Community Night	3/15/2023 5:30pm-7:00pm	Harriet Tubman Middle School; Cafeteria 2231 N Flint Ave, Portland, OR 97227	Community Engagement	6-8 Grade Families	
Harriet Tubman BSU - Student Engagement	3/16/2023 12:00 - 12:45pm	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	6-8 Grade Students	I am MORE
Guiding Coalition #4	3/17/2023 5:30 - 8:00pm	2245 NE 36th Ave, Portland, OR 97212	Community Engagement	Guiding Coalition	I AM MORE Colloqate MKT Box

Guiding Coalition #4	3/18/2023 9:00am - 4:00pm	2245 NE 36th Ave, Portland, OR 97212	Community Engagement	Guiding Coalition	I AM MORE Colloqate MKT Box
Declaration of a State of Emergency for Black Children	3/21/2023 6:30pm-8:30pm	Promise Land Community Church 5760 NE Cleveland Ave, Portland, OR 97211	Community Engagement	Clergy	
Student Enrichment and Relationship Building	3/21/2023	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Community Engagement	Harriet Tubman Students	I AM MORE
Jefferson High School Modernization's Design Advisory Group	3/23/2023 5:00pm - 7:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave	Community Engagement	Jefferson Community	
Kairos Parent Teacher Conferences	3/23/2023 8:00am-5:00pm	Kairos PDX 4915 N Gantenbein Ave, Portland, OR 97217	Community Engagement	K-5 Families	Kairos PDX
Kairos Parent Teacher Conferences	3/24/2023 8:00am-5:00pm	Kairos PDX 4915 N Gantenbein Ave, Portland, OR 97217	Community Engagement	K-5 Families	Kairos PDX
Black Student Excellence Expo	3/25/23 (New Date) 11:00am-3:00pm	Blazer Boys & Girls Club 5250 NE Martin Luther King Jr Blvd, Portland, OR	Student Engagement	All Community	I AM MORE
CBSE Student Branding Workshop	3/29/2023 10:00am-12:00pm	Virtual	Student Engagement		
March Community Dinner Series	3/30/23 5:30pm-8:00pm	Ecotrust 1140 SE 7th Ave Suite 150, Portland, OR 97214, USA	Community Engagement	Elected Officials, Business Leaders, Higher Education Partners, Center for Black Excellence Steering Committee	
Interviews with CBO Leaders	Throughout the Month Varied	Multiple Locations	Community Engagement	Leaders of Community Based Organizations serving Black Students	Colloqate - CDO Mims Rouse
Interviews with Students	Throughout the Month Varied	Multiple Locations	Community Engagement	Students and Alumni	Colloqate - Syncier Sevier

PHASE IV

April 2023

Event	Date & Time	Location	Type	Audience	Partner
Coalition of Black Men	4/1/2023 10:00-11:30am	Virtual	Student Engagement	Mentors, Educators, Elders	Colloqate - CDO Mims Rouse

Black Community of Portland - Youth kick-back	4/1/2023 3:00pm - 6:00pm	16126 SE Stark St, Portland, OR 97233	Student Engagement	Displaced Black youth and families	Colloqate - CDO Yemaya Benton
Black Community Of Portland Gathering	4/2/2023 5:30pm - 7:30pm	5441 SE Belmont St, Portland, OR 97215	Community Engagement	Ppen invite to Black community	Colloqate - CDO Yemaya Benton
Workstrand Inventory Meetings - Communications	4/5/2023 3:45pm - 4:30pm	Virtual	Design Research (Students)		
Workstrand Inventory Meetings - Jefferson Modernization Team	4/6/2023 9:00 – 9:45am	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Middle School Redesign	4/6/2023 9:45 – 10:30am	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - PK - 5 Mathematics	4/7/2023 12:00 – 12:45pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Facilities	4/11/2023 3:00 – 3:45pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Self-Enhancement, Inc. (SEI)	4/14/2023 9:00 – 9:45 am	Virtual	Design Research (Staff)		
Black Student Success Summit	4/15/2023 8:00am - 4:00pm		Student Engagement		Hosted by Black Educational Achievement Movement (BEAM)
Immigrant/ Refugee Phone Banking	4/15/2023 4:00pm - 8:00pm	Virtual	Student Engagement	Immigrant and refugee students	Hosted by Imagine Black Futures in collaboration with AYCO and SAMO
Workstrand Inventory Meetings - GEAR UP	4/17/2023 11:15am – 12:00pm	Virtual	Design Research (Staff)		
Reclaiming the Black Educational Experience	4/17/2023 5:00pm-7:30pm		Community Engagement	Open invite to Black community including stakeholders from Jefferson and Harriet Tubman.	
Workstrand Inventory Meetings - Funded Programs	4/18/2023 3:00 – 3:45 pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Racial Equity and Social Justice (RESJ)	4/21/2023 9:00 – 9:45 am	Virtual	Design Research (Staff)		

Workstrand Inventory Meetings - Sabin Elementary School	4/21/2023 3:00 – 3:45 am	Virtual	Design Research (Staff)		
RESJ in person Follow-up Partners Event	4/24/2023 11:30am-1:00pm		Community Engagement	RESJ Partners	
Workstrand Inventory Meetings - Boise-Eliot Elementary School	4/24/2023 1:00pm - 1:45pm	Virtual	Design Research (Staff)		
Workstrand Meeting - Dr. Martin Luther King Middle School	4/25/2023 3:00 – 3:45 pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meeting - Sabin Elementary School	4/26/2023 9:00 – 10:00 am	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - College and Career Readiness	4/26/2023 11:15am - 12:00pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Student Learning	4/26/2023 12:00 – 12:45 pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Office of Teaching and Learning	4/27/2023 12:00 – 12:45 pm	Virtual	Design Research (Staff)		
Workstrand Meetings - Racial Equity and Social Justice (RESJ)	4/27/2023 3:00 – 3:45 pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Learning Acceleration	4/28/2023 9:00 – 9:45 am	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Human Resources	4/28/2023 10:00 – 10:45 am	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Government Relations	4/28/2023 1:30 – 2:15pm	Virtual	Design Research (Staff)		

May 2023

Event	Date & Time	Location	Type	Audience	Partner
Workstrand Inventory Meetings - Indian Education	5/1/2023 11:45am – 12:30pm	Virtual	Design Research (Staff)		

Workstrand Inventory Meetings - Youth Violence Prevention	5/1/2023 1:00 – 1:45 pm	Virtual	Design Research (Staff)
Workstrand Inventory Meetings - Student Learning and Family Engagement	5/1/2023 2:00 – 2:45 pm	Virtual	Design Research (Staff)
Jefferson High School Modernization's Design Advisory Group	5/1/2023 5:00pm - 7:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave	Community Engagement
Workstrand Inventory Meetings - Head Start Black Excellence Classroom	5/4/2023 3:00pm - 4:00pm	Virtual	Design Research (Staff)

Key Definitions

Design Research

A broad term for the process that designers use to better understand the desires, needs, and challenges of those who will be most impacted by new products, services, programs, etc.

Student & Community Engagement

A series of activities aimed at creating awareness and opportunities for the broad groups of stakeholders to participate in a process. Community engagement often falls on a spectrum.

- **Inform**
  We provide balance and objective information to our community.
- **Consult**
  We seek and obtain feedback from our community on analysis, issues, alternatives and decisions.
- **Involve**
  Work with our community to make sure that their concerns and aspirations are considered and understood.
- **Collaborate & Empower**
  Partner with the community in each aspect of the decision-making.
- **Communicate Powered Action**
  District-decision making as a result of autonomous advocacy from the community.

For the sake of this important body of work, we intend to **Involve and Collaborate and Empower** our community.

Learning Journey

Learning Journeys are experiences intended to activate all of the participant's senses. They draw participants into introspection while also inciting inspiration. For the sake of the Center for Black Student Excellence project, the Learning Journeys are designed to elevate the work of those who are accelerating Black Excellence whom we may want to learn from as we consider what to include in Portland's CBSE.

GLOSSARY TERMS

Black Radical Imagination
The Studio Museum in Harlem defines the 'Black Radical Imagination as a revolutionary process of thinking otherwise using Black diasporic critique to articulate a vision for a different world.'

Collaborate and Empower
Partner with the community in each aspect of the decision-making.

Culturally Affirming
Instruction affirms and honors our students and communities of color including their ethnic, racial, and linguistic identities and develops all students' ability to recognize and critique social inequities.

Educational Equity
Raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Design Justice
We seek to dismantle the privilege and power structures that use the design professions to maintain systems of injustice in order to envision spaces of radical justice and liberation. It is imperative for the project to center the lived expertise of the communities to which the project serves.

Differentiation
An approach to teaching that involves offering several different learning experiences and proactively addressing students' varied needs to maximize learning opportunities for each student in the classroom. It requires teachers to be flexible in their approach and adjust the curriculum and presentation of information to learners of different abilities.

Involve
Work with our community to make sure that their concerns and aspirations are considered and understood.

Self-Efficacy
Students' belief in their innate ability to set and achieve goals.

Trauma-Informed Approach
Designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

Racial Equity
Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them. (Center for Assessment and Policy Development)

Racial Justice

Racial Justice [is defined] as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. (Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.)

Social Justice

Those who strive for social justice believe in the triumph of our shared humanity. Social Justice is a process, not an outcome that calls for both personal reflection and social change to ensure that each of us has the right and the opportunity to thrive in our community regardless of our identities. It calls on us to design and continually perfect our education institutions by challenging the roots of oppression and injustice, empowering all people to exercise self-determination and realize their full potential and building social solidarity and community capacity for collaborative action.

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RING OF HONOR JOHN BAIN CLIVE CHARLES JIMMY CONWAY TIMBER JIM MICK HORAN
DAIMLER TRUCK
Modelo
PROVIDENCE PARK
McDaniel High School
PORTLAND

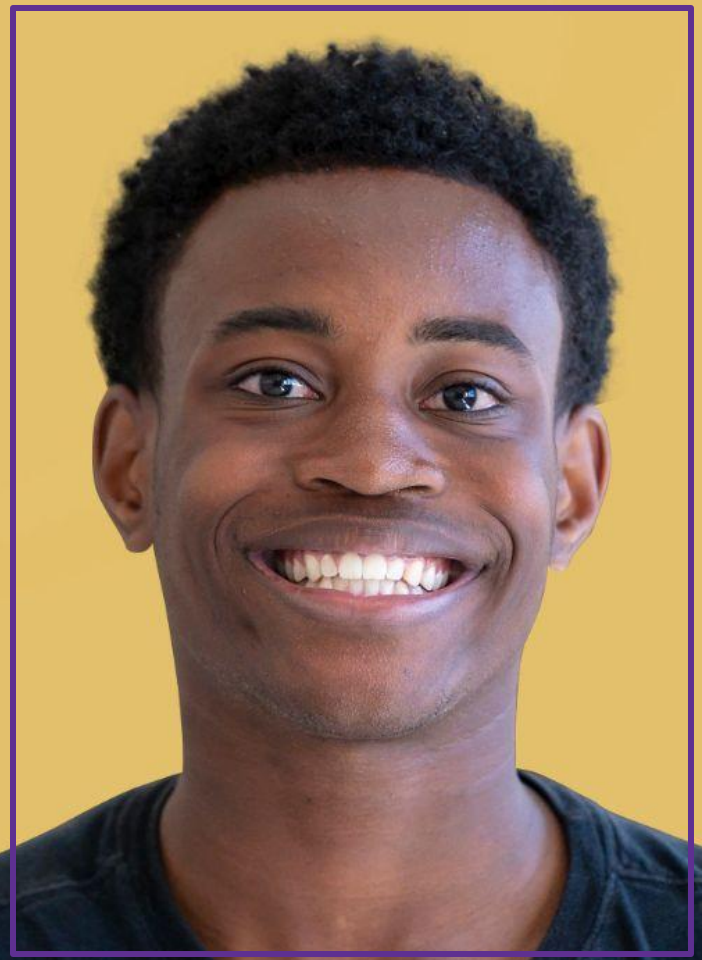
PORTLAND PUBLIC SCHOOLS | INNOVATION STUDIO

CENTER FOR BLACK STUDENT EXCELLENCE

A Place, An Approach and a Redesign of the System

Portland Public Schools
Portland, Oregon

PORTLAND PUBLIC SCHOOLS | INNOVATION STUDIO



THE PROBLEM:

Decades of underinvestment, systemic racism, lack of coordinated systems of support, and discriminatory practices have resulted in an enduring opportunity and achievement gap for Black students in Portland.

THE OPPORTUNITY:

The opportunity ahead is to redefine the future by advancing a culture of Black excellence *while meaningfully integrating joy and healing*, unifying and elevating the Black educational experience, and improving outcomes for Black students.

THE MECHANISM:

The Center for Black Student Excellence

A place, an approach and a redesign of the system.

JOURNEYMAP

This Journey Map details the timeline and sequence of community design and engagement activities from fall 2022 through spring 2023.

FALL 2022

SEPTEMBER 20

PPS Board Approval of the Cooperation agreement between PPS and Center for Black Excellence (CBE)

The PPS Board adopted a resolution that read in part: "The vision of the CBSE is one of collaboration, among Black- led community organizations and PPS ... working together to advance a culture of Black excellence, unify, and elevate the Black educational experience, and improve outcomes for Black students, families, and educators."

OCTOBER

In-school Design Research: Phase I

The district's Innovation Studio launched preliminary design research with students, staff, and families to understand the current experiences in our schools. This phase involved activities aimed at building relationships, healing, exploring the history leading up to the project, and needs finding.

OCTOBER 31

CBSE Mixer

The Innovation Studio held a kickoff gathering at the Prophet Education Center for members of the CBSE working groups. This gathering served as the first interaction with peers as the project moved into the design phase.

NOVEMBER 4-5

Guiding Coalition #1

Through a set of curated activities, the Guiding Coalition performed a needs analysis, visioned towards the future, and became acquainted with the overall design process. The group explored the origins behind the project, discussed what current research says about the condition of Black students and families, participated in collective storytelling, and established guiding principles for the project.

JOURNEYMAP

This Journey Map details the timeline and sequence of community design and engagement activities from fall 2022 through spring 2023.

SPRING 2023

DEC 2022-FEB 2023

Community Engagement: Phase II

The second phase of the work involved Inspiration and Ideation. Drawing from both local and national exemplars of Black excellence, an array of community organizations, Black community leaders, students, educators, and Portland residents learned from others to inform what could be possible for Portland's CBSE. Importantly, PPS students and recent graduates shared their aspirations and experiences within the district – crucial input for the design of the CBSE.

JANUARY 27-28

Guiding Coalition #2

The Guiding Coalition built on the initial work from Fall 2022 to understand the origins and research basis for the project, and focused squarely on student voice. During this gathering, the Guiding Coalition leaned on art design fiction, multimedia and primary source documents to begin generating creative solutions to the challenges identified during the first session. This served as the first opportunity to begin defining a CBSE brand identity.

FEBRUARY 17-18

Guiding Coalition #3

The Guiding Coalition established foundational knowledge in how to read space, shared ideas about the physical design of the CBSE and contemplated how the CBSE infrastructure might coexist alongside current PPS facilities. In addition, the group raised and prioritized the programmatic needs of the CBSE both in schools and within the new infrastructure. To further develop the brand identity, the group studied the efficacy of how students currently receive messaging.

MARCH-APRIL

Community Engagement: Phase III

During the prototype and testing phase, community members began to see the emergence of vision and strategies – while also refining early assumptions. These stakeholder-specific engagements elicited discussions about safety, educator beliefs, the family's role, special education, immigrant and refugee experiences, identity, belonging, engaging elders, career pathways, the role of faith based communities, partnership and collaboration.

MARCH 17-18

Guiding Coalition #4

During the final session, the Guiding Coalition spotlighted parent and caregiver voices and student gifts and talents. The group mapped system level barriers to mitigate against, and collectively reviewed and refined all of the work to date.

APRIL 1-30

Community Engagement: Phase IV

The final phase of the design process involved staff interviews to understand the implication of the emerging CBSE on the system at large with the goal of submitting final recommendations to the Portland School Board to vote on by May 23rd, 2023.

01. VISION

*“A graduate of Portland Public Schools will be a **compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.**”*

The Center for Black Student Excellence comprises a PLACE, AN APPROACH, and a REDESIGN of Portland Public Schools to ensure aligned coordination of efforts so that every Black student succeeds. **Undergirded by Black scholarly research, community advocacy, identity, culture, and belonging, students fundamentally experience school differently and are embedded within an ecosystem of care.**

Outcomes improve exponentially and Black students have a plan for their path beyond graduation, as illuminated in the graduate portrait:

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Community violence has reduced with the return of collectivism and community building. Portland's model becomes an exemplar on a national scale of the possibilities that emerge when the community and public education system work shoulder to shoulder to redefine the future for Black students.

Black student excellence is defined as student efficacy, connection to the community and knowledge of oneself, mastery of foundational concepts, and perseverance in the learning experience. In addition to core academics, students demonstrate confidence and the skillful ability to share boldly on topics of interest.

They recognize that their excellence is innate, and they reclaim their own cultural narratives. Joy is visibly present as students cultivate a practice of healing even on days they don't feel their best. This is inclusive of all students in the African diaspora regardless of linguistic, ethnic, or experiential diversity.

A PLACE

Students, staff, and community members have a dedicated place to experience Black joy and healing. The infrastructure serves as a resource hub of programs, aid, and multi-use spaces as students gather for affinity, staff gather for professional development, and community members gather to facilitate honest discussions. The resources of the space extend digitally for families who've been displaced and for accessibility.

AN APPROACH

The standard of excellence is exemplified through measurable outcomes across student, staff, and partner groups. Student leadership development opportunities and self-efficacy are encouraged and supported through peer and intergenerational mentorship. Students have consistency in the PK-12 educational experience that results in high achievement. Students with various developmental and social needs are adequately seen and resourced, including LGBTQIA2S+ students, and students with disabilities.

Educators with proven track records of success are celebrated, and managed risk taking is supported. All educators continue to refine their practice and are supported with the necessary professional learning. Black staff retention has increased because the environment has shifted to support their health, safety, growth, and development.

Families and caregivers are leveraged for their expertise and coached to navigate the system including non-Black parents of Black children. Schools become a place for continuous learning for honest local histories as new families move to the area. Non-black families are allies in the pursuit of Black student excellence.

REDESIGN OF THE SYSTEM

The system redesign is rooted in redistribution of power from silos to community networks, processes of competition to collaboration, transparency, and accountability. A new educational pathway is formed in historic Albina including Jefferson High School, Harriet Tubman Middle School, KairosPDX, Martin Luther King Elementary, Boise-Eliot Humboldt Elementary and displaced families. The strategies of the Center for Black Student Excellence scale to ensure that Black students across Portland Public Schools are seen, valued, and held to high standards.

At the district level, efforts are coordinated to ensure high-quality delivery of service to schools and communication is clear, consistent, and reliable. Teams meaningfully collaborate so that efforts are not duplicated. And through repeated behavior change, PPS cultivates opportunities for communal healing.

Community leaders and organizations contribute to a tightly woven network of educators, service providers, community members and entities working in coordination for the benefit of Black students. In the system redesign, every member of the community feels a sense of shared responsibility for the outcomes of Black students, and the organization has established accountability measures to reflect progress.

02. PLACE

Place refers to how the Center for Black Student Excellence is **designed in response to student, staff, and community-identified priorities.**

In collaboration with

COLLOQATE

IMAGINE BLACK FUTURES

TYPE OF INFRASTRUCTURE

The Center for Black Student Excellence will serve as **a central hub with spatial components embedded in schools and accompanied by a digital infrastructure.** Space types are rooted in community narratives.

COMMUNITY NARRATIVES

- Healing Justice and Community Care
- Safety
- Holistic Support
- Pathways to Success
- Collaborative Ecosystem
- Fostering Black Joy

TYPES OF PLACES

At The Center for Black Student Excellence There Are... Places for Play

To have culturally Black spaces of play is an investment into the health and happiness of the Black community as well as addressing the impacts of historic disinvestment.

Spaces of play create joyful opportunities for rest, release, and restoration. Play is a critical part of considering a physical place for the Black community because there are very few places for Black youth to fully express themselves, play, and feel safe doing so.

Correlating Narratives

TYPES OF PLACES

At The Center for Black Student Excellence There Are...Places for Collaboration

This narrative imagines a system and place where Community Based Organizations and individuals share resources and collaborate to maximize potential for serving Black Youth. Desired solutions are embedded in values of Umoja and Ujamaa - Unity, Collective Work and Responsibility. It reflects the belief that 'we are stronger together'.

Correlating Narratives

TYPES OF PLACES

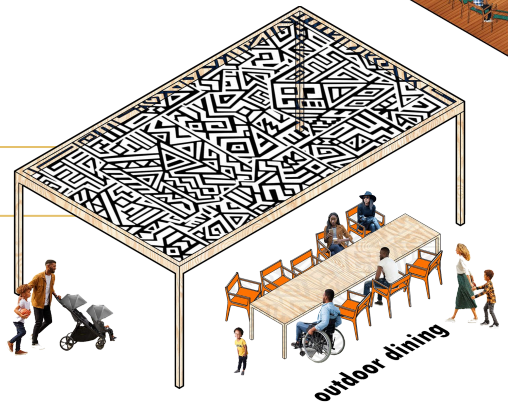
At The Center for Black Student Excellence There Are...Places for Gathering

At the heart of healing, teaching, and joy within the Black community are events that bring folks together in community. Gathering becomes more than recreational, in these spaces are where elders share stories, mothers pass down generational recipes to their daughters, and youth discover a network of support that they can rely on.

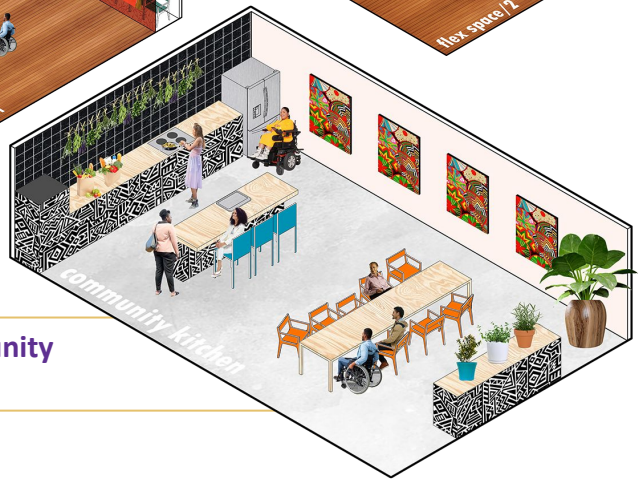
Correlating Narratives

Flexible Large Gathering Spaces

Porch



Community Kitchen



TYPES OF PLACES

At The Center for Black Student Excellence There Are...Places for Care

By embracing the principles of Healing Justice, we can foster a nurturing environment that uplifts the Center for Black Student Excellence and supports the holistic well-being and empowerment of Black individuals.
Care considers the needs of students AND their families. Academic success is impacted by the basic needs and family life of a student.

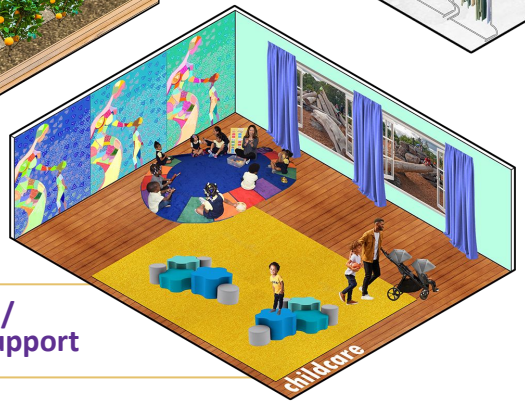
Correlating Narratives

Free Store

Urban Garden

Quiet Lounge

Childcare/ Parent Support



TYPES OF PLACES

At The Center for Black Student Excellence There Are...Places for Research

Grounding the Center for Black Student Excellence in Black scholarly research includes providing access to Black scholarly research and histories while being able to discuss together on new research. An archival space for Black research should not be stuffy or off- limits; this should be a space should redefine “archive,” be vibrant, and encourage interactive multi-media learning.

Correlating Narratives

TYPES OF PLACES

At The Center for Black Student Excellence There Are...Places for Celebration

Black students are excellent and that excellence should be celebrated! Throughout the Center for Black Student Excellence and schools there should be ways to celebrate and display that excellence. This Cultural Museum is not fragile or off-limits, but should be hands on and welcoming for all ages.

Correlating Narratives

TYPES OF PLACES

At The Center for Black Student Excellence There Are...Places for Innovation

Black culture is historically one of innovation, entrepreneurship, and resilience. CBSE should provide an educational environment where students can explore and innovate through experiential and hands-on learning opportunities while being encouraged to discover a path that they can be excited about is foundational to celebrating innate excellence.

Correlating Narratives

03. APPROACH

The Center for Black Student Excellence is a constellation of academic programs, strategies, supports, and experiences supported by infrastructure that work in coordination to form a transformational Approach to Black student learning.

The Approach relies on the integration of positive cultural identity development and student leadership, with culturally affirming teaching and learning. In recognition that our students' experience is influenced by the adults who support them–particularly their families and educators–the Center for Black Student Excellence seeks to build an ecosystem that acknowledges their needs as central to student success.

CURRICULUM & INSTRUCTION

Albina Arts, Excellence, and Culture Pathway

Description: Boise-Eliot Humboldt Elementary, Dr. Martin Luther King, Jr. Elementary, KairosPDX, Harriet Tubman Middle School, Jefferson High School, and partner programs in the area form an aligned PK-career pathway characterized by:

- Coordination across grade bands, building staff, and partners
- Rigorous experiential learning
- Visual and performing arts
- Year-round Black history embedded across disciplines
- Schools as community hubs
- Cultural celebrations
- Career exploration especially in green careers, business and marketing, product design, biotechnology, information technology, and construction

When students walk into the doors of any of the Albina schools, they can expect to enter a warm and welcoming environment where their social and intellectual curiosities are nurtured. The local area becomes a tool for place-based learning, and Black excellence is the standard. Celebration is a regular practice as each school fosters Black joy. Students graduate with a post-secondary plan and job-ready skills.

Black History Rooted in Culturally Relevant Instruction

Description: Students have access to high-quality instructional materials that represent the many cultures within the African diaspora. As a part of the instructional core, namely social studies, all students learn about Black history before colonization and American slavery. This learning is augmented in the Center for Black Student Excellence's cultural archive where students have access to stories outside of suffering and the contributions of Black Oregonians. Educators and partners leverage the Center for Black Student Excellence to share and refine teaching practices and supplemental materials. In particular, they embed creativity, art, and storytelling in instruction.

STUDENT SUPPORT

Academic Interventions & Enrichment

Description: Black students have access to year-round academic interventions that support them to meet and exceed proficiency in math and literacy. This includes after school and summer tutoring. In addition, at the Center for Black Student Excellence, students have access to a network of partners and providers that host enrichment and pro-social activities to keep them engaged throughout the year. The programs teach team building, activate the imagination, and provide diversions from violence
.

Black Student Union Programming & Leadership Development

Description: Black students are united across school communities through a shared standard for Black Student Union programming. Central to each of the affinity clubs' success is the foundation of culture, identity, belonging and Black joy. They are encouraged to participate in rite of passage ceremonies, Historically Black College and University (HBCU) tours, and international trips. Black students are supported to become agents of change in topics of interest, and they gather collectively for joint student-led events at the Center for Black Student Excellence.

Mentorship

Description: Black students have access to a network of mentors that span their social, cultural, and career interests. In particular, the Center for Black Student Excellence connects students with recent graduates, business professionals, and elders. In addition, mentors coach students on responsibly navigating social media and technology as digital natives.
.

Wraparound Support & Healing Services

Description: The Center for Black Student Excellence provides students and families access to free and affordable food. In recognition of racial trauma, students have access to individual, group, and family mental health resources. The resources include holistic and licensed practitioners who provide training on:

Nurturing Pathways to Success

Description: At the Center for Black Student Excellence, community members and professionals host experiential and hands-on education classes that explore foundational life skills, business ownership, industry

FAMILY SUPPORT

Family Support refers to the programming, resources, and knowledge building opportunities for parents and caregivers in schools and within the Center for Black Student Excellence.

Parent/Caregiver Affinity Groups

Description: Black families have access to differentiated support groups focused on:

- Parents of newborns/young children;
- Parents of elementary age children;
- Mothers;
- Fathers;
- Grandparents/caregivers/guardians;
- Single parents;
- Pregnant parents.

In addition, parents and caregivers have agency to facilitate Peer Led Support Groups. This ongoing peer led group provides parents and caregivers the opportunity to support one another and share information, advice or problem solving strategies related to parenting experiences.

Parent/Caregiver Academy

Description: The Parent/Caregiver Academy program provides Black parents/ caregivers and non-Black parents/caregivers raising Black children with training, information, and resources to support their essential responsibility for influencing their children's lives and maintaining the standard of excellence. By partnering with internal district departments, academic institutions, community organizations and other agencies to equip families with additional skills, knowledge, and resources, Parent/Caregiver Academy supports and empowers parents/caregivers to become leaders and advocates for their child's learning and navigate resources within the Center for Black Student Excellence. The Academy also serves as an avenue to learn about the history of Portland in the face of changing demographics.

Classes and workshops offered through Parent Academy provide resources and training on topics including safety, life skills, academic development and financial literacy, and provide families with tools that they can use to encourage their children to become successful.

FAMILY SUPPORT

Wraparound Support & Healing Services

Description: The Center for Black Student Excellence provides students and families access to free and affordable food. In recognition of racial trauma, students have access to individual, group, and family mental health resources. The resources include holistic and licensed practitioners as well as emergency care.

Family Advocacy & Case Management

Description: The Center for Black Student Excellence directs families through the correct channels to navigate challenges in schools and supports them to escalate issues as needed. Through family advocacy and case management, families have a system of accountability with clear feedback loops. The Center for Black Student Excellence also removes barriers preventing families from accessing available services and resources. Through public and private partnerships, families receive transportation assistance to and from school and community activities.

Wraparound Support & Healing Services

Description: The Parent/Caregiver Education Program focuses on enhancing parenting practices and behaviors, such as developing positive discipline techniques, learning age-appropriate child development skills and milestones, promoting positive play, and interaction between parents and children.

EDUCATOR CAPACITY BUILDING, HIRING, AND RETENTION

Educator capacity building, hiring, and retention refers to the continuum of activities to support educators through their employee lifecycle. **While efforts to recruit Black educators continue, Portland Public Schools is responsible for ensuring that all educators are equipped and accountable to holding Black students to a high standard of success and that schools are places where students experience physical and emotional safety.**
.

Family Engagement Toolkit

Description: The Family Engagement Toolkit is a resource for schools to develop, and sustain consistent family engagement. It provides strategies, tips, and tools to forecast engagement events and important discussion topics for the school year. As student opportunities emerge, the family engagement toolkit empowers schools to establish a regular practice of communication with families.

Become Rooted in the History of Black Portland

Description: The Center for Black Student Excellence provides opportunities for educators and administrators to learn about the history of the Albina neighborhood and the contributions of Black Portlanders up to the present day. Through learning experiences, they develop competence in the social and political factors that contribute to Black student learning and can demonstrate awareness of their own positionality, biases and identities as well as those of their students, and how this impacts dynamics of power, social norms, privilege, and oppression in the classroom.The Center for Black Student Excellence provides a pathway to harnesses best practices and the wisdom of the community in support of student success.

EDUCATOR CAPACITY BUILDING, HIRING, AND RETENTION

Culturally Responsive Instruction

Description: The Center for Black Student Excellence serves as an incubator to test and share effective classroom management and instructional practices, source supplemental materials, find resources to curate culturally affirming classroom spaces, and empower families in supporting their child's academics at home in close cooperation with educators. In partnership with district teams, all educators, administrators, and partners are trained and coached to fully support all Black students academically, socially, and emotionally. Training includes:

- Classroom Management
- Conflict Resolution
- Culturally Affirming Instruction
- Data-driven Continuous Improvement
- Differentiation
- Parent Teacher Home Visits (PTHV)
- Racial Equity and Social Justice Foundations
- Support for gender non-conforming students
- Transformative Social Emotional Learning (TSEL)

Educator Affinity Groups & Leadership Development

Description: At the Center for Black Student Excellence, Black educators meet for affinity and model educational excellence for students aspiring to become teachers. Educators build camaraderie with diverse educators from various content areas, with varying years of experience and pathways. They too, engage in peer and intergenerational mentorship while accessing mental health and healing resources for themselves. At the Center for Black Student Excellence, teacher leaders and veteran educators explore pathways to become administrators and opportunities to demonstrate their leadership in district-level discussions.

ADVOCACY

Advocacy refers to the internal policies and processes to accelerate Black student excellence and external policy positions to consider that may directly or indirectly reinforce Portland Public Schools' ability to support Black students.

Affordable Housing

Description: Support investments in affordable housing in North and Northeast Portland.

A Strong Educator Workforce

Description: Support Grow Your Own and pipeline development programs.

Discipline

Description: Support restorative justice and alternative discipline practices.

Early Childhood/Literacy

Description: Support early interventions for early childhood literacy.

Educator Assignments

Description: Support a contract amendment to assign teachers to schools where they more closely reflect the demographics of the students.

Educator Accountability

Description: Support a contract amendment that installs firm accountability for incidents racial discrimination.

Enrollment

Description: Revisit feeder, zoning, and admission to ensure Black students benefit from the focus on North and Northeast Portland schools.

Ethnic Studies

Description: Support the full implementation of Ethnic Studies standards and professional learning for educators

Transportation

Description: Support the implementation of strategies that increase Black students in the Portland metro to participate in Right to Return.

Universal Meals

Description: Support funding for all kindergarten through 12th grade public schools to provide free meals during each school day to students requesting a meal, regardless of the student's financial eligibility.

04. REDESIGN OF THE SYSTEM

The System Redesign refers to changes in Portland Public Schools' priorities and how it operates to position the organization for accelerated implementation of Center for Black Student Excellence efforts. **The redesign leverages Portland Public Schools' strategic priorities while insisting that the success of Black students requires radically different methods from the ones that have maintained the system up to this point.**

COMMUNITY-IDENTIFIED STRATEGIC PRIORITIES

- Build a Collective Sense of Trust and Belonging
- Establish a Practice of Strategic Foresight and Sustainable Teaming Structures
- Embed System-Wide Data-Driven Continuous Improvement Practices
- Implement a Proactive, Effective, and Creative Communication Practice
- Cultivate and Promote Aligned Community Partnerships
- Develop a Coherent System-Wide Community Engagement Approach
- Develop a Diverse, High-Quality, Thriving Workforce
- Digital Infrastructure
- Schools as Community Hubs
- ReImagined Responses to Safety and Security
- Sustaining the Effort

PPS PORTLAND PUBLIC SCHOOLS | INNOVATION STUDIO

RESOLUTION No. 6711

Budget Committee Approval of the 2023-24 Budget and the Imposition of Property Taxes

RECITALS

A. Oregon Local Budget Law, Oregon Revised Statute (ORS) 294.426, requires the Budget Committee of Portland Public Schools (District) to hold one or more meetings to receive the budget message and the budget document and to provide members of the public with an opportunity to ask questions about and comment upon the budget document.

B. On April 25, 2023, the Board of Education (Board), acting as the Budget Committee, received the Superintendent's budget message and Proposed Budget document for the 2023-24 fiscal year.

C. On May 4, 2023, the Budget Committee held a Budget Community Engagement meeting to discuss and receive public comment on the Proposed Budget.

D. ORS 294.431, requires submission of the budget document to the Tax Supervising Conservation Commission (TSCC) by May 15 of each year. ORS 294.431 allows taxing jurisdictions to request an extension of the submission date.

E. The District requested, and the TSCC authorized, extending the submission date to no later than May 24, 2023.

F. The Board-appointed Community Budget Review Committee (CBRC) reviewed the Proposed Budget and current expenditures of the existing Local Option Levy. The CBRC acts in an advisory capacity to the Board.

G. On May 9, 2023, the Budget Committee received testimony and a report on the current year Local Option Levy expenditures and testimony and recommendations from the CBRC.

H. ORS 294.428 requires that each legal jurisdiction's Budget Committee approve a budget and specify the *ad valorem* property tax amount or rate for all funds.

I. It is noted that $0.5038 per $1,000 of the assessed value of the Permanent Rate Tax Levy (commonly known as the "Gap Tax") and, based on an analysis presented to the Board, the entirety of the Local Option Tax Rate Levy are excluded from State School Fund calculations.

J. ORS 457.445(6)(d) provides the opportunity for a school district with a statutory rate limit on July 1, 2003, that is greater than $4.50 per $1,000 of assessed value to be excluded from the urban renewal division of tax calculations. To the extent that the rate limit was increased under section 11 (5)(d), Article XI, of the Oregon Constitution, property tax revenue from said increase is excluded from local revenues. The District will notify the county assessors of the rate to be excluded for the current fiscal year no later than July 15.

K. Portland Public Schools has a statutory rate limit that is in excess of the $4.50 limitation that includes an increase under section 11 (5)(d), Article XI, of the Oregon Constitution.

RESOLUTION

1. The Budget Committee approves the budget as summarized in Attachment “A”.

2. The Budget Committee approves the budget for the 2023-24 fiscal year in the total amount of $2,182,057,000.

3. The Budget Committee resolves that the District imposes the taxes provided for in the approved budget:

    a. At the rate of $5.2781 per $1,000 of assessed value for operations;
    b. At the rate of $1.9900 per $1,000 of assessed value for local option tax for operations;
    c. In the amount of $170,000,000 for exempt bonds

    Taxes are hereby imposed and categorized for the tax year 2023-24 upon the assessed value of all taxable property in the District, as follows:

Type	Education Limitation	Excluded from Limitation
Permanent Rate Tax Levy	$5.2781/$1,000 of assessed valuation	
Local Option Rate tax Levy	$1.9900/$1,000 of assessed valuation	
Bonded Debt Levy		$170,000,000

4. The Budget Committee further resolves that $0.5038 per $1,000 of taxable assessed value is excluded from the division of tax calculations, as the Permanent Rate Tax Levy attributable to the increase provided in section 11 (5)(d), Article XI, of the Oregon Constitution (such increase is a result of the expiring Gap Tax Levy).

5. The Budget Committee directs submission of the 2023-24 Approved Budget to the TSCC by May 24, 2023, in accordance with ORS 294.431, under the extension as granted by the TSCC.

Attachment A

Portland Public Schools
Adjustments to the 2023-24 Proposed Budget
May 23, 2023
(in thousands)

	Proposed Budget	Adjustment	Recommended Approved Budget
100 - General Funds			
Resources			
Beginning Fund Balance	86,634	8,350	94,984
Local Property and Other Taxes	302,701	-	302,701
Local Option Taxes	116,205	-	116,205
Other Local Sources	48,119	-	48,119
County and Intermediate Sources	8,019	2,000	10,019
State Sources	259,931	-	259,931
Federal Sources	15	-	15
Interfund Transfers	1,750	-	1,750
Other	50	-	50
Total	823,424	10,350	833,774
Requirements			
Instruction	411,595	5,242	416,837
Support Services	362,767	5,109	367,876
Enterprise and Community Svcs	4,194	-	4,194
Debt Service	728	-	728
Transfers of Funds	1,075	-	1,075
Contingency	43,063	-	43,063
Total	823,422	10,351	833,773
200 - Special Revenue Funds			
Resources			
Beginning Fund Balance	73,075	(18,542)	54,533
Property and Other Taxes	320	-	320
Other Revenue from Local Sources	13,340	50	13,390
Intermediate Sources	4,172	1,990	6,162
State Sources	63,478	513	63,991
Federal Sources	92,317	15,789	108,106
Interfund Transfers	75	-	75
All Other Resources	900	-	900
Total	247,677	-200	247,477
Requirements			
Instruction	108,069	-	108,069
Support Services	85,431	(200)	85,231
Enterprise and Community Svcs	32,945	-	32,945
Facilities Acquisition and Construction	606	-	606
Transfers of Funds		-	
Contingency		-	
Unappropriated Ending Fund Balance	20,627	-	20,627
Total	247,678	-200	247,478
300 - Debt Service Funds			
Resources			
Beginning Fund Balance	10,000	-	10,000
Property and Other Taxes	157,472	-	157,472

Other Revenue from Local Sources	89,250	362	89,612
Federal Sources		-	
Bond Proceeds & Premiums		-	
Interfund Transfers	619	-	619
Total	257,341	362	257,703
Requirements			
Debt Service	251,655	361	252,016
Unappropriated Ending Fund Balance	5,686	-	5,686
Total	257,341	361	257,702
400 - Capital Projects Funds			
Resources			
Beginning Fund Balance	399,356	-	399,356
Other Revenue from Local Sources	17,939	-	17,939
Intermediate Sources		-	
State Sources	2,900	-	2,900
Bond Proceeds & Premiums	412,910	-	412,910
Interfund Transfers	1,000	-	1,000
Total	834,105	0	834,105
Requirements			
Support Services	2,385	-	2,385
Facilities Acquisition and Construction	831,102	-	831,102
Transfers of Funds	619	-	619
Total	834,106	0	834,106
600 - Internal Service Funds			
Resources			
Beginning Fund Balance	5,163	-	5,163
Other Revenue from Local Sources	3,817	17	3,834
Total	8,980	17	8,997
Requirements			
Support Services	3,630	17	3,647
Contingency	5,351	-	5,351
Total	8,981	17	8,998
All Funds Total	2,171,528	10,529	2,182,057

Portland Public Schools
Adjustments to the 2023-24 Proposed Budget
May 23, 2023
(in thousands)

Proposed Resources:		**General Funds (100)**	**Special Revenue Funds**	**All Other Funds**	**Total Funds**
		$ 823,424	**$ 247,677**	**$ 1,100,426**	**$ 2,171,527**
Adjustments:					
1. Increase in General Fund Beginning Fund Balance - based on 3rd Quarter financial projections through June 30, 2023.		8,350			8,350
2. Increase Multnomah Educational Service District Transit Revenue - based on current year underspend projections.		2,000			2,000
3. Reclassifying Revenue from BFB to appropriate Revenue line items; net zero change			0		0
4. True up for grants			-200		-200
5. PERS UAL Debt Service increase related to increase spending in Gen Fund				362	362
6. Self Insurance Fund increase related to increase spending in Gen Fund				17	17
Total Resource Changes		10,350	-200	379	10,529
Recommended Approved Resource Budget		**$ 833,774**	**$ 247,477**	**$ 1,100,805**	**$ 2,182,056**

Proposed Requirements:		**General Funds (100)**	**Special Revenue Funds**	**All Other Funds**	**Total Funds**
		$ 823,424	**$ 247,677**	**$ 1,100,426**	**$ 2,171,527**
Adjustments:	Function				
1. Increase in General Fund Instruction for enrollment balancing and teacher retention, including 7 FTE at school sites. Includes true up costs for Substitutes and Extended Hours.	1000	5,242			5,242
2. Increase in General Fund Support Services for middle school supports and safety and security supports, including 16 FTE for Restorative Justice (RJ) Coordinators, 3 FTE for School Climate Specialist, 2 FTE for Student Success Advocates, 18 FTE for Campus Safety Associates, 1 FTE for Campus Safety Supervisor. Includes true up costs for Substitutes and Extended Hours.	2000	5,109			5,109
3. True up for grants	2000		-200		-200
4. PERS UAL Debt Service increase related to increase spending in Gen Fund	5000			362	362
5. Self Insurance Fund increase related to increase spending in Gen Fund	2000			17	17
Total Requirement Changes		10,351	-200	379	10,530
Recommended Approved Requirement Budget		**$ 833,775**	**$ 247,477**	**$ 1,100,805**	**$ 2,182,057**

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May 23, 2023
(in thousands)

Proposed Resources:	**General Funds (100)**	**Special Revenue Funds (200)**	**All Other Funds**	**Total Funds**
	$ 823,424	**$ 247,677**	**$ 1,100,426**	**$2,171,527**
Adjustments:				
1. Increase in General Fund Beginning Fund Balance - based on 3rd Quarter financial projections through June 30, 2023.	8,350			8,350
2. Increase Multnomah Educational Service District Transit Revenue - based on current year underspend projections.	2,000			2,000
3. Reclassifying Revenue from BFB to appropriate Revenue line items; net zero change		0		0
4. True up for grants		-200		-200
5. PERS UAL Debt Service increase related to increase spending in Gen Fund			362	362
6. Self Insurance Fund increase related to increase spending in Gen Fund			17	17
Total Resource Changes	10,350	-200	379	10,529
Recommended Approved Resource Budget	**$ 833,774**	**$ 247,477**	**$ 1,100,805**	**$2,182,056**

Proposed Requirements:		**General Funds (100)**	**Special Revenue Funds (200)**	**All Other Funds**	**Total Funds**
		$ 823,424	**$ 247,677**	**$ 1,100,426**	**$2,171,527**
Adjustments:	Function				
1. Increase in General Fund Instruction for enrollment balancing and teacher retention, including 7 FTE at school sites. Includes true up costs for Substitutes and Extended Hours.	1000	5,242			5,242
2. Increase in General Fund Support Services for middle school supports and safety and security supports, including 16 FTE for Restorative Justice (RJ) Coordinators, 3 FTE for School Climate Specialist, 2 FTE for Student Success Advocates, 18 FTE for Campus Safety Associates, 1 FTE for Campus Safety Supervisor. Includes true up costs for Substitutes and Extended Hours.	2000	5,109			5,109
3. True up for grants	2000		-200		-200
4. PERS UAL Debt Service increase related to increase spending in Gen Fund	5000			362	362
5. Self Insurance Fund increase related to increase spending in Gen Fund	2000			17	17
Total Requirement Changes		10,351	-200	379	10,530
Recommended Approved Requirement Budget		**$ 833,775**	**$ 247,477**	**$ 1,100,805**	**$2,182,057**

Certain numbers have been rounded up or down; there may be discrepancies between the actual totals of the individual amounts in the table and the total shown.

Nolberto Delgadillo
Chief Financial Officer

Portland Public Schools
Office of Chief Financial Officer
501 North Dixon Street • Portland, OR 97227
Office: (503) 916-5120
www.pps.net

MEMORANDUM

Date: May 23, 2023

To: Portland Public Schools Board of Education

From: Nolberto Delgadillo

Subject: 2023-24 Approved Budget

BACKGROUND

On May 23, 2023, the Board (acting as the Budget Committee) is scheduled to vote to approve a budget for Portland Public Schools for the 2023-24 fiscal year. The recommended resolution is attached. This memorandum is to summarize any significant changes from the 2023-24 Proposed Budget which was presented to the Board of Education on April 25, 2023.

CHANGES FROM THE PROPOSED BUDGET

General Fund

Since the Proposed Budget was submitted, staff has been engaged in a number of technical activities as well as community and Board engagements that resulted in the below changes reflected in the Approved Budget:

- $2m in additional revenue recorded in MESD (Multnomah Educational Service District) transit dollars based on current year underspend projections.
- Adjustments to align the budget more closely with the 3rd Quarter Financial projections. This includes an increase in the Beginning Fund Balance by approximately $8.35m from $86.63m to $94.98m. This is primarily attributed to an increase in the current year from the May State School Fund annual

reconciliation adjustment which is based on last year's (FY2021-22) final data. The revenue increase was offset by an increase in expenditures further described below.

- Middle School Budget Proposal, $2.34m
    - Ensure all K-8s and Middle Schools have a Restorative Justice (RJ) Coordinator; 16 FTE will be added to schools that currently do not have this allocation
    - Ensure all Middle Schools have a School Climate Specialist (also known as a School Management Specialist); 3 FTE will be added to schools that currently do not have this allocation
    - Ensure all Middle Schools have a Campus Safety Associate; 8 FTE will be added to schools that currently do not have this allocation
- Safety and Security Budget Proposal, $1.02m
    - Grow the Campus Safety Team; 10 FTE will be added for Campus Safety Associates and 1 FTE for a Campus Safety Supervisor
    - Grow the Youth Violence Prevention Team; 2 FTE will be added for Student Success Advocates
- Licensed staff increases for enrollment balancing and teacher retention, $804k
    - 7 licensed staff FTE will be added to school sites
- Increase in substitute teacher budget to align to projected spending, $2.75m
- Increase in extended hours budget to alight to projected spending, $3.69m

Special Revenue Funds

No additional special revenue resources were recorded from Proposed. There are changes in planned expenditures, specifically to the ESSER budget. The ESSER budget changes comprised of $968k for the Safety and Security proposal; the investment will support:

- Pilot Community Walking Patrols
- Weapons Detection System
- Mandatory Trainings
- Emergency Kits
- High School Student ID Badges
- Student Campaign

Nolberto Delgadillo
Chief Financial Officer

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Budget Committee Action

The Board acting as the Budget Committee is asked to consider and approve the attached 2023-2024 Approved Budget resolution.

ATTACHMENTS

A. Summary of Adjustments to 2023-24 Proposed Budget

B. Resolution

PORTLAND PUBLIC SCHOOLS

2023-24 PROPOSED BUDGET

VOLUME #1

FISCAL YEAR JULY 1, 2023 - JUNE 30, 2024

Portland Public Schools
School District No . 1J,
Multnomah County, Oregon

www.pps.net

Cover artwork created by: Julia, 4th Grade - Markham Elementary School

501 N DIXON STREET, PORTLAND, OREGON 97227

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

This Meritorious Budget Award is presented to

PORTLAND PUBLIC SCHOOLS

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2022–2023.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.

MERITORIOUS BUDGET AWARD

William A. Sutter
President

David J. Lewis
Executive Director

Portland Public Schools Nondiscrimination / Anti-Harassment Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

Board of Education Policy
1.80.020-P

PORTLAND PUBLIC SCHOOLS
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Note: In addition to the Proposed Budget, the district has compiled Individual School Reports to accompany this document relaying specific budget, staffing, student demographics, and student achievement information for each school in Portland Public Schools. The supplemental document is available on the district website Budget Office page.

Robert Gray
SUN School

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The executive summary includes the Budget Message and a comprehensive narrative overview for the 2023-24 budget. The narrative presents the budget in the context of the District's emerging vision and strategic plan. In addition, summary budget information is presented in tabular and graphic format including student enrollment history and projections and budget forecasts.

The School Board, acting as the Budget Committee, is responsible for oversight and approval of the budget. The School Board adopts the budget, makes appropriations and imposes taxes.

The Budget Overview highlights major budget changes year-over-year.

SUPERINTENDENT'S BUDGET MESSAGE

Dear PPS Community,

Our district sits at an inflection point. We have a community vision for who we want to be, a strategic plan outlining the steps we'll take to realize it, and a set of student outcome goals we aim to achieve. Unfortunately, enrollment continues to decline – here and across Oregon. State revenue is not keeping up with the cost of operating our schools, and our students' needs continue to grow. This presents a set of real constraints requiring us to prioritize how we'll invest the available resources to accomplish our goals.

The critical steps we take in the coming school year and the decisions we make regarding how to best support and serve children and youth will help to determine how quickly we improve educational outcomes, and become the district our students and staff deserve. Given rising costs of doing business, this proposed budget attempts to be efficient in how we integrate and leverage all our available revenue sources. It builds on our shared successes and continues our objective of providing a joyful and high-quality teaching and learning experience for every PPS student next year.

Shared Success

We are on the road to becoming a school district where every student and educator thrives and achieves excellence.

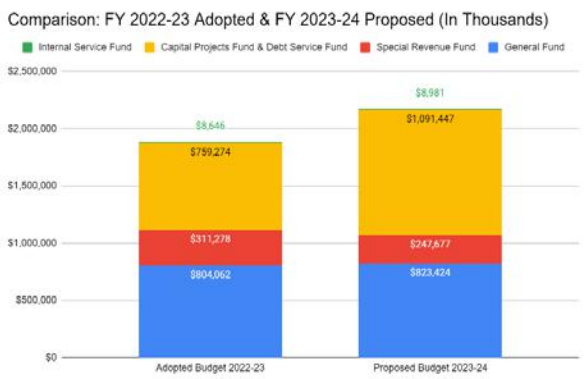
We continue aligning our dollars, time, and effort with our community vision, and we're seeing encouraging signs. Unlike state and national downward trends, our standardized test scores indicate that we have mitigated adverse impacts on student learning. As another key indicator, our graduation rate continues to steadily improve, higher than and increasing faster than the state's posted averages. We are also narrowing gaps for historically underserved student groups. For the Class of 2020, our graduation rate for Black students was twenty times greater than the state average growth rate.

Our systems are strengthening and extending student learning. We invested significantly in a robust menu of summer programming, which has helped mitigate pandemic-related gaps, provided enrichment opportunities to students, and offset typical summer slides. In addition, we have made sure students requiring the most support have access to more personalized interventions, including access to learning acceleration specialists and high-dosage tutoring. We know that foundational literacy skills are pivotal to long-term success, so we have continued to place an emphasis on early literacy. Our investments in professional learning, instructional materials, and assessments are narrowing gaps and receiving praise in Oregon and nationally. Social workers and counselors are helping address post-pandemic social emotional, mental, and behavioral health needs, and we're proud to have been able to increase access to these vital supports.

We also continue to find multiple ways to positively engage students in their school experience. We continue to expand career technical education (CTE) courses, arts education pathways, and out-of-school programming. Over the last five years, we've doubled student enrollment in CTE courses and strengthened our nationally-recognized dual-language immersion programs, which have tripled the number of graduates earning the Seal of Biliteracy.

The 2022-2023 school year has been marked by growth in how we respond to the climate crisis. We've begun implementing last spring's Climate Crisis Response policy – a series of bold commitments that garnered a National School Board Association Magna Award. Construction is underway on Benson Polytechnic High and the Multiple Pathways to Graduation building, which will become our most sustainable buildings, and we opened the LEED-Gold-certified Lincoln High School. We purchased our first electric buses, continued to expand our reliance on local farmers and vendors, and increased green spaces and gardens across our schools. Not only will we continue this work next school year, but we expect to celebrate more and more success.

2023-2024 Budget Proposal



Our proposed budget for next year totals $2.17 billion.

This includes a projected $823.4 million dollar general fund. These dollars are used for day-to-day operations of the District and include the local option levy ($114.7 million), which supports over 850 teacher positions; the Arts Education and Access Fund ($4.5 million), which supports high-quality arts education; and our proposed reserves ($43 million), which maintains a minimum reserve target of 5-10%, per our Board's policy.

It also includes a $247.7 million special revenue fund. These funds are assigned for specific purposes, such as the one-time restricted funds from the Elementary and Secondary School Emergency Relief Act (ESSER) ($36.3 million) or state Integrated Grant funds like the Student Success Act and Measure 98 ($51.9 million).

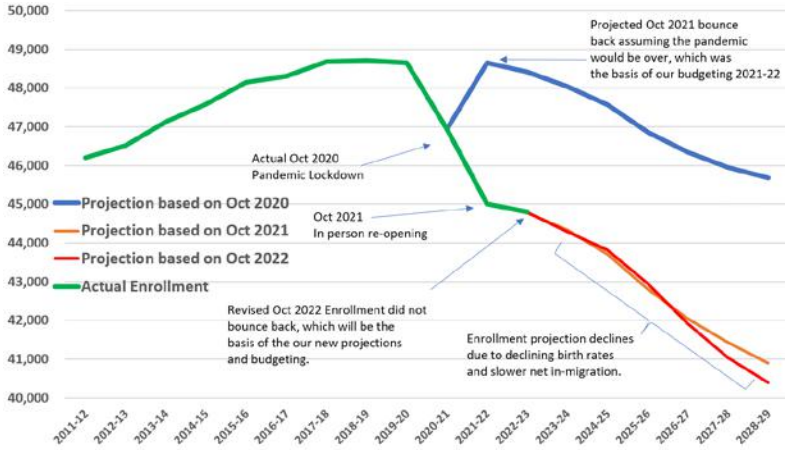
Our 2023-24 proposed budget includes $1.09 billion in capital projects and debt service funds. We thank Portlanders for supporting our bond program, celebrating ten years of modernizing Portland schools. These vital dollars support us in modernizing our high schools, adopting new curricula, and updating technology in classrooms for the twenty-first century.

Constraints

We have grown as a learning organization. We understand that a high-performing school system fundamentally emphasizes high-quality teaching and learning. We remain committed to equitably supporting our schools and students to realize our graduate portrait.

Our challenge is to honor those commitments within the constraints of this moment. We face rising expenses, limited revenue, and declining enrollment. Our general fund has remained flat, and we have fewer sources of special revenue. We must make prudent decisions to continue building on our successes.

This budget accomplishes this objective and keeps us moving forward.



Meeting Growing Student Needs

Our educators and school leaders understand that our current students have heightened academic and support needs. They also understand the importance of meeting those needs with an attention to equity and inclusion that has, historically, been lacking across Portland Public School.

The 2023-2024 budget takes steps to institutionalize two forces for equity. Following this year's visioning process, next year's budget includes plans to *launch our Center for Black Student Excellence*. Despite gains, our system continues to see achievement gaps among our Black students, and we're hopeful the Center will help address these. We also intend to *hire a civil rights coordinator* to ensure students are provided school environments free from discrimination, harassment, and bullying.

And we remain deeply committed to providing *multi-tiered systems of support*. We will continue to fund *increased mental and behavioral health services, school counselors, school-based social workers, school psychologists, and substance abuse support*. We will continue funding work to *strengthen safety and security* and *create school-based restorative justice systems* that address conflicts in our learning spaces.

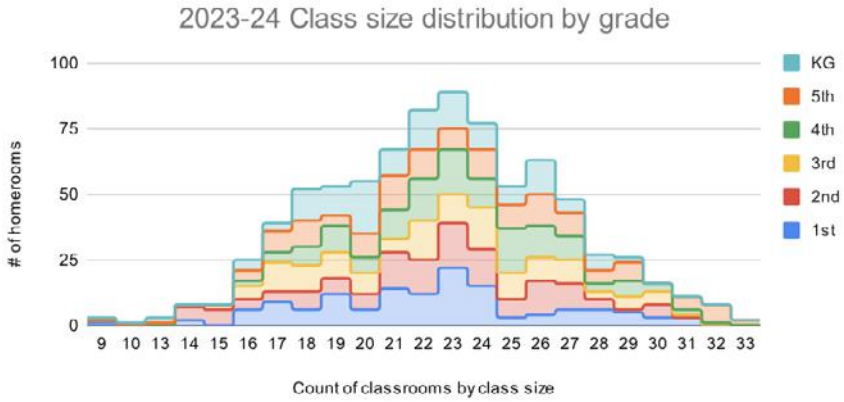
You'll also see sustained commitment to both strengthen and extend learning. Most broadly, this budget continues to *prioritize Student Success Teams*, which offer space and time to consider how we meet each student where they are. It funds *student attendance coaches*, *systems to track early warning indicators*, and *coordination to ensure on-time graduation*. We also continue to work on *challenging academic transitions* – particularly the shifts from eighth to ninth grade and between twelfth grade and post-secondary options. On the other end of the spectrum, we know that a student's reading proficiency will impact all other education – so we must continue *robust early literacy and dyslexia support*. This budget funds *high-dosage tutoring, expanded credit recovery options, and instructional specialists*.

This budget also continues to fund *a transformative racial equity agenda*. That agenda includes *partnerships with culturally-specific, community-based organizations* on work such as summer programming, SUN services, and violence interruption. Through programs like Coach to Classroom, we will continue to *develop our workforce* so that our students have teachers and staff who look like them, share their lived experiences, and speak their languages. As we continue implementing our instructional framework, this budget ensures that *equity remains a cornerstone of curricula selection and professional learning*. *Targeted learning acceleration* for Black and Native students will continue during the school year and the summer as we strive to close persistent, generational, and unacceptable achievement gaps. We also continue to support *student affinity groups* and *leadership opportunities for students of color*.

School-Based Supports

To reach our lofty goals, we must increase instructional leadership capacity across the school system. That is why this budget proposes to invest in *full-time school-based instructional coaches* in every elementary, middle, and K-8 school, and to continue ensuring that *principals receive professional learning sessions on instructional coaching*.

In addition, each school will be awarded a site-based *school improvement grant, ranging from roughly $100,000 to $120,000.* These site-based grants, offered in direct response to school leaders and educators, will enable principals and their communities to make speci ically-targeted investments to close student performance gaps. We're planning to align classroom staffing with our student population, and we'll continue using Integrated Grant funds to keep class sizes among the lowest in the state.



This budget continues to build the capacity for our educators and school leaders to do their best work. Investments in high-quality professional learning help school leaders and educators maximize the impact of our new curricula and instructional framework, and to teach with best practices. We focus on professional learning at our Comprehensive and Targeted Support and Improvement (CSI/TSI) schools. Educational assistants and paraeducators represent the additional capacity for our licensed educators, so we have preserved funding for those positions and their professional learning. We're also funding release time so educators have dedicated capacity for Student Success Teams, and we're continuing investments in full-time educational assistants for Title 1 kindergarten classrooms.

Teaching and Learning Excellence

As an educational institution, our core mission is to provide a high-quality teaching and learning experience to every single one of our students. Amazing educators, strong learning materials, and a cohesive instructional framework are at the heart of that. This year, we began operating with our new instructional framework and newly aligned curricula that are rigorous and standards-based. This budget continues that critical work in earnest and funds professional learning opportunities to bring that framework and our new curricula to life.

Closing

The most recent budgets I've submitted all reflect a need to address the COVID-19 pandemic. The previous three (20-21, 21-22, 22-23) have largely reflected direct impacts – but in this budget (23-24), we begin to see a shift. My proposal is informed by the impending end of one-time relief funds, students leaving public education and our district, and the shift in students' exhibited needs. These trends necessarily influence the direction of this budget and how we will manage our resources in coming years. As a broader community, we will need to keep a critical eye on our shifting enrollment and, perhaps, consider additional enrollment balancing, school consolidation and/or programming cuts in the near future.

But whatever complications we encounter, I believe in the brilliance of our students, and I'm continually inspired by the dedicated educators and staff with whom we work to realize our vision for PPS. Our school leaders, support staff, central staff, families, Board members, and community buoy the amazing work happening in our classrooms. Together, we can continue to meet the real challenges in front of us. We will continue to be guided by an equity-centered approach, one that strives to provide high-quality educational opportunities and the support needed for every PPS student to experience success.

To Board directors, I offer this proposed annual budget for your consideration. I believe it represents a comprehensive and coherent set of investments and activities that will keep our school system moving forward and on-route to accomplishing our shared goals.

Guadalupe Guerrero
Superintendent

BUDGET DOCUMENT FORMAT

Welcome to Portland Public School District (PPS or the District). If you are a new reader of our budget document or just need a review, the following section will guide you through the budget document's format and organization as well as the budget preparation process.

Budget Format

The Table of Contents leads the budget document and each of the four main sections has a separate and more detailed Table of Contents. The following is a brief overview of what to expect from each of the four sections:

- **Executive Summary** – This section includes the Budget Message and comprehensive narrative overview of the 2023-24 budget. The narrative presents the budget in the context of the District's vision and emerging strategic plan. In addition, summary budget information, student enrollment history and projections, budget forecasts, and benchmark data are presented in tabular and graphic format. The School Board, acting as the Budget Committee, is responsible for oversight, budget approval and adoption, appropriations, and imposing taxes for the District. The Budget Overview highlights major budget changes from 2022-23 with an emphasis on the General Fund, Capital Projects Fund, Student Investment Account, and federal funds including the Elementary and Secondary School Relief (ESSER) funds.
- **Organizational Section** – This section contains general information about the District and its budget, including the level of education provided, geographic area served, and the number of schools and students. Also included in this section are significant budget changes, financial policies, procedures and regulations, and a detailed description of the budget process.
- **Financial Section** – This section contains required information for the District's funds and descriptions of significant revenue sources and expenditure categories.
- **Informational Section** – This section includes detailed historical and projected personnel resource allocations, property tax information and other performance measures used by the District.

Portland Public Schools
Calendar to Adopt the 2023-24 Budget

Adopted October 11, 2022

			Board Inform / Review	Board Action	
BUDGET PLANNING	**September 20, 2022**	***School Board Meeting*** Board reviews draft 2023-24 Budget Calendar	✓		BESC
	October 11, 2022	***School Board Meeting*** Board adopts 2023-24 Budget Calendar		✓	
	October 25, 2022	***School Board Meeting*** Board appoints Community Budget Review Committee (CBRC) members		✓	BESC
	Oct-Nov 2022	***Community Engagement Events***			TBD
	November 2022	***School Board Budget Work Session***	✓		BESC
	February 2023	***School Board Budget Work Session***	✓		BESC
	March 14, 2023	***School Board Budget Work Session with CBRC***	✓		BESC
BUDGET BUILDING	**April 2, 2023**	***Publish 1st Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 9, 2023	***Publish 2nd Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 25, 2023	***School Board Meeting*** ***CBRC in attendance*** **Proposed Budget:** Superintendent delivers 2023-24 Proposed Budget message and presentation	✓		BESC
	May 4, 2023	***School Board Budget Work Session*** Board conducts formal public engagement session on Proposed Budget		✓	BESC
	May 9, 2023	***School Board Meeting*** CBRC presents 2023-24 Proposed Budget Report to the Board	✓		BESC
	May 23, 2023	***School Board Meeting*** **Approved Budget:** Board as Budget Committee approves 2023-24 Proposed Budget		✓	BESC
	June 4, 2023	***Publish Notice of Budget Hearing and Budget Summary***			The Oregonian Web Site
	June 13, 2023	***TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation)*** TSCC certifies 2023-24 Approved Budget ***School Board Meeting*** **Adopted Budget:** Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	BESC
	July 15, 2023	***Submit Tax Certification documentations*** *File budget information with County Recorder and Designated Agencies*			

DISTRICT GOALS AND OBJECTIVES

Overview

Portland Public Schools, founded in 1851, is a pre-kindergarten through twelfth grade urban school district in Portland, Oregon. Serving approximately 45,000 students in 81 schools and numerous programs, PPS is one of the largest school districts in the Pacific Northwest.

Visioning

In 2018-19, the District engaged in a process to define a new vision. The Board wanted to tap into the wisdom of our students, our educators, and our community to help re-imagine Portland Public Schools. The Vision for PPS focuses on what we want to be true for our graduates. The vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration. This vision has been serving as our "North Star" guiding and aligning all of the District's plans and innovations toward the same clear and ambitious goals.

Core Values are an organization's enduring beliefs that remain constant over time. By making these values explicit through value statements and tethering them to a vision, an organization can articulate the ethical principles that guide action toward its vision:

Students at the Center

Honesty and Integrity

Respect

Creativity and Innovation

Grounded in the Spirit of Portland

Racial Equity and Social Justice

Excellence

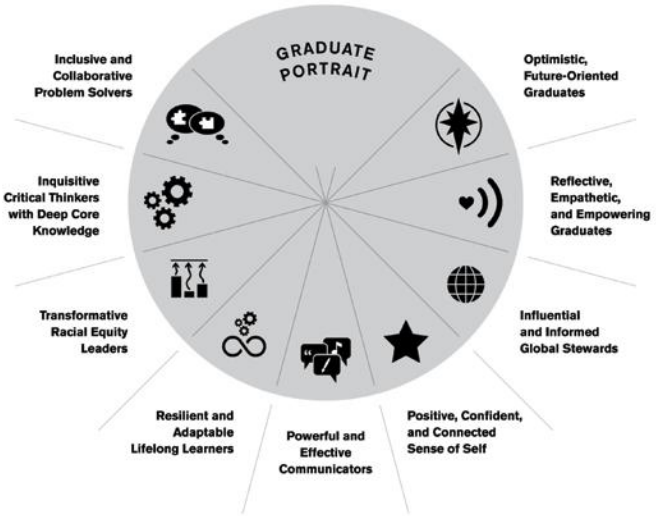
Relationships

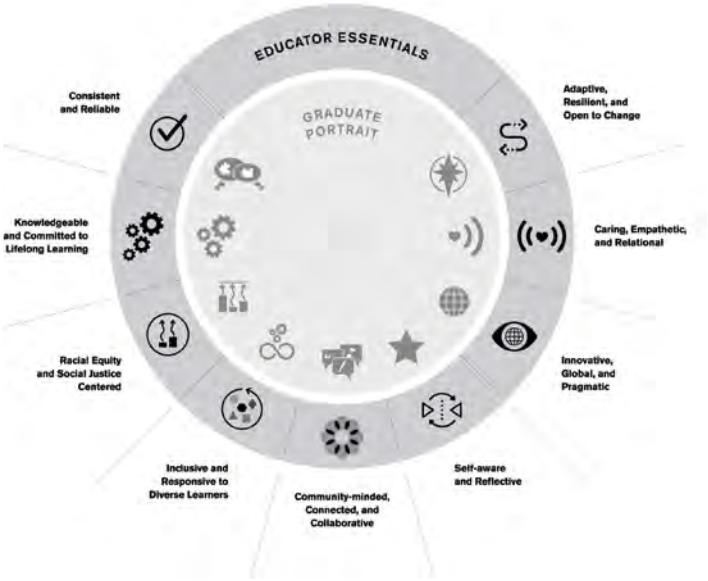
Partnerships and Collaboration

Joyful Learning and Leadership

The Graduate Portrait is a clear and ambitious description of what the community wants its students to know, be and be able to do, in order to prepare them to thrive in their lives and careers. Our graduate portrait includes attributes needed to prepare students to understand, confront, and change a global social environment that includes racial injustice and systems that perpetuate oppression.

PPS is committed to advancing the Graduate Portrait elements for every student. The PPS community wants to be very intentional and proactive about increasing options for each and every student. The most significant implication of this commitment is the need to integrate design thinking and that considers the full range of human diversity with respect to ability, language, culture, gender, age and other differences.

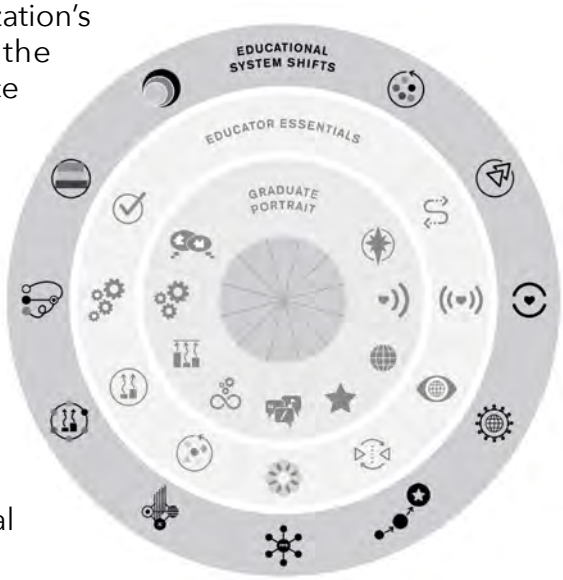




The Educator Essentials are distilled from community-wide input regarding the knowledge, skills, mindsets and dispositions needed from adults to support the Graduate Portrait. The Educator Essentials include content and practice knowledge, along with the human-connectedness aspects of collaborating, supporting and teaching and learning. Beyond excelling in their own practice, PPS educators recognize the collective effort required for the success of every student and take responsibility for their roles in bringing about the Educational System Shifts.

The Educator Essentials apply to every adult working at PPS. They underscore how every adult's contribution impacts students-directly or indirectly-and, therefore, impacts students' success. In order to develop a community of adults with these shared attributes, the school district is committed to helping every PPS adult understand their role in student learning, so that each person can translate the Educator Essentials to their own work and behaviors.

The Educational System Shifts are changes in the organization's priorities and how it operates. They apply across the organization, from individual schools to the central-office department. They create conditions that support and encourage adults to model the **Educator Essentials** and the students to achieve the **Graduate Portrait**.



Systems are difficult to change. They are complex, with many interconnecting parts, and beliefs tend to become entrenched as structures and processes evolve. Those who benefit from a given system usually have power within it and actively thwart changes. Therefore, creating shifts require persistence, widespread buy-in, continuous improvement processes, and a demonstrated commitment to serve every individual student in the school system.

Theory of Action

The District has developed a theory of action:

If we braid Racial Equity and Social Justice strategies into our instructional core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student, then we will re-imagine Portland Public Schools to ensure every student, especially our Black and Native American students who experience the greatest barriers, to realize the Vision of the Graduate Portrait.

Strategic Plan

While the vision identifies the what and the why, the strategy that follows from the vision defines the how. **Four Strategic Themes** have been prioritized into a multi-year strategic plan that will lead to the District Goals and Strategies.

Board Goals

The PPS School Board adopted goals in the following areas for 2022-2027:

- Third Grade Reading
- Fifth Grade Mathematics
- Eighth Grade Readiness
- High School Graduation

These Board goals seek to close opportunity and outcome gaps. The Board has identified benchmarks along the Pre-K to 12 academic continuum. These benchmarks allow the District to gauge student progress towards realizing the Graduate Portrait.

Finance Mission

Support equitable outcomes for students through transparent stewardship of resources and effective financial processes and services, emphasizing collaboration, responsive customer service and continuous improvement.

Budget Goal

In 2019, the PPS Board of Education revised the District's policy on Reserve Funds (Board Policy 8.10.025) to establish a reserve in the General Fund ranging from 5% to 10% of annual General Fund revenues. The goal for the reserve will be set as part of the District's long-range financial plan, with an expectation that the District will achieve and sustain a 10% reserve.

Forward Together

2021–2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence

Portland Public Schools relmagined—our vision—serves as our compass toward a shared "north star," knitting together our community's long-term aspirations for our graduates, educators, and the overall school system. *Forward Together: PPS's 2021–2025 Strategic Plan for Racial Equity, Inclusion, and Excellence* is the first in a series of multi-year strategic plans for the district, outlining the important steps we'll take on the road toward realizing our vision.

Thank you for your support and engagement as we roll up our sleeves to make our audacious strategic plan widely understood, relevant, and real, in order to ensure the success of everyone at Portland Public Schools.

The focus areas of the plan are organized under four main themes:

1 Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan.

Strategic Outcomes

- Transform Structures for Racial Equity
- Cultivate a Culture of Racial Equity and Care
- Reimagine Relationships and a Sense of Belonging
- Plan the Center for Black Student Excellence
- Ensure Equitable Access to Facility Resources

2 Inclusive and Differentiated Learning for Every Child

We celebrate the diversity of our students, and are working to provide differentiated learning experiences and supports that meet every child where they are, work with their interests, and enable them to thrive at PPS. We have a significant population who have varying abilities that require special attention and programs. Many students with disabilities, and those with complex learning needs, were not well-served by COVID-19 virtual learning. We need to strengthen educational offerings for every student, including those with disabilities, and expand resources for their physical and emotional safety. And we must make learning relatable and relevant for real-world contexts—for jobs, technology, and challenges of the future—for every student.

Strategic Outcomes

- Develop an Integrated Instructional Framework
- Design Learning Experiences that Promote Self-Directed, Future-Ready Learning
- Implement Multi-Tiered System of Supports
- Establish Systems and Structures for Inclusion
- Promote an Inclusive Mindset
- Build the Advocacy Power of Students and Families of Students with Disabilities

3 Professional Excellence and Support

To become a world-class school district, we must hire talented people from diverse backgrounds and experiences. We also know that our world-class staff needs ongoing professional support and resources. This will require action across many forms, including better communication and coordination; career pathways for educators, building our educators' capacity in social and emotional support to students; and a culture of adult learning to accelerate student achievement.

Strategic Outcomes

- Develop a Diverse, High-Quality, and Thriving Workforce
- Advance Our Organizational Learning Culture and Practice

4 Embracing Change

We need to create and support a culture open to positive change—as a system. The way we solve problems systematically, the way we build a culture and approach to successfully manage our work, the way we build trust and promote empathy, the way we communicate within our system and to our stakeholders—all of these are actions that require constant refinement and improvement.

Strategic Outcomes

- Socialize Our Vision and Strategic Plan
- Build a Collective Sense of Trust and Belonging
- Establish a System-Wide Project Management Culture and Practice
- Embed System-Wide Data-Driven Continuous Improvement Practices
- Establish Exceptional Service Culture and Standards
- Implement a Proactive, Effective, and Creative Communication Practice
- Launch an Innovation Practice that Reimagines System Problem Solving
- Cultivate and Promote Aligned Community Partnerships
- Develop a Coherent System-Wide Community Engagement Approach

RACIAL EQUITY & SOCIAL JUSTICE
Transform Structures for Racial Equity
Cultivate a Culture of Racial Equity & Care
Reimagine Relationships & a Sense of Belonging
Plan the Center for Black Student Excellence
Ensure Equitable Access to Facility Resources
INCLUSIVE & DIFFERENTIATED LEARNING FOR EVERY CHILD
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Forward Together
PROFESSIONAL EXCELLENCE & SUPPORT
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Advance Our Organizational Learning Culture & Practice
Socialize Our Vision & Strategic Plan
Build a Collective Sense of Trust & Belonging
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Establish Exceptional Service Culture & Standards
Implement a Proactive, Effective, & Creative Communication Practice
Launch an Innovation Practice that ReImagines System Problem Solving
Cultivate & Promote Aligned Community Partnerships
Develop a Coherent System-Wide Community Engagement Approach
EMBRACING CHANGE

Our Vision

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Our Mission

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

Our Theory of Action

If … We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student…

Then … We will relmagine Portland Public Schools to ensure every student, especially our Black and Native American students who experience the greatest barriers, realizes the Vision of the Graduate Portrait.

Student-centered Indicators

We will increase

> Students who report increasing sense of belonging as measured by the Successful Schools Survey

> Number of students on track for the Graduate Portrait milestones as expressed by the Graduate Portrait continuum

We will reduce

> Opportunity gaps for Black and Native students by increasing numbers of students prepared for 1st grade as measured by an appropriate set of early learning indicators, and by our progress on our Board Goals

> Disproportionate identification of students in Special Education, especially our Black, Native, and English Learner students

> Disproportionality in exclusionary discipline measures for our Black and Native students

Students will

> Report learning is more engaging and relevant for their future

> Report their learning experiences support their understanding and attainment of the Graduate Portrait

> Be able to self-assess growth on the Graduate Portrait, including an adapted Graduate Portrait for students with disabilities, using a developmentally appropriate continuum

Other Success Indicators Related to Educator Essentials and Implementation of Key Strategies

> Increases in number of educators of color who are hired and retained, and in educators of color reporting feeling a sense of belonging

> The regular use of Educator Essentials to self-assess professional growth

> Data driven, continuous improvement practices evident at grade level, schools, departments, and district as a whole

> Evidence that educators are aligning their work and professional learning to the Vision

PORTLAND PUBLIC SCHOOLS

BUDGET OVERVIEW

Background

Portland Public Schools is the largest school district in the state of Oregon. PPS serves approximately 45,000 students in pre-kindergarten through twelfth grade in 81 schools and numerous programs. PPS serves a population of students and families from economically, ethnically and racially diverse backgrounds. Educational services and programs provided include general and special education, career and technical education and a variety of alternative programs.

PPS is governed by a Board of Education composed of seven elected members serving four-year terms. Board members serve as community volunteers and do not receive compensation for their work. The Board is the policy-making body of the District and is responsible for determining the long-range direction of the District, calling for elections on bond proposals and approving the annual budget. The District's superintendent reports directly to the Board of Education.

Financial resources for the District are allocated between several individual funds, the largest of which is the General Fund. The General Fund is unrestricted and provides the majority of the District's operational budget for personnel, instruction and operating expenses.

General Fund resources largely come from state sources, which include both the permanent rate property taxes and the State School Fund (SSF) grant. Local sources of revenue primarily include property taxes, the Local Option Levy and Gap Tax. Revenues from the Local Option Levy and Gap Tax go directly to PPS and are excluded from the State School Fund formula.

The District imposes a total permanent tax rate of $5.2781 that is made up of the original permanent rate of $4.7743 and the gap portion of $0.5038. The 2009 Oregon Legislature re-authorized the gap portion of the District's permanent tax rate limit and it is the difference between the 1990 Measure 5 limit and the 1997 Measure 50 limit on local property taxes.

The Local Option Levy funds teaching positions and classroom support. PPS first passed a five-year local option levy in 2011 and it was renewed in 2014 for another five years. The Local Option Levy will continue for a third five-year term thanks to our voters who approved a renewal in November 2019 with a rate of $1.9900 per $1,000 of assessed value. The District plans to seek voter approval to renew the Local Option Levy for an additional five-year term no later than May 2024.

Voter-approved bond measures are the primary source of funding for the District's major capital improvement projects, such as school modernization work. In November 2020, voters approved a $1.20 billion school bond measure that allows PPS to continue the vital work of improving the health and safety of our aging school buildings with new roofs and mechanical systems, seismic retrofits, accessibility and security upgrades. The bond also includes modernization work at schools sites as well as investments in curriculum and technology.

In spring 2023, the District will be issuing an estimated $420.0 million in General Obligation Bonds on the 2020 Authorization. This debt issuance is included in the 2023-24 Proposed budget.

Projected Outstanding Debt as of 6-30-2023: $1.97 billion

Projected Outstanding Debt as of 6-30-2024: $1.80 billion

Permanent Property Tax Rate: $5.2781 per $1,000 assessed property value

In 2019, the PPS Board of Education revised the District's policy on Reserve Funds (Board Policy 8.10.025) to establish a reserve in the General Fund ranging from 5% to 10% of annual General Fund revenues. The goal for the reserve will be set as part of the District's long-range financial plan, with an expectation that the District will achieve and sustain a 10% reserve.

Budget Preparation

Every year, the District develops an annual budget focused on using available resources to address PPS strategic and Board goals, core values, organizational priorities and obligations. As part of the budget development process for 2023-24, the budget process incorporated targeted community input, braiding the four overarching themes from our strategic plan, Forward Together, and best practices, to lay the foundation for improved student outcomes.

A key component of budget preparation is community engagement. PPS communities, including students and their families, staff, volunteers and many others, have guided the District's vision, Graduate Portrait, strategic plan and have informed key investments such as curricula and instructional framework adoption. Communities have identified gaps in programming and helped the District advance toward achieving of greater racial equity and social justice in our schools and programs.

Budgeting Highlights

The Board Goals

The PPS School Board adopted goals in the following areas in June 2022 for 2022-2027:

- Third Grade Reading
- Fifth Grade Mathematics
- Eighth Grade Readiness
- High School Graduation

These Board goals seek to close the opportunity and outcome gaps between students of color and their white peers. The Board has identified a set of benchmarks along the pre-Kindergarten through twelfth grade academic continuum. These benchmarks allow the District to gauge student progress towards realizing the Graduate Portrait.

Forward Together: The Strategic Plan's Four Themes

The District focus is described in the strategic plan, Forward Together. It describes a set of collective and coherent actions and goals that, taken together, will set in motion the changes needed to bring our vision to fruition. The strategic plan is organized in four themes:

- Racial Equity and Social Justice
- Inclusive and Differentiated Learning for Every Child
- Professional Excellence and Support
- Embracing Change

Aligning for Student Success: Integrated Grants

Through Aligning for Student Success, the Oregon Department of Education has integrated six initiatives: High School Success, Student Investment Account, Continuous Improvement Planning, Career and Technical Education, Every Day Matters and Early Indicator and Intervention Systems. PPS expects to receive about $51.9 million from Integrated Grant funding for the 2023-24 school year. This funding supports the District's capacity to meet strategic goals, Board goals, improve access to career and technical education and eliminate opportunity gaps.

ESSER Federal Relief Dollars

The District estimates $36.3 million in pandemic-related federal relief will be available in 2023-24. The ESSER plan for the 2023-24 school year was informed by community engagement and is focused on the District's core needs. These dollars will be deployed to support instructional priorities, including implementing our Instructional Framework with Multi-Tiered Systems of Support.

General Obligation Bonds Sale

The District sold $365.5 million in General Obligation Bonds, Series 2020B, in December of 2020 to support the first phase of the facilities modernization, security improvements, Americans with Disabilities Act (ADA) upgrades, technology and curriculum work outlined in the 2020 bond authorization.

The District plans to issue an estimated $420.0 million in General Obligation Bonds on the 2020 Authorization in spring of the 2022-23 fiscal year. This debt issuance is included in the budget for 2023-24.

The School Staffing Balancing

The PPS staffing model uses enrollment projections to determine the school staffing allocation and provides:

- Each school, especially small schools and those with underserved student populations, with an adequate number of teachers;
- Instruction for core programming and state PE and health requirements;
- Equity funds that are put to best and highest use;
- Principals have significant control over school budgets, transforming how the central office collaborates with administrators at each school site;
- Compliance with Oregon Local Budget Law (ORS 294);
- Budget account codes that align with the state's required chart of accounts for expense functions, objects, areas and locations;
- All direct and indirect costs by subject, grade level, organization and school are accounted for.

The Meritorious Budget Award for the 2022-23 Adopted Budget

PPS received a Meritorious Budget Award from the Association of School Business Officials International for the 2022-23 budget for providing:

- A comprehensive and quality document, including a wealth of graphic and narrative information, reflecting hard work and transparency;
- Excellent spreadsheets, charts, and graphs to help the reader fully grasp the data presented;
- User-friendly and relevant information for community members and average taxpayers, with abundant data to meet varied readers' needs.

Budget Overview

This year's budget will be the first year of the Oregon Legislature's biennial budget cycle for 2023-25. PPS has based the budget on state funding of a $9.9 billion State School Fund, $929.8 million Student Investment Account (SIA) and $176.8 million High School Success allocation.

PPS is proposing a budget of $2.17 billion for 2023-24 and is using all available resources to meet the Board goals and priorities set forth by PPS leadership.

The 2023-24 budget is focused on:

- The core needs of students:
  - Meeting students' mental and behavioral health needs
  - Learning acceleration
  - Wraparound supports
- Increasing academic achievements and reducing academic disparities for:
  - Black, Indigenous, and Students of Color
  - Students with disabilities
  - Emerging bilingual students
  - Students navigating poverty, homelessness, foster care, and students that have historically experienced disparities in our schools

Budget Assumptions

Revenues

The District's estimate of available resources in 2023-24 is based on the following assumptions:

- The District Average Daily Membership Weighted (ADMw) is projected to be 52,720.
- The estimated SSF distribution is based upon a $9.9 billion state budget for K-12 education funding to be distributed at 49/51% split over two years with PPS' share of the first year being $253 million.
- The estimated overall property tax and local option revenue to be collected by the District during 2023-24 is approximately $596.6 million and is based upon an approximate 5% growth factor for property taxes, an approximate 5% for local option and an estimated 96% collection rate based on historical receipts.
- The District's General Fund beginning fund balance, considered a resource in the budget process, is estimated to be $86.6 million on July 1, 2023.
- The Multnomah Education Service District (MESD) pass through or "Transit" dollars anticipated for 2023-24 is $3.5 million. It is based upon changes to the service plan selection and will be refined through the budget process and throughout the year, depending on student needs and available funding.
- Funding from the passage of the three rounds of Federal COVID stimulus funding, including the American Rescue Plan Act, provided PPS and its partners an estimated $115 million in funding via the Elementary and Secondary School Emergency Relief (commonly known as ESSER I, II and III). The District is projecting approximately $36.3 million in remaining funds to deploy in July 2023 through September 2024 from ESSER III (having spent down ESSER I and II).

Expenses

The District's 2023-24 plans are based on a number of projected expenditures with labor costs being the largest expense.

It is important to note that the committed contingency amounts identified in the budget are to cover a variety of items, such as:

- Staffing for enrollment in excess of projections
- Unforeseen expenses

The proposed expenditures for 2023-24 are based upon the following assumptions:

- The salary schedules for each labor group are established by existing agreements.
- The Public Employees Retirement System (PERS) Board released the contribution rates for the biennium beginning July 1, 2023:
    - Portland Public Schools is anticipating a 0.0% PERS contribution rate with no direct payment to PERS. However, the District will have debt service payments on bonds issued to address PERS Unfunded Actuarial Liability (UAL).
    - The PERS Unfunded Actuarial Liability (UAL) requires a fringe rate of 16.46% applied to PERS eligible payroll, up from 15.56% in 2022-23.
- Other employer labor costs are based on the assumption of the group health insurance negotiated amount and the following: 7.65% FICA, 0.77% Workers' Compensation, 0.19% Other Employer Benefits, 0.59% Retiree Health Insurance, 0.16% Early Retirement, a self-funded unemployment rate of 0.10%, and a Paid Family Medical Leave (PFML) rate of 0.40%.

Revenue Factors

Portland Public Schools	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Real Market Value (in Billions)	$134.59	$140.25	$147.26	$152.42	$158.88
Total Net Assessed Value (in Billions)	$53.70	$56.04	$57.28	$62.60	$65.61
Property Tax Rate Extended (per $1000 Assessed Value):					
Operations	$5.28	$5.28	$5.28	$5.28	$5.28
Local Option for Operations	$1.99	$1.99	$1.99	$1.99	$1.99
Debt Service GO Bonds	$2.41	$2.44	$2.33	$2.30	$2.50*
Total Property Tax Rate	$9.67	$9.67	$9.60	$9.57	$9.77
Less Measure 5 Adjustments	$20,910,923	$22,989,685	$24,819,007	$23,000,000*	$27,000,000*
Average Daily Enrollment - ADMr	48,338	46,649	44,747	44,348	44,050**
Weighted Enrollment - ADMw	57,825	55,688	53,398	53,058	52,720**
Weighted Enrollment - ADMw Extended	57,825	57,825	55,688	53,398	53,352**

*Projected

**Latest estimates from ODE website and from Tax Supervising and Conservation Commission information

DEBT DETAIL SCHEDULES

Bonded and Other Debt (In Thousands)

Issue Date	Series	Original Issue	Outstanding at June 30,2023	2023-24 Principal Payments	2023-24 Interest Payments
General Obligation Bonds					
April 30, 2015	2015B	244,700	104,070	6,980	4,179
August 10, 2017	2017B	241,890	172,730	2,985	5,844
April 14, 2020	2020	441,320	307,820	40,430	13,952
December 30, 2020	2020B	365,465	267,255	-	6,918
December 30, 2020	2020C	53,965	51,615	4,070	818
April 27, 2023*	2023	420,000	420,000	56,290	23,104
			1,323,490	110,755	54,815
Limited Tax Pension Obligation Bonds					
October 31, 2002	2002B	156,580	108,735	20,155	6,035
April 30, 2003	2003B	156,370	156,370	28,665	8,862
July 15, 2021	2021	399,390	375,785	13,420	7,543
			640,890	62,240	22,440
Full Faith & Credit Obligations					
August 4, 2016	2016 Qualified Zone	4,000	2,800	200	-
November 9, 2016	2016 FF&C Taxable	5,048	3,298	325	94
			6,098	525	94
Total			**1,970,478**	**173,520**	**77,349**

* The District plans to issue $420.0 million in General Obligation Debt in April 2023. At the time of publication of the 2023-24 Proposed Budget, the 2023-24 Principal and Interest payments are estimated.

Long Term Debt (In Thousands)

Fiscal Year	LTD Tax Pension & Refunding	2016 Qualified Zone Bonds	FF&C Taxable Debt 2016	2015 GO Bonds	2017 GO Bonds	2020 GO Bonds	2020B GO Bonds	2020C GO Bonds	2023 GO Bonds	TOTAL
Principal										
2024	62,240	200	325	6,980	2,985	40,430	-	4,070	56,290	173,520
2025	68,320	200	335	7,665	3,345	44,140	-	4,295	64,410	192,710
2026	76,755	200	345	8,390	3,305	26,630	-	4,535	11,865	132,025
2027	83,940	200	355	9,165	3,780	29,010	-	4,780	13,450	144,680
2028	50,670	200	365	9,805	4,285	31,540	590	5,035	14,555	117,045
2029-2033	104,840	1,000	1,573	62,065	29,505	75,780	38,840	28,900	66,470	408,973
2034-2038	142,605	800	-	-	45,640	60,290	67,945	-	57,455	374,735
2039-2043	51,520	-	-	-	64,325	-	91,835	-	41,855	249,535
2044-2048	-	-	-	-	15,560	-	68,045	-	65,900	149,505
2049-2053	-	-	-	-	-	-	-	-	27,750	27,750
Principal Total	**$ 640,890**	**$ 2,800**	**$ 3,298**	**$ 104,070**	**$ 172,730**	**$ 307,820**	**$ 267,255**	**$ 51,615**	**$ 420,000**	**$ 1,970,478**
Interest										
2024	22,440	-	94	4,179	5,845	13,952	6,918	818	23,104	77,349
2025	19,625	-	84	3,830	5,695	11,931	6,918	737	17,572	66,391
2026	16,447	-	74	3,446	5,528	9,724	6,918	651	14,351	57,138
2027	12,818	-	63	3,027	5,363	8,392	6,918	560	13,758	50,899
2028	8,811	-	52	2,752	5,174	6,942	6,918	464	13,085	44,199
2029-2033	29,950	-	96	6,624	23,310	17,074	31,872	1,180	55,100	165,207
2034-2038	16,733	-	-	-	17,736	4,650	22,669	-	39,722	101,510
2039-2043	1,711	-	-	-	9,450	-	13,218	-	25,011	49,389
2044-2048	-	-	-	-	545	-	2,857	-	17,797	21,199
2049-2053	-	-	-	-	-	-	-	-	1,249	1,249
Interest Total	**$ 128,535**	**$ -**	**$ 463**	**$ 23,857**	**$ 78,646**	**$ 72,666**	**$ 105,204**	**$ 4,410**	**$ 220,750**	**$ 634,530**
Total Debt Service	**$ 769,425**	**$ 2,800**	**$ 3,761**	**$ 127,927**	**$ 251,376**	**$ 380,486**	**$ 372,459**	**$ 56,025**	**$ 640,750**	**$ 2,605,008**

Payments by Debt Service Fund 2023-24

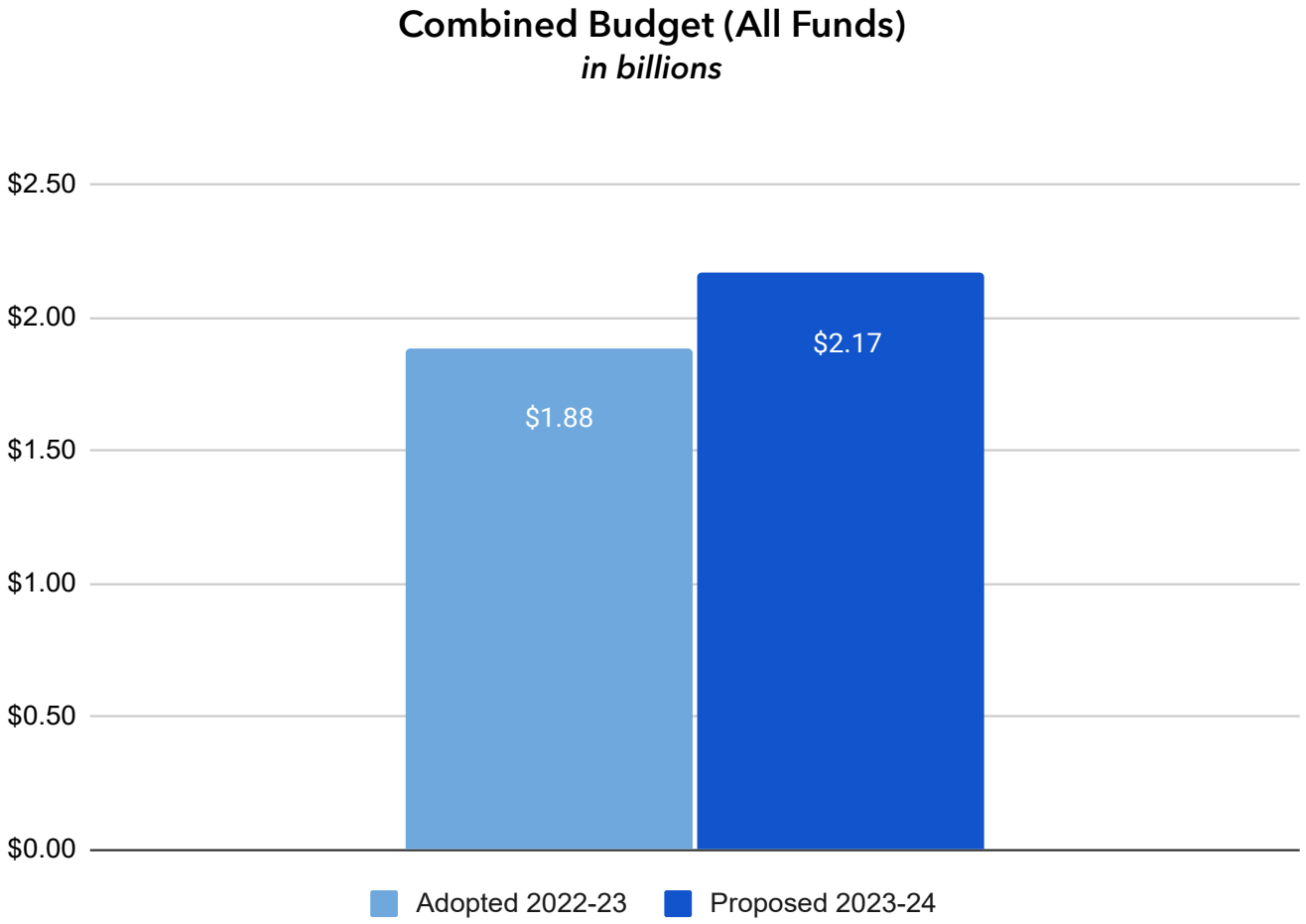
	LTD Tax Pension & Refunding	2016 Qualified Zone Bonds	FF&C Taxable Debt 2016	2015 GO Bonds	2017 GO Bonds	2020 GO Bonds	2020B GO Bonds	2020C GO Bonds	2023 GO Bonds	TOTAL
Fund 308	84,680	-	-	-	-	-	-	-	-	84,680
Fund 322	-	200	-	-	-	-	-	-	-	200
Fund 323	-	-	419	-	-	-	-	-	-	419
Fund 350	-	-	-	11,159	8,830	54,382	6,918	4,888	79,394	165,571
Total	**$ 84,680**	**$ 200**	**$ 419**	**$ 11,159**	**$ 8,830**	**$ 54,382**	**$ 6,918**	**$ 4,888**	**$ 79,394**	**$ 250,869**

2023-24 BUDGET

The budget presented in this document represents the financial plan for PPS. It is balanced and contains estimates of the revenues and expenditures needed to support the program offerings of the District for a single year. In total, it demonstrates the District's strategies and operational requirements to serve PPS students during the 2023-24 school year.

Due to the time restriction between developing the 2023-24 Proposed Budget and the approval by the Board of Education of an amendment to the 2022-23 Adopted Budget, all comparisons are between the 2023-24 Proposed Budget and the 2022-23 Adopted Budget. There were notable changes within appropriations to the 2022-23 Adopted Budget, including the allocation of additional staff at school sites. See additional information in Volume 2.

The total combined budget, including all funds, increased 15.3% or about $288.3 million, from $1.88 billion in 2022-23 to $2.17 billion in 2023-24, including a contingency of $48.4 million and an ending fund balance of $26.3 million.



Total Resources

Total resources in the 2023-24 budget include federal, state, intermediate and local sources as well as long-term debt receipts, interfund transfers, and beginning fund balance. The proposed revenue in 2023-24 for all funds is $2.17 billion and represents an increase of $288.3 million from the 2022-23 budget.

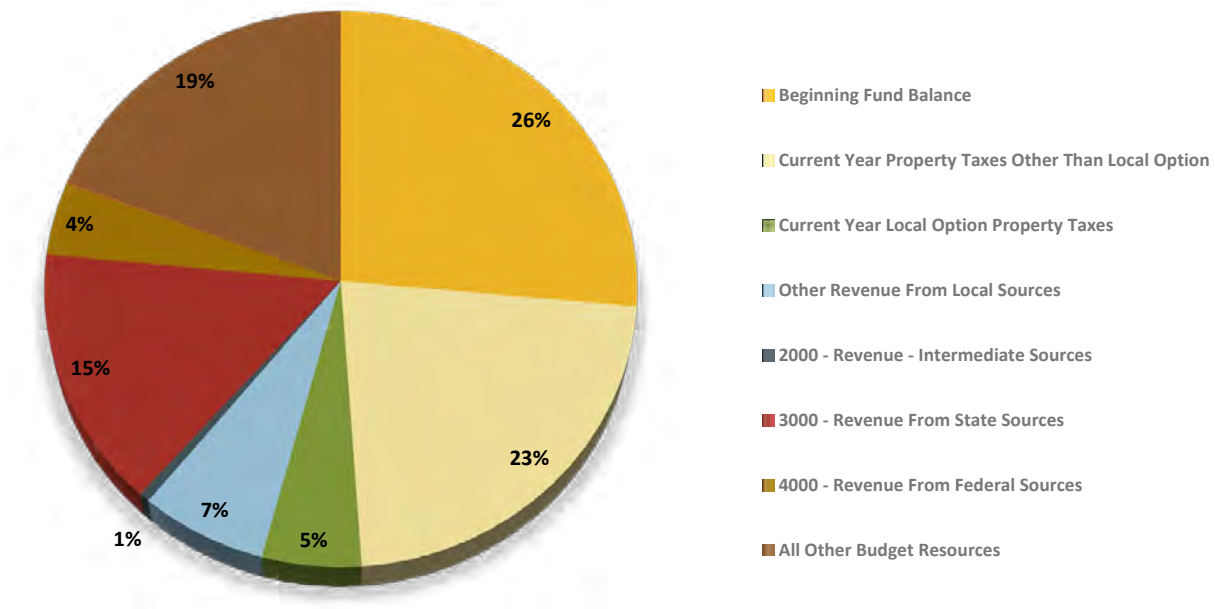
Beginning Fund Balance contributes the largest portion of resources for all funds with $574.2 million or 26.4%. Local Sources (property taxes) represent the largest resource for the District at $487.6 million, or 22.5% of the District's total resources.

Summary of Resources by Major Object - All Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Beginning Fund Balance	427,192	782,952	906,725	663,327	574,228	-	-
Current Year Property Taxes Other Than Local Option	393,651	411,749	440,342	459,819	487,572	-	-
Current Year Local Option Property Taxes	97,372	100,955	104,719	109,951	114,676	-	-
Other Revenue From Local Sources	107,023	90,886	116,881	130,738	146,915	-	-
2000 - Revenue - Intermediate Sources	14,038	15,185	13,479	12,231	12,191	-	-
3000 - Revenue From State Sources	308,190	311,531	345,752	357,333	326,309	-	-
4000 - Revenue From Federal Sources	54,143	66,589	94,693	145,587	92,332	-	-
5200 - Interfund Transfers	1,931	2,466	1,825	1,923	1,694	-	-
All Other Budget Resources	520,039	450,787	400,953	2,350	415,610	-	-
TOTAL RESOURCES	**1,923,580**	**2,233,099**	**2,425,370**	**1,883,261**	**2,171,527**	**-**	**-**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Resources by Major Object - All Funds



Total Requirements

The 2023-24 Proposed Budget expenditures for all funds represent a $288.3 million increase as compared to the 2022-23 Adopted Budget.

Expenditures are categorized by major function and major object.

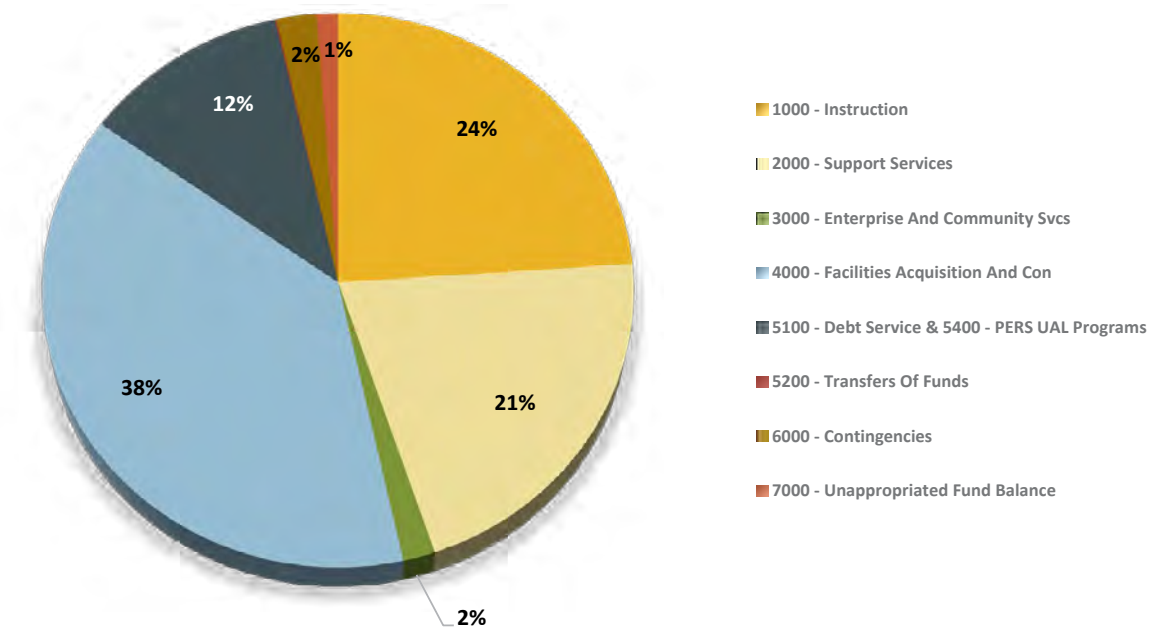
- Major functions include instruction, support services, enterprise and community services, facility acquisition and construction, debts, transfers out, contingency and ending fund balance. Facilities acquisition and construction represents the largest budget category at $831.7 million or 38.3% of all funds. Instruction is the second largest budget category at $519.5 million or 23.9%. Support Services is the third largest budget category at $454.3 million or 20.9% of all funds.

Summary of Requirements by Major Function - All Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
1000 - Instruction	408,759	417,111	460,823	536,615	3,703.25	519,545	-	-	3,438.11
2000 - Support Services	322,815	348,539	383,452	463,766	2,536.85	454,330	-	-	2,474.98
3000 - Enterprise And Community Svcs	21,937	23,914	30,630	36,048	240.83	37,140	-	-	238.87
4000 - Facilities Acquisition And Con	207,451	287,539	256,689	514,051	48.80	831,707	-	-	50.00
5100 - Debt Service & 5400 - PERS UAL Programs	177,734	246,806	619,232	228,298	-	252,382	-	-	-
5200 - Transfers Of Funds	1,931	2,466	1,825	1,923	-	1,694	-	-	-
6000 - Contingencies	-	-	-	56,024	-	48,414	-	-	-
7000 - Unappropriated Fund Balance	782,952	906,725	672,720	46,536	-	26,313	-	-	-
TOTAL REQUIREMENTS	**1,923,580**	**2,233,099**	**2,425,371**	**1,883,261**	**6,529.74**	**2,171,527**	**-**	**-**	**6,201.96**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Function - All Funds



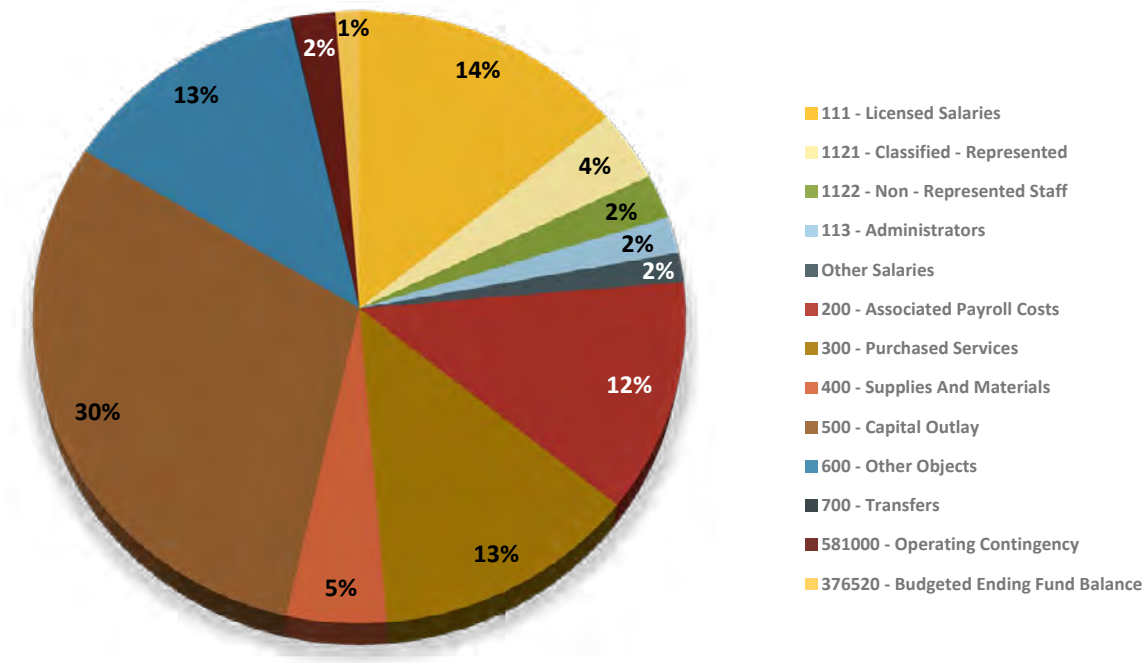
- **Major objects** include salaries, payroll benefits, purchased services, supplies and materials, capital outlay, other objects, transfers and reserves. Salaries and associated payroll costs represent the largest budget category at $778.8 million or 35.9% of all funds. Capital outlay is the second largest budget category at $656.0 million or 30.2% of all funds. Purchased services is the third largest budget category at $278.2 or 12.8% of all funds.

Summary of Requirements by Major Object - All Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
111 - Licensed Salaries	247,318	271,439	284,002	314,299	3,761.52	304,559	-	-	3,482.79
1121 - Classified - Represented	64,235	65,467	71,486	84,593	1,975.21	81,908	-	-	1,911.71
1122 - Non - Represented Staff	33,652	36,375	40,613	48,494	519.26	51,328	-	-	528.97
113 - Administrators	31,316	33,539	36,620	39,323	273.75	41,820	-	-	278.50
Other Salaries	26,811	22,434	35,555	38,398	-	33,347	-	-	-
200 - Associated Payroll Costs	200,639	219,461	224,187	258,620	-	265,879	-	-	-
300 - Purchased Services	127,945	122,468	150,910	226,229	-	278,207	-	-	-
400 - Supplies And Materials	39,284	48,953	90,640	121,356	-	104,865	-	-	-
500 - Capital Outlay	169,339	234,584	174,906	394,311	-	655,989	-	-	-
600 - Other Objects	198,159	269,188	641,906	253,157	-	277,205	-	-	-
700 - Transfers	1,931	2,466	1,825	1,923	-	1,694	-	-	-
581000 - Operating Contingency	-	-	-	56,024	-	48,414	-	-	-
376520 - Budgeted Ending Fund Balance	782,952	906,725	672,720	46,536	-	26,313	-	-	-
TOTAL REQUIREMENTS	**1,923,580**	**2,233,099**	**2,425,370**	**1,883,261**	**6,529.74**	**2,171,527**	**-**	**-**	**6,201.96**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Object - All Funds



3-YEAR FORECAST - ALL FUNDS

Budget Forecast by Major Object - All Funds (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	574,228	253,151	425,942	289,712
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	487,572	511,227	536,072	549,324
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	114,676	120,983	127,637	130,190
OTHER REVENUE FROM LOCAL SOURCES	146,915	151,568	159,100	163,509
2000 - REVENUE - INTERMEDIATE SOURCES	12,191	12,778	13,394	13,729
3000 - REVENUE FROM STATE SOURCES	326,309	342,068	358,655	365,988
4000 - REVENUE FROM FEDERAL SOURCES	92,332	56,842	58,832	60,891
5200 - INTERFUND TRANSFERS	1,694	1,732	1,771	1,809
ALL OTHER BUDGET RESOURCES	415,610	544,411	50,951	24,354
Total Resources	2,171,527	1,994,759	1,732,353	1,599,507

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	304,559	306,691	312,770	319,219
1121 - CLASSIFIED - REPRESENTED	81,908	82,483	84,150	86,070
1122 - NON-REPRESENTED STAFF	51,328	52,225	53,393	54,624
113 - ADMINISTRATORS	41,820	42,271	43,163	44,083
OTHER SALARIES	33,347	34,028	34,750	35,566
200 - ASSOCIATED PAYROLL COSTS	265,879	267,944	273,363	279,225
300 - PURCHASED SERVICES	278,207	199,426	170,855	158,637
400 - SUPPLIES AND MATERIALS	104,865	73,803	62,772	58,029
500 - CAPITAL OUTLAY	655,989	399,437	270,336	110,694
600 - OTHER OBJECTS	277,205	284,111	214,822	221,950
700 - TRANSFERS	1,694	1,737	1,782	1,827
581000 - OPERATING CONTINGENCY	48,414	29,954	38,331	150,033
376520 - BUDGETED ENDING FUND BALANCE*	26,313	220,647	171,865	79,551
Total Requirements	2,171,527	1,994,759	1,732,353	1,599,507

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

Contingencies and Unappropriated Ending Fund Balance

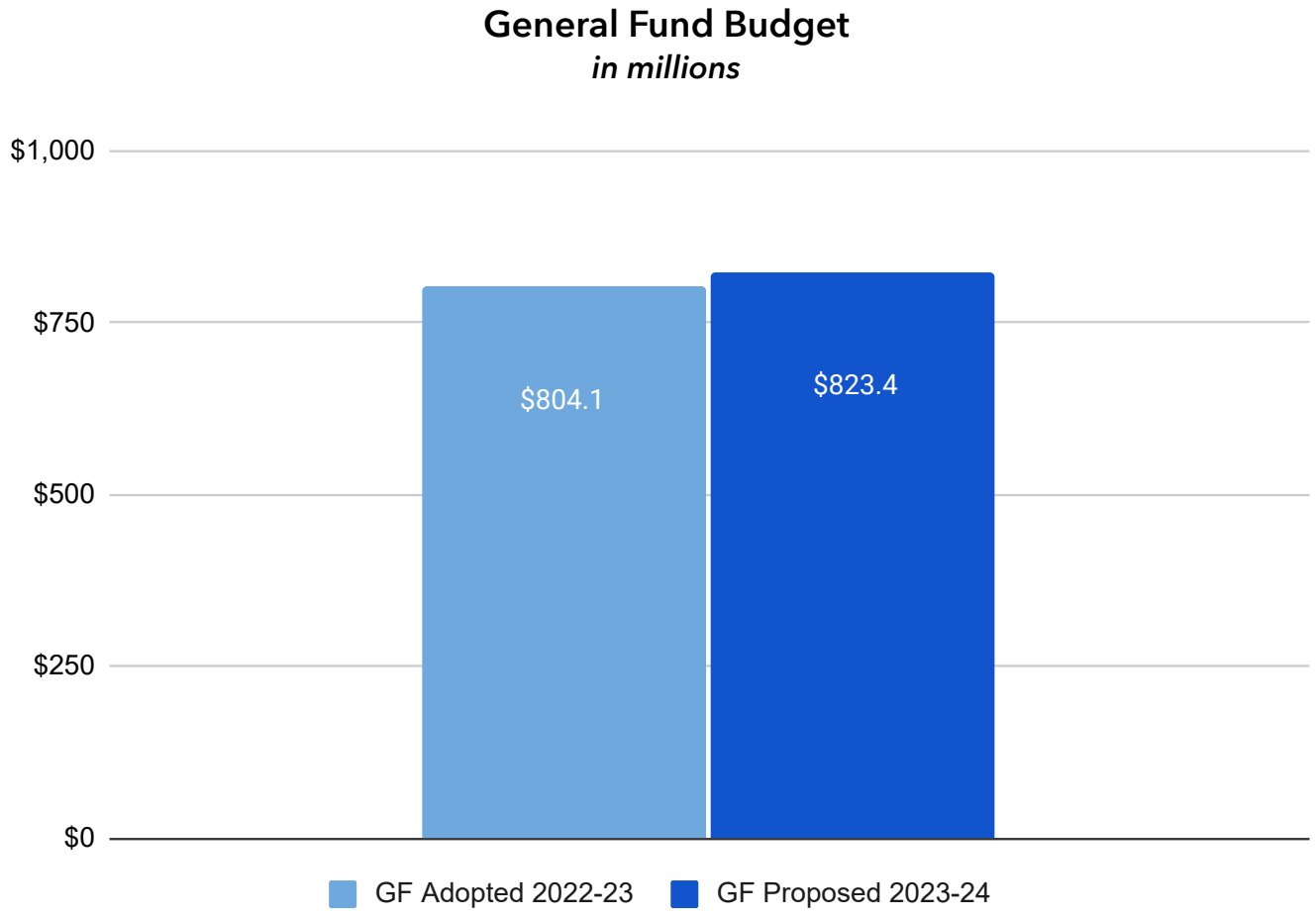
Contingencies are reserved for expenditures that cannot be foreseen and planned in the budget process because of the occurrence of an unusual or extraordinary event. From 2022-23 to 2023-24, total budgeted contingency will decrease by 13.6% from $56.0 million to $48.4 million. The federal grant funds that the District will receive include a fee that is assessed as the money is drawn. The contingency is the portion of the allocation that the District may not draw down next year.

Ending fund balance is an estimate of funds needed to maintain operations of the District from July 1 of the ensuing fiscal year to the time when sufficient new revenues become available to meet cash flow needs of the fund. No expenditure shall be made from the unappropriated ending fund balance in the year in which it is budgeted. Total budgeted ending fund balance will decrease from $46.5 million in 2022-23 to $26.3 million in 2023-24.

The General Fund Budget

General Fund

The General Fund increased by 2.4%, or $19.4 million from almost $804.1 million in 2022-23 to $823.4 million in 2023-24, including a contingency of $43.1 million.

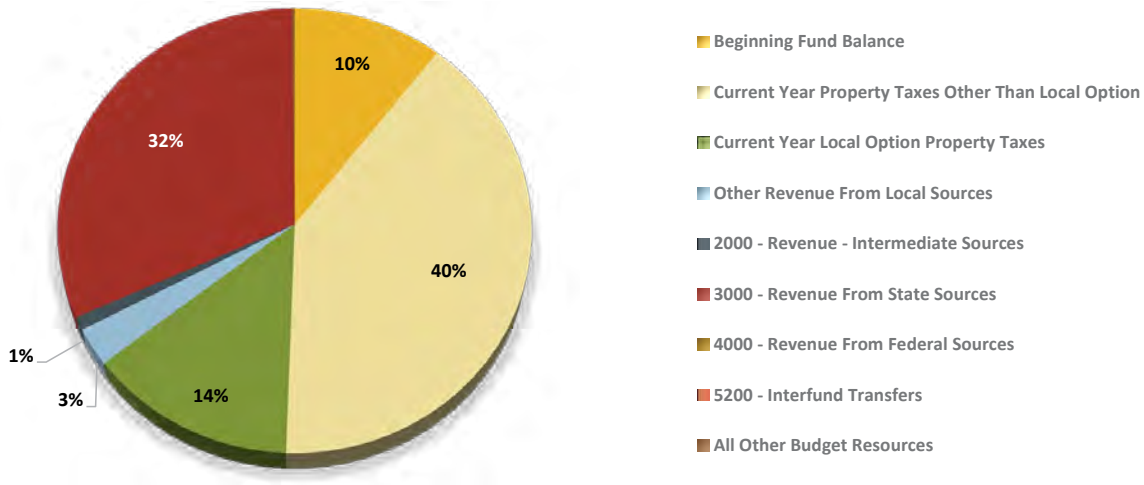


General Fund Resources

In 2023-24, the proposed resources for the General Fund total $823.4 million, an increase of $19.4 million, compared to 2022-23.

The 2023-24 resources budget includes property taxes, local option property taxes, local, intermediate, state, interfund transfers and other sources. The primary sources of revenue for the General Fund are Property Taxes Other Than Local Option totaling $329.7 million or 40.0%, State Sources totaling more than $259.9 million or 31.6%, and Local Option Property Taxes totaling almost $114.7 million, or 13.9% of all sources.

Percent of Resources by Major Object - General Funds



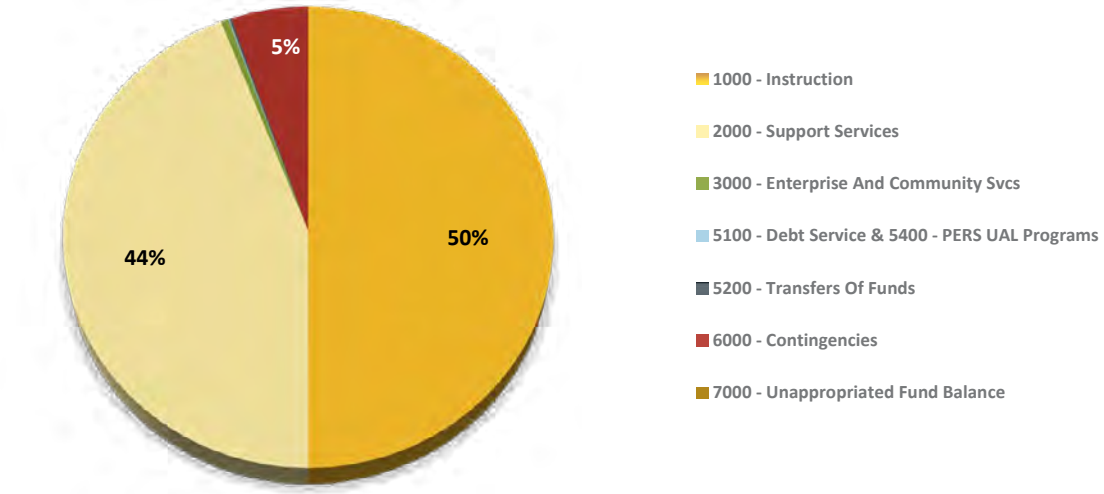
General Fund Requirements

The 2023-24 proposed requirements for General Fund increased by $19.4 million, or 2.4%, compared to the 2022-23 budget.

Expenditures are categorized by major function and major object.

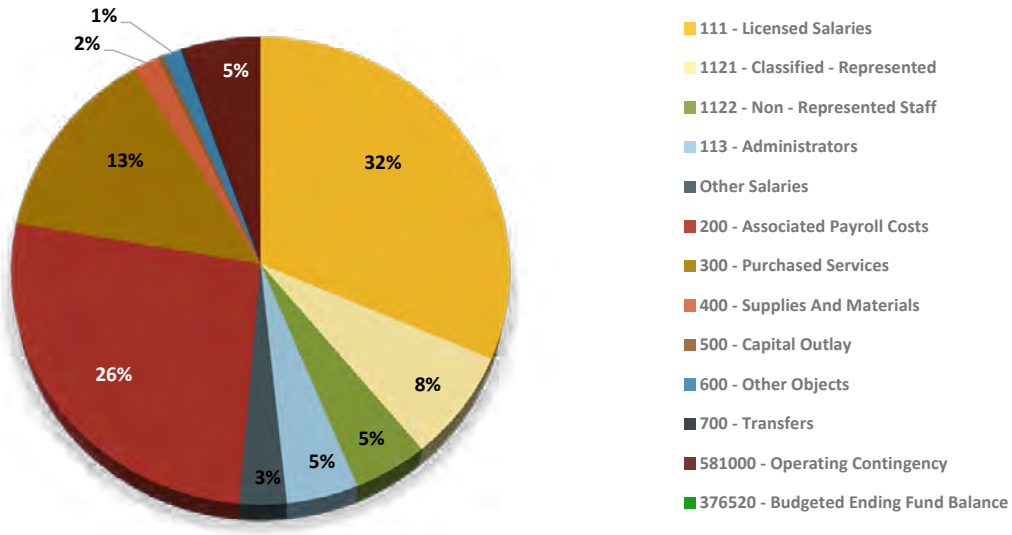
- Major functions include classroom instruction, support services, enterprise and community services, facility acquisition and construction, debts, transfers out, contingency and ending fund balance. Classroom instruction is the largest budget category at $411.6 million or 50.5% of the General Fund. Support services is the second largest budget category at almost $362.8 million or 44.1% of the General Fund.

Percent of Requirements by Major Function - General Funds



- **Major objects** include salaries, payroll benefits, purchased services, supplies and materials, capital outlay, other objects, transfers and reserves. Salaries and associated payrolls costs are the largest budget category at almost $640.7 million, or 77.8% of the General Fund.

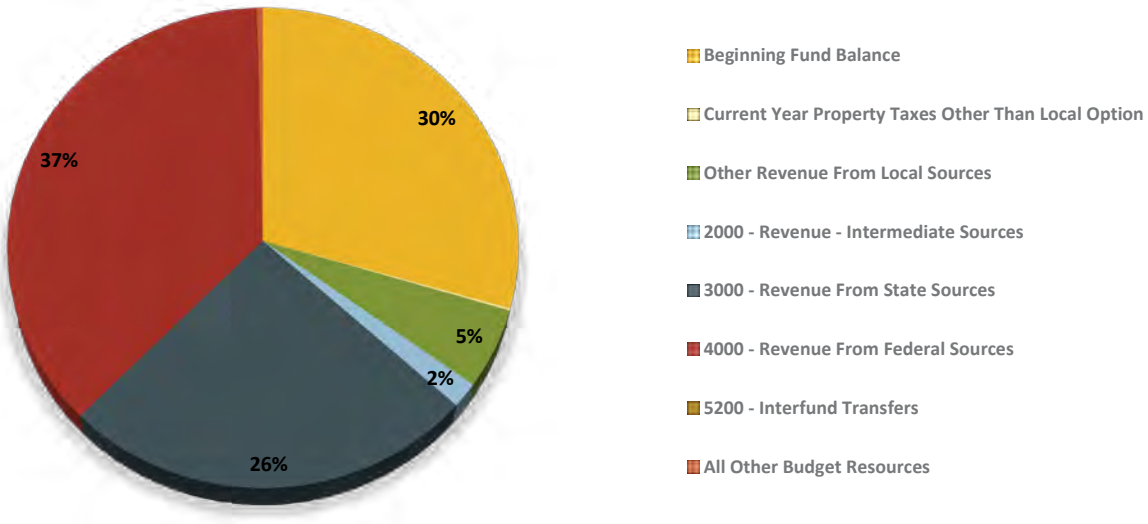
Percent of Requirements by Major Object - General Funds



Special Revenue Fund

The budget reflects projected 2023-24 grant revenues and expenses as well as projected carry-forward to be used from July 1 to September 30 due to the grants operating on a federal fiscal year of October 1 through September 30. The Special Revenue Fund is expected to decrease by $63.6 million or 20.4% in 2023-24 from 2022-23. This includes spending remaining Elementary and Secondary School Emergency Relief Funds (ESSER) one-time federal grant resources.

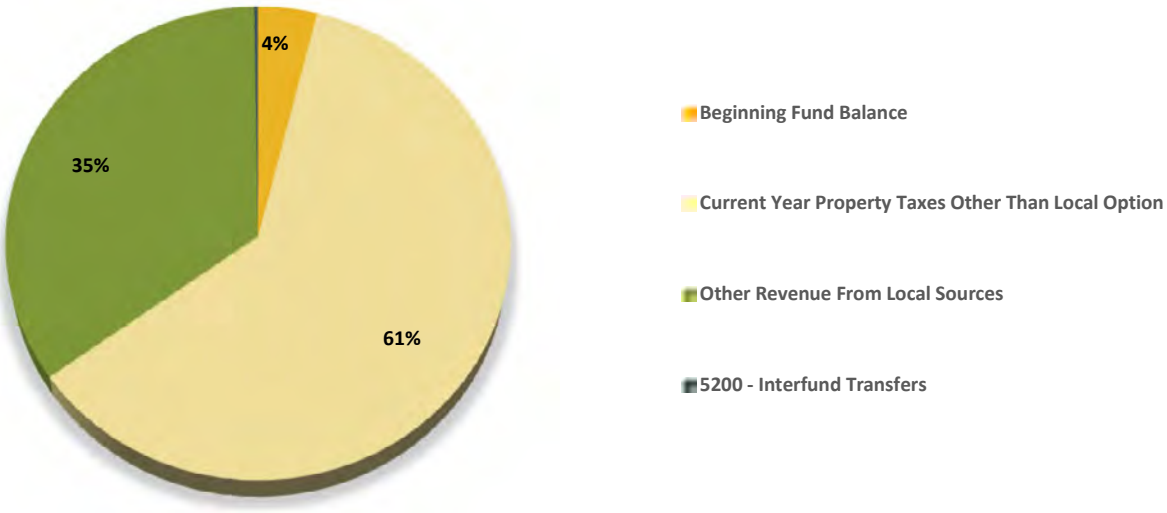
Percent of Resources by Major Object - 200 - Special Revenue Funds



Debt Service Fund

The Debt Service Fund is expected to grow by 6.2%. Debt repayment schedules have been structured to grow with assessed property values in an effort to keep millage rates stable over the life of the debt. Total resources in this fund are expected to grow from almost $242.4 million in 2022-23 to $257.3 million in 2023-24. These resources will be used to pay down principal and interest on current debt.

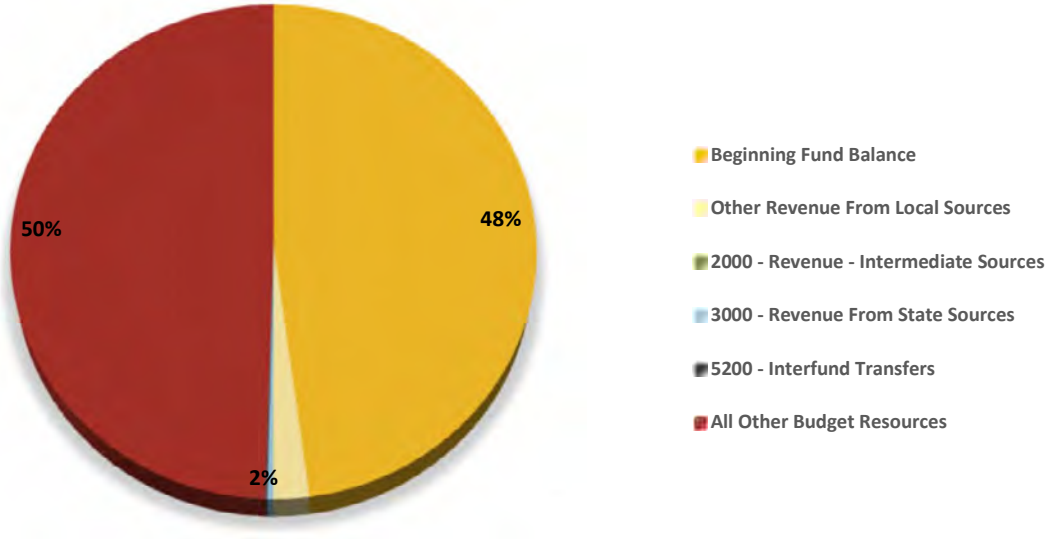
Percent of Resources by Major Object - 300 - Debt Service Funds



Capital Projects Fund

The Capital Projects Fund is expected to increase by 61.4%, or $317.2 million from 2022-23 to 2023-24. As construction projects develop, future bond sales will be appropriately recorded in accordance with Oregon Budget Law and District policy.

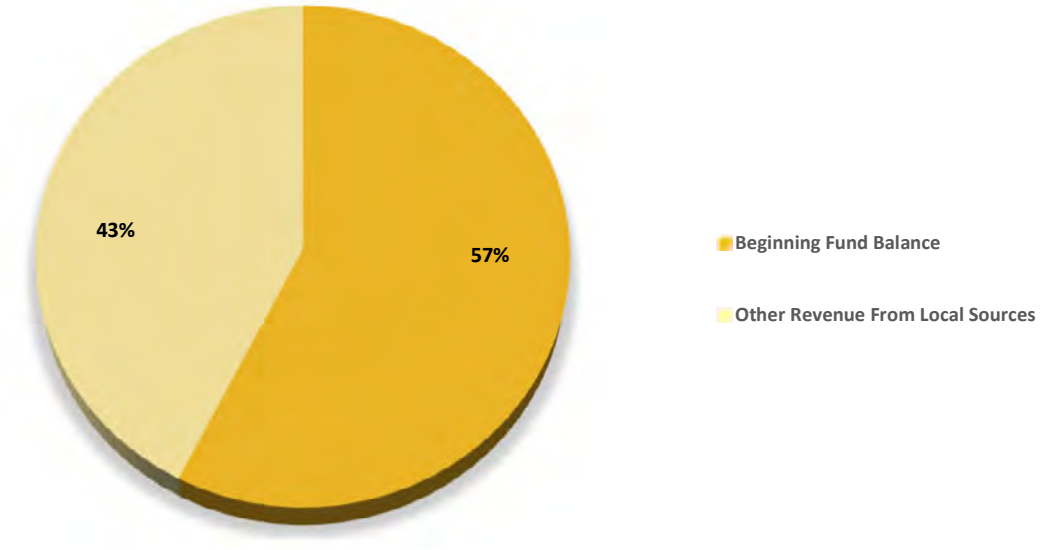
Percent of Resources by Major Object - 400 - Capital Projects Funds



Internal Service Fund

Resources in the Internal Service Fund are expected to increase by 3.9% in 2023-24 from 2022-23. Fund 601 is the only sub-fund currently budgeted to the Internal Service Fund and it serves as a Self-Insurance Fund for Workers' Compensation.

Percent of Resources by Major Object - 600 - Internal Service Funds



STATE SCHOOL FUND GRANTS AND PROPERTY TAX REVENUES

State School Fund and property taxes are primary sources of Portland Public Schools' Operating Fund, General Fund. The Legislature determines how much money is available from State sources such as income taxes, and local sources primarily property taxes.

State School Fund (SSF)

The State School Fund was created in response to the requirement that the state replace school tax revenue lost under Measure 5. The legislature created the State School Fund (SSF) and established an equalization formula to allocate revenue to schools on a weighted per-student basis.

State School Fund is calculated based on enrollment. A per-student amount consists of two different enrollment numbers: average daily membership, resident (ADMr) and average daily membership, weighted (ADMw). The ADMr number represents the average number of students enrolled in Portland Public Schools on a daily basis. The ADMw is an adjusted number to compensate for the high costs of educating certain groups of students, such as English Language Learners, special education, pregnant or parenting, income at or below poverty and students in foster care.

**Enrollment impacted by COVID-19 pandemic.*

The enrollment chart shows the actual October enrollment by year along with the middle projection provided by Portland State University's Population and Research Center (PRC). After seeing large enrollment declines with the COVID-19 pandemic from 2019-20 to 2021-22, enrollment has generally stabilized. Enrollment is still expected to decline, but not at the rate experienced during the pandemic.

Property Taxes

Property taxes from each school district's permanent rate are deducted from the General Purpose Grant to determine the amount the school district will receive from the State School Fund Grant. However, the property taxes from the 2009 Legislature gap bond and local option levy are excluded from the per student state school funding calculations.

Property owners are taxed on the combined rates of education and debt service to repay bond expenses from Measure 5. The permanent Property Tax Rate for Portland Public Schools is $5.2781 per $1,000 of assessed value.

Assessed values are limited to 3% increases a year unless there is new construction. Even if the market value is reduced, the assessed value can still go up by 3%. If the assessed value "catches up" to market value, it can only increase if the market value increases.

The permanent tax rates are determined by the State of Oregon Constitution and State Statutes. Existing districts cannot increase their permanent rate authority. Rates for debt services are set based on each year's requirements. For more information on the Gap Tax please see

https://www.oregonlegislature.gov/lro/Documents/report%205-99.pdf

The taxes levied are based upon the tax collection year July 1 to June 30.

SCHOOL STAFFING CHANGES

Beginning in 2019-20, in an effort to transform school and student achievement, differentiated levels of supports and resources were allocated to the schools with the greatest needs. Schools designated as Title I, Comprehensive Supports for Improvement (CSI), or Targeted Supports for Improvement (TSI) are considered those with the highest needs. CSI and TSI are federally required designations under the Every Student Succeeds Act (ESSA). The schools designated as CSI and TSI changed for 2023-24, but the main supports and resources provided to schools designated as Title I, CSI, or TSI did not change. Additional supports were also allocated to schools that were no longer designated as Title I, CSI, or TSI for 2023-24, in order to mitigate the loss of supports for which they would not qualify for without designation.

School staffing for 2023-24 was based on projected October 2023 enrollment, which primarily uses the actual October 2022 enrollment as the base, with adjustments made for population and housing changes and the grade progression rates at each school. The Southeast Guiding Coalition changes were also incorporated into the school staffing for 2023-24, which includes boundary and program changes at numerous schools, the conversion of a K-8 to separate Elementary and Middle Schools, and the merging of a focus option program with a school. After seeing large enrollment declines with the COVID-19 pandemic, enrollment has generally stabilized. Enrollment is still expected to decline, but not at the rate experienced during the pandemic. During the pandemic, enrollment-related staff losses that schools would have seen were offset using Elementary and Secondary School Emergency Relief Fund (ESSER) grant funds. For 2023-24, with a decline in ESSER grant funds, schools are being staffed to align with projected enrollment. The ESSER grant funds were also used to fund the Online Learning Academy during the pandemic and that program will be closing at the end of the 2022-23 school year. For 2023-24, all schools received over $100,000 for school improvement to spend down the remaining ESSER funds in a more equal way.

In addition to the ESSER funded school improvement grants, the main priorities for the 2023-24 school staffing are to continue previous targeted investments, continue the improved K-8 class size staffing thresholds set in 2022-23, revise the comprehensive middle school staffing formula, and add Instructional Coaches to all schools.

English Language Development (ELD) Staffing

There were no formula changes to the English Language Development staffing for 2023-24.

Special Education (SPED) Staffing

The only formula change to the Special Education staffing for 2023-24 is the School Psychologist allocation. Previously the School Psychologist allocation was based on the total number of Special Education students at the school. New for 2023-24, the allocation is now based on the total school enrollment. All other special education staffing formulas remain the same as they were in 2022-23.

CAPITAL PROJECTS SUMMARY FOR 2023-24

In November 2012 and May 2017, Portland voters overwhelmingly supported capital improvement bonds totaling nearly $1.30 billion to upgrade PPS schools. In November of 2020, Portland voters supported a third capital improvement bond totaling $1.20 billion.

The 2012 School Building Improvement Bond, totaling $482 million, enabled the district to make improvements in more than 51 schools, including seismic, accessibility and science classroom upgrades. In addition, Franklin, Roosevelt and Grant High Schools were modernized and Faubion PK-8 was completely rebuilt. All planned work is complete; some minor funds remain that may be used for bond-compensable projects once all other project funding reconciliations are complete.

The $790 million May 2017 Health, Safety and Modernization Bond is currently underway. McDaniel High School (formerly known as Madison High School) has been completely modernized and a new Kellogg Middle School has been built, with both opening to students in Fall 2021. The new Lincoln High School opened to students in fall 2022; work on the Lincoln High School track and fields will be completed in 2023. Construction on the modernized Benson Polytechnic High School will continue in 2023-24. Roughly 75% of the 2017 Bond funding set aside for health and safety projects across the District has been spent, but projects addressing lead paint, asbestos, and roof replacements will continue in 2023-24.

The $1.2 billion November 2020 School Bond is now allowing PPS to continue the work of improving the health and safety of our aging school buildings with new roofs and mechanical systems, seismic retrofits, accessibility upgrades, improved Special Education learning environments, and security upgrades. Large capital projects, including the modernization of Jefferson High School, the Center for Black Student Excellence, and a new Multiple Pathways to Graduation building (on the Benson campus) are progressing. The modernization planning and design of Cleveland High School, Ida B Wells High School, and additional capacity at Roosevelt High School will start in 2023-24. Health and safety projects have been in construction since 2021 and will continue forward over the next year. Adoption of new curricula and deployment of technology upgrades have also been underway since 2021 and will continue apace in 2023-24. For additional information on our bond projects please visit: https://www.pps.net/domain/62.

School Board

Zone	Board Member	Board Term Expires
1	Andrew Scott (Chair)	6/30/2023
2	Michelle DePass	6/30/2023
3	Amy Kohnstamm	6/30/2023
4	Herman Greene	6/30/2025
5	Gary Hollands (Vice Chair)	6/30/2025
6	Julia Brim-Edwards	6/30/2025
7	Eilidh Lowery	6/30/2023
Student Representative	Byronie McMahon	6/30/2023

Community Budget Review Committee (CBRC)

Committee Member	Committee Term Expires
Karanja Crews	6/30/2025
Mariah Dula	6/30/2025
Dashiell Elliott	6/30/2025
Tasha Ferguson	6/30/2025
Paul Freese	6/30/2025
Grace Groom	6/30/2025
Sonya Harvey	6/30/2025
Roger Kirchner	6/30/2024
Stephan Lindner	6/30/2025
Lisa Selman	6/30/2023
Elona J. Wilson	6/30/2023
Olympia Calvert, Student Representative	6/30/2023
Max Niedermen, Student Representative	6/30/2023

Administrative Personnel

Name	Title
Guadalupe Guerrero	Superintendent
Dr. Cheryl Proctor	Deputy Superintendent, Instruction & School Communities
Vacant	Deputy Superintendent, Business & Operations
Jonathan Garcia	Chief of Staff
Liz Large	Contracted General Counsel
Dr. Renard Adams	Chief of Research, Assessment & Accountability
Dr. Kimberlee Armstrong	Chief Academic Officer
Jey Buno	Chief of Student Support Services
Margaret Calvert	Regional Superintendent, Secondary Schools and Multiple Pathways
Nolberto Delgadillo	Chief Financial Officer
Jon Franco	Chief of Schools
Dan Jung	Chief Operating Officer
Dani Ledezma	Senior Advisor, Racial Equity & Social Justice
Freddie Mack	Senior Director of Communications
Dr. Esther Omogbehin	Regional Superintendent, Elementary Schools
Rosanne Powell	Senior Manager, Board of Education
Sharon Reese	Chief Human Resources Officer
Don Wolff	Chief Technology Officer

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ORGANIZATIONAL SECTION

ORGANIZATIONAL SECTION

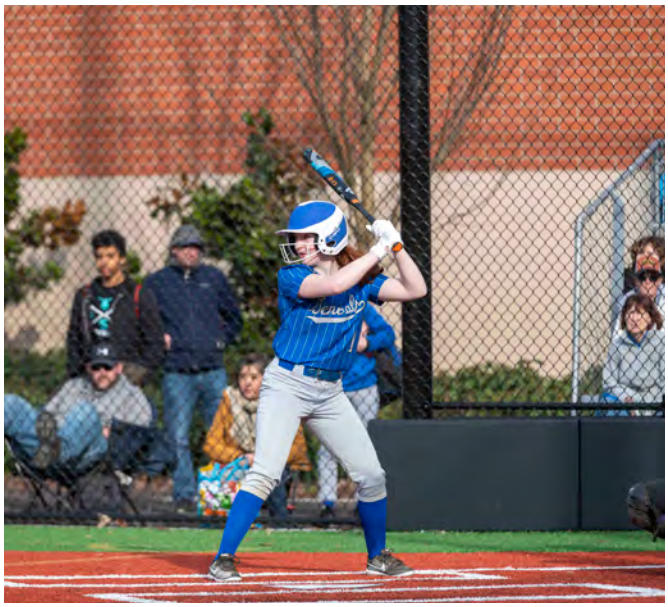
The organizational section is comprised of general information about the District and its budget, including the level of education provided, geographic area served, and number of schools and students. Also included in this section are significant budget and financial policies, procedures and regulations as well as a detailed description of the budget process.

THE DISTRICT AND THE COMMUNITY

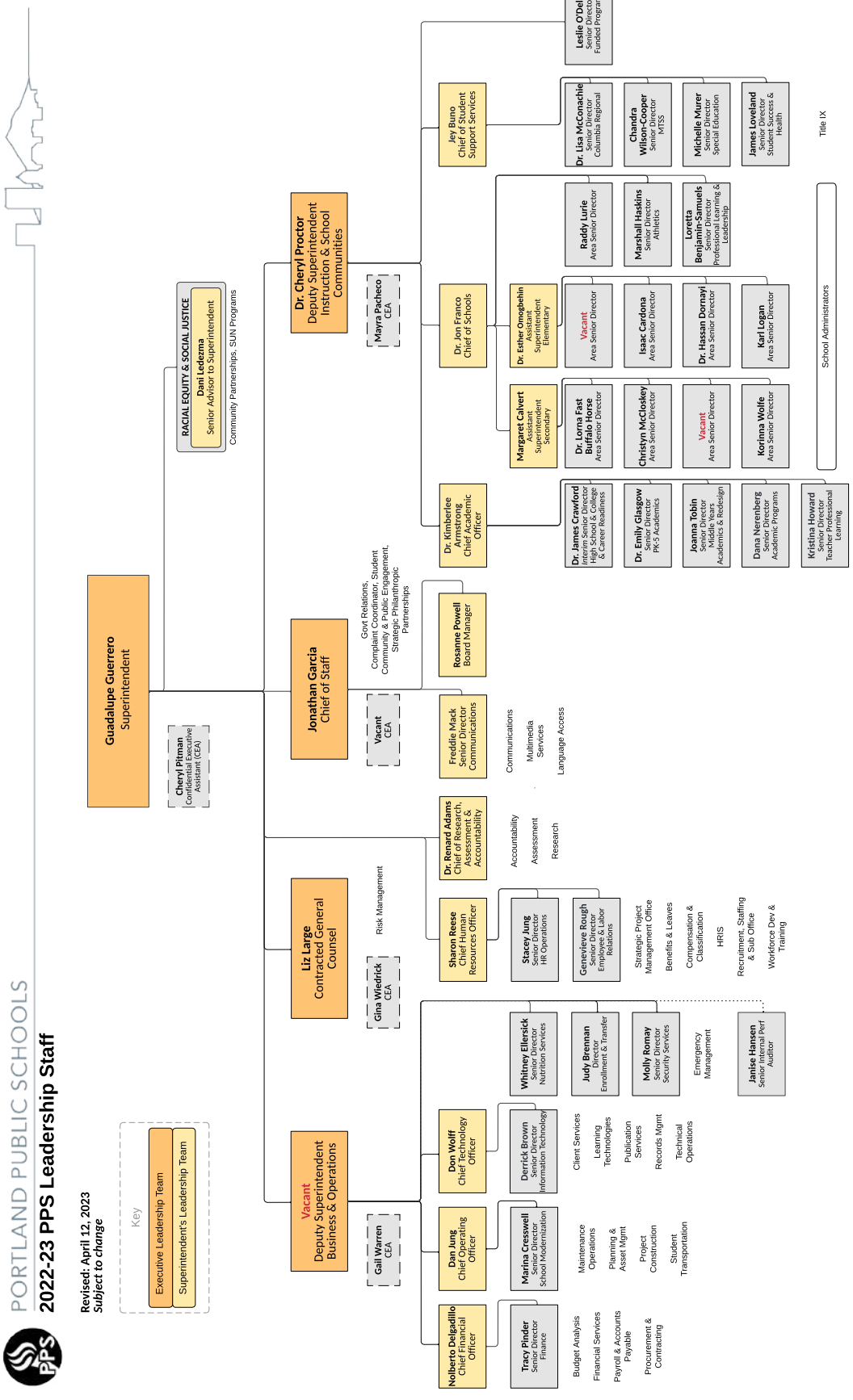
General Information

Established in 1851, Portland Public Schools is the largest and oldest school district in the State of Oregon. Located in Northwestern Oregon at the confluence of the Columbia and Willamette Rivers, the District covers an area over 152 square miles. The district boundaries include portions of the cities of Portland (pop. 641,162), Lake Oswego (pop. 40,411), and Milwaukie (pop. 20,946), based on the July 2021 data from the U.S. Census Bureau, Population Estimates Program (PEP). The District owns and maintains over 100 campuses (schools and other uses) with more than 300 buildings and a total floor area of more than 9 million square feet. Please see Volume 2 for building location, age, and grade level information.

The Portland Public School District Board, elected by a majority of the voting electorate, is the governing body responsible for the District's public decisions. The seven member Board has oversight responsibility and control over all activities related to the District. The Board is accountable for all fiscal matters that significantly influence operations.



ORGANIZATIONAL CHART



THE BOARD OF EDUCATION

The Board of Education (also referred to as School Board or Board) is the chief governing body of the District and is accountable for all fiscal matters that significantly affect operations. Its seven elected members establish and oversee the District's policies, and appoint the Superintendent of the District.

The School Board establishes guidelines and regulations concerning organization, general policies, and major plans and procedures for the District. They are legally responsible for the education of all children residing within the 152-square-mile school district. The Board requires the Superintendent to manage the budget, direct over 8,000 employees, supervise approximately 45,000 students, and make recommendations on the operation of the District.

The School Board holds twice monthly regular meetings to consider, discuss, and determine District direction on a wide range of issues. Special meetings or work sessions are held as needed to discuss specific topics. Meeting dates may be obtained at http://www.pps.net/Page/1679 under the Board Calendar and Public Notices links.

Voters living within District boundaries (including most of the City of Portland and portions of unincorporated Multnomah, Clackamas, and Washington Counties) elect Board members by zones. School Board members serve four-year terms without compensation and may be reelected. School Board Student Representatives, selected by the Superintendent's Student Advisory Committee, serve as unofficial voting members for one year to represent the students and to report on various activities.

Zone 1

Andrew Scott (Board Chair)

anscott@pps.net

Current Term: 7/2019-6/2023

Zone 2

Michelle DePass

mdepass@pps.net

Current Term: 7/2019-6/2023

Zone 3

Amy Kohnstamm

akohnstamm@pps.net

Current Term: 7/2019-6/2023

Zone 4

Herman Greene

Hermangreene@pps.net

Current Term: 7/2021-6/2025

Zone 5

Gary Hollands (Board Vice Chair)

ghollands@pps.net

Current Term: 7/2021-6/2025

Zone 6

Julia Brim-Edwards

jbrim-edwards@pps.net

Current Term: 7/2021-6/2025

Zone 7

Eilidh Lowery

elowery@pps.net

Current Term: 7/2019-6/2023

Student Representative

Byronie McMahon

bmcmahon@pps.net

Current Term: 07/2022-06/2023

PORTLAND PUBLIC SCHOOLS

2022-23 Attendance Areas and Schools

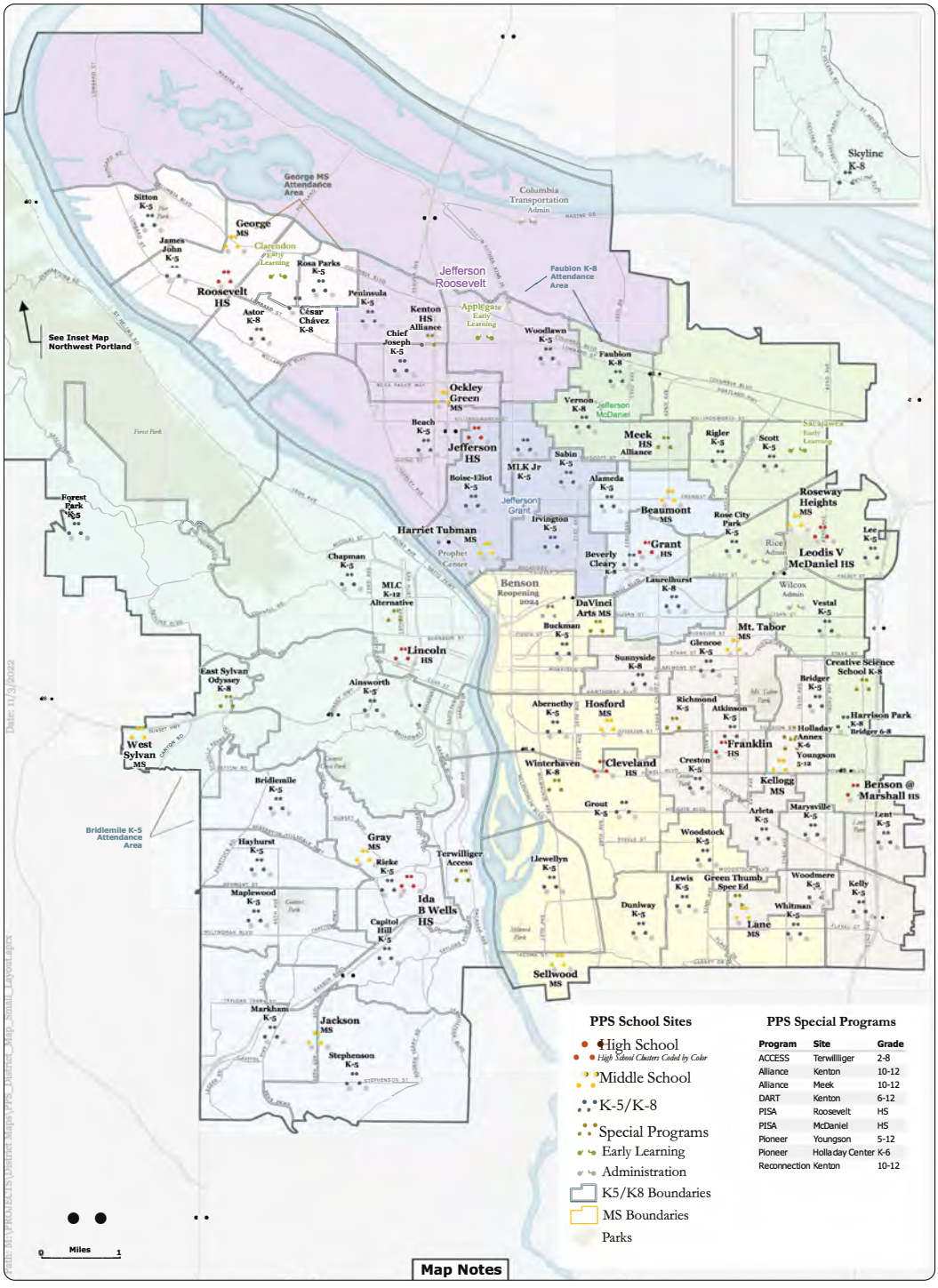
Portland Public Schools is the largest of six school districts within the city of Portland, educating approximately 45,000 students. Every K-12 student has a neighborhood school based on home address.

General information: *www.pps.net, 503-916-2000*
Detailed School Boundaries: *www.pps.net/map*
School Boundaries Do Not Reflect City or County Lines

Map Notes:

Rigler is a Spanish Immersion School, with the option to attend Scott Elementary. Rigler students attend either Beaumont MS for Spanish Immersion or Roseway Heights MS.

Benson HS is temporarily located at the Marshall site and will reopen in 2024
The Willamette River is a functional boundary for all attendance areas.



Forward Together

2021–2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence

Portland Public Schools relmagined—our vision—serves as our compass toward a shared "north star," knitting together our community's long-term aspirations for our graduates, educators, and the overall school system. *Forward Together: PPS's 2021–2025 Strategic Plan for Racial Equity, Inclusion, and Excellence* is the first in a series of multi-year strategic plans for the district, outlining the important steps we'll take on the road toward realizing our vision.

Thank you for your support and engagement as we roll up our sleeves to make our audacious strategic plan widely understood, relevant, and real, in order to ensure the success of everyone at Portland Public Schools.

The focus areas of the plan are organized under four main themes:

1 Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan.

Strategic Outcomes

- Transform Structures for Racial Equity
- Cultivate a Culture of Racial Equity and Care
- Reimagine Relationships and a Sense of Belonging
- Plan the Center for Black Student Excellence
- Ensure Equitable Access to Facility Resources

2 Inclusive and Differentiated Learning for Every Child

We celebrate the diversity of our students, and are working to provide differentiated learning experiences and supports that meet every child where they are, work with their interests, and enable them to thrive at PPS. We have a significant population who have varying abilities that require special attention and programs. Many students with disabilities, and those with complex learning needs, were not well-served by COVID-19 virtual learning. We need to strengthen educational offerings for every student, including those with disabilities, and expand resources for their physical and emotional safety. And we must make learning relatable and relevant for real-world contexts—for jobs, technology, and challenges of the future—for every student.

Strategic Outcomes

- Develop an Integrated Instructional Framework
- Design Learning Experiences that Promote Self-Directed, Future-Ready Learning
- Implement Multi-Tiered System of Supports
- Establish Systems and Structures for Inclusion
- Promote an Inclusive Mindset
- Build the Advocacy Power of Students and Families of Students with Disabilities

3 Professional Excellence and Support

To become a world-class school district, we must hire talented people from diverse backgrounds and experiences. We also know that our world-class staff needs ongoing professional support and resources. This will require action across many forms, including better communication and coordination; career pathways for educators, building our educators' capacity in social and emotional support to students; and a culture of adult learning to accelerate student achievement.

Strategic Outcomes

- Develop a Diverse, High-Quality, and Thriving Workforce
- Advance Our Organizational Learning Culture and Practice

4 Embracing Change

We need to create and support a culture open to positive change—as a system. The way we solve problems systematically, the way we build a culture and approach to successfully manage our work, the way we build trust and promote empathy, the way we communicate within our system and to our stakeholders—all of these are actions that require constant refinement and improvement.

Strategic Outcomes

- Socialize Our Vision and Strategic Plan
- Build a Collective Sense of Trust and Belonging
- Establish a System-Wide Project Management Culture and Practice
- Embed System-Wide Data-Driven Continuous Improvement Practices
- Establish Exceptional Service Culture and Standards
- Implement a Proactive, Effective, and Creative Communication Practice
- Launch an Innovation Practice that Reimagines System Problem Solving
- Cultivate and Promote Aligned Community Partnerships
- Develop a Coherent System-Wide Community Engagement Approach

To learn more about our Strategic Plan, visit pps.net/forwardtogether

RACIAL EQUITY & SOCIAL JUSTICE
Transform Structures for Racial Equity
Cultivate a Culture of Racial Equity & Care
Reimagine Relationships & a Sense of Belonging
Plan the Center for Black Student Excellence
Ensure Equitable Access to Facility Resources
INCLUSIVE & DIFFERENTIATED LEARNING FOR EVERY CHILD
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PROFESSIONAL EXCELLENCE & SUPPORT
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Develop a Coherent System-Wide Community Engagement Approach
EMBRACING CHANGE
PPS
PORTLAND PUBLIC SCHOOLS

Our Vision

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Our Mission

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

Our Theory of Action

If … We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student…

Then … We will relmagine Portland Public Schools to ensure every student, especially our Black and Native American students who experience the greatest barriers, realizes the Vision of the Graduate Portrait.

Student-centered Indicators

We will increase

> Students who report increasing sense of belonging as measured by the Successful Schools Survey

> Number of students on track for the Graduate Portrait milestones as expressed by the Graduate Portrait continuum

We will reduce

> Opportunity gaps for Black and Native students by increasing numbers of students prepared for 1st grade as measured by an appropriate set of early learning indicators, and by our progress on our Board Goals

> Disproportionate identification of students in Special Education, especially our Black, Native, and English Learner students

> Disproportionality in exclusionary discipline measures for our Black and Native students

Students will

> Report learning is more engaging and relevant for their future

> Report their learning experiences support their understanding and attainment of the Graduate Portrait

> Be able to self-assess growth on the Graduate Portrait, including an adapted Graduate Portrait for students with disabilities, using a developmentally appropriate continuum

Other Success Indicators Related to Educator Essentials and Implementation of Key Strategies

> Increases in number of educators of color who are hired and retained, and in educators of color reporting feeling a sense of belonging

> The regular use of Educator Essentials to self-assess professional growth

> Data driven, continuous improvement practices evident at grade level, schools, departments, and district as a whole

> Evidence that educators are aligning their work and professional learning to the Vision

PORTLAND PUBLIC SCHOOLS

POLICIES AND REGULATIONS

The Budget Process

The budget is developed by incorporating input from the Board of Education, the Superintendent and staff, the public, and information from the State Legislature regarding the funding level of the State School Fund (SSF).

Board Discussion and Community Engagement

During the course of the year the Board held work sessions, committee presentations, and discussions on a number of program topics which included information about budget implications and possibilities.

Local Budget Law

Budgeting in Oregon is governed by Local Budget Law, Chapter 294 of the Oregon Revised Statutes. The law has two major objectives:

- To provide standard procedures for preparing, presenting, and administering local budgets
- To ensure community involvement in the preparation of the budget

Local Budget Law provides a method of estimating revenues, expenditures and proposed taxes for all major funds and offers an approach for outlining the programs and services to be provided by the schools to implement fiscal policies and financial decisions.

The structure of school budgets in the State of Oregon is further defined by the Oregon Department of Education (ODE). ODE, through the administrative rule process, defines the structure of the budget and the classification system to be used; guidance is published in the Program Budgeting and Accounting Manual (see below). The budget forms defined by ODE present the planned Resources and Requirements the District budgets to carry out its educational mission.

Further information on specific requirements for the budget process and budget document may be found at the Tax Supervising Conservation Commission (TSCC) website - http://www.tsccmultco.com/.

Detail on ODE requirements can be found in the Oregon Administrative Rules (OAR), at: https://secure.sos.state.or.us/oard/ruleSearch.action

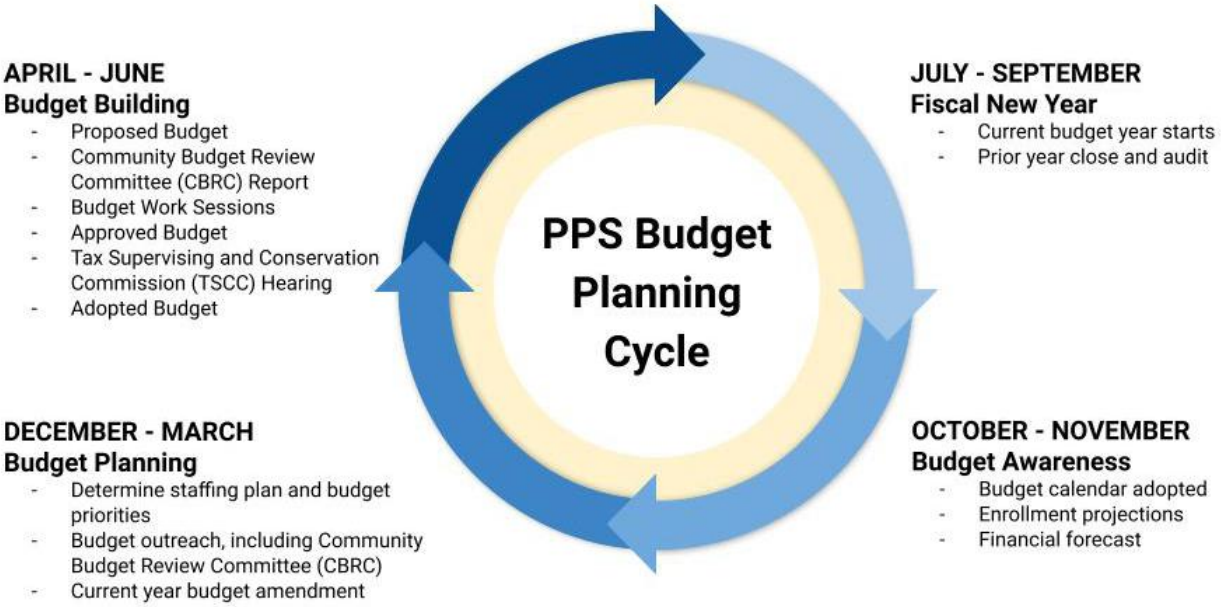
Budgeting is a Continuous Process

Budgeting is a continuous process taking almost 24 months to complete a cycle. The budgeting process has various phases with three distinct products:

- **Proposed Budget** - Staff works to assist the Superintendent and to prepare a proposed budget for the upcoming fiscal year. In addition to staff work, the Superintendent provides regular updates and leads discussions with the Board, as well as listening sessions at public meetings to gather community input. The Proposed Budget is the product of an extensive, collaborative process of budget development, analysis, and revision, which builds upon work done in reviewing programs and developing new plans for delivering services to students and families. The outcome is the Superintendent's Proposed Budget document, also called the Budget Book.
- **Approved Budget** - The Board, sitting as the Budget Committee, reviews and discusses the Proposed Budget. The Budget Committee refines the Proposed Budget and votes to approve a budget and impose property taxes. This stage also involves budget review and input from the

Community Budget Review Committee. This committee performs separate review and analysis of the Proposed Budget and provides recommendations to the Board acting as the Budget Committee. This phase of budget development requires public participation and at least one public hearing. The Approved Budget is passed to the TSCC for its review and certification.

- **Adopted Budget** - The District's Approved Budget is reviewed and certified by the TSCC. Unique to Multnomah County, the TSCC is a five-member board appointed by the Governor that reviews the budgets of all governmental jurisdictions in Multnomah County. The Commission, following standard procedures established by the State Department of Revenue, is responsible for ensuring the District budget complies with local budget law. The TSCC certifies the Approved Budget after review. Successful completion of that action includes a public hearing held by TSCC. The Board further refines the budget prior to final adoption in late June, but no later than June 30. The Board, as a governing body, votes to adopt the Budget, levy taxes and appropriate funds. The outcome is a legally adopted budget published as the Budget Book.
- **Amending the Budget** - Local Budget Law defines procedures and controls on allowed changes to the budget during the fiscal year, commonly referred to as supplemental budgets. In supplemental budgets, the District may increase appropriations within the guidelines defined in Local Budget Law. The size of the increase determines whether a minor or major supplemental budget process is required.
    - A minor supplemental budget process (increase in any fund must be less than ten percent of expenditures) provides the Board the opportunity to change the budget during the year. Minor supplemental budgets are scheduled as needed, usually in the fall or winter, after school begins and staff movement has been finalized, and again in the spring.
    - A major supplemental budget process (any fund increase of ten percent or more of expenditures) occurs as needed. Major supplemental budgets are infrequent and normally timed to coincide with the minor supplemental budget actions. Major supplemental budget actions require a public notice and public hearing.



Budget Methodology

The District seeks to align resources to programs and strategies with proven student outcomes. Additionally, since the PPS Strategic Plan adoption in June 2021, the District has focused on allocating resources to target goals and outcomes in the plan.

Budget Officer and Budget Committee

To ensure participation in the budget process, Local Budget Law requires that a budget officer be appointed and a budget committee consisting of Board members and members of the public be formed. At PPS the budget officer is currently the Chief Financial Officer. For local jurisdictions with greater than 200,000 in population such as PPS, the elected body is the Budget Committee, with no community members. The District's budget officer prepares the Proposed Budget under the direction of the Superintendent. The Budget Committee then reviews, revises, and approves the budget before it is formally adopted by the governing body.

Public notices are published, budgets are made available for public review, and opportunities for public comment are also provided. This structure encourages public participation in the budget decision-making process and gives public exposure to budgeted programs and fiscal policies prior to adoption.

Community Budget Review Committee (CBRC)

The District is not required to have a budget committee composed of community members. However, the Board has established a Community Budget Review Committee (CBRC) composed of several community stakeholders to advise the Board on the budget. The CBRC reviews, evaluates, and makes recommendations to the Board regarding the Superintendent's Proposed Budget and any other budgetary issues the CBRC or the Board identify. The CBRC also monitors and advises the Board on the allocation and expenditure of Local Option Levy funds.

Capital Projects

The District reviews capital projects on a monthly basis both for cash flow and arbitrage consideration within the context of achieving the stated outcomes in the bond's ballot. The PPS Finance Team, Office of School Modernization, Technology and Curriculum teams meet with financial planners for planning future capital needs and subsequent strategy for issuing debt.

The School Board votes on all debt issuance resolutions. The Board is also presented with a Capital Improvement Plan and Long-Range Facility Plans. The information includes which schools are included in the bond projects. Bond Accountability Committee (BAC) meets quarterly to review bond funded projects and offer advice to the School Board.

The Long Range Facility Planning Process

Portland Public Schools' Board of Education accepted the Long-Range Facility Plan in December 2021 after a year of development and engagement with the broader District community. The Long-Range Facility Plan outlines a sequence of planning processes intended to guide future capital measures.

The plan synthesizes three primary considerations:

- Educational program requirements
- Enrollment and capacity
- Facility condition

These considerations are guided by a strategic vision established by the District and informed by input from the broader district community. This work is an opportunity to institute lasting change by re-envisioning teaching and learning environments. The District garnered ideas from diverse communities and developed a representative vision for the future of our schools.

All large school districts in Oregon are required to complete a Long-Range Facility Plan every ten years. The purpose of the document is to plan for future capital improvements within the context of current educational vision and student enrollment trends over the next 10 to 15 years. The plan provides a strategic framework to be tested against community voice and vision prior to future bond campaigns. A Long-Range Facility Plan is intended to provide clear sightlines for the management of Portland Public Schools facilities over time, such that they continually support the ongoing success of district students, staff, and community.

The plan also addresses the requirements of OAR 581-027-0040, Long-Range Facility Plan Requirements, and Section 5 of ORS 195.110, School Facility Plan for Large School Districts. In doing so, this plan creates a framework for future bond-planning efforts, reflects community values, and targets alignment with community capital support.

The Long-Range Facility Plan document falls within a sequence of steps recommended by the state before capital Bond planning. Preceding this document is a multi-year facility condition assessment and enrollment forecasts outlining student population trends for the next fifteen years. Building on these efforts, this plan documents capital forecasts in the context of educational vision, building condition, and building capacity.

Many steps remain before a capital measure can be referred to the voters. It is essential to recognize that the Long-Range Facility Plan document does not make commitments that will require future Board action or make specific recommendations for future bonds. Instead, the Long-Range Facility Plan is intended to provide a framework to be tested against community voice and vision before future capital measures. Access this PPS website for more information: https://www.pps.net/Page/954

Bond Accountability Committee

The Bond Accountability Committee (BAC) is made up of seven to ten members reflective, to the extent possible, of the diversity of Portland. The members shall have a reputation for fairness and transparency and experience in building design, construction, public contracting, budgeting, and/or auditing. The Board will appoint committee members and a chairperson or co-chairpersons.

The committee meets quarterly to review bond funded projects and offer advice to the School Board, on:

A. Whether bond revenues are expended only for the purpose for which the bond was approved

B. Alignment with the goals and principles of the district's Long Range Facilities Plan

C. Alignment with the goals of the Business Equity Policy

D. Lowering maintenance and construction costs while improving operating efficiency

E. Historic preservation and school renovation

F. Potential capital partnerships for joint and shared use of PPS facilities

G. Implementation of appropriate ways to address seismic issues

H. Compliance with ADA requirements

Access this PPS website for more information: https://www.pps.net/Page/464

Board Policies

Board policy 2.10.010-P establishes the Board's requirements for Racial Educational Equity.

Board policy 8.10.025-P establishes the Board's requirements for contingencies and reserves.

Most notably, the Board has established a goal of maintaining an operating contingency of 5-10%. The goal for the reserve will be set as part of the District's long-range financial plan, with an expectation that the District will achieve and sustain a 10% reserve.

Administrative Directive 8.10.030-AD establishes the guidelines for budget reallocations post adopted budget. .

Budgetary Basis of Accounting

The District reports financial position, results of operations, and changes in fund balance/net position on the basis of Generally Accepted Accounting Principles (GAAP). The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary fund financial statements. The budgetary statements provided as part of required or other supplementary information are presented on the budgetary basis to provide a meaningful comparison of actual results with the budget.

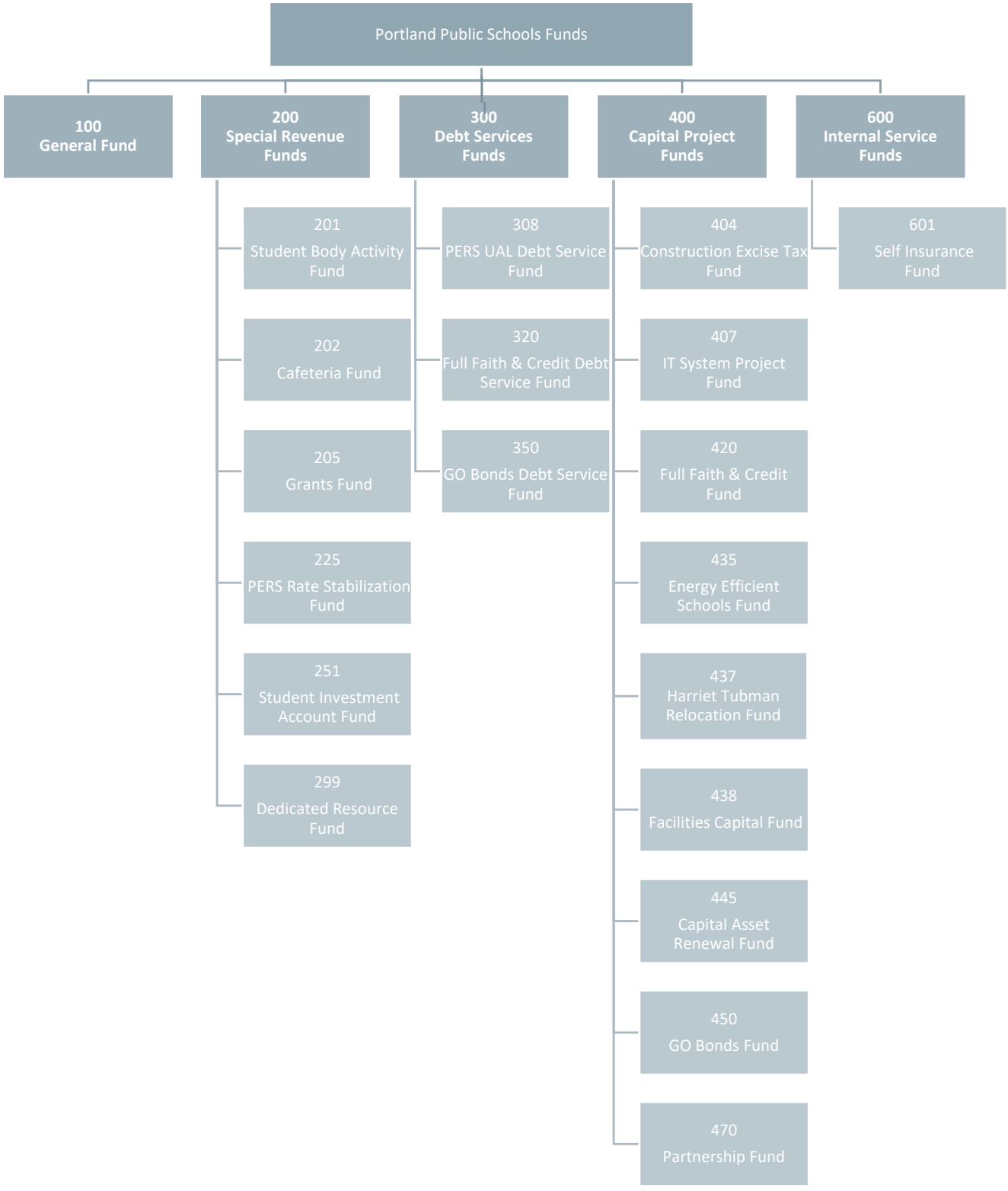
BUDGET CALENDAR

Portland Public Schools
Calendar to Adopt the 2023-24 Budget
Adopted October 11, 2022

			Board Inform / Review	Board Action	
BUDGET PLANNING	**September 20, 2022**	***School Board Meeting*** Board reviews draft 2023-24 Budget Calendar	✓		BESC
	October 11, 2022	***School Board Meeting*** Board adopts 2023-24 Budget Calendar		✓	
	October 25, 2022	***School Board Meeting*** Board appoints Community Budget Review Committee (CBRC) members		✓	BESC
	Oct-Nov 2022	***Community Engagement Events***			TBD
	November 2022	***School Board Budget Work Session***	✓		BESC
	February 2023	***School Board Budget Work Session***	✓		BESC
	March 14, 2023	***School Board Budget Work Session with CBRC***	✓		BESC
BUDGET BUILDING	**April 2, 2023**	***Publish 1st Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 9, 2023	***Publish 2nd Notice of Budget Committee Meeting*** *(5 to 30 days before the meeting)*			The Oregonian Web Site
	April 25, 2023	***School Board Meeting*** ***CBRC in attendance*** **Proposed Budget:** Superintendent delivers 2023-24 Proposed Budget message and presentation	✓		BESC
	May 4, 2023	***School Board Budget Work Session*** Board conducts formal public engagement session on Proposed Budget		✓	BESC
	May 9, 2023	***School Board Meeting*** CBRC presents 2023-24 Proposed Budget Report to the Board	✓		BESC
	May 23, 2023	***School Board Meeting*** **Approved Budget**: Board as Budget Committee approves 2023-24 Proposed Budget		✓	BESC
	June 4, 2023	***Publish Notice of Budget Hearing and Budget Summary***			The Oregonian Web Site
	June 13, 2023	***TSCC Hearing (prior to School Board Meeting, pending TSCC confirmation)*** TSCC certifies 2023-24 Approved Budget ***School Board Meeting*** **Adopted Budget:** Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	BESC
	July 15, 2023	***Submit Tax Certification documentations*** *File budget information with County Recorder and Designated Agencies*			

PORTLAND PUBLIC SCHOOLS FUND STRUCTURE

The Fund Structure is defined by the Oregon Department of Education (ODE) and is outlined in the Program Budgeting and Accounting Manual (PBAM). The PBAM can be found on ODE's website.



Fund Descriptions and Definitions

Fund Type	Fund Purpose	Budgeted Funds
100 General Fund	The primary day-to-day operating fund of the District.	100 - General Fund
200 Special Revenue Funds	Dedicated revenues such as: Federal, State and Local Grants and Private Donations.	201 - Student Body Activity Fund 202 - Cafeteria Fund 205 - Grants Fund 225 - PERS Rate Stabilization Fund 251 - Student Investment Account Fund 299 - Dedicated resource Fund
300 Debt Service Funds	Accounts for the payment of principal and interest on certain long-term debt.	308 - PERS UAL Debt Service Fund 320 - Full Faith & Credit Debt Service Fund 350 - GO Bonds Debt Service Fund
400 Capital Project Funds	Resources and expenditures used to finance acquisition of technology or construction or renovation of capital facilities.	404 - Construction Excise Tax Fund 407 - IT System Project Fund 420 - Full Faith & Credit Funds 435 - Energy Efficient Schools Fund 437 – Harriet Tubman Relocation Fund 438 - Facilities Capital Fund 445 - Capital Asset Renewal Fund 450 - GO Bonds Fund 470 - Partnership Funds
600 Internal Service Fund	Accounts for services furnished by one department or agency to another department or agency on a cost-reimbursement basis.	601 - Self Insurance Fund

CLASSIFICATION OF REVENUES AND EXPENDITURES

Oregon Program Budgeting & Accounting Manual

Pursuant to the Program Budgeting and Accounting Manual (PBAM), PPS classifies revenues by five major sources:

Major Sources

1000 Local Sources
2000 Intermediate Sources
3000 State Sources
4000 Federal Sources
5000 Other Sources

Expenditures are classified by function and object.

Major Functions

1000 Instruction
2000 Support Services
3000 Enterprise and Community Services
4000 Facilities Acquisition and Construction
5000 Other Uses (Interagency/Fund Transactions and Debt Service)
6000 Contingency
7000 Unappropriated Ending Fund Balance

Major Objects

100 Salaries
200 Associated Payroll Costs
300 Purchased Services
400 Supplies and Materials
500 Capital Outlay
600 Other Objects
700 Transfers
800 Other Uses of Funds

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.[1]

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

[1] For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook.* (2007).

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.[2] The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

A. 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.
B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

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[2] Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

	BOARD POLICY **Portland Public Schools** **Racial Educational Equity Policy**	**2.10.010-P**

F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History: Adopted by Resolution No. 4459, 6-13-11

	BOARD POLICY **Contingencies and Reserves**	**8.10.025-P**

1. The Board understands that to avoid financial instability, continuing expenditure requirements should be insulated from typical fluctuations in revenues and expenditures.
2. It is the goal of the Board to fund and maintain a reserve in the general fund that shall range from 5% to 10% of annual general fund revenues. The goals for the reserve will be set as part of the District's long-range financial plan, with an expectation that the District will achieve and sustain a 10% reserve. The Board shall establish an annual operating contingency each fiscal year during the budget process.
3. Contingencies and reserves will be established pursuant to ORS 294.388. Interfund transfers from contingency will be made in accordance with ORS 294.463. The Board may authorize by resolution transfers of contingency funds of up to 15%. Transfers that exceed 15% may be made only after Board approval and adoption of a supplemental budget for that purpose.
4. Reserves generally should not be used for new or increased operating costs or investments. Reserves may be used at the discretion of the Board to address one-time emergencies and unanticipated expenditure requirements or to offset unanticipated revenue fluctuations occurring within a fiscal year. In the event that reserves are expended, there will be a plan to replenish the expended funds within three fiscal years.
5. Reserves are the fund balances carried over from year to year and contingency funds are annually budgeted and reflected in current year fund balances.

Legal References: ORS 294.388, ORS 294.463. History: Adpt. 4/8/02; Rev. 4/19/17; Rev. 6/2019

	BOARD POLICY **Administrative Directive**	**8.10.030-AD**

8.10.030-AD Budget Reallocations – Post Budget Adoption

I. Purpose

This administrative directive establishes the guidelines to assure consistent and detailed communication between the Superintendent and the Board regarding fiscal issues. Communication is essential under circumstances that could result in significant reductions or reallocations of funding after the Board has adopted the budget.

II. General Provisions

The Finance, Audit and Operations Committee will be apprised in a timely manner of significant changes in revenue expectations and cost/expenditure patterns. In particular, the Finance, Audit and Operations Committee will be informed when fiscal circumstances may result in the need for transfers from the contingency fund.

III. Provision of Information to the Board

(1) Budget to Actual Financial Reports and Revenue Reports will be provided to and discussed with the Board Finance, Audit and Operations Committee on a monthly basis.

(2) Specific information regarding budget reductions will be provided to the committee when expenditure adjustments are considered significant. Criteria for judging the significance of a change can include:

(a) Expenditure items or programs that are of priority to or of special interest to Board members as reflected in history of Board and committee meetings;

(b) Expenditure items or program adjustments that exceed $250,000;

(c) Program changes expected to have direct and noticeable student or staff impact;

(d) Any proposed reallocations from the contingency fund.

(3) Upon request or as deemed appropriate, information will be provided to all Board members.

	BOARD POLICY **Administrative Directive**	**8.10.030-AD**

(4) At the option of the Finance, Audit and Operations chair, particular expenditure reductions could be considered 'major' as defined below, triggering a more extensive review and submittal of information to the Board.

IV. Process for Determining Major Expenditure Reductions

Major budget reallocations are defined here as those that exceed .5% of the General Fund Operating Budget.

(1) In the event that major expenditure reductions must be undertaken, the Superintendent will consult with the Finance, Audit and Operations Committee in preparation of recommendations for such reductions.

(2) Subsequent to consultation with the Finance, Audit and Operations Committee, the Superintendent will report to the full Board regarding plans and recommendations for expenditure reductions. The following types of background information will be provided:

(a) Superintendent's recommendations for reductions;

(b) Criteria and policy assumptions that underlie the prioritization of the reductions;

(c) Explanation of the procedure/process used in developing the recommendations for reductions;

(d) Expected consequences/impact of the reduction on services.

(3) The Superintendent will submit the reduction recommendations to the Board for approval by resolution.

V. Contingency Fund Transfers

(1) If the Superintendent recommends a transfer from the Contingency Fund, justification for this transfer will first be presented to the Finance, Audit and Operations Committee for discussion.

(2) After consultation with the Finance, Audit and Operations Committee, the Superintendent will submit the recommendation to the Board for approval by resolution.

FINANCIAL SECTION

FINANCIAL SECTION

The financial section contains required information for the District's funds and descriptions of significant revenue sources and expenditure categories.

FINANCIAL OVERVIEW

The Financial Section details the financial resources and requirements of the school district. Resources include revenues from local, state, and federal sources, as well as beginning fund balances. Requirements are the expenditures necessary for operating the district, along with contingencies and ending fund balances. This section contains summaries of assumptions and major shifts; descriptions of funds, programs, and accounts used for budgeting; a high-level overview of all the district's Resources and Requirements; and summaries for each of the funds: General (100), Special Revenue (200), Debt Service (300), Capital Projects (400), and Internal Service (600). The section ends with detailed reports for each of the funds. Throughout the Proposed Budget, the budget information in the 2022-23 year is from the 2022-23 Adopted Budget.

The budget for 2023-24 reflects the continued and additional investments in the following areas using available resources:

Continue Academic Supports and Interventions for Historically Underserved Students

- Targeted learning supports (i.e. learning acceleration specialists, high dosage tutoring) across PPS schools with a focus on supporting students at CSI, TSI and Title I schools
- Culturally-specific support for Native American students
- Credit Recovery FTE
- Access to technology to continue to support community technology needs
- Support charter schools and Community-Based Organizations
- Learning acceleration and summer enrichment

Continue Mental and Behavioral Health Supports for Students

- Social workers for Title middle schools and K-8s while continuing the investments made in 2021-22 and 2022-23 for the high schools and K-5/K-8 and Multiple Pathways to Graduation programs (e.g. Alliance, DART)
- Further Social Emotional Learning and trauma-informed care initiative. Improve coaching and partnerships by expanding our outreach and professional learning (e.g. Ballmer Institute)
- Increase mental and behavioral health supports; this includes contracts with culturally-specific organizations to provide mental and behavioral health support and additional school psychologists to support case management

Continue Elective Courses at Comprehensive Middle Schools and K-8s

- Continue investment in staffing allocated to schools to support added elective offerings
- Continue FTE for middle schools to provide a seven-period day schedule, which expands elective offerings

Continue Access to Arts Education Opportunities

- Investments in staffing to ensure complete arts discipline pathways exist at elementary-middle-high school levels
- Identified budget to support arts materials, sheet music and instrument purchase/repair

Continue Culturally-Specific Student and Family Supports

- Further progress in the development of the Center for Black Student Excellence, an initiative aimed at targeting resources and supports in schools with historic and large numbers of Black students

- Continue supporting families to better advocate for their student's success via the Student Learning and Family Engagement Department
- Continue extended learning and enrichment programming (for example, summer school) with a specific focus on continuing collaboration with our community's culturally-specific organizations
- Support and provide opportunities for youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking
- Support and resources for community engagement, such as translation services, supplies, food, and childcare

Continue Instructional Framework Implementation, Providing Curriculum Materials and Professional Development for Educators

- Implement a centrally-supported, school-based professional learning system to build the capacity of our educators to implement the instructional framework and to utilize the high-quality curricular resources
- Build the professional knowledge and skills of our educators and staff by continuing access to more paid or released professional learning and collaborative planning time
- Support the implementation of the K-12 mathematics and English language arts curriculum adoptions
- Support the development and implementation of curricular resources for K-12 Social Studies/ Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills
- Additional professional development and support for principals (e.g. Wallace Foundation Grant)

Continue to Progress on Strategic Plan Priorities

- Cultivate a strong culture of racial equity and care
- Develop a diverse, high-quality, and thriving workforce
- Progress towards establishing data-driven continuous improvement practices

Accounts Overview

Resources include revenues from local, state, and federal sources, as well as beginning fund balances, sometimes referred to as reserves. Throughout the details in this document, the words fund, program, and account are referenced to mean the following:

- Funds describe the respective purposes of the resources and are the same for resources and requirements.
- Programs or functions describe how the resources are used and will only be present in the requirements details.
- Accounts or objects describe the source of the resources and the district's intended disposition of those resources.

The following section details the various codes used throughout this document. More information can be found in the Oregon Department of Revenue Local Budgeting Manual and the Oregon Department of Education Program Budgeting and Accounting Manual (PBAM).

Account Code Overview

PPS uses an account code structure that is composed of several main elements. While this is very similar to the Oregon Department of Education's (ODE) PBAM, PPS's account codes contain additional digits to capture information not required by the state. The two elements that are presented in different formats are the Object and the Function. These different formats also act as roll-ups aggregating District level spend into single categories for state reporting.

Object

For PPS, the object code is a six-digit number for both revenues and expenditures, while the state object code, which is the corresponding element, is a three-digit number for expenditures and a four-digit number for revenues. In addition, PPS' initial digit clarifies whether it is a revenue or expenditure (revenues begin with 4, expenditures begin with 5).

PPS Object	PPS Description	State Object	State Description
4**1111**1	Current-Multnomah Co	**1111**	Current Year's Property Taxes
4**1111**2	Current-Clackamas Co	**1111**	Current Year's Property Taxes
4**1111**3	Current-Washington Co	**1111**	Current Year's Property Taxes
5**112**10	Classified - Represented	**112**	Classified Salaries
5**112**20	Non-Represented Staff	**112**	Classified Salaries
5**220**00	Social Security - FICA	**220**	Social Security Administration
5**410**00	Consumable Supplies	**410**	Consumable Supplies and Materials

Function

For PPS, the function code is a five-digit number, while the state function code, which is the corresponding element, is a four-digit number. Generally, only the first 3 digits match as PPS' Function code provides additional details.

PPS Function	PPS Description	State Function	State Description
11111	Elementary K-5 Program	**1111**	Elementary, K-5 or K-6
11119	Kindergarten Homeroom	**1111**	Elementary, K-5 or K-6
12211	Functional Living Skills	**1220**	Restrictive Programs for Students with Disabilities
12261	Home Instruction	**1220**	Restrictive Programs for Students with Disabilities
22402	Instructional Specialists	**2240**	Instructional Staff Development
22410	Instructional Staff Training Services	**2240**	Instructional Staff Development

Fund Classifications

Most school districts are financed through governmental and proprietary funds. PPS's governmental funds include 100, 200, 300, and 400. PPS has one proprietary fund – 600.

100 General Fund

The purpose of the General Fund is to record financial transactions relating to all activities for which specific types of funds are not required. It is the general operating fund for the District.

200 Special Revenue Funds

Special Revenue Funds are set up for specific purpose grants and other revenues when required by statute, charter provision, or the terms of a grant.

300 Debt Service Funds

Debt Service Funds are used to budget for the payment of principal and interest on all long-term debt.

400 Capital Projects Funds

Capital Project Funds are a type of fund that is used to record the resources and expenditures needed to finance the building or acquisition of capital facilities that are non-recurring major expenditure items. Resources can include the proceeds from the sale of general obligation bonds, construction excise tax, grants, transfers from other funds, or other revenues authorized for financing capital projects. A capital project fund is normally established when a capital project or series of projects is authorized. It is dissolved when the project is completed. Several related projects financed from one bond issue may be accounted for in one fund if there are no provisions to the contrary in the establishment of the bond issuance.

600 Internal Service Funds

Internal Service Funds finance and account for services furnished by one department or agency to another department or agency of the same local government. Internal Service Fund resources usually come from operating earnings or transfers from other funds.

Resource Accounts (Revenue Sources)

1000 Revenue from Local Sources

1110 Ad Valorem Taxes Levied by District

Taxes levied by a district on the assessed valuation of real and personal property located within the district which, within legal limits, is the final authority in determining the amount to be raised for school purposes.

1120 Local Option Ad Valorem Taxes Levied by District

Local option taxes levied by a district on the "Tax Gap" valuation of real and personal property located within the district which, within legal limits, is the final authority in determining the amount to be raised for school purposes.

1130 Construction Excise Tax

Amounts collected as a result of Senate Bill 1036 from the 2007 legislative session which allows for a construction excise tax.

1190 Penalties and Interest on Taxes

Amounts collected as penalties for the payment of taxes after the due date, and the interest charged on delinquent taxes from the due date to the date of actual payment.

1200 Revenue from Local Governmental Units Other Than Districts
Revenue from the appropriations of another local governmental unit. The district is not the final authority in determining the amount of money to be received, and the money is raised by taxes or other means which are not earmarked for school purposes.

1310 Regular Day School Tuition
Money received as tuition for students attending the regular day schools in the district, including alternative programs entitled to State School Fund support. 1310 is used when instruction and related services are tied directly to the student.

1500 Earnings on Investments
Money received as interest earnings from holdings for savings.

1600 Food Service
Revenue for dispensing food to students and adults.

1700 Extracurricular Activities
Revenue from school-sponsored activities.

1800 Community Services Activities
Revenue from community services activities operated by a district. For example, revenue received from operation of a swimming pool as a community service would be recorded here.

1910 Rentals
Revenue from the rental of either real or personal property owned by the district.

1920 Contributions and Donations from Private Sources
Money received from a philanthropic foundation, private individuals, or private organizations for which no repayment or special service to the contributor is expected. Separate accounts may be maintained for unrestricted revenue and revenue which has restricted use.

1960 Recovery of Prior Years' Expenditure
Refund of expenditure made in a prior fiscal year.

1970 Services Provided Other Funds
Services provided other funds, such as printing or data processing. Generally, this account is only used in Internal Service Funds.

1980 Fees Charged to Grants
Indirect administrative charges assessed to grants.

1990 Miscellaneous
Revenue from local sources not provided for elsewhere.

2000 Revenue from Intermediate Sources

2100 Unrestricted Revenue
Revenue received as grants by the district which can be used for any legal purpose desired by the district without restriction.

2199 Other Intermediate Sources
All other unrestricted intermediate revenue sources not listed in 2100.

2200 Restricted Revenue
Revenue received as grants by the district which must be used for a categorical or specific purpose.

3000 Revenue from State Sources

3101 State School Fund—General Support
State school funding for general operations based on the number and types of students.

3103 Common School Fund
A local revenue generated from state surplus funds, and a component of the State School Funding.

3199 Other Unrestricted Grants-in-aid

3299 Other Restricted Grants-in-aid
This is used for restricted grants in aid from the state.

4000 Revenue from Federal Sources

4100 Unrestricted Revenue Direct from the Federal Government
Revenue direct from the Federal government are grants awarded directly to the district which can be used for any legal purpose desired by the district without restriction.

4200 Unrestricted Revenue from the Federal Government Through the State
Revenues from the federal government passed through the state as grants which can be used for any legal purpose desired by the district without restriction.

4300 Restricted Revenue Direct from the Federal Government
Revenues direct from the federal government as grants awarded directly to the district which must be used for a categorical or specific purpose.

4500 Restricted Revenue from the Federal Government Through the State
Revenues from the federal government passed through the state as grants to the district which must be used for a categorical or specific purpose.

4700 Grants-In-Aid from the Federal Government Through Other Intermediate Agencies
Revenues from the federal government through an intermediate agency.

4801 Federal Forest Fees
Revenue collected in lieu of property taxes for federal lands in the district's county.

5000 Other Sources

5200 Interfund Transfers
Revenue transferred from another fund which will not be repaid.

5300 Sale of or Compensation for Loss of Fixed Assets
Revenue from the sale of school property or compensation for the sale or loss of fixed assets.

5400 Resources—Beginning Fund Balance
Beginning fund balance is the fund balance carryover from the prior year.

Required Programs (Expenditure Functions)

1000 Instruction

1100 Regular Programs
Classroom Instructional activities designed primarily to prepare students for activities as community members, family members, and workers. Regular programs include Pre-kindergarten, Elementary, Middle, and High School.

1200 Special Programs
Instructional activities designed primarily to serve students having special needs. The Special Program Service Area includes Talented and Gifted, Children with Disabilities, Disadvantaged Children, English Language Learners, and special programs for other student populations.

1300 Adult/Continuing Education Programs
Learning experiences designed to develop knowledge and skills to meet immediate and long-range educational objectives of adults who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities.

1400 Summer School Programs
Instructional activities as defined under 1100 Regular Programs carried on during the period between the end of the regular school term and the beginning of the next regular school term; this does not include the summer term of a 12-month school year.

2000 Support Services

2100 Support Services–Students
Activities which are designed to assess and improve the well-being of students and/or supplement the teaching process.

2200 Support Services–Instructional Staff
Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.

2300 Support Services–General Administration
Activities concerned with establishing and administering policy in connection with operating the district.

2400 School Administration
Activities concerned with area wide supervisory responsibility. This function could include directors of district-wide instructional programs that have administrative responsibilities.

2500 Support Services–Business
Activities concerned with purchasing, paying, transporting, exchanging, and maintaining goods and services for the district. Included are the fiscal, operation and maintenance, transportation and internal services for operating all schools.

2600 Support Services–Central Activities
Activities, other than general administration, which support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, statistical, and data processing services.

2700 Supplemental Retirement Program
Costs associated with a supplemental retirement program provided to both current and prior employees by the district.

3000 Enterprise and Community Services

3100 Food Services
Activities concerned with providing food to students and staff in a school or district.

3300 Community Services
Activities which are not directly related to the provision of education for pupils in a district. These include services such as community recreation programs, civic activities, public libraries, programs of custody and care of children, and community welfare activities provided by the district for the community as a whole or in part.

4000 Facilities Acquisition and Construction

4110 Service Area Direction
Activities pertaining to directing and managing facilities acquisition and construction services.

4120 Site Acquisition and Development Services
Activities pertaining to the initial acquisition of sites and improvements thereon.

4150 Building Acquisition, Construction, and Improvement Services
Activities concerned with building acquisition through purchase or construction and building improvements. Initial installation or extension of service systems, other built-in equipment and building additions.

4180 Other Capital Items
Activities concerned with major capital expenditures that are eligible for general obligation bonding such as textbooks and technology.

4190 Other Facilities Construction Services
Facilities construction activities which cannot be classified above.

5000 Other Uses

5100 Debt Service
The servicing of the debt of a district. Categories of debt service are listed under objects.

5200 Transfers of Funds
These are transactions which withdraw money from one fund and place it in another without recourse.

5300 Apportionment of Funds by ESD or LEA
Apportionment of equalization funds and distribution of other funds by the educational service districts (flow-through dollars from ESDs to districts or other ESDs) or from a Local Education Agency (LEA) acting as the fiscal agent for a grant distributed to other districts.

5400 PERS UAL Bond Lump Sum Payment to PERS
The one-time lump sum payment made to PERS following the issuance of a PERS UAL Bond.

6000 Contingencies (for budget only)
Reserves for expenditures which cannot be foreseen and planned in the budget process because of an occurrence of an unusual or extraordinary event. Use with Object 810 only.

7000 Unappropriated Ending Fund Balance
An estimate of funds needed to maintain operations of the school district from July 1 of the ensuing fiscal year and the time when sufficient new revenues become available to meet cash flow needs of the fund. No expenditure shall be made from the unappropriated ending fund balance in the year in which it is budgeted. Use with Object 820 only.

Requirement Accounts (Expenditure Objects)

100 Salaries

110 Regular Salaries
Full-time, part-time, and prorated portions of the costs for work performed by employees of the district who are considered to be in positions of a permanent nature.

120 Non-permanent Salaries
Full-time, part-time and prorated portions of the costs for work performed by employees of the district who are hired on a temporary or substitute basis to perform work in positions in either temporary or permanent nature.

130 Additional Salary
Money paid to employees of the district in positions of either a temporary or permanent nature for work performed in addition to the normal work period for which the employee is compensated under Regular Salaries and Temporary Salaries above.

200 Associated Payroll Costs

210 Public Employees Retirement System
District payments to the Public Employees Retirement System.

220 Social Security Administration
Employer's contribution to the Social Security/ Medicare (FICA) for employee retirement.

230 Other Required Payroll Costs
Workers' compensation and unemployment compensation.

240 Contractual Employee Benefits
Amounts paid by the district which are a result of a negotiated agreement between the Board of Directors and the employee groups. Examples of expenditures would be health insurance, long-term disability, and tuition reimbursement.

270 Post Retirement Health Benefits (PRHB)
Post-retirement Health Benefits are costs of health insurance or health services not included in a pension plan for retirees and their spouses, dependents, and survivors.

300 Purchased Services

310 Instructional, Professional and Technical Services
Services which by their nature can be performed only by persons with specialized skills and knowledge. Included are the services of medical doctors, lawyers, consultants, and teachers for the instructional area.

320 Property Services
Services purchased to operate, repair, maintain, insure, and rent property owned and/or used by the district. These services are performed by persons other than district employees.

330 Student Transportation Services
Expenditures to persons (not on the district payroll) or agencies for the purpose of transporting children.

340 Travel
Costs for transportation for all district personnel (including students), conference registration, meals, hotel, and other expenses associated with traveling on business for the district.

350 Communication
Services provided by persons or businesses to assist in transmitting and receiving data or information.

360 Charter School Payments
Expenditures to reimburse Charter Schools for services rendered to students.

370 Tuition
Expenditures to reimburse other educational agencies for services rendered to students.

380 Non-instructional Professional and Technical Services
Services which by their nature can be performed only by persons with specialized skills and knowledge.

390 Other General Professional and Technological Services

400 Supplies and Materials

410 Consumable Supplies and Materials
Expenditures for all supplies for the operation of a district, including freight and cartage.

420 Textbooks
Expenditures for prescribed books which are purchased for students or groups of students, and resold or furnished free to them.

430 Library Books
Expenditures for regular or incidental purchases of library books available for general use by students, including any reference books, even though such reference books may be used solely in the classroom. Also recorded here are costs of binding or other repairs to school library books and e-library books.

440 Periodicals
Expenditures for periodicals and newspapers. A periodical is any publication appearing at regular intervals of less than a year and continuing for an indefinite period.

450 Food
Expenditures for food purchases related to 3100 Food Service only. Other food purchases are recorded in object code 410.

460 Non-consumable Items
Expenditures for equipment with a current value of less than $5,000 or for items which are "equipment-like," but which fail one or more of the tests for classification as Object 540 (see 540 definition).

470 Computer Software
Expenditures for published computer software including licensure and usage fees for software.

480 Computer Hardware
Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.

500 Capital Outlay

510 Land Acquisition
Expenditures for the purchase of land.

520 Buildings Acquisition
Expenditures for acquiring buildings and additions, either existing or to be constructed, except for bus garages.

530 Improvements Other Than Buildings
Expenditures for the initial and additional improvement of sites and adjacent ways after acquisition by the district.

540 Depreciable Equipment
Expenditures for the initial, additional, and replacement items of equipment, except for buses and capital bus improvements.

550 Depreciable Technology
Expenditures for computer hardware, related equipment, and other capital outlay for technology.

560 Depreciable Transportation
Expenditures for bus garages, buses and capital bus improvements for student transportation.

590 Other Capital Outlay
Expenditures for all other Capital Outlay not classified above.

600 Other Objects

610 Redemption of Principal
Expenditures which are from current funds to retire bonds, and principal portion of contractual payments for capital acquisitions.

620 Interest
Expenditures from current funds for interest on serial bonds, short-term loans and interest included in contractual payments for capital acquisitions.

640 Dues and Fees
Expenditures or assessments for membership in professional or other organizations or associations or payments to a paying agent for services rendered.

650 Insurance and Judgments
Insurance to protect school board members and their employees against loss due to accident or neglect.

670 Taxes, Licenses and Assessments
This includes taxes, licenses and assessments paid to a government body and penalties assessed for lack of health benefits for eligible employees (Affordable Care Act).

680 PERS UAL Lump Sum Payment to PERS
The one-time lump sum payment made to PERS following the issuance of a PERS UAL Bond.

690 Grant Indirect Charges
Charges made to a grant to recover charges made to administration.

700 Transfers

710 Fund Modifications
This category represents transactions of transferring money from one fund to another.

720 Transits
This category represents transactions which are transit or flow-through means to convey money to the recipient (person or agency).

790 Other Transfers
This category is used for those transfer transactions which cannot be identified in the above classifications.

800 Other Uses of Funds

810 Planned Reserve
Amounts set aside for operating contingencies for expenditures which cannot be foreseen and planned in the budget because of the occurrence of some unusual or extraordinary event.

820 Reserved for Next Year

ALL FUNDS RESOURCES

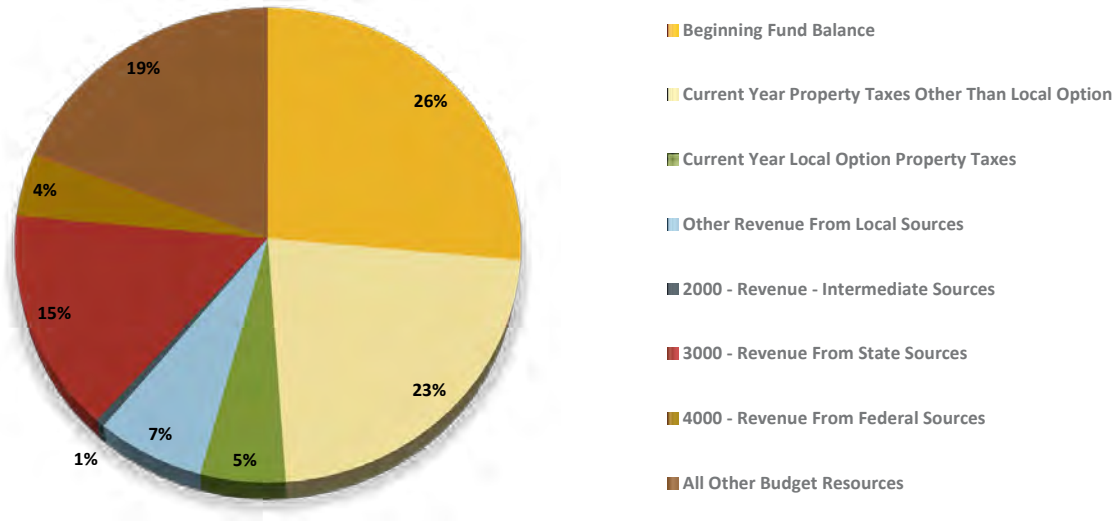
For the fiscal year ending June 30, 2024, the budgeted resources for all funds are $2.17 billion. Major sources of revenue are grants, general obligation bonds, State School Fund and property taxes. Grants are accounted for in the Special Revenue Fund, and sources include federal Title and Individuals with Disabilities Education Act (IDEA) grants, Elementary and Secondary School Emergency Relief Fund (ESSER), as well as local and state grants such as Student Success Act (HB 3427), and High School Success (M98). Resources for paying general obligation bonds come from local property taxes, which are accounted for in the Debt Service Fund. Resources from the sale of general obligation bonds are accounted for in the Capital Projects Fund. School district budgeting is governed by Oregon's Local Budget Law.

Summary of Resources by Major Object - All Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Beginning Fund Balance	427,192	782,952	906,725	663,327	574,228	-	-
Current Year Property Taxes Other Than Local Option	393,651	411,749	440,342	459,819	487,572	-	-
Current Year Local Option Property Taxes	97,372	100,955	104,719	109,951	114,676	-	-
Other Revenue From Local Sources	107,023	90,886	116,881	130,738	146,915	-	-
2000 - Revenue - Intermediate Sources	14,038	15,185	13,479	12,231	12,191	-	-
3000 - Revenue From State Sources	308,190	311,531	345,752	357,333	326,309	-	-
4000 - Revenue From Federal Sources	54,143	66,589	94,693	145,587	92,332	-	-
5200 - Interfund Transfers	1,931	2,466	1,825	1,923	1,694	-	-
All Other Budget Resources	520,039	450,787	400,953	2,350	415,610	-	-
TOTAL RESOURCES	**1,923,580**	**2,233,099**	**2,425,370**	**1,883,261**	**2,171,527**	**-**	**-**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Resources by Major Object - All Funds



ALL FUNDS REQUIREMENTS BY MAJOR FUNCTION

For the fiscal year ending June 30, 2024, the budgeted requirements for all funds are $2.17 billion. Major program requirements include instruction, support services, community services, facilities acquisition, debt service, transfers, contingency and unappropriated fund balance. The largest increase is in facilities acquisition and construction. The increase is due to progress on bond projects.

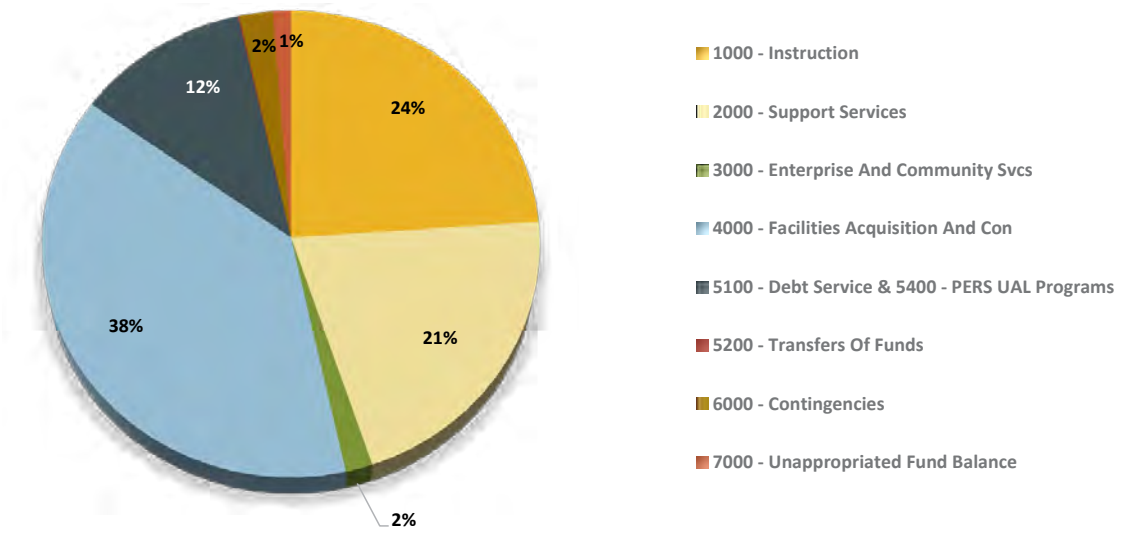
The budget includes a decreased fund balance and contingency for 2023-24. Reserves are for expenditures that cannot be foreseen and planned in the budget process because of an occurrence of an unusual or extraordinary event. From 2022-23 to 2023-24 the budgeted contingency will decrease from $56.0 million to $48.4 million. The federal grant funds that the District will receive include indirect that is assessed as the money is drawn. The contingency is the portion of the allocation that the District may not draw down in future years. Prior years include an unappropriated ending fund balance which is an estimate of funds needed to maintain operations of the school district from July 1 of the ensuing fiscal year to the time when sufficient new revenues become available to meet cash flow needs. No expenditure shall be made from the unappropriated ending fund balance in the year in which it is budgeted. Unappropriated ending fund balance will decrease from $46.5 million in 2022-23 to $26.3 million in 2023-24.

Summary of Requirements by Major Function - All Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
1000 - Instruction	408,759	417,111	460,823	536,615	3,703.25	519,545	-	-	3,438.11
2000 - Support Services	322,815	348,539	383,452	463,766	2,536.85	454,330	-	-	2,474.98
3000 - Enterprise And Community Svcs	21,937	23,914	30,630	36,048	240.83	37,140	-	-	238.87
4000 - Facilities Acquisition And Con	207,451	287,539	256,689	514,051	48.80	831,707	-	-	50.00
5100 - Debt Service & 5400 - PERS UAL Programs	177,734	246,806	619,232	228,298	-	252,382	-	-	-
5200 - Transfers Of Funds	1,931	2,466	1,825	1,923	-	1,694	-	-	-
6000 - Contingencies	-	-	-	56,024	-	48,414	-	-	-
7000 - Unappropriated Fund Balance	782,952	906,725	672,720	46,536	-	26,313	-	-	-
TOTAL REQUIREMENTS	**1,923,580**	**2,233,099**	**2,425,371**	**1,883,261**	**6,529.74**	**2,171,527**	**-**	**-**	**6,201.96**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Function - All Funds



ALL FUNDS REQUIREMENTS BY OBJECT

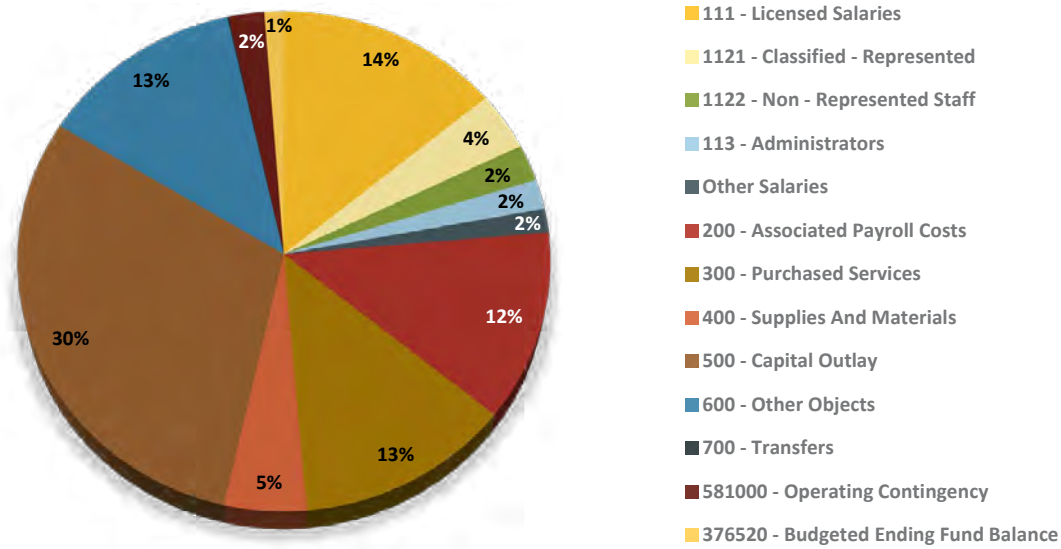
Across all funds, salaries and associated payroll costs represent the largest budget category at 35.9% of all funds. Capital outlay is expected to require 30.2% and purchased services are expected to require 12.8%. Contingency and ending fund balance make up 3.4% of the overall budget.

Summary of Requirements by Major Object - All Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
111 - Licensed Salaries	247,318	271,439	284,002	314,299	3,761.52	304,559	-	-	3,482.79
1121 - Classified - Represented	64,235	65,467	71,486	84,593	1,975.21	81,908	-	-	1,911.71
1122 - Non - Represented Staff	33,652	36,375	40,613	48,494	519.26	51,328	-	-	528.97
113 - Administrators	31,316	33,539	36,620	39,323	273.75	41,820	-	-	278.50
Other Salaries	26,811	22,434	35,555	38,398	-	33,347	-	-	-
200 - Associated Payroll Costs	200,639	219,461	224,187	258,620	-	265,879	-	-	-
300 - Purchased Services	127,945	122,468	150,910	226,229	-	278,207	-	-	-
400 - Supplies And Materials	39,284	48,953	90,640	121,356	-	104,865	-	-	-
500 - Capital Outlay	169,339	234,584	174,906	394,311	-	655,989	-	-	-
600 - Other Objects	198,159	269,188	641,906	253,157	-	277,205	-	-	-
700 - Transfers	1,931	2,466	1,825	1,923	-	1,694	-	-	-
581000 - Operating Contingency	-	-	-	56,024	-	48,414	-	-	-
376520 - Budgeted Ending Fund Balance	782,952	906,725	672,720	46,536	-	26,313	-	-	-
TOTAL REQUIREMENTS	**1,923,580**	**2,233,099**	**2,425,370**	**1,883,261**	**6,529.74**	**2,171,527**	**-**	**-**	**6,201.96**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Object - All Funds



3-YEAR FORECAST ALL FUNDS

Budget Forecast by Major Object - All Funds (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	574,228	253,151	425,942	289,712
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	487,572	511,227	536,072	549,324
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	114,676	120,983	127,637	130,190
OTHER REVENUE FROM LOCAL SOURCES	146,915	151,568	159,100	163,509
2000 - REVENUE - INTERMEDIATE SOURCES	12,191	12,778	13,394	13,729
3000 - REVENUE FROM STATE SOURCES	326,309	342,068	358,655	365,988
4000 - REVENUE FROM FEDERAL SOURCES	92,332	56,842	58,832	60,891
5200 - INTERFUND TRANSFERS	1,694	1,732	1,771	1,809
ALL OTHER BUDGET RESOURCES	415,610	544,411	50,951	24,354
Total Resources	2,171,527	1,994,759	1,732,353	1,599,507

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	304,559	306,691	312,770	319,219
1121 - CLASSIFIED - REPRESENTED	81,908	82,483	84,150	86,070
1122 - NON-REPRESENTED STAFF	51,328	52,225	53,393	54,624
113 - ADMINISTRATORS	41,820	42,271	43,163	44,083
OTHER SALARIES	33,347	34,028	34,750	35,566
200 - ASSOCIATED PAYROLL COSTS	265,879	267,944	273,363	279,225
300 - PURCHASED SERVICES	278,207	199,426	170,855	158,637
400 - SUPPLIES AND MATERIALS	104,865	73,803	62,772	58,029
500 - CAPITAL OUTLAY	655,989	399,437	270,336	110,694
600 - OTHER OBJECTS	277,205	284,111	214,822	221,950
700 - TRANSFERS	1,694	1,737	1,782	1,827
581000 - OPERATING CONTINGENCY	48,414	29,954	38,331	150,033
376520 - BUDGETED ENDING FUND BALANCE*	26,313	220,647	171,865	79,551
Total Requirements	2,171,527	1,994,759	1,732,353	1,599,507

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

INTERFUND TRANSFER SCHEDULE

Interfund transfers represent the movement of monies from one fund to another within PPS. The fund transfers may pay for specific services such as transfers to debt service funds for payment of principal and interest; or to fund other operational requirements of the District.

Fund Transfers - 2023-24

Source Fund	Transfer Out	Destination Fund	Transfer In	Purpose
101 General Fund	(75,000)	202 Nutrition Fund	75,000	Fund Student Meals Bad Debt
101 General Fund	(1,000,000)	445 Capital Asset Renewal	1,000,000	Fund Capital Projects
404 Construction Excise	(619,000)	320 Full Faith and Credit Debt Service Fund	619,000	Debt Service Principal & Interest Payments
Total Transfers	**$ (1,694,000)**		**$ 1,694,000**	

VARIANCE BY MAJOR FUNCTION

The following chart summarizes the variances from the 2022-23 Adopted Budget to the 2023-24 Proposed Budget. The parameters for General Fund variance were 10% or $1 million—all other funds list variances for each major program.

Major Variance by Function
***Offsetting variances due to reorganizations may not be displayed on program-by-program basis**

Fund Description	Fund	Function	Function Description	Variance	Explanation
General	100	1111	Elementary K-5	$ (7,491,116)	Drop in Enrollment and reduction in contingency of licensed set-a-side
General	100	1113	Elementary Extra Curricular	$ (48,756)	Drop in Enrollment and reduction in contingency of licensed set-a-side
General	100	1121	Middle School Programs	$ 1,350,784	Overall increase due to ESSER funding shifts back onto Gen Fund
General	100	1131	High School Programs	$ 8,684,228	Overall increase due to ESSER funding shifts back onto Gen Fund
General	100	1140	Pre Kindergarten Programs	$ (420,588)	Drop in Enrollment and reduction in contingency of licensed set-a-side
General	100	1210	Programs for Talented and Gifted	$ 586,826	Increase personnel and associated payroll costs to provide students to TAG programs
General	100	1260	Treatment and Habilitation	$ 291,879	Overall increase in personnel and associated payroll costs due to COLA and Step increases
General	100	1291	English Language Learner	$ 1,444,676	Overall increase in personnel and associated payroll costs due to COLA and Step increases
General	100	1299	Other Special Programs	$ 189,986	Overall increase in personnel and associated payroll costs due to COLA and Step increases
General	100	1400	Summer School Programs	$ (1,289,459)	Decrease in personnel, associated payroll costs, supplies and materials to better match programmatic needs; and utilize other current available grant funding sources
General	100	2110	Attendance/Social Work Svcs	$ 1,575,452	Overall increase in personnel and associated payroll costs due to COLA and Step increases
General	100	2190	Svc Direction Student Support	$ 1,723,043	Increase in costs associated with the oversight of student support services and oversight of student success advocates
General	100	2240	Instructional Staff Development	$ 3,670,775	Overall increase in personnel and associated payroll costs due to COLA and Step increases
General	100	2320	Executive Administration Svcs	$ 1,670,741	Increase in personnel and associated payroll costs, purchased services, supplies and materials to support district initiatives
General	100	2550	Student Transportation Services	$ 10,624,175	True-up to meet district transportation needs and requirements to actuals
General	100	2640	Information Services	$ 1,061,647	Increase to support human resource equity initiatives
General	100	2660	Staff Services	$ (2,912,282)	Decrease in personnel and associated payroll costs, purchased services, supplies and materials to match Technology needs to support district due to one time initial cost reductions from FY23
General	100	2690	OTHER SUPPORT SERVICES-CENTRAL	$ 24,498	Increase to support Music and Arts equity initiatives
General	100	3100	Food Services	$ (195,681)	Decrease in personnel, associated payroll costs, supplies and materials to better match district enrollment
General	100	3300	Community Services	$ 1,290,309	Increase community engagement for boundary changes and the launch of Center for Black Student Excellence initiative
General	100	5210	Fund Transfers	$ (226,917)	Increase transfer of funds to facilitate activities in Funds 200 and 400
General	100	6110	Operating Contingency	$ (7,704,535)	Decrease in order to use funding to support additional programmatic activities

Fund Description	Fund	Function	Function Description	Variance	Explanation
Special Revenue	200	1000	Instruction	$ (22,210,739)	Decrease in personnel and associated payroll costs; reduce purchased services, supplies and materials to shift on student in person needs from primarily ESSER and SIA funds
Special Revenue	200	2000	Support Services	$ (30,891,523)	Decrease in personnel and associated payroll costs; reduce purchased services, supplies and materials to shift on student in person needs from primarily ESSER and SIA funds
Special Revenue	200	3000	Enterprise & Community Services	$ 1,058,962	Reduced due to match appropriation spending from primarily ESSER and SIA funds
Special Revenue	200	4000	Facilities Acquisition & Construction	$ 517,037	Increased for construction improvements at schools
Special Revenue	200	5000	Other Uses	$ (198,898)	Reduction in Debt Services
Special Revenue	200	7000	Unappropriated Fund Balance	$ (12,598,542)	Decrease Unappropriated Fund Balance

Fund Description	Fund	Function	Function Description	Variance	Explanation
Dept Service	300	5000	Other Uses	$ 24,339,052	Increase in principal and interest payments on long term debt service
Dept Service	300	7000	Unappropriated Fund Balance	$ (15,093,218)	Decrease Unappropriated Fund Balance due to overestimate of Tax Revenue

Fund Description	Fund	Function	Function Description	Variance	Explanation
Capital Projects	400	4000	Facilities Acquisition & Construction	$ 317,140,222	Increase due to bond issurance and Harriet Tubman relocation project

VARIANCE BY MAJOR OBJECT

Major Variance by Object

Fund Description	Fund	Major Object	Description	Variance	Explanation
General	100	510000	Salaries	$ 3,538,357	Standard salary increases Decrease in enrollment and reevaluation of central district services and its service levels
General	100	520000	Associated Payroll Costs	$ 10,539,860	Increases in associated costs, including fringe, due to projected salaries being higher due to COLA & Step
General	100	530000	Purchased Services	$ 11,561,442	True-up to meet district transportation needs and requirements to actuals
General	100	540000	Supplies & Materials	$ 1,201,317	Increase for boundary changes and to replenish materials due to changes
General	100	550000	Capital Outlay	$ (886,144)	Decrease due to district wide targeted technology improvements initial costs occuring in FY23
General	100	560000	Other Objects	$ 1,337,177	Increase in Insurance premiums
General	100	570000	Transfers	$ (226,917)	Decrease transfer of funds to facilitate activities in Fund 200, 300, and 400
General	100	580000	Operating Contingency	$ (7,704,535)	Decrease in order to use funding to support additional programmatic activities

GENERAL FUND SUMMARY (100)

The General Fund is unrestricted and includes all District activities that are supported by the State School Fund including property taxes as well as other non-dedicated revenues. The General Fund's resources are available to the District for any purpose provided they are expended or transferred according to resolution or policy. This fund is considered a Major Governmental Fund and accounted for using the modified accrual method of accounting.

The major revenue sources are discussed within the budget detail section of this document. The detail sections present resources by object code.

Fund requirements are presented in two separate tables affording different views of the budget. The first view is by Function and the second is by Object, both as defined in the State Program Budgeting and Accounting Manual for School Districts and Education Service Districts in Oregon.

Fund 100-General Fund Resources Summary

The 2023-24 resources include property taxes, local option property taxes, local, intermediate, state, interfund transfers and other sources. The primary sources of revenue for the General Fund are Local Sources (property taxes) totaling $329.8 million or 40.0%, State Sources totaling more than $259.9 million or 31.6%, and Local Option Property Taxes totaling almost $114.7 million, or 13.9% of all sources.

Fund 100-General Fund Requirements Summary

Salaries and associated payrolls costs are the largest budget category at almost $640.7 million, or 77.8% of the General Fund. Purchased services, which include non-staff instructional support, non-staff maintenance activities, and staff development services, account for 13.5%. Supplies, capital outlay, transfers and contingency account for 8.7%.

Programming

The work of strengthening the core functions and best practices at PPS is funded primarily out of the General Fund. Through the staffing process, PPS continues to allocate differentiated supports to designated schools, providing additional support to schools with the highest concentration of historically under-served communities. Additionally, continued summer school offerings supported by the General Fund provide students with increased instruction time. The General Fund also supports continued progress on District goals and objectives, including strategic plan and other initiatives.

Summary of Resources by Major Object - General Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Beginning Fund Balance	39,887	64,474	88,691	99,978	86,634	-	-
Current Year Property Taxes Other Than Local Option	268,840	281,443	299,770	314,424	329,746	-	-
Current Year Local Option Property Taxes	97,372	100,955	104,719	109,951	114,676	-	-
Other Revenue From Local Sources	17,505	13,925	16,303	18,736	22,603	-	-
2000 - Revenue - Intermediate Sources	13,768	14,374	12,796	12,101	8,019	-	-
3000 - Revenue From State Sources	271,620	269,250	265,008	247,407	259,931	-	-
4000 - Revenue From Federal Sources	84	18	21	15	15	-	-
5200 - Interfund Transfers	-	-	-	-	-	-	-
All Other Budget Resources	17	152	400,953	1,450	1,800	-	-
TOTAL RESOURCES	709,092	744,589	1,188,261	804,062	823,424	-	-

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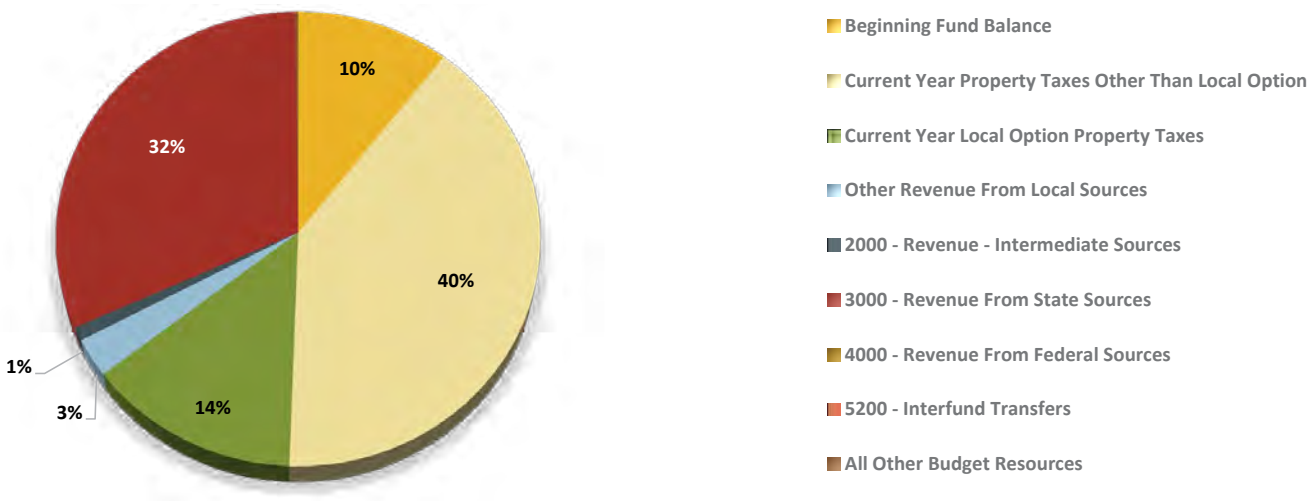
Percent of Resources by Major Object - General Funds



Summary of Requirements by Major Function - General Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
1000 - Instruction	359,882	363,865	373,758	406,337	3,035.94	411,595	-	-	2,879.53
2000 - Support Services	281,918	285,720	312,766	341,772	2,169.42	362,767	-	-	2,100.97
3000 - Enterprise And Community Svcs	1,507	5,115	893	3,100	12.88	4,194	-	-	17.55
5100 - Debt Service & 5400 - PERS UAL Programs	-	-	400,833	783	-	728	-	-	-
5200 - Transfers Of Funds	1,311	1,198	1,207	1,302	-	1,075	-	-	-
6000 - Contingencies	-	-	-	50,768	-	43,063	-	-	-
7000 - Unappropriated Fund Balance	64,474	88,691	98,804	-	-	-	-	-	-
TOTAL REQUIREMENTS	709,092	744,589	1,188,261	804,062	5,218.23	823,422	-	-	4,998.05

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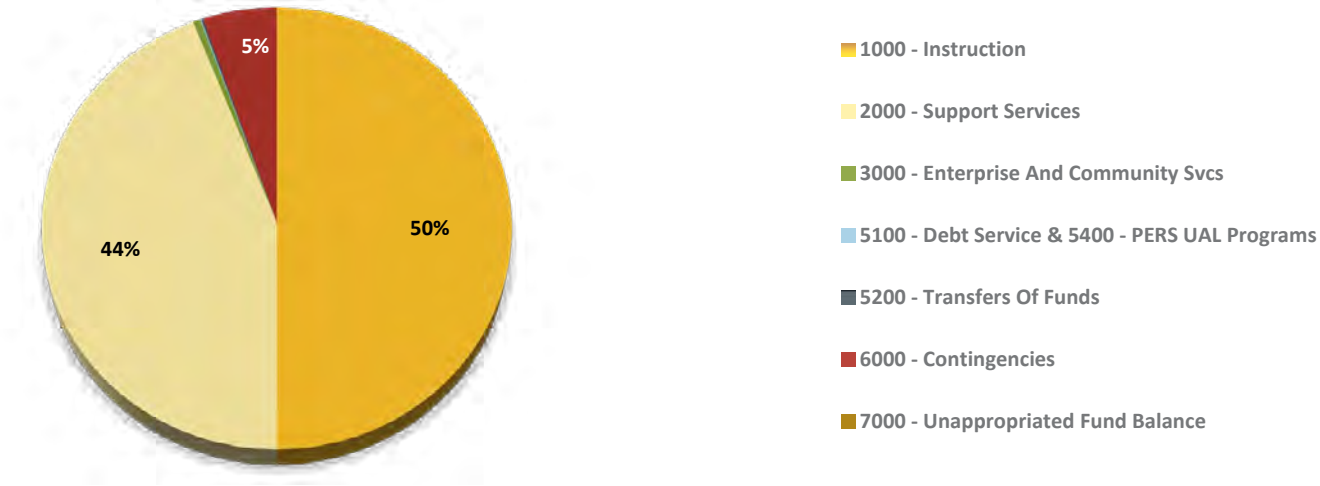
Percent of Requirements by Major Function - General Funds

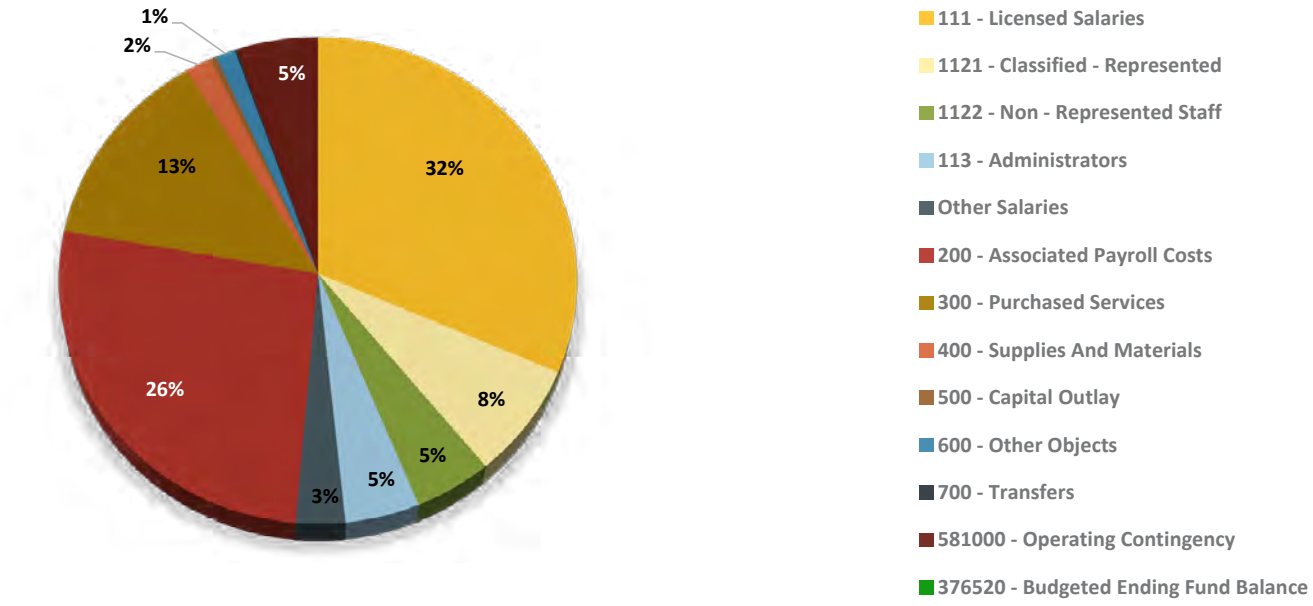


Summary of Requirements by Major Object - General Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
111 - Licensed Salaries	225,339	245,595	241,282	263,124	3,133.16	259,988	-	-	2,969.99
1121 - Classified - Represented	51,293	51,048	55,669	64,069	1,453.78	61,943	-	-	1,389.09
1122 - Non - Represented Staff	26,814	28,736	31,458	37,762	396.29	38,915	-	-	391.47
113 - Administrators	29,247	30,738	32,336	33,944	234.99	37,308	-	-	247.50
Other Salaries	23,482	15,208	27,026	20,285	-	24,570	-	-	-
200 - Associated Payroll Costs	176,456	189,914	185,132	207,438	-	217,977	-	-	-
300 - Purchased Services	84,559	79,002	87,698	99,418	-	110,980	-	-	-
400 - Supplies And Materials	18,945	6,908	17,800	12,939	-	14,140	-	-	-
500 - Capital Outlay	1,936	1,092	1,861	4,017	-	3,131	-	-	-
600 - Other Objects	5,235	6,458	407,988	8,996	-	10,333	-	-	-
700 - Transfers	1,311	1,198	1,207	1,302	-	1,075	-	-	-
581000 - Operating Contingency	-	-	-	50,768	-	43,063	-	-	-
376520 - Budgeted Ending Fund Balance	64,474	88,691	98,804	-	-	-	-	-	-
TOTAL REQUIREMENTS	709,092	744,589	1,188,261	804,062	5,218.23	823,423	-	-	4,998.05

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Object - General Funds



General Fund Detail

100 - General Funds - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	99,978	86,634	-	-
377000 - Fund Balance-Unres/Undes	39,887	64,474	88,691	-	-	-	-
Subtotal - Beginning Fund Balance	39,887	64,474	88,691	99,978	86,634	-	-
411111 - Current-Multnomah Co	241,066	252,167	268,696	281,816	295,520	-	-
411112 - Current-Clackamas Co	194	200	210	217	241	-	-
411113 - Current-Washington Co	1,608	1,670	1,776	1,873	1,975	-	-
411114 - Current-Mult Co Cancel/Omit	345	599	524	559	591	-	-
411311 - CY Gap Rate Taxes - Mult Co	25,438	26,609	28,353	29,738	31,184	-	-
411312 - CY Gap Rate Taxes - Clack Co	20	21	22	23	25	-	-
411313 - CY Gap Rate Taxes - Wash Co	170	176	187	198	208	-	-
Subtotal - Current Year Property Taxes other than Local Option	268,840	281,443	299,770	314,424	329,746	-	-
411211 - CY Local Option Taxes-Mult Co	96,621	100,174	103,890	109,080	113,792	-	-
411212 - CY Local Option Taxes-Clack Co	81	83	88	91	100	-	-
411213 - CY Local Option Taxes-Wash Co.	671	697	741	781	785	-	-
Subtotal - Current Year Local Option Property Taxes	97,372	100,955	104,719	109,951	114,676	-	-
411121 - Prior-Multnomah Co	3,261	3,543	3,458	3,525	3,877	-	-
411122 - Prior-Clackamas Co	2	3	2	2	3	-	-
411123 - Prior-Washington Co	14	15	17	17	19	-	-
411124 - Prior-Mult Co Cancel/Omit	8	8	7	9	9	-	-
411140 - Pymts In Lieu Of Prop Taxes	349	497	517	400	450	-	-
411170 - Other Property Taxes	-	15	1	15	15	-	-
411221 - PY Local Option Taxes-Mult Co.	1,288	1,409	1,365	1,401	1,470	-	-
411222 - PY Local Option Taxes-Clack Co	1	1	1	1	1	-	-
411223 - PY Local Option Taxes-Wash Co	6	6	7	7	7	-	-
411231 - Pen/Int-Local Opt Tax-MultCo	121	46	30	47	49	-	-
411232 - Pen/Int-Local Opt Tax-ClackCo	-	-	-	-	-	-	-
411233 - Pen/Int-Local Opt Tax-WashCo	1	-	-	-	-	-	-
411321 - PY Gap Rate Taxes - Mult Co	344	374	365	372	390	-	-
411322 - PY Gap Rate Taxes - Clack Co	-	-	-	-	-	-	-
411323 - PY Gap Rate Taxes - Wash Co	1	2	2	2	2	-	-
411521 - PY GO Bond - Multnomah County	1	-	1	-	-	-	-
411522 - PY GO Bond - Clackamas County	-	-	-	-	-	-	-
411523 - PY GO Bond - Washington County	-	-	-	-	-	-	-
411901 - Pen/Int-Multnomah Co	335	128	87	131	137	-	-
411902 - Pen/Int-Clackamas Co	1	1	1	-	-	-	-
411903 - Pen/Int-Washington Co	2	1	1	-	-	-	-
412000 - Rev-Local Gov't Not Districts	8	8	(3)	-	-	-	-
413110 - Regular Day Tuition	8	3	10	-	-	-	-
413111 - Reg Tuition-Evening HS	36	-	-	-	-	-	-
413120 - Reg Day Tuition-Oth Dist inSt	-	-	1	-	-	-	-
414100 - Regular Day School Transp	-	-	-	-	-	-	-
415100 - Interest on Investments	3,162	544	782	1,371	5,500	-	-
416120 - Lunch	-	-	-	-	-	-	-
416201 - A la Carte Sales	91	-	6	-	-	-	-
416300 - Special Functions	5	-	1	-	-	-	-
417110 - Football Admissions	40	-	29	-	-	-	-
417120 - Basketball Admissions	42	-	9	-	-	-	-
417130 - Wrestling Admissions	1	-	-	-	-	-	-
417140 - Other Admissions	6	-	53	-	-	-	-
417410 - Pay to Play Fees	920	182	553	-	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
417420 - Other Activity Fees	65	-	-	-	-	-	-
419110 - Civic Use of Bldgs	647	10	280	200	300	-	-
419112 - CUB-Day Care	281	5	-	100	200	-	-
419120 - Community Parking Fees	5	-	-	-	-	-	-
419130 - Rent-Lease of Facilities	1,689	1,442	751	1,600	1,600	-	-
419200 - Contrib-Donation - Priv Source	26	15	16	-	-	-	-
419201 - Contrib-Donation-Private-Accrd	-	-	-	-	-	-	-
419600 - Recovery PY Expenditure	19	4	806	100	100	-	-
419800 - Fees Charged to Grants	3,918	4,629	6,328	8,764	7,800	-	-
419910 - Miscellaneous	319	580	465	320	320	-	-
419920 - Jury Duty	1	1	1	1	1	-	-
419930 - Fingerprinting	(2)	89	11	-	-	-	-
419940 - Restitution	3	3	2	-	-	-	-
419941 - Financial Rebates	404	249	285	350	350	-	-
419950 - Sales, Royalties and Events	2	2	32	-	-	-	-
419965 - Administrative Claiming	71	109	23	-	-	-	-
419970 - Public Records Request	1	3	1	-	-	-	-
Subtotal - Other Revenue from Local Sources	17,505	13,925	16,303	18,736	22,603	-	-
421010 - County School Funds	21	18	9	15	15	-	-
421020 - Ed Service Dist Apportionment	8,500	8,500	7,500	7,500	3,500	-	-
421990 - Other Intermediate Sources	-	1,017	557	-	-	-	-
421991 - City of Portland	5,247	4,839	4,731	4,586	4,504	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	13,768	14,374	12,796	12,101	8,019	-	-
431010 - SSF--General Support	266,607	263,622	259,314	242,531	253,318	-	-
431030 - Common School Fund	5,012	5,628	5,693	4,875	6,613	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	271,620	269,250	265,008	247,407	259,931	-	-
442000 - Unrestr Rev-Fed Govt Thru St	45	1	-	-	-	-	-
448010 - Federal Forest Fees	39	16	21	15	15	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	84	18	21	15	15	-	-
451100 - Bond Proceeds	-	-	399,390	-	-	-	-
451200 - Bond Premium	-	-	1,449	-	-	-	-
451600 - Lease Proceeds	-	-	-	1,400	1,750	-	-
453000 - Sale of Fixed Assets	17	152	114	50	50	-	-
Subtotal - All Other Budget Resources	17	152	400,953	1,450	1,800	-	-
Total Resources by Object	709,092	744,589	1,188,261	804,062	823,423	-	-

100 - General Funds - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
1111 - ELEMENTARY K-5	124,957	125,731	124,260	143,934	**1,112.96**	136,561	-	-	**971.07**
1113 - ELEMENTARY EXTRA CURRICULAR	385	346	63	74	**-**	25	-	-	**-**
1121 - MIDDLE SCHOOL PROGRAMS	54,748	56,375	56,154	58,821	**442.99**	60,172	-	-	**426.33**
1122 - MIDDLE SCHOOL EXTR CURRICULAR	208	352	411	372	**2.56**	398	-	-	**2.67**
1131 - HIGH SCHOOL PROGRAMS	68,785	71,342	77,536	84,372	**631.18**	93,056	-	-	**647.79**
1132 - HIGH SCHOOL EXTRA CURRICULAR	7,915	7,220	9,911	6,490	**17.85**	6,716	-	-	**6.92**
1140 - PRE KINDERGARTEN PROGRAMS	263	298	291	448	**2.72**	27	-	-	**0.27**
1100 - INSTRUCTIONAL SUB ROLLUP	9,599	2,873	12,024	-	**-**	-	-	-	**-**
1210 - PROGRAMS FOR TALENTED AND GIFTED	236	248	257	21	**-**	608	-	-	**-**
1220 - RESTRICTIVE PROGRAMS	25,277	26,002	26,532	30,934	**369.88**	30,864	-	-	**360.57**
1250 - LESS RESTRICTIVE PROGRAMS	25,444	29,771	26,809	32,514	**319.76**	33,348	-	-	**311.69**
1260 - TREATMENT AND HABILITATION	1,800	2,062	2,214	2,370	**17.00**	2,662	-	-	**18.00**
1272 - TITLE I A/D	-	-	-	-	**-**	-	-	-	**-**
1280 - ALTERNATIVE EDUCATION	27,811	28,836	25,177	31,150	**5.17**	31,973	-	-	**12.51**

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
1291 - ENGLISH LANGUAGE LEARNER	11,197	11,339	11,109	12,080	**105.50**	13,525	-	-	**110.46**
1292 - TEEN PARENT PROGRAMS	61	114	66	39	**-**	39	-	-	**-**
1293 - MIGRANT EDUCATION	-	3	-	-	**-**	-	-	-	**-**
1299 - OTHER SPECIAL PROGRAMS	535	542	543	763	**8.38**	953	-	-	**11.25**
1400 - SUMMER SCHOOL PROGRAMS	663	414	399	1,955	**-**	666	-	-	**-**
Subtotal - 1000 - INSTRUCTION	359,882	363,865	373,758	406,337	**3,035.94**	411,595	-	-	**2,879.53**
2110 - ATTENDANCE/SOCIAL WORK SVCS	12,085	12,633	13,168	15,361	**157.62**	16,937	-	-	**164.84**
2120 - GUIDANCE SERVICES	23,731	24,015	24,141	26,967	**196.10**	26,443	-	-	**180.07**
2130 - HEALTH SERVICES PROGRAMS	-	46	-	-	**-**	-	-	-	**-**
2140 - PSYCHOLOGICAL SERVICES	5,925	6,468	5,920	6,228	**45.44**	6,506	-	-	**45.69**
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	10,460	11,632	11,157	11,763	**85.60**	11,987	-	-	**84.00**
2160 - OTHER STUDENT TREATMENT SVCS	3,773	3,795	3,788	4,003	**27.30**	3,751	-	-	**24.30**
2190 - SVC DIRECTION-STUDENT SUPPORT	15,108	13,891	16,125	14,873	**57.79**	16,596	-	-	**64.50**
2210 - IMPROVEMENT OF INSTRUCTION	3,391	4,366	5,912	9,168	**31.05**	9,893	-	-	**31.13**
2220 - EDUCATIONAL MEDIA SERVICES	11,360	12,689	12,789	13,471	**115.87**	13,489	-	-	**108.67**
2230 - ASSESSMENT AND TESTING	569	497	968	1,009	**3.00**	660	-	-	**-**
2240 - INSTRUC STAFF DEVELOPMENT	19,007	21,716	18,087	17,503	**108.66**	21,174	-	-	**104.82**
2310 - BOARD OF EDUCATION SERVICES	665	704	537	1,081	**4.00**	1,098	-	-	**3.00**
2320 - EXECUTIVE ADMINISTRATION SVCS	11,487	11,449	11,483	14,502	**49.00**	16,173	-	-	**51.00**
2410 - OFFICE OF THE PRINCIPAL SVCS	44,623	48,133	50,883	52,260	**394.16**	52,843	-	-	**376.18**
2490 - OTHER SCHOOL SUPPORT ADMIN	446	463	489	514	**-**	509	-	-	**-**
2510 - SUPPORT SERVICES-BUSINESS	372	386	443	474	**2.00**	501	-	-	**2.00**
2520 - FISCAL SERVICES	11,584	12,590	14,176	17,784	**53.42**	19,495	-	-	**48.22**
2540 - OPER/MAINTENANCE OF PLANT SVCS	54,880	49,144	59,033	61,373	**507.85**	62,226	-	-	**480.85**
2550 - STUDENT TRANSPORTATION SERVICE	25,818	20,675	32,049	30,806	**117.75**	41,431	-	-	**121.50**
2570 - INTERNAL SERVICES	3,174	3,241	3,438	3,752	**26.00**	3,669	-	-	**24.00**
2610 - DIRECTION OF CENTRAL SUPPORT	793	1,110	977	1,253	**9.00**	1,269	-	-	**9.00**
2620 - RESEARCH,DEVELOP,EVAL SVCS	1,138	1,532	2,061	2,556	**14.50**	2,755	-	-	**15.50**
2630 - INFORMATION SERVICES	2,576	2,559	2,407	4,195	**29.63**	4,275	-	-	**29.50**
2640 - STAFF SERVICES	6,200	6,471	7,382	8,339	**51.00**	9,400	-	-	**54.50**
2660 - TECHNOLOGY SERVICES	12,469	15,197	14,977	22,076	**78.70**	19,163	-	-	**73.70**
2670 - RECORDS MANAGEMENT SVCS	285	320	378	461	**4.00**	499	-	-	**4.00**
2690 - OTHER SUPPORT SERVICES-CENTRAL	-	-	-	-	**-**	24	-	-	**-**
Subtotal - 2000 - SUPPORT SERVICES	281,918	285,720	312,766	341,772	**2,169.42**	362,767	-	-	**2,100.97**
3100 - FOOD SERVICES	165	19	34	196	**1.88**	-	-	-	**-**
3300 - COMMUNITY SVCS	1,342	5,095	860	2,904	**11.00**	4,194	-	-	**17.55**
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	1,507	5,115	893	3,100	**12.88**	4,194	-	-	**17.55**
5100 - DEBT SERVICE	-	-	-	783	**-**	728	-	-	**-**
Subtotal - 5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	-	-	-	783	**-**	728	-	-	**-**
52100 - Fund Transfers	1,311	1,198	1,207	1,302	**-**	1,075	-	-	**-**
Subtotal - 5200 - TRANSFERS OF FUNDS	1,311	1,198	1,207	1,302	**-**	1,075	-	-	**-**
61100 - Operating Contingency	-	-	-	50,768	**-**	43,063	-	-	**-**
Subtotal - 6000 - CONTINGENCIES	-	-	-	50,768	**-**	43,063	-	-	**-**
71100 - Ending Fund Balance	64,474	88,691	98,804	-	**-**	-	-	-	**-**
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	64,474	88,691	98,804	-	**-**	-	-	-	**-**
Total Requirements by Function	709,092	744,589	1,188,261	804,062	**5,218.23**	823,423	-	-	**4,998.05**

100 - General Funds - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
511100 - Licensed Staff	225,339	245,595	241,282	263,124	**3,133.16**	259,988	-	-	**2,969.99**
511210 - Classified - Represented	51,293	51,048	55,669	64,069	**1,453.78**	61,943	-	-	**1,389.09**
511220 - Non-Represented Staff	22,220	24,127	26,864	31,983	**355.29**	33,096	-	-	**352.47**
511310 - Administrators - Licensed	27,760	29,381	31,023	32,381	**226.99**	35,691	-	-	**239.50**

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
511320 - Administrators - NonLicensed	1,487	1,357	1,313	1,562	**8.00**	1,616	-	-	**8.00**
511420 - Directors/Program Admins	4,595	4,608	4,594	5,779	**41.00**	5,819	-	-	**39.00**
512100 - Substitutes - Licensed	8,786	1,696	10,541	7,723	-	10,194	-	-	-
512200 - Substitutes - Classified	656	128	466	1,435	-	1,472	-	-	-
512300 - Temporary Misc - Licensed	1,591	1,413	1,436	630	-	630	-	-	-
512400 - Temporary Misc - Classified	901	560	913	26	-	363	-	-	-
513100 - Extended Responsibility - LIC	2,454	2,545	3,293	1,888	-	2,194	-	-	-
513200 - Extended Responsibility - CLS	2,363	1,868	2,717	41	-	1,035	-	-	-
513300 - Extended Hours	3,028	4,893	4,314	5,210	-	5,559	-	-	-
513350 - PAT Overload Pay Stipend	2,298	1,308	1,715	2,571	-	2,360	-	-	-
513400 - Overtime Pay	1,116	500	1,356	736	-	758	-	-	-
513510 - Group Hlth Opt Out Lic	252	262	232	25	-	5	-	-	-
513520 - Group Hlth Opt Out Non Lic	35	40	43	-	-	-	-	-	-
Subtotal - 100 - SALARIES	356,176	371,326	387,770	419,184	**5,218.23**	422,723	-	-	**4,998.05**
521000 - PERS	16,404	16,483	445	952	-	-	-	-	-
521310 - PERS UAL	45,261	47,700	63,287	64,417	-	69,408	-	-	-
522000 - Social Security - FICA	26,791	27,920	29,180	32,056	-	32,325	-	-	-
523100 - Workers' Compensation	281	1,630	619	2,894	-	3,255	-	-	-
523200 - Unemployment Compensation	519	972	216	297	-	422	-	-	-
523300 - PFMLA	-	-	-	838	-	1,690	-	-	-
524100 - Group Health Insurance	82,585	89,153	86,166	101,247	-	106,905	-	-	-
524200 - Other Employer Paid Benefits	734	831	769	814	-	801	-	-	-
524300 - Retiree Health Insurance	1,895	3,558	2,812	3,159	-	2,494	-	-	-
524530 - Early Retirement Benefits	890	903	749	764	-	676	-	-	-
524400 - DCU Union Contract Items	4	-	-	-	-	-	-	-	-
524510 - PAT Union Tuition Reimbursemnt	754	658	714	-	-	-	-	-	-
524520 - PAT Union Prof Improvement Fds	338	106	174	-	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	176,456	189,914	185,131	207,438	-	217,976	-	-	-
531100 - Instructional Services	1,809	2,032	1,899	4,141	-	2,475	-	-	-
531200 - Instr Program Improvement Svcs	305	180	528	1,149	-	3,071	-	-	-
531300 - Student Services	10	1	8	-	-	78	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	786	370	1,105	975	-	1,825	-	-	-
531810 - Non-Instr Dev Profess Dev Fds	161	112	117	110	-	411	-	-	-
531900 - Other Instr Prof/Tech Svcs	6,114	5,189	5,023	4,083	-	4,020	-	-	-
532100 - Cleaning Services	6	1	510	1	-	1	-	-	-
532200 - Repairs and Maintenance Svcs	1,462	771	778	2,096	-	1,908	-	-	-
532400 - Rentals	337	262	376	153	-	196	-	-	-
532410 - Leased Copy Machines	-	-	-	-	-	-	-	-	-
532500 - Electricity	3,464	2,860	3,826	3,464	-	7,538	-	-	-
532600 - Fuel	2,734	2,512	3,295	3,935	-	3,441	-	-	-
532700 - Water and Sewage	3,036	2,514	3,080	3,019	-	1,103	-	-	-
532800 - Garbage	813	551	1,135	1,011	-	42	-	-	-
532900 - Other Property Services	4,871	5,019	6,145	2,667	-	4,212	-	-	-
533110 - Reimb - School Bus	13,161	11,670	16,058	15,599	-	25,586	-	-	-
533120 - Reimb - Taxi Cab	1,545	98	2,376	1,631	-	1,631	-	-	-
533130 - Reimb - In-Lieu	40	1	970	15	-	15	-	-	-
533140 - Reimb - Tri-Met	1,992	996	2,052	2,115	-	2,113	-	-	-
533150 - Reimb - Field Trips	314	6	484	356	-	349	-	-	-
533200 - Non-Reimb Student Transport	449	323	889	20	-	746	-	-	-
534100 - Travel, Local in District	152	41	99	226	-	245	-	-	-
534200 - Travel, Out of District	464	133	720	729	-	1,021	-	-	-
534210 - Trav Out Dist Profess Dev Fds	37	1	21	-	-	-	-	-	-
534300 - Travel, Student Activities	110	40	196	686	-	556	-	-	-
534901 - Student Academic Transport	1	-	1	-	-	-	-	-	-
535100 - Telephone	1,006	530	405	677	-	739	-	-	-
535300 - Postage	298	278	294	342	-	346	-	-	-
535400 - Advertising	68	110	293	70	-	76	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
535500 - Printing and Binding	1,602	725	1,153	2,023	-	1,832	-	-	-
535920 - Internet Fees	1	43	7	2	-	2	-	-	-
535990 - Wide Area Network/Misc	742	1,474	1,457	1,250	-	1,250	-	-	-
536000 - Charter Schools	14,066	15,846	15,183	15,787	-	17,719	-	-	-
537100 - Tuition to Other Dist InState	-	-	-	-	-	-	-	-	-
537300 - Tuition to Private Schools	8,399	7,726	7,124	10,632	-	9,949	-	-	-
537410 - Tuition - Fees College Credit	-	-	-	3	-	90	-	-	-
538100 - Audit Services	231	244	271	227	-	227	-	-	-
538200 - Legal Services	2,087	2,217	1,380	2,089	-	1,589	-	-	-
538300 - Architect and Engineering Svcs	241	302	184	-	-	165	-	-	-
538400 - Negotiation Services	98	222	89	175	-	175	-	-	-
538500 - Management Services	85	118	192	78	-	78	-	-	-
538600 - Data Processing Services	126	37	35	-	-	59	-	-	-
538800 - Election Services	127	259	-	350	-	350	-	-	-
538910 - Security Services	233	458	228	149	-	148	-	-	-
538920 - Staff Services	-	-	4	-	-	-	-	-	-
538930 - Secretarial/Clerical Services	45	18	-	16	-	15	-	-	-
538940 - Professional Moving Services	93	129	157	303	-	376	-	-	-
538950 - Professional Health Care Svcs	47	11	49	11	-	11	-	-	-
538960 - Professional Child Care Svcs	118	110	118	298	-	297	-	-	-
538970 - Graphic Arts Services	-	9	36	-	-	1	-	-	-
538980 - Laundering Services	5	4	9	5	-	5	-	-	-
538990 - Non-Instr Pers/Professional Sv	10,601	12,357	7,337	16,703	-	12,882	-	-	-
538995 - Meal Services	-	-	-	-	-	14	-	-	-
539100 - Pass Through	68	89	4	47	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	84,559	79,002	87,698	99,418	-	110,980	-	-	-
541000 - Consumable Supplies	5,052	3,264	8,337	6,320	-	7,624	-	-	-
541100 - Loss Prevention	11	22	15	-	-	-	-	-	-
541270 - Food Inventory Adjustm-NS Only	-	3	(2)	-	-	-	-	-	-
541310 - Auto Parts, Batteries	58	50	101	88	-	88	-	-	-
541315 - Tires	14	10	12	20	-	20	-	-	-
541320 - Oil & Lubricants	5	15	7	8	-	8	-	-	-
541325 - Gas	124	53	212	215	-	215	-	-	-
541330 - Propane	195	55	200	150	-	150	-	-	-
541400 - Maintenance Materials	1,323	1,371	1,180	610	-	610	-	-	-
541500 - Inventory Adjustments	(4)	(14)	(7)	20	-	20	-	-	-
541600 - Interdepartmental Charges	(317)	(149)	(283)	35	-	42	-	-	-
541700 - Discounts Taken	-	(1)	(1)	-	-	-	-	-	-
542100 - Textbook Expansion	403	390	103	401	-	790	-	-	-
542200 - Textbook Adoption	1,348	237	1,841	-	-	-	-	-	-
542300 - Textbook Replacement	-	10	1	-	-	-	-	-	-
543000 - Library Books	266	361	294	378	-	483	-	-	-
544000 - Periodicals	61	1	23	10	-	9	-	-	-
544100 - Online Periodical Subscription	296	96	119	125	-	125	-	-	-
545100 - Purchased Food-NS Only	51	-	10	64	-	-	-	-	-
546000 - Non-Consumable Supplies	277	358	803	593	-	410	-	-	-
546100 - Minor Equipment - Tagged	58	37	109	222	-	122	-	-	-
547000 - Computer Software	3,176	3,113	3,394	2,891	-	2,663	-	-	-
548000 - Computer Equipment	6,548	(2,373)	1,334	789	-	761	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	18,945	6,908	17,800	12,939	-	14,140	-	-	-
552000 - Building Acquisition/Improvmnt	381	121	481	-	-	-	-	-	-
553000 - Improvements - Not Buildings	22	47	52	-	-	-	-	-	-
554100 - Initial and Addl Equipment	598	449	447	1,339	-	139	-	-	-
554110 - Vehicles	322	162	265	383	-	383	-	-	-
555010 - Computers	7	28	87	39	-	37	-	-	-
555020 - Printers	-	-	-	-	-	-	-	-	-
555030 - Software Capital Expense	26	113	101	-	-	-	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
555090 - Misc Other Technology	185	173	119	427	-	392	-	-	-
556410 - Buses/Capital Bus Improvements	393	(2)	309	430	-	430	-	-	-
559000 - Other Capital Outlay	-	-	-	1,400	-	1,750	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	1,936	1,092	1,861	4,017	-	3,131	-	-	-
561000 - Redemption of Principal	-	-	-	706	-	662	-	-	-
562100 - Interest (Except Bus/Garage)	-	-	-	77	-	65	-	-	-
563000 - Fiscal Charges	91	88	137	110	-	110	-	-	-
563400 - Bad Debt Expense	-	-	2	-	-	-	-	-	-
563500 - Administrative Write-Off	1	44	-	-	-	-	-	-	-
564000 - Dues and Fees	973	1,030	1,007	806	-	857	-	-	-
564010 - Dues & Fees Profess Dev Fds	1	1	-	103	-	83	-	-	-
564100 - Bond Issuance Cost	-	1	2,167	-	-	-	-	-	-
565100 - Liability Insurance	522	745	975	616	-	1,263	-	-	-
565300 - Property Insurance Premiums	2,109	2,417	3,106	2,056	-	4,270	-	-	-
565500 - Judgmnts&Settlemnts Against	122	176	338	2,703	-	1,203	-	-	-
565930 - Deductible Insurance Loss	1,371	1,913	1,538	1,786	-	1,786	-	-	-
567100 - Permits	37	38	44	26	-	26	-	-	-
567200 - Public Assessments	7	7	7	7	-	7	-	-	-
568000 - PERS UAL Lump Payment	-	-	398,666	-	-	-	-	-	-
569000 - Grant Indirect Charges	-	-	-	-	-	-	-	-	-
Subtotal - Other Objects	5,235	6,458	407,987	8,996	-	10,333	-	-	-
571000 - Transfers to Other Funds	1,311	1,198	1,207	1,302	-	1,075	-	-	-
Subtotal - 700 - TRANSFERS	1,311	1,198	1,207	1,302	-	1,075	-	-	-
581000 - Operating Contingency	-	-	-	50,768	-	43,063	-	-	-
Subtotal - 581000 - Operating Contingency	-	-	-	50,768	-	43,063	-	-	-
376520 - Budgeted Ending Fund Balance	64,474	88,691	98,804	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	64,474	88,691	98,804	-	-	-	-	-	-
Total Requirements by Object	709,092	744,589	1,188,261	804,062	**5,218.23**	823,423	-	-	**4,998.05**

Budget Forecast by Major Object - General Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE	86,634	43,063	24,408	32,586
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	329,746	347,882	367,016	374,356
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	114,676	120,983	127,637	130,190
OTHER REVENUE FROM LOCAL SOURCES	22,603	23,846	25,158	25,661
2000 - REVENUE - INTERMEDIATE SOURCES	8,019	8,460	8,925	9,104
3000 - REVENUE FROM STATE SOURCES	259,931	274,227	289,309	295,095
4000 - REVENUE FROM FEDERAL SOURCES	15	15	16	16
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	1,800	1,899	2,003	2,044
Total Resources	**823,423**	**820,375**	**844,473**	**869,052**

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	259,988	265,188	270,492	275,901
1121 - CLASSIFIED - REPRESENTED	61,943	63,182	64,445	65,734
1122 - NON-REPRESENTED STAFF	38,915	39,693	40,487	41,297
113 - ADMINISTRATORS	37,308	38,054	38,815	39,592
OTHER SALARIES	24,570	25,061	25,563	26,074
200 - ASSOCIATED PAYROLL COSTS	217,977	222,337	226,783	231,319
300 - PURCHASED SERVICES	110,980	113,200	115,464	117,773
400 - SUPPLIES AND MATERIALS	14,140	14,423	14,711	15,005
500 - CAPITAL OUTLAY	3,131	3,194	3,257	3,323
600 - OTHER OBJECTS	10,333	10,540	10,750	10,965
700 - TRANSFERS	1,075	1,097	1,118	1,141
581000 - OPERATING CONTINGENCY	43,063	24,408	32,586	40,928
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	**823,423**	**820,375**	**844,473**	**869,052**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

BUDGETED POSITIONS BY MINOR FUNCTION (GENERAL FUND)

PORTLAND PUBLIC SCHOOLS
BUDGETED POSITIONS BY MINOR FUNCTION (100 - General Fund)
For the 2023-24 Proposed Budget

Function	Licensed		Classified - Represented		Administrators		Non - Represented		Proposed Budget	% Of Budget
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24		
1111 - ELEMENTARY K-5	1,072.7	954.5	39.3	14.6	1.0	2.0			136,560,993	16.77
1113 - ELEMENTARY EXTRA CURRICULAR									25,264	
1121 - MIDDLE SCHOOL PROGRAMS	442.4	423.7	0.6	2.6					60,171,918	7.39
1122 - MIDDLE SCHOOL EXTR CURRICULAR	2.6	2.7							398,265	0.05
1131 - HIGH SCHOOL PROGRAMS	628.7	644.8	2.5	2.5				0.5	93,055,978	11.43
1132 - HIGH SCHOOL EXTRA CURRICULAR	11.9	2.4	2.5	1.5	2.5	2.0	1.0	1.0	6,715,989	0.82
1140 - PRE KINDERGARTEN PROGRAMS	2.7	0.3							27,288	
1210 - PROGRAMS FOR TALENTED AND GIFTED									607,994	0.07
1220 - RESTRICTIVE PROGRAMS	109.1	95.1	260.8	265.5					30,864,349	3.79
1250 - LESS RESTRICTIVE PROGRAMS	183.8	182.3	136.0	129.4					33,348,441	4.10
1260 - TREATMENT AND HABILITATION	17.0	18.0							2,662,230	0.33
1280 - ALTERNATIVE EDUCATION	3.2	11.5	1.0	1.0			1.0		31,973,355	3.93
1291 - ENGLISH LANGUAGE LEARNER	82.9	89.6	22.6	20.8					13,524,641	1.66
1292 - TEEN PARENT PROGRAMS									39,368	
1299 - OTHER SPECIAL PROGRAMS			8.4	11.3					953,145	0.12
1400 - SUMMER SCHOOL PROGRAMS									665,641	0.08
1000 - INSTRUCTION	**2,556.7**	**2,424.8**	**473.7**	**449.3**	**3.5**	**4.0**	**2.0**	**1.5**	**411,594,859**	**50.54**
2110 - ATTENDANCE/SOCIAL WORK SVCS	68.2	76.9	89.5	87.9					16,936,621	2.08
2120 - GUIDANCE SERVICES	156.9	139.7	18.8	16.8	3.0	2.0	17.5	21.6	26,442,801	3.25
2140 - PSYCHOLOGICAL SERVICES	45.4	45.7							6,506,065	0.80
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	85.6	84.0							11,986,841	1.47
2160 - OTHER STUDENT TREATMENT SVCS	27.3	24.3							3,750,623	0.46
2190 - SVC DIRECTION-STUDENT SUPPORT		2.0	14.5	14.0	29.5	35.0	13.8	13.5	16,596,210	2.04
2210 - IMPROVEMENT OF INSTRUCTION	12.3	12.8	0.8	0.8	8.0	10.0	10.0	7.5	9,893,238	1.21
2220 - EDUCATIONAL MEDIA SERVICES	62.7	61.1	45.0	40.8			8.1	6.8	13,489,457	1.66
2230 - ASSESSMENT AND TESTING							3.0		660,073	0.08
2240 - INSTRUC STAFF DEVELOPMENT	107.2	95.3			0.5	2.5	1.0	7.0	21,173,859	2.60
2310 - BOARD OF EDUCATION SERVICES							4.0	3.0	1,097,932	0.13
2320 - EXECUTIVE ADMINISTRATION SVCS					16.0	18.0	33.0	33.0	16,173,114	1.99
2410 - OFFICE OF THE PRINCIPAL SVCS	3.0	0.4	190.6	180.2	166.5	169.0	34.0	26.6	52,842,619	6.49
2490 - OTHER SCHOOL SUPPORT ADMIN									509,172	0.06
2510 - SUPPORT SERVICES-BUSINESS					1.0	1.0	1.0	1.0	500,740	0.06
2520 - FISCAL SERVICES			3.5	3.5	1.0	1.0	48.9	43.7	19,495,411	1.12
2540 - OPER/MAINTENANCE OF PLANT SVCS			459.3	432.3			48.6	48.6	62,226,733	7.64
2550 - STUDENT TRANSPORTATION SERVICE			108.8	111.5			9.0	10.0	41,430,648	5.25
2570 - INTERNAL SERVICES			12.0	12.0			14.0	12.0	3,669,145	0.45
2610 - DIRECTION OF CENTRAL SUPPORT			2.0	2.0			7.0	7.0	1,269,116	0.16
2620 - RESEARCH,DEVELOP,EVAL SVCS					3.0	2.0	11.5	13.5	2,755,410	0.34
2630 - INFORMATION SERVICES			6.5	7.0	1.0	1.0	22.1	21.5	4,274,684	0.52
2640 - STAFF SERVICES		1.0	1.0	1.0	1.0	1.0	49.0	51.5	9,400,337	1.15
2660 - TECHNOLOGY SERVICES	8.0	2.0	12.0	12.0	1.0	1.0	57.7	58.7	19,163,274	2.35
2670 - RECORDS MANAGEMENT SVCS			3.0	3.0			1.0	1.0	499,065	0.06
2690 - OTHER SUPPORT SERVICES-CENTRAL									24,498	
2000 - SUPPORT SERVICES	**576.5**	**545.2**	**967.2**	**924.8**	**231.5**	**243.5**	**394.3**	**387.5**	**362,767,686**	**43.43**
3100 - FOOD SERVICES			1.9							
3300 - COMMUNITY SVCS			11.0	15.1				2.5	4,194,476	0.52
3000 - ENTERPRISE AND COMMUNITY SVCS			**12.9**	**15.1**				**2.5**	**4,194,476**	**0.52**
5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS									727,790	0.09
5200 - TRANSFERS OF FUNDS									1,075,000	0.13
6000 - CONTINGENCIES									43,063,406	5.29
OTHER									**44,866,196**	**5.51**
FUND TOTAL	**3,133.2**	**2,970.0**	**1,453.8**	**1,389.2**	**235.0**	**247.5**	**396.3**	**391.5**	**823,423,217**	**100.00**

ACCRUED OBLIGATION FOR POST-EMPLOYMENT BENEFITS

Early Retirement

The District has a single-employer defined benefit early retirement supplement program.

Retirement Health Insurance Subsidy (RHIS) Plan Description – The District provides a single-employer defined benefit plan that provides post-employment health, dental, vision and life insurance benefits to eligible employees and their spouses for employees who have retired from the District with a minimum of 15 accumulated years of service and are eligible to retire from the Oregon retirement system. Covered employees under the plan are eligible to receive full or part time District-paid medical and pharmacy benefits for up to 60 months, or until reaching age 65, whichever comes first. The program was established under separate collective bargaining agreements with certified and classified employees and by precedent for all other certified District employees. The Portland Association of Teachers (PAT) group terminated this benefit after September 30, 2019. All other bargaining units and employee groups, except the District Council Unions (DCU), agreed to terminate this benefit after June 30, 2014. The DCU agreed to terminate this benefit after December 31, 2014.

Summary of Significant Accounting Policies - The Retirement Health Insurance Subsidy (RHIS) is a health and welfare program the District provides for retirees. The plan is actuarially determined, is reflected as a long-term liability in the government-wide financial statements and reflects the present value of expected future payments. The net other post-employment benefits liability and expenditure in the governmental fund financial statements are limited to amounts that become due and payable as of the end of the fiscal year, and are reported on a pay-as-you-go basis.

Funding policy - The benefits from this program are fully paid by the District; therefore, no contributions by employees are required. The District's total actuarially determined liability on June 30, 2022 was $75.9 million.

Contributions - Contributions are financed on a pay-as-you-go basis.

Stipend

Stipend Plan Description – The District provides a single-employer defined benefit early retirement program for members of the PAT, physical therapists, occupational therapists and licensed administrators. Certificated employees with 15 consecutive years of at least half-time service with the District, and who are eligible to retire under OPERS, and who retired before age 62 are eligible for the early retirement benefits. Eligible employees are entitled to a monthly benefit of $425 dollars commencing on the first month after their retirement. Benefits are payable up to the earlier of attaining age 62 or receiving 60 monthly payments. The General Fund and the Special Revenue Fund are the primary funds from which the stipend liability is liquidated. The District does not issue a separate stand-alone financial report for this plan. The District pays for the benefits without any cost to employees. The contributions are financed on a pay-as-you-go basis, and there are no assets accumulated in a trust.

The program was established under separate bargaining agreements and may be amended by the District under new collective bargaining agreements.

Summary of Significant Accounting Policies - The District provides a single-employer defined benefit early retirement program. The stipend benefit is actuarially determined, is reflected as a long-term liability in the government-wide financial statements, and reflects the present value of expected future payments. This plan is accounted for under the provisions of GASB Statement No. 73.

Funding policy - The benefits from this program are fully paid by the District; therefore, no contributions by employees are required. The District's total actuarially determined liability on June 30, 2022 was $5.5 million.

Contributions - Contributions are financed on a pay-as-you-go basis. During fiscal year 2022 the District recognized, on a budgetary basis, expenditures of approximately $1.0 million for the stipend benefits.

SPECIAL REVENUE FUNDS SUMMARY (200)

Fund 200 - Special Revenue Funds Resources Summary

Total resources for Fund 200 are expected to decrease by $63.6 million or 20.4% from 2022-23 to 2023-24. Federal sources are expected to have the largest decrease of $53.2 million or 36.6%.

Fund 200 - Special Revenue Funds Requirements Summary

Payroll and its associated costs along with purchased services are responsible for most of the anticipated expenditures in Fund 200.

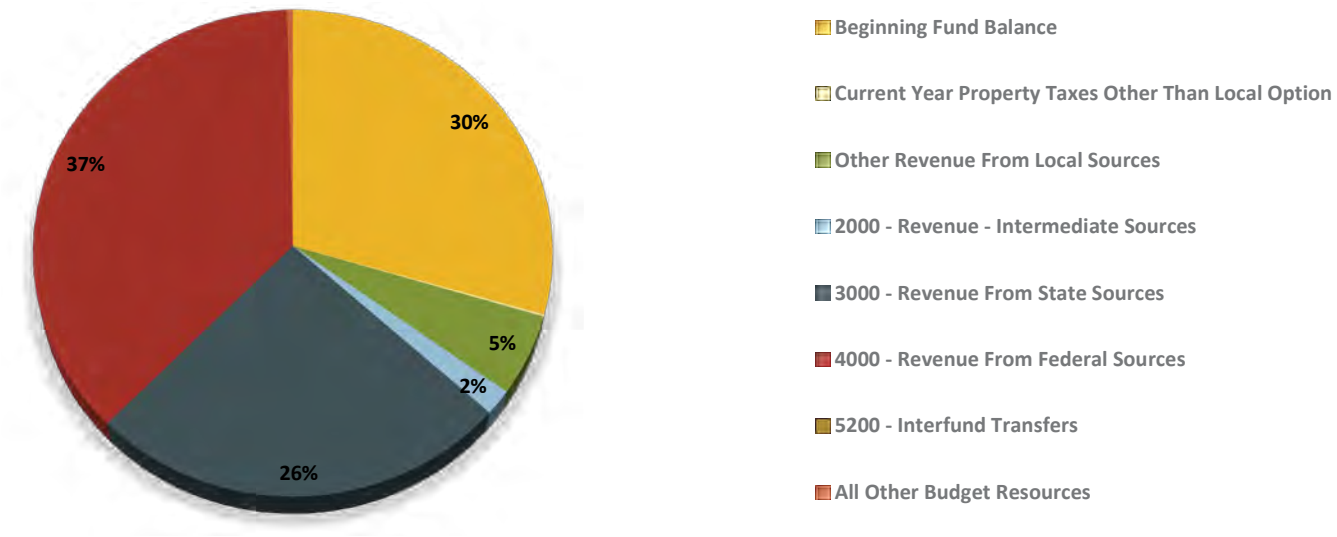
The various Special Revenue Funds support the District's vision of strengthening the core functions and best practices by providing additional support in the form of grants and foundation funding to core curriculum areas and bringing more equity to historically underserved students. This is accomplished by providing Educational Assistants and additional teachers as needed, as well as providing continued support of High School Success, funding community engagement, strengthening Multi-Tiered Systems of Support, increasing social emotional learning, promoting family-focused training and education. The Cafeteria Fund provides equity for historically underserved students and students in need.

Summary of Resources by Major Object - 200 - Special Revenue Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Beginning Fund Balance	37,428	35,790	28,222	43,351	73,075	-	-
Current Year Property Taxes Other Than Local Option	296	309	330	342	354	-	-
Other Revenue From Local Sources	20,451	11,795	14,828	17,929	13,306	-	-
2000 - Revenue - Intermediate Sources	43	28	141	130	4,172	-	-
3000 - Revenue From State Sources	24,982	40,775	78,458	102,985	63,477	-	-
4000 - Revenue From Federal Sources	53,984	66,518	94,641	145,566	92,318	-	-
5200 - Interfund Transfers	69	716	73	75	75	-	-
All Other Budget Resources	-	-	-	900	900	-	-
TOTAL RESOURCES	137,253	155,931	216,693	311,278	247,677	-	-

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Resources by Major Object - 200 - Special Revenue Funds

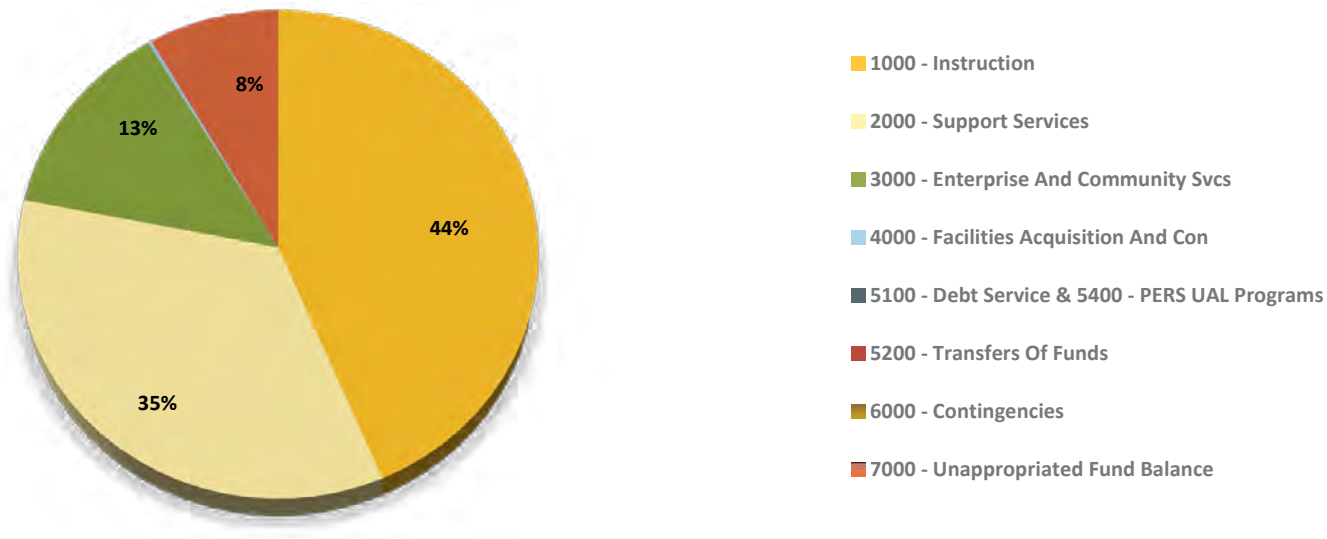


Summary of Requirements by Major Function - Special Revenue Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
1000 - Instruction	48,877	53,245	87,065	130,278	667.32	108,075	-	-	559.06
2000 - Support Services	32,104	54,985	64,722	116,322	364.15	85,424	-	-	369.45
3000 - Enterprise And Community Svcs	20,430	18,799	29,737	32,948	227.96	32,945	-	-	221.32
4000 - Facilities Acquisition And Con	52	27	100	89	-	606	-	-	-
5100 - Debt Service & 5400 - PERS UAL Programs	-	-	-	199	-				
5200 - Transfers Of Funds	-	651	-	-	-		-	-	-
6000 - Contingencies	-	-		-	-	-	-	-	-
7000 - Unappropriated Fund Balance	35,790	28,222	35,069	31,442	-	$20,627	-	-	-
TOTAL REQUIREMENTS	137,253	155,929	216,693	311,278	1,259.43	247,677	-	-	1,149.83

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Function - Special Revenue Funds

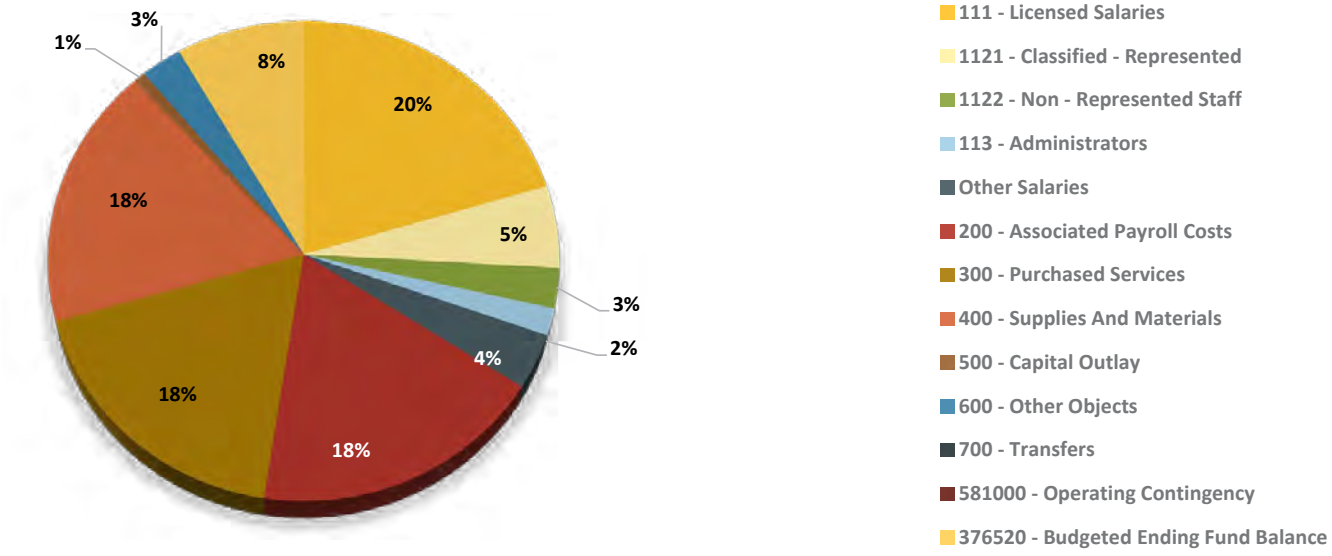


Summary of Requirements by Major Object- Special Revenue Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
111 - Licensed Salaries	21,979	25,844	42,720	51,176	628.35	50,484	-	-	512.79
1121 - Classified - Represented	12,698	14,121	15,497	20,076	514.43	13,614	-	-	515.62
1122 - Non - Represented Staff	4,385	4,592	4,687	5,928	77.89	6,741	-	-	90.42
113 - Administrators	2,069	2,791	4,638	5,379	38.76	4,511	-	-	31.00
Other Salaries	3,122	7,127	8,260	18,113	-	9,206	-	-	-
200 - Associated Payroll Costs	23,075	28,214	37,328	48,888	-	45,301	-	-	-
300 - Purchased Services	9,213	14,537	37,895	67,791	-	44,824	-	-	-
400 - Supplies And Materials	18,906	24,743	22,735	50,929	-	43,826	-	-	-
500 - Capital Outlay	1,678	175	998	1,889	-	1,865	-	-	-
600 - Other Objects	4,337	4,914	6,867	9,668	-	6,678	-	-	-
700 - Transfers	-	651	-	-	-	-	-	-	-
581000 - Operating Contingency	-	-		-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	35,790	28,222	35,069	31,442	-	20,627	-	-	-
TOTAL REQUIREMENTS	137,252	155,931	216,693	311,279	1,259.43	247,677	-	-	1,149.83

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Object- Special Revenue Funds



STUDENT BODY ACTIVITY FUND (201)

The Student Body Activity Fund accounts for the receipts, disbursements and cash balances of the various schools' Student Body Funds. The resources are primarily generated by students, student groups, Parent Teacher Associations (PTAs), booster clubs, fundraising activities and donations. With financial oversight provided by the District's Finance office, individual schools are responsible for managing their school's fund. Each school's Student Body Fund is reviewed on a recurring schedule.

Fund 201 - Student Body Activity Fund Detail

201 - School Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	4,968	4,930	5,074	5,000	5,000	-	-
377000 - Fund Balance-Unres/Undes	-	-	-	-	-	-	-
Subtotal - Beginning Fund Balance	4,968	4,930	5,074	5,000	5,000	-	-
417900 - Other Curricular Activities	4,914	1,237	4,020	7,500	5,000	-	-
Subtotal - Other Revenue from Local Sources	4,914	1,237	4,020	7,500	5,000	-	-
Total Resources by Object	9,882	6,167	9,094	12,500	10,000	-	-

201 - School Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
1132 - HIGH SCHOOL EXTRA CURRICULAR	4,952	1,093	3,959	7,500	-	10,000	-	-	-
Subtotal - 1000 - INSTRUCTION	4,952	1,093	3,959	7,500	-	10,000	-	-	-
71100 - Ending Fund Balance	4,930	5,074	5,135	5,000	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	4,930	5,074	5,135	5,000	-	-	-	-	-
Total Requirements by Function	9,882	6,167	9,094	12,500	-	10,000	-	-	-

201 - School Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
541000 - Consumable Supplies	4,952	1,093	3,959	7,500	-	10,000	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	4,952	1,093	3,959	7,500	-	10,000	-	-	-
376520 - Budgeted Ending Fund Balance	4,930	5,074	5,135	5,000	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	4,930	5,074	5,135	5,000	-	-	-	-	-
Total Requirements by Object	9,882	6,167	9,094	12,500		10,000	-	-	-

Budget Forecast by Major Object - 201 - Student Body Activity Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	5,000	5,000	5,000	5,000
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	5,000	5,000	5,000	5,000
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	10,000	10,000	10,000	10,000

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	10,000	10,000	10,000	10,000
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	10,000	10,000	10,000	10,000

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.
* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

CAFETERIA FUND (202)

This fund provides for all costs associated with operating federally-funded child nutrition programs in Portland schools.

The department has served on average 7,200 breakfasts, 17,000 lunches, and 1,500 after-school suppers and was awarded a fresh fruit and vegetable program grant at 26 schools during 2022-23. Additionally, for 8-10 weeks in the summer, breakfasts and/or lunches are served for free to children ages 1-18 years at 45-55 schools, community or park locations. Operating costs include menu planning (recipe testing, product/food testing, nutritional analysis and food crediting, participation tracking), supply chain management (bid specification, purchasing, inventory control, warehousing and delivery), meal production and service (HACCP food safety procedures and inspections, food preparation and cooking, equipment maintenance), management of information services (>46,000 student meal accounts, collection and processing eligibility from family meal benefit applications, regular download and analysis of direct certification information, ensuring sibling matches for extension of benefits, determining district socio-economic data, technical support of a web-based department enterprise system), human resource management (recruiting, hiring, training, professional development, performance reviews, progressive discipline, union negotiations), marketing and communication (printing, communication to families about eligibility and meal accounts, information about programs and services, webpage and social media accounts), financial management (budget and grant management), and occasional contract meal service to outside agencies.

Operating funds are generated through sales of meals to students and reimbursement for meals served to students under United States Department of Agriculture (USDA) Child Nutrition Program reimbursement guidelines. USDA establishes a fixed reimbursement rate for each documented meal served and sets the household income guidelines that determine a family's eligibility for free or reduced priced meals. USDA requires that paid meal price covers expenses, and federal reimbursements for free or reduced priced meals should not subsidize the cost for paid eligible meals. Portland Public School's Board of Directors approves the price for full price meals (3.60.010-AD).

The state of Oregon provides reimbursement to cover the family portions (copays) of the reduced price eligible meals for both breakfast and lunch, and the copay for federal paid eligible meals served to families eligible for the Oregon Expanded Income Guidelines (EIG) established under the Student Success Act. The department regularly seeks out additional grant funds each biennium through Oregon Farm to School opportunities. This state funded grant, both non-competitive and competitive, supports the department's long standing value and mission to serve local foods to Portland students and reinvest into our community and local economy.

Fund 202 - Cafeteria Fund Detail

202 - Cafeteria Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	4,269	4,978	-	-
377000 - Fund Balance-Unres/Undes	3,974	1,707	3,982	-	-	-	-
Subtotal - Beginning Fund Balance	3,974	1,707	3,982	4,269	4,978	-	-
416120 - Lunch	2,751	(34)	(11)	2,889	2,738	-	-
416201 - A la Carte Sales	-	-	-	-	-	-	-
419200 - Contrib-Donation - Priv Source	55	59	6	5	10	-	-
419700 - Services Provided Other Funds	656	-	108	-	50	-	-
419910 - Miscellaneous	1	2	12	-	5	-	-
419940 - Restitution	1	1	1	-	-	-	-
419950 - Sales, Royalties and Events	1	4	54	-	130	-	-
Subtotal - Other Revenue from Local Sources	3,464	32	170	2,894	2,933	-	-
431020 - SSF--School Lunch Match	142	142	142	150	150	-	-
432990 - Restricted State Grants	443	322	407	2,804	3,003	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	585	465	549	2,954	3,153	-	-
445010 - Fed Reimburse-Breakfast	2,822	4,499	3,218	2,589	2,351	-	-
445020 - Fed Reimburse-Lunch	6,620	7,900	15,731	7,240	7,465	-	-
445030 - Fed Reimburse-Fresh Fruit & Ve	419	132	507	395	498	-	-
445060 - Fed Reimburse - Supper	614	2,448	563	868	586	-	-
445080 - Fed Grants- State Pass Thru	1,197	1,185	1,444	1,178	1,485	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	11,672	16,165	21,463	12,271	12,386	-	-
452100 - Interfund Transfers	69	65	73	75	75	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	69	65	73	75	75	-	-
451600 - Lease Proceeds	-	-	-	900	900	-	-
Subtotal - All Other Budget Resources	-	-	-	900	900	-	-
Total Resources by Object	19,764	18,434	26,237	23,363	24,425	-	-

202 - Cafeteria Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
2520 - FISCAL SERVICES	526	421	572	1,548	-	1,585	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	526	421	572	1,548	-	1,585	-	-	-
3100 - FOOD SERVICES	17,531	14,031	19,083	21,616	**187.92**	22,841	-	-	**189.47**
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	17,531	14,031	19,083	21,616	**187.92**	22,841	-	-	**189.47**
5100 - DEBT SERVICE	-	-	-	199	-	-	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	-	-	-	199	-	-	-	-	-
71100 - Ending Fund Balance	1,707	3,982	6,581	-			-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	1,707	3,982	6,581	-			-	-	-
Total Requirements by Function	19,764	18,434	26,236	23,363	**187.92**	24,425	-	-	**189.47**

202 - Cafeteria Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
511210 - Classified - Represented	4,142	2,577	4,361	5,048	**171.52**	5,911	-	-	**172.46**
511220 - Non-Represented Staff	1,081	1,045	1,155	1,292	**14.40**	1,452	-	-	**15.01**
511420 - Directors/Program Admins	242	254	271	277	**2.00**	296	-	-	**2.00**
512400 - Temporary Misc - Classified	156	13	23	234	-	318	-	-	-
513300 - Extended Hours	-	-	-	-	-	-	-	-	-
513400 - Overtime Pay	60	8	69	18	-	92	-	-	-
513510 - Group Hlth Opt Out Lic	8	4	4	-	-	-	-	-	-
513520 - Group Hlth Opt Out Non Lic	42	41	30	-	-	-	-	-	-
Subtotal - 100 - SALARIES	5,731	3,942	5,912	6,868	**187.92**	8,070	-	-	**189.47**
521000 - PERS	231	161	13	(87)	-	-	-	-	-
521310 - PERS UAL	727	533	941	1,098	-	1,276	-	-	-
522000 - Social Security - FICA	434	298	448	525	-	617	-	-	-
523100 - Workers' Compensation	7	13	13	52	-	62	-	-	-
523200 - Unemployment Compensation	10	16	8	4	-	8	-	-	-
523300 - PFMLA	-	-	-	14	-	32	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
524100 - Group Health Insurance	1,669	1,995	1,754	2,627	-	2,827	-	-	-
524200 - Other Employer Paid Benefits	20	21	23	6	-	15	-	-	-
524300 - Retiree Health Insurance	35	36	41	55	-	48	-	-	-
524530 - Early Retirement Benefits	1	-	-	(4)	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	3,134	3,072	3,240	4,290	-	4,885	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	9	-	5	10	-	12	-	-	-
532200 - Repairs and Maintenance Svcs	79	-	-	100	-	100	-	-	-
532400 - Rentals	-	-	27	58	-	47	-	-	-
532900 - Other Property Services	83	92	70	128	-	128	-	-	-
534100 - Travel, Local in District	8	4	8	9	-	8	-	-	-
534200 - Travel, Out of District	10	-	1	20	-	14	-	-	-
535100 - Telephone	14	14	13	13	-	14	-	-	-
535300 - Postage	11	4	4	12	-	25	-	-	-
535400 - Advertising	-	-	11	10	-	15	-	-	-
535500 - Printing and Binding	48	9	16	13	-	20	-	-	-
538940 - Professional Moving Services	-	-	11	1	-	1	-	-	-
538950 - Professional Health Care Svcs	-	-	1	1	-	1	-	-	-
538980 - Laundering Services	26	1	21	50	-	25	-	-	-
538990 - Non-Instr Pers/Professional Sv	84	76	127	10	-	130	-	-	-
Subtotal - 300 - PURCHASED SERVICES	371	199	313	434	-	539	-	-	-
541000 - Consumable Supplies	582	557	676	620	-	701	-	-	-
541270 - Food Inventory Adjustm-NS Only	(701)	(202)	403	-	-	-	-	-	-
541600 - Interdepartmental Charges	69	23	8	50	-	100	-	-	-
545100 - Purchased Food-NS Only	6,541	4,989	6,293	7,425	-	6,444	-	-	-
545300 - Donated Commodity -NS Only	1,309	1,251	1,527	1,245	-	1,460	-	-	-
546000 - Non-Consumable Supplies	32	-	59	25	-	60	-	-	-
547000 - Computer Software	131	124	123	123	-	122	-	-	-
548000 - Computer Equipment	8	4	87	-	-	45	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	7,973	6,746	9,176	9,488	-	8,932	-	-	-
552000 - Building Acquisition/Improvmnt	46	-	27	-	-	-	-	-	-
554100 - Initial and Addl Equipment	214	61	320	430	-	300	-	-	-
555090 - Misc Other Technology	7	-	-	-	-	-	-	-	-
559000 - Other Capital Outlay	-	-	-	900	-	900	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	267	61	347	1,330	-	1,200	-	-	-
561000 - Redemption of Principal	-	-	-	166	-	-	-	-	-
562100 - Interest (Except Bus/Garage)	-	-	-	33	-	-	-	-	-
564000 - Dues and Fees	55	10	95	106	-	114	-	-	-
569000 - Grant Indirect Charges	526	421	572	648	-	685	-	-	-
Subtotal - Other Objects	581	431	667	954	-	799	-	-	-
376520 - Budgeted Ending Fund Balance	1,707	3,982	6,581	-			-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	1,707	3,982	6,581	-			-	-	-
Total Requirements by Object	19,764	18,434	26,236	23,363	**187.92**	24,425	-	-	**189.47**

Budget Forecast by Major Object - 202 - Cafeteria Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	4,978	5,152	5,333	5,519
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	2,933	3,036	3,142	3,252
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	3,153	3,263	3,378	3,496
4000 - REVENUE FROM FEDERAL SOURCES	12,386	12,820	13,268	13,733
5200 - INTERFUND TRANSFERS	75	78	80	83
ALL OTHER BUDGET RESOURCES	900	932	964	998
Total Resources	24,425	25,280	26,165	27,080

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	5,911	6,118	6,332	6,554
1122 - NON-REPRESENTED STAFF	1,748	1,809	1,873	1,938
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	410	424	439	455
200 - ASSOCIATED PAYROLL COSTS	4,885	5,056	5,233	5,416
300 - PURCHASED SERVICES	539	558	577	598
400 - SUPPLIES AND MATERIALS	8,932	9,245	9,568	9,903
500 - CAPITAL OUTLAY	1,200	1,242	1,285	1,330
600 - OTHER OBJECTS	799	827	856	886
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	24,425	25,280	26,165	27,080

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

GRANTS FUND (205)

This fund captures the resources and requirements for grants received by the District. The District actively pursues federal, state, local, and private grants to support projects in a variety of instruction and service areas. Most grant funded programs are operated to enable the District to achieve goals in situations that require supplementary or compensatory effort beyond what can be provided using General Fund support. Other grants supplement basic offerings of the District. All grants complement the primary mission of the District, which is to provide quality education to all students.

Fund 205 - Grants Fund Detail

205 - Grant Fund - Resources By Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	0	0	(12,768)	538	27,832	-	-
377000 - Fund Balance-Unres/Undes	-	-	-	-	-	-	-
Subtotal - Beginning Fund Balance	0	0	(12,768)	538	27,832	-	-
412000 - Rev-Local Gov't Not Districts	3,683	1,367	1,233	629	-	-	-
419200 - Contrib-Donation - Priv Source	6	-	-	-	-	-	-
419400 - Svc Provided-Oth Local Ed Agcy	110	58	-	-	-	-	-
419600 - Recovery PY Expenditure	3	(1)	2	-	-	-	-
Subtotal - Other Revenue from Local Sources	3,801	1,424	1,236	629	-	-	-
422000 - Restricted Revenue	43	28	141	130	4,172	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	43	28	141	130	4,172	-	-
432990 - Restricted State Grants	24,396	28,738	40,570	62,031	23,418	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	24,396	28,738	40,570	62,031	23,418	-	-
442000 - Unrestr Rev-Fed Govt Thru St	-	77	74	43	-	-	-
442020 - Medicaid Reimb. Eligible K12	-	-	31	-	-	-	-
443000 - Restr Rev-Fed Govt Direct	4,861	8,625	9,423	13,578	9,808	-	-
445080 - Fed Grants- State Pass Thru	36,961	41,585	63,449	119,659	70,124	-	-
447000 - Fed Grants-Other Interm Agency	432	67	200	15	-	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	42,254	50,353	73,177	133,296	79,932	-	-
452100 - Interfund Transfers	-	651	-	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	-	651	-	-	-	-	-
Total Resources by Object	70,494	81,194	102,356	196,623	135,353	-	-

205 - Grant Fund - Requirements By Function (Financial Data In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
Requirements by Function									
1111 - ELEMENTARY K-5	2,645	6,064	7,726	16,412	**121.69**	4,481	-	-	**63.72**
1113 - ELEMENTARY EXTRA CURRICULAR	7	5	-	-	**-**	0	-	-	**-**
1121 - MIDDLE SCHOOL PROGRAMS	566	1,193	1,742	2,263	**17.98**	1,428	-	-	**14.98**
1122 - MIDDLE SCHOOL EXTR CURRICULAR	-	-	-	-	**-**	9	-	-	**0.08**
1131 - HIGH SCHOOL PROGRAMS	2,117	2,947	4,682	5,785	**38.34**	3,511	-	-	**27.14**
1132 - HIGH SCHOOL EXTRA CURRICULAR	-	31	3	132	**1.17**	104	-	-	**1.00**
1140 - PRE KINDERGARTEN PROGRAMS	8,913	9,945	10,693	13,604	**140.57**	16,177	-	-	**144.15**
1100 - INSTRUCTIONAL SUB ROLLUP	-	4,020	702	2,913	**27.00**	-	-	-	**-**
1220 - RESTRICTIVE PROGRAMS	2,352	2,765	2,810	19,069	**35.34**	10,996	-	-	**30.59**
1250 - LESS RESTRICTIVE PROGRAMS	12,546	10,289	12,938	11,690	**70.06**	11,439	-	-	**71.81**
1260 - TREATMENT AND HABILITATION	490	446	414	412	**3.00**	285	-	-	**2.00**
1272 - TITLE I A/D	3,309	1,912	2,536	3,682	**0.50**	7,999	-	-	**-**
1280 - ALTERNATIVE EDUCATION	4,072	4,987	10,041	11,852	**56.27**	5,477	-	-	**33.22**
1291 - ENGLISH LANGUAGE LEARNER	257	435	504	1,661	**3.17**	1,431	-	-	**2.24**
1292 - TEEN PARENT PROGRAMS	174	140	106	254	**-**	280	-	-	**-**
1293 - MIGRANT EDUCATION	256	262	246	259	**1.00**	227	-	-	**-**
1299 - OTHER SPECIAL PROGRAMS	436	841	681	969	**-**	1,321	-	-	**-**
1400 - SUMMER SCHOOL PROGRAMS	87	651	7,456	10,021	**-**	7,398	-	-	**-**
Subtotal - 1000 - INSTRUCTION	38,227	46,931	63,278	100,977	**516.07**	72,563	-	-	**390.92**
2110 - ATTENDANCE/SOCIAL WORK SVCS	2,980	2,085	2,783	2,650	**24.39**	2,561	-	-	**24.23**
2120 - GUIDANCE SERVICES	4,005	4,616	7,066	7,007	**33.54**	4,287	-	-	**24.27**
2130 - HEALTH SERVICES PROGRAMS	191	264	953	67	**-**	210	-	-	**-**
2140 - PSYCHOLOGICAL SERVICES	1,302	1,195	1,274	1,412	**10.36**	1,257	-	-	**8.92**
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	1,187	1,449	1,568	1,511	**11.20**	1,699	-	-	**10.70**
2160 - OTHER STUDENT TREATMENT SVCS	596	278	883	931	**7.20**	997	-	-	**7.20**
2190 - SVC DIRECTION-STUDENT SUPPORT	4,857	6,294	6,065	31,443	**36.04**	8,904	-	-	**38.64**

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
2210 - IMPROVEMENT OF INSTRUCTION	1,036	2,046	1,753	1,935	**3.50**	4,958	-	-	**10.00**
2220 - EDUCATIONAL MEDIA SERVICES	478	713	441	213	**2.30**	274	-	-	**2.50**
2230 - ASSESSMENT AND TESTING	-	70	110	19	**-**	-	-	-	**-**
2240 - INSTRUC STAFF DEVELOPMENT	5,913	8,630	6,919	6,747	**29.30**	9,710	-	-	**50.12**
2320 - EXECUTIVE ADMINISTRATION SVCS	410	78	63	-	**-**	30	-	-	**-**
2410 - OFFICE OF THE PRINCIPAL SVCS	1,154	1,700	3,487	5,003	**42.03**	3,260	-	-	**33.92**
2520 - FISCAL SERVICES	3,266	3,621	5,111	7,930	**-**	5,389	-	-	**-**
2540 - OPER/MAINTENANCE OF PLANT SVCS	50	6,438	3,625	5,050	**-**	6,782	-	-	**0.50**
2550 - STUDENT TRANSPORTATION SERVICE	134	-	172	101	**-**	-	-	-	**-**
2570 - INTERNAL SERVICES	-	2,317	66	-	**-**	-	-	-	**-**
2600 - Support services--Central	-	-	10	-	**-**	-	-	-	**-**
2610 - DIRECTION OF CENTRAL SUPPORT	-	-	172	-	**-**	0	-	-	**-**
2620 - RESEARCH,DEVELOP,EVAL SVCS	-	92	164	114	**1.00**	1,811	-	-	**1.50**
2630 - INFORMATION SERVICES	-	43	133	253	**2.00**	154	-	-	**1.00**
2640 - STAFF SERVICES	-	943	47	-	**-**	-	-	-	**-**
2660 - TECHNOLOGY SERVICES	1,945	181	202	14,307	**2.00**	-	-	-	**-**
2690 - OTHER SUPPORT SERVICES-CENTRAL	-	-	-	-	**-**	2,450	-	-	**-**
Subtotal - 2000 - SUPPORT SERVICES	29,504	43,054	43,067	86,694	**204.86**	54,733	-	-	**213.49**
3100 - FOOD SERVICES	679	1,526	-	500	**-**	-	-	-	**-**
3300 - COMMUNITY SVCS	2,083	2,450	6,761	8,200	**40.01**	8,057	-	-	**30.85**
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	2,762	3,975	6,761	8,700	**40.01**	8,057	-	-	**30.85**
4150 - Bldg Acquis/Constr/Improv Svcs	-	-	50	-	**-**	-	-	-	**-**
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	-	-	50	-	**-**	-	-	-	**-**
71100 - Ending Fund Balance	0	(12,768)	(10,800)	253	**-**	-	-	-	**-**
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	0	(12,768)	(10,800)	253	**-**	-	-	-	**-**
Total Requirements by Function	70,494	81,194	102,356	196,623	**760.94**	135,353	-	-	**635.29**

205 - Grant Fund - Requirements By Object (Financial Data In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
511100 - Licensed Staff	19,867	18,605	27,099	31,323	**381.24**	25,468	-	-	**288.16**
511210 - Classified - Represented	6,993	10,445	9,575	10,996	**289.26**	10,649	-	-	**265.83**
511220 - Non-Represented Staff	2,550	2,871	3,091	3,701	**53.18**	3,916	-	-	**51.79**
511310 - Administrators - Licensed	1,906	2,550	3,772	5,024	**36.26**	4,152	-	-	**28.50**
511420 - Directors/Program Admins	470	174	116	124	**1.00**	133	-	-	**1.00**
512100 - Substitutes - Licensed	423	3,442	267	5,969	-	844	-	-	-
512200 - Substitutes - Classified	14	172	18	57	-	126	-	-	-
512300 - Temporary Misc - Licensed	262	153	2,006	1,881	-	1,881	-	-	-
512400 - Temporary Misc - Classified	310	218	697	116	-	116	-	-	-
513100 - Extended Responsibility - LIC	232	282	283	4,449	-	38	-	-	-
513200 - Extended Responsibility - CLS	4	-	-	-	-	-	-	-	-
513300 - Extended Hours	1,227	2,319	3,691	6,332	-	4,411	-	-	-
513350 - PAT Overload Pay Stipend	-	-	5	-	-	-	-	-	-
513400 - Overtime Pay	44	72	241	105	-	28	-	-	-
513510 - Group Hlth Opt Out Lic	28	24	19	-	-	-	-	-	-
Subtotal - 100 - SALARIES	34,330	41,327	50,880	70,076	**760.94**	51,761	-	-	**635.29**
521000 - PERS	1,646	1,910	86	780	-	-	-	-	-
521310 - PERS UAL	4,385	5,368	8,194	9,958	-	8,155	-	-	-
522000 - Social Security - FICA	2,574	3,116	3,828	5,335	-	3,945	-	-	-
523100 - Workers' Compensation	32	205	86	455	-	397	-	-	-
523200 - Unemployment Compensation	52	113	40	52	-	52	-	-	-
523300 - PFMLA	-	-	-	140	-	206	-	-	-
524100 - Group Health Insurance	8,785	9,303	12,170	14,864	-	13,616	-	-	-
524200 - Other Employer Paid Benefits	69	94	94	173	-	94	-	-	-
524300 - Retiree Health Insurance	181	408	373	509	-	304	-	-	-
524530 - Early Retirement Benefits	87	102	100	134	-	83	-	-	-
524600 - PFSP District Inservices	-	5	-	-	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	17,811	20,624	24,971	32,399	-	26,851	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
531100 - Instructional Services	996	1,173	2,741	4,252	-	8,517	-	-	-
531200 - Instr Program Improvement Svcs	198	709	1,530	3,264	-	3,522	-	-	-
531300 - Student Services	95	46	908	375	-	2,117	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	282	258	353	652	-	193	-	-	-
531810 - Non-Instr Dev Profess Dev Fds	-	-	-	3	-	-	-	-	-
531900 - Other Instr Prof/Tech Svcs	3,650	3,127	7,947	34,038	-	17,068	-	-	-
532100 - Cleaning Services	13	25	20	-	-	-	-	-	-
532200 - Repairs and Maintenance Svcs	78	666	57	331	-	10	-	-	-
532400 - Rentals	6	1	292	-	-	25	-	-	-
532410 - Leased Copy Machines	-	-	-	10	-	-	-	-	-
532600 - Fuel	-	8	-	-	-	-	-	-	-
532900 - Other Property Services	26	57	456	58	-	52	-	-	-
533120 - Reimb - Taxi Cab	105	-	55	101	-	-	-	-	-
533150 - Reimb - Field Trips	35	-	-	94	-	-	-	-	-
533200 - Non-Reimb Student Transport	64	-	864	55	-	29	-	-	-
534100 - Travel, Local in District	118	24	89	235	-	213	-	-	-
534200 - Travel, Out of District	424	29	395	162	-	83	-	-	-
534300 - Travel, Student Activities	36	5	54	14	-	13	-	-	-
534900 - Other Travel	-	-	-	-	-	-	-	-	-
534901 - Student Academic Transport	1	-	-	5	-	-	-	-	-
535100 - Telephone	58	993	1,678	17	-	22	-	-	-
535300 - Postage	5	18	30	2	-	2	-	-	-
535400 - Advertising	2	5	20	3	-	1	-	-	-
535500 - Printing and Binding	50	23	60	36	-	6	-	-	-
535920 - Internet Fees	-	570	-	-	-	-	-	-	-
536000 - Charter Schools	-	1,321	440	-	-	-	-	-	-
537100 - Tuition to Other Dist InState	-	-	-	-	-	-	-	-	-
537410 - Tuition - Fees College Credit	-	43	5	-	-	-	-	-	-
538100 - Audit Services	-	3	-	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	-	32	893	300	-	-	-	-	-
538500 - Management Services	-	45	112	-	-	-	-	-	-
538600 - Data Processing Services	48	83	43	19	-	-	-	-	-
538910 - Security Services	-	176	-	85	-	-	-	-	-
538940 - Professional Moving Services	27	280	179	225	-	-	-	-	-
538950 - Professional Health Care Svcs	191	232	287	1	-	1	-	-	-
538960 - Professional Child Care Svcs	176	216	407	254	-	280	-	-	-
538970 - Graphic Arts Services	15	26	2	6	-	4	-	-	-
538980 - Laundering Services	23	-	18	69	-	10	-	-	-
538990 - Non-Instr Pers/Professional Sv	881	1,890	3,267	10,836	-	342	-	-	-
538995 - Meal Services	651	-	-	-	-	-	-	-	-
539100 - Pass Through	-	162	15	8	-	10	-	-	-
Subtotal - 300 - PURCHASED SERVICES	8,253	12,247	23,217	55,510	-	32,522	-	-	-
541000 - Consumable Supplies	797	5,092	2,890	11,726	-	11,381	-	-	-
541325 - Gas	11	10	24	-	-	-	-	-	-
541400 - Maintenance Materials	-	-	15	-	-	-	-	-	-
541600 - Interdepartmental Charges	1	-	2	225	-	-	-	-	-
542100 - Textbook Expansion	442	192	216	14	-	-	-	-	-
542200 - Textbook Adoption	8	585	-	-	-	-	-	-	-
542300 - Textbook Replacement	-	-	28	-	-	-	-	-	-
543000 - Library Books	323	298	465	376	-	98	-	-	-
544000 - Periodicals	-	16	6	-	-	-	-	-	-
544100 - Online Periodical Subscription	17	33	27	1	-	-	-	-	-
546000 - Non-Consumable Supplies	404	5,168	2,765	2,884	-	6,768	-	-	-
546100 - Minor Equipment - Tagged	164	771	127	1,003	-	223	-	-	-
547000 - Computer Software	1,154	3,299	1,141	103	-	136	-	-	-
548000 - Computer Equipment	2,005	709	559	14,114	-	5	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	5,325	16,172	8,265	30,447	-	18,611	-	-	-
552000 - Building Acquisition/Improvmnt	579	69	60	-	-	-	-	-	-
553000 - Improvements - Not Buildings	-	-	3	-	-	-	-	-	-
554100 - Initial and Addl Equipment	53	135	32	-	-	100	-	-	-
554110 - Vehicles	-	-	118	-	-	-	-	-	-
555010 - Computers	-	193	241	63	-	-	-	-	-
555090 - Misc Other Technology	766	(495)	71	2	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	1,399	(99)	525	65	-	100	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
564000 - Dues and Fees	109	73	180	44	-	119	-	-	-
564010 - Dues & Fees Profess Dev Fds	-	-	-	-	-	-	-	-	-
567100 - Permits	-	-	10	-	-	-	-	-	-
569000 - Grant Indirect Charges	3,266	3,618	5,111	7,829	-	5,389	-	-	-
Subtotal - Other Objects	3,375	3,691	5,301	7,873	-	5,508	-	-	-
376520 - Budgeted Ending Fund Balance	-	(12,768)	(10,800)	253	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	-	(12,768)	(10,800)	253	-	-	-	-	-
Total Requirements by Object	70,494	81,194	102,356	196,623	**760.94**	135,353	-	-	**635.29**

Budget Forecast by Major Object - 205 - Grants Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	27,832	28,806	29,814	30,858
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	-	-	-	-
2000 - REVENUE - INTERMEDIATE SOURCES	4,172	4,318	4,469	4,626
3000 - REVENUE FROM STATE SOURCES	23,418	24,238	25,086	25,964
4000 - REVENUE FROM FEDERAL SOURCES	79,932	44,007	45,547	47,142
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	135,353	101,369	104,917	108,590

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	25,468	22,745	23,541	24,365
1121 - CLASSIFIED - REPRESENTED	10,649	10,004	10,354	10,716
1122 - NON-REPRESENTED STAFF	4,049	3,968	4,107	4,250
113 - ADMINISTRATORS	4,152	3,868	4,004	4,144
OTHER SALARIES	7,444	7,705	7,974	8,254
200 - ASSOCIATED PAYROLL COSTS	26,851	24,703	25,567	26,462
300 - PURCHASED SERVICES	32,522	13,184	13,385	13,853
400 - SUPPLIES AND MATERIALS	18,611	11,102	11,752	12,163
500 - CAPITAL OUTLAY	100	104	107	111
600 - OTHER OBJECTS	5,508	3,986	4,125	4,270
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	135,353	101,369	104,917	108,590

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.
* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

Grants Fund - Projected Grant Awards

Object by Project	Amount
376510 - Budgeted Beginning Fund Balance	
G1716 - FED-PREP Education Innovation	99,150
G1770 - FED - SAY Wellness	494,279
G1827 - FED-E3 Engage Empower Elevate	1,350,891
G1923 - FED - Developing Leaders	605,854
G1985 - FED-MultCo Teen Pregnancy	654,275
G1998 - FED- Title IIA- Private School	69,119
G1999 - FED- Title III- English Language Acquisition	454,336
G2023 - FED- Medicaid - CRP Audiology	60,680
G2024 - FED- Medicaid - DART Program	335,000
G2025 - FED- Medicaid - Special Education	83,696
G2030 - FED- SAY Wellness COVID	200,269
G2044 - Grow Your Own Funding	346,563
G2048 - SSA Summer Enrichment K-8	2,189,866
G2051 - FED- Title IA- Central	71,430
G2053 - FED- Title IC- Migrant Education	13,668
G2055 - FED- Title IC- Migrant Ed Summer	97,434
G2057 - FED- Title IIA- Teacher Quality	60,464
G2058 - FED- Title IIA- Private School	172,257
G2059 - FED- Title III- English Language Acquisition	420,241
G2061 - FED- Title IV-A Student Support and Academic Enrichment (Private)	82,200
G2104 - ARP-HCY I	59,534
G2106 - YDD-Violence & Gang Prevention	103,774
G2114 - ARP-HCY II	196,331
G2119 - USGS - Mt Tabor	10,000
G2228 - TAP	15,000
G2230 - FED- Title IA- School Budgets	3,481,533
G2231 - FED- Title IA- Central	2,439,100
G2232 - FED- Title IA- Focus/Priority Set Aside	688,703
G2233 - FED- Title IC- Migrant Education	225,654
G2236 - FED- Title ID	307,863
G2237 - FED- Title IIA- Teacher Quality	1,101,384
G2238 - FED- Title IIA- Private School	185,534
G2239 - FED- Title III- English Language Acquisition	393,621
G2240 - FED- Title IV-A Student Support and Academic Enrichment	600,505
G2241 - FED- Title IV-A Student Support and Academic Enrichment (Private)	104,287
G2242 - FED- Indian Education (Title VI-Part A)	113,516
G2243 - FED- McKinney Homeless	73,035
G2249 - City of Portland Water Bureau Lead Grant	50,000
G2260 - Safe Route to Schools	62,837
G2262 - SBMH	483,079
G2296 - M98 CTE	1,613,974
G2297 - M98 Dropout Prevention	6,008,215
G2298 - M98 Post Secondary Success	1,448,770
G2558 - HB4030 Retention & Recruitment	204,214
376510 - Budgeted Beginning Fund Balance	**27,832,135**

Grants Fund - Projected Grant Awards

Object by Project	Amount
422000 - Restricted Revenue	
G2293 - BVIS - Staff	140,570
G2313 - BVIS	31,386
G9999 - Budget Revisions	4,000,000
422000 - Restricted Revenue	**4,171,956**
432990 - Restricted State Grants	
G2223 - Preschool For All	1,780,114
G2227 - Teen Parent Services	280,104
G2289 - Head Start State	7,660,822
G2290 - Head Start PCL	713,476
G2291 - Preschool Promise	2,499,341
G2301 - DART LTCT State	4,540,707
G2308 - Columbia Regional State	4,739,168
G2315 - Providence Nursing State	1,135,895
G2316 - Early Childhood Equity Fund	68,000
432990 - Restricted State Grants	**23,417,627**
443000 - Restr Rev-Fed Govt Direct	
G2245 - FED- Head Start	3,619,113
G2288 - FED- Head Start	6,188,743
443000 - Restr Rev-Fed Govt Direct	**9,807,856**
445080 - Fed Grants- State Pass Thru	
G1790 - YTP (Youth Transition Program) FY 19/21	195,165
G2094 - FED- ESSER III	38,722,877
G2234 - FED- Title IC- Migrant Ed Preschool	5,769
G2273 - FED- Title IA- School Budgets	6,098,045
G2274 - FED- Title IA- Central	2,442,855
G2275 - FED- Title IA- Focus/Priority Set Aside	888,615
G2276 - FED Title IA- Focus/Priority Set Aside	223,942
G2279 - FED- Title ID	134,211
G2280 - FED- Title IIA- Teacher Quality	416,759
G2281 - FED- Title IIA- Private School	183,896
G2283 - FED- Title IV-A Student Support and Academic Enrichment	452,854
G2284 - FED- Title IV-A Student Support and Academic Enrichment (Private)	127,973
G2287 - FED- ESSA	1,507,407
G2292 - FED- OR Commission for the Blind	157,346
G2300 - FED- DART Title IND	284,633
G2302 - FED- DART IDEA	68,320
G2303 - FED- IDEA Sec 611	8,815,469
G2304 - FED- IDEA Sec 619	112,179
G2307 - FED- YTP Summer Work Program	74,997
G2309 - FED- CRP - 611	7,825,594
G2310 - FED- CRP - Audiology	590,295
G2311 - FED- CRP - TBI	31,533
G2312 - FED- CRP - Addition	254,581
G2317 - FED- Title IA- Equitable Shares	508,445
445080 - Fed Grants- State Pass Thru	**70,123,760**
Grand Total	**135,353,334**

OVERVIEW OF ELEMENTARY & SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FEDERAL FUNDS

The federal government responded to the COVID-19 pandemic with multi-billion dollar initiatives to support public education across the country during the health crisis. The stimulus funding for schools to contend with the impact of the pandemic was termed Elementary and Secondary School Emergency Relief (ESSER) and there were three rounds of funding between March 2020 and March 2021.

Overview of Elementary & Secondary School Emergency Relief Federal Funds ESSER I, II, III					
US Congressional Action	**K-12 Public School Funding Across the Nation**	**How Much for Oregon Public Schools?**	**About How Much for Portland Public Schools?***	**Must Be Invested By**	**Balance at the Start of the 2023-24 School Year (July 1, 2023)**
CARES Act Coronavirus Aid, Relief, and Economic Security Act, ESSER I, March 2020	$13.2 billion	$121 million	$7.5 million	September 2022	$0
CRRSA Act Coronavirus Response and Relief Supplemental Appropriations Act, ESSER II, December 2020	$54.3 billion	$499 million	$30 million	September 2023	$0
American Rescue Plan Act ESSER III, March 2021	$122.8 billion	$1.1 billion	$70 million	September 2024	$36 million

**Totals are projected allocations before pass through to other entities and other allocation requirements per federal and state relief guidelines.*

The projected overall ESSER funding awarded to the District and its partners is almost $115 million. There is approximately $36.3 million in remaining funds to invest as a response to the impact and subsequent recovery from the COVID-19 pandemic.

When CARES Act (ESSER I) funding became available to support and maintain operations, the District's initial investment focus was to address immediate and urgent needs. ESSER I funded preparations for hybrid learning, health-related materials and supplies such as masks, contracts with agencies to sanitize buildings, funding at the emergency operations center and planning/ materials for home learning.

CRRSA (ESSER II) funding was used to get schools ready for in-person learning; funds were utilized for facility upgrades like Heating, Ventilation and Air Conditioning (HVAC) upgrades, building modifications and classroom modifications. The funding was also used to ensure there was enough personal protective equipment for in-person learning.

As the pandemic continued, additional needs surfaced and therefore, additional federal relief was appropriated through the American Rescue Plan Act (ARPA or ESSER III). To further enhance the approach to prioritizing this third round of ESSER funding, under guidance from the Oregon Department of Education, in 2022-23 the District leveraged the feedback from our Student Investment Account community engagement. In 2019, PPS engaged many diverse groups of community stakeholders to design our Student Investment Account (SIA) plan and garnered tremendous community feedback. Additionally, the District engaged in targeted community outreach (including incarcerated youth, migrant community and RESJ community partners) to inform and reaffirm investment priorities. As a result, in 2022-23 Portland Public Schools braided SIA and ESSER funds for pandemic needs that manifested across five general areas:

Facility projects,

Technology initiatives,

Social, emotional and mental health services,

Safe operation of schools,

Addressing student learning needs

In budget preparation for 2023-24, the District conducted further additional needs assessments and community engagement, including sessions with Migrant Education families, District Student Council, Indian Education, Black families, Special Education families and staff, among other focal groups. These engagements informed investment decisions for various sources, including ESSER. Additional detail on the budget preparation process is available in the District's Integrated Grant (includes SIA) application.

ESSER Themes: Projected Investment Plan through September 2024

ESSER Theme	2023-24
Addressing Student Learning Needs	$25,623,857
FEMA Reimbursement Hold	$6,659,858
Social Emotional and Mental Health Services	$1,049,810
Safe Operation of Schools and Covid Costs	$1,500,000
Indirect	$1,483,908
Total	**$36,317,433**

The ESSER plan in 2023-24 includes direct investments at schools, including:

- Learning Acceleration Specialists to support reading and math for Black and Native students (20 FTE)
- Professional development/curriculum ($7.55 million)
- Instructional summer programming ($4 million)

- Gun Violence Prevention (summer programming) ($300k)
- RESJ summer partner contracts and SUN Supports ($2.6 million)
- Evening Scholars and High School Credit Recovery (3.75 FTE)

Additionally, ESSER dollars will be used for School Based Improvement Grants. This $8.8 million investment is allocated directly to schools and provide flexibility for schools to make a strategic investment and address achievement gaps. Activities could include: professional development, targeted Intervention for a focal set of students and staff for academic support.

As the District learned more about the impact of COVID-19, and balanced sustainable investments with these one-time funds, PPS has continuously engaged with communities to learn more about pandemic needs in order to further align our ongoing resources with our strategic plan, *Forward Together*, and Board goals, so that we may emerge stronger from the pandemic.

Forward Together Supported by ESSER: Projected Investment Plan through September 2024

Forward Together Outcome	Forward Together Goal	2023-24
Cultivate a Culture of Racial Equity and Care	Partnership and collaboration with culturally specific, multiracial partners and community	$600,000
	RESJ adult learning and site supports	$2,599,810
Develop an Integrated Instructional Framework	Developmental continuum (PK–12) of the Graduate Portrait	$7,550,000
	Develop and implement a culturally responsive and culturally sustaining Instructional Framework	$30,000
Design Learning Experiences that Promote Self-Directed, Future-Ready Learning	Differentiated and flexible learning experiences	$4,584,243
Implement Multi-Tiered System of Supports (MTSS)	MTSS school-level systems and structures (for example, Student Intervention, School Climate, and Instructional Leadership teams)	$11,309,614
FEMA Reimbursement Hold		$6,659,858
Safe Operation of Schools		$1,500,000
Indirect		$1,483,908
Total		**$36,317,433**

For more information on ESSER, please see:

State of Oregon's Proposed American Rescue Plan (ARP) ESSER Plan

U.S. Department of Education ESSER Frequently Asked Questions

Portland Public Schools ESSER website

PPS ESSER III Integrated Planning Tool (English)

PPS ESSER III 综合规划工具 (中文 | Chinese)

Интегрированный инструмент планирования для инициативы PPS ESSER III (Русский | Russian)

Qalabka Qorsheynta Isku-dhafan ee PPS ESSER III (Soomaali | Somali)

Herramienta de planificación integrada ESSER III de PPS (Español | Spanish)

Công Cụ Lập Kế Hoạch Tích Hợp PPS ESSER III (Tiếng Việt | Vietnamese)

PERS RATE STABILIZATION RESERVE FUND (225)

The Public Employees Retirement System (PERS) Rate Stabilization Reserve Fund accounts for the reserve funds needed to mitigate the budgetary impact of significant employer personnel benefit rate fluctuations when they occur in PERS UAL or PERS charges.

The resources of the fund are Beginning Balance from the previous year's unspent fund balance and interfund transfers from the General Fund based upon estimated needs as determined by calculations provided by staff and financial consultants. Beginning in fiscal year 2010-11, 0.11% of current year permanent rate property taxes are dedicated to this fund (Board Resolution 4471, June 27, 2011).

Requirements of the fund are recorded as interfund transfers to the General Fund in an amount determined adequate to manage rate increases. To date, no transfers have been made to the General Fund. Disbursements from this fund are made in accordance with Board Resolution No. 2679.

Fund 225 - PERS Rate Stabilization Reserve Fund

225 - PERS Rate Stabilization Reserv - Resources By Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	19,411	19,973	-	-
377000 - Fund Balance-Unres/Undes	17,954	18,666	19,056	-	-	-	-
Subtotal - Beginning Fund Balance	17,954	18,666	19,056	19,411	19,973	-	-
411111 - Current-Multnomah Co	265	278	296	307	318	-	-
411112 - Current-Clackamas Co	-	-	-	-	-	-	-
411113 - Current-Washington Co	2	2	2	2	2	-	-
411311 - CY Gap Rate Taxes - Mult Co	28	29	31	32	34	-	-
411312 - CY Gap Rate Taxes - Clack Co	-	-	-	-	-	-	-
411313 - CY Gap Rate Taxes - Wash Co	-	-	-	-	-	-	-
Subtotal - Current Year Property Taxes other than Local Option	296	309	330	342	354	-	-
415100 - Interest on Investments	416	81	4	40	300	-	-
415300 - Gain/Loss Sale of Investment	1	-	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	416	81	4	40	300	-	-
Total Resources by Object	18,666	19,056	19,390	19,793	20,627	-	-

225 - PERS Rate Stabilization Reserv - Requirements By Function (Financial Data In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
71100 - Ending Fund Balance	18,666	19,056	19,389	19,793	-	20,627	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	18,666	19,056	19,389	19,793	-	20,627	-	-	-
Total Requirements by Function	18,666	19,056	19,390	19,793	-	20,627	-	-	-

225 - PERS Rate Stabilization Reserv - Requirements By Object (Financial Data In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
376520 - Budgeted Ending Fund Balance	18,666	19,056	19,389	19,793	-	20,627	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	18,666	19,056	19,389	19,793	-	20,627	-	-	-
Total Requirements by Object	18,666	19,056	19,390	19,793	-	20,627	-	-	-

Budget Forecast by Major Object - 225 - PERS Rate Stabilization Reserve Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	19,973	20,627	21,294	21,974
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	354	361	368	376
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	300	306	312	318
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	20,627	21,294	21,974	22,668

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	20,627	21,294	21,974	22,668
Total Requirements	20,627	21,294	21,974	22,668

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.
* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

STUDENT INVESTMENT ACCOUNT FUND (251)

The State of Oregon adopted a historic investment of funds (HB 3427) to Oregon schools in 2020-21, the Student Success Act (SSA). This act marks a turning point for education in Oregon. When fully implemented, the State will see an additional $1 billion investment in schools each year, providing new opportunities for every student in Oregon.

The Student Success Act invests in our students in three ways:

- 50% - **Student Investment Account (dedicated for K-12)**
- 20% - Early Learning Account
- 30% - Statewide Education Initiatives

The Student Investment Account is non-competitive grant money for all Oregon school districts and eligible charter schools. Portland Public Schools is estimated to receive approximately $36 million in the 2023-24 school year.

This funding has two purposes:

1. Meet students' mental and behavioral health needs
2. Increase academic achievements and reduce academic disparities for:
    - Students of color
    - Students with disabilities
    - Emerging bilingual students
    - Students navigating poverty, homelessness, foster care, and other students that have historically experienced disparities in our schools

Fund 251 - Student Investment Account Detail

251 - Student Investment Account - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
432990 - Restricted State Grants	-	11,572	37,339	38,000	36,432	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	-	11,572	37,339	38,000	36,432	-	-
Total Resources by Object	-	11,572	37,339	38,000	36,432	-	-

251 - Student Investment Account - Requirements By Function (Financial Data In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
1111 - ELEMENTARY K-5	-	208	4,754	5,660	**43.14**	7,395	-	-	**71.69**
1121 - MIDDLE SCHOOL PROGRAMS	-	52	2,476	5,708	**36.39**	3,758	-	-	**29.88**
1122 - MIDDLE SCHOOL EXTR CURRICULAR	-	-	75	17	**0.15**	48	-	-	**0.40**
1131 - HIGH SCHOOL PROGRAMS	-	-	534	375	**3.30**	702	-	-	**5.19**
1140 - PRE KINDERGARTEN PROGRAMS	-	-	-	-	**-**	60	-	-	**-**
1220 - RESTRICTIVE PROGRAMS	-	2	-	-	**-**	394	-	-	**-**
1250 - LESS RESTRICTIVE PROGRAMS	-	-	2,193	-	**-**	147	-	-	**1.88**
1260 - TREATMENT AND HABILITATION	-	119	206	239	**2.00**	145	-	-	**1.00**
1280 - ALTERNATIVE EDUCATION	-	950	5,022	1,809	**3.30**	2,134	-	-	**3.24**
1291 - ENGLISH LANGUAGE LEARNER	-	-	59	-	**-**	19	-	-	**0.13**
1299 - OTHER SPECIAL PROGRAMS	-	63	91	172	**2.75**	106	-	-	**1.75**
Subtotal - 1000 - INSTRUCTION	-	1,394	15,411	13,979	**91.03**	14,908	-	-	**115.13**
2110 - ATTENDANCE/SOCIAL WORK SVCS	-	3,056	3,758	4,938	**44.28**	6,571	-	-	**43.31**
2120 - GUIDANCE SERVICES	-	2,971	3,151	4,230	**34.80**	3,925	-	-	**30.47**
2130 - HEALTH SERVICES PROGRAMS	-	-	8	71	**0.50**	-	-	-	**-**
2140 - PSYCHOLOGICAL SERVICES	-	369	358	498	**3.80**	370	-	-	**2.60**
2160 - OTHER STUDENT TREATMENT SVCS	-	239	323	361	**3.00**	425	-	-	**3.00**
2190 - SVC DIRECTION-STUDENT SUPPORT	-	-	3,590	3,215	**1.00**	188	-	-	**1.76**
2210 - IMPROVEMENT OF INSTRUCTION	-	246	1,030	326	**2.00**	416	-	-	**1.17**
2220 - EDUCATIONAL MEDIA SERVICES	-	-	25	-	**-**	29	-	-	**0.25**
2240 - INSTRUC STAFF DEVELOPMENT	-	1,996	3,483	6,377	**48.50**	5,689	-	-	**39.00**
2320 - EXECUTIVE ADMINISTRATION SVCS	-	-	799	-	**-**	-	-	-	**-**
2410 - OFFICE OF THE PRINCIPAL SVCS	-	194	386	441	**3.00**	1,491	-	-	**14.08**
2520 - FISCAL SERVICES	-	500	509	500	**-**	-	-	-	**-**
2540 - OPER/MAINTENANCE OF PLANT SVCS	-	53	-	-	**-**	-	-	-	**-**
2620 - RESEARCH,DEVELOP,EVAL SVCS	-	-	-	-	**-**	192	-	-	**1.00**
2640 - STAFF SERVICES	-	-	1	-	**-**	-	-	-	**-**
2660 - TECHNOLOGY SERVICES	-	-	647	588	**4.55**	393	-	-	**2.70**
2690 - OTHER SUPPORT SERVICES-CENTRAL	-	-	-	-	**-**	75	-	-	**-**
Subtotal - 2000 - SUPPORT SERVICES	-	9,623	18,067	21,545	**145.43**	19,764	-	-	**139.34**
3300 - COMMUNITY SVCS	-	555	3,861	2,476	**-**	1,760	-	-	**1.00**
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	-	555	3,861	2,476	**-**	1,760	-	-	**1.00**
Total Requirements by Function	-	11,572	37,339	38,000	**236.45**	36,432	-	-	**255.47**

251 - Student Investment Account - Requirements By Object (Financial Data In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
511100 - Licensed Staff	-	5,635	14,012	17,718	**219.65**	17,160	-	-	**201.40**
511210 - Classified - Represented	-	211	303	366	**8.75**	1,241	-	-	**35.31**
511220 - Non-Represented Staff	-	159	398	478	**6.05**	1,095	-	-	**16.76**
511310 - Administrators - Licensed	-	128	305	290	**2.00**	290	-	-	**2.00**

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
512100 - Substitutes - Licensed	-	-	26	80	-	-	-	-	-
512300 - Temporary Misc - Licensed	-	17	-	-	-	-	-	-	-
512400 - Temporary Misc - Classified	-	-	3	-	-	-	-	-	-
513100 - Extended Responsibility - LIC	-	1	10	-	-	-	-	-	-
513300 - Extended Hours	-	147	587	557	-	312	-	-	-
513400 - Overtime Pay	-	-	4	-	-	-	-	-	-
513510 - Group Hlth Opt Out Lic	-	3	10	-	-	-	-	-	-
Subtotal - 100 - SALARIES	-	6,302	15,659	19,489	**236.45**	20,098	-	-	**255.47**
521000 - PERS	-	196	23	31	-	-	-	-	-
521310 - PERS UAL	-	703	2,577	3,010	-	3,308	-	-	-
522000 - Social Security - FICA	-	480	1,175	1,491	-	1,537	-	-	-
523100 - Workers' Compensation	-	29	24	135	-	155	-	-	-
523200 - Unemployment Compensation	-	21	9	14	-	20	-	-	-
523300 - PFMLA	-	-	-	39	-	80	-	-	-
524100 - Group Health Insurance	-	1,451	3,468	4,795	-	5,675	-	-	-
524200 - Other Employer Paid Benefits	-	13	22	37	-	38	-	-	-
524300 - Retiree Health Insurance	-	64	120	147	-	118	-	-	-
524530 - Early Retirement Benefits	-	16	31	35	-	32	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	-	2,973	7,449	9,734	-	10,964	-	-	-
531100 - Instructional Services	-	467	3,601	-	-	649	-	-	-
531200 - Instr Program Improvement Svcs	-	116	273	-	-	-	-	-	-
531300 - Student Services	-	2	-	-	-	75	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	-	1	146	-	-	-	-	-	-
531900 - Other Instr Prof/Tech Svcs	-	230	40	8,277	-	1,083	-	-	-
533200 - Non-Reimb Student Transport	-	-	1	-	-	-	-	-	-
534200 - Travel, Out of District	-	-	6	-	-	-	-	-	-
535100 - Telephone	-	-	1	-	-	-	-	-	-
536000 - Charter Schools	-	361	1,032	-	-	1,041	-	-	-
538940 - Professional Moving Services	-	-	29	-	-	-	-	-	-
538970 - Graphic Arts Services	-	-	2	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	-	604	8,130	-	-	1,700	-	-	-
Subtotal - 300 - PURCHASED SERVICES	-	1,782	13,260	8,277	-	4,549	-	-	-
541000 - Consumable Supplies	-	3	143	-	-	250	-	-	-
542100 - Textbook Expansion	-	12	83	-	-	-	-	-	-
546000 - Non-Consumable Supplies	-	-	242	-	-	430	-	-	-
547000 - Computer Software	-	-	-	-	-	140	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	-	15	468	-	-	820	-	-	-
564000 - Dues and Fees	-	-	3	-	-	-	-	-	-
569000 - Grant Indirect Charges	-	500	500	500	-	-	-	-	-
Subtotal - Other Objects	-	500	503	500	-	-	-	-	-
Total Requirements by Object	-	11,572	37,339	38,000	**236.45**	36,432	-	-	**255.47**

Budget Forecast by Major Object - 251 - Student Investment Account Detail (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	-	-	-	-
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	-	-	-	-
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	36,432	36,847	37,267	37,691
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	36,432	36,847	37,267	37,691

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	17,160	17,079	17,274	17,471
1121 - CLASSIFIED - REPRESENTED	1,241	1,235	1,249	1,263
1122 - NON-REPRESENTED STAFF	1,095	1,090	1,102	1,115
113 - ADMINISTRATORS	290	289	292	295
OTHER SALARIES	312	311	314	318
200 - ASSOCIATED PAYROLL COSTS	10,964	10,912	11,037	11,162
300 - PURCHASED SERVICES	4,549	4,601	4,653	4,705
400 - SUPPLIES AND MATERIALS	820	829	846	861
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	-	500.00	500.00	500.00
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	36,432	36,847	37,267	37,691

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

DEDICATED RESOURCE FUND (299)

The Dedicated Resource Fund accounts for revenues from specific sources that are legally restricted to specific purposes or are designated for specific uses.

Resources are generated by a variety of sources such as tuition, donations, sales and royalties and Third Party Medical Reimbursement. These resources fund multiple programs and initiatives across the District.

Fund 299 - Dedicated Resource Fund Detail

299 - Dedicated Resource Fund - Recources By Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	14,133	15,292	-	-
377000 - Fund Balance-Unres/Undes	10,531	10,486	12,878	-	-	-	-
Subtotal - Beginning Fund Balance	10,531	10,486	12,878	14,133	15,292	-	-
413110 - Regular Day Tuition	140	235	6	300	-	-	-
413310 - Summer School Tuition	21	1	1	-	-	-	-
416201 - A la Carte Sales	-	-	-	-	-	-	-
417420 - Other Activity Fees	-	-	-	-	-	-	-
419200 - Contrib-Donation - Priv Source	5,948	5,161	7,389	3,631	2,036	-	-
419400 - Svc Provided-Oth Local Ed Agcy	72	90	77	91	-	-	-
419410 - Svc Provided-Oth Dist in State	1,432	1,289	1,463	2,493	3,027	-	-
419500 - Textbook Sales and Rentals	-	-	-	-	-	-	-
419600 - Recovery PY Expenditure	-	-	8	-	-	-	-
419910 - Miscellaneous	4	4	41	-	-	-	-
419920 - Jury Duty	-	-	-	-	-	-	-
419945 - E-RATE PRIORITY 1	100	1,098	322	258	-	-	-
419946 - E-RATE PRIORITY 2	91	1,094	33	73	-	-	-
419950 - Sales, Royalties and Events	46	50	59	19	11	-	-
Subtotal - Other Revenue from Local Sources	7,855	9,022	9,399	6,866	5,073	-	-
422000 - Restricted Revenue	1	-	-	-	-	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	1	-	-	-	-	-	-
431990 - Oth Unrestrict Grants-In-Aid	-	-	-	-	475	-	-
432990 - Restricted State Grants	1	-	-	-	-	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	1	-	-	-	475	-	-
442000 - Unrestr Rev-Fed Govt Thru St	58	-	-	-	-	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	58	-	-	-	-	-	-
452100 - Interfund Transfers	-	-	-	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	-	-	-	-	-	-	-
Total Resources by Object	18,446	19,508	22,277	20,999	20,840	-	-

299 - Dedicated Resource Fund - Requirements By Function (Financial Data In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
1111 - ELEMENTARY K-5	2,318	1,288	1,081	2,122	**18.68**	2,121	-	-	**14.54**
1113 - ELEMENTARY EXTRA CURRICULAR	35	35	78	23	**-**	32	-	-	**-**
1121 - MIDDLE SCHOOL PROGRAMS	503	389	401	698	**3.32**	511	-	-	**1.77**
1122 - MIDDLE SCHOOL EXTR CURRICULAR	-	4	4	4	**-**	22	-	-	**0.21**
1131 - HIGH SCHOOL PROGRAMS	761	541	641	969	**3.06**	856	-	-	**2.00**
1132 - HIGH SCHOOL EXTRA CURRICULAR	7	4	31	323	**-**	2,014	-	-	**-**
1140 - PRE KINDERGARTEN PROGRAMS	9	6	8	26	**-**	268	-	-	**-**
1100 - INSTRUCTIONAL SUB ROLLUP	-	-	-	15	**-**	-	-	-	**-**
1220 - RESTRICTIVE PROGRAMS	88	70	47	129	**-**	375	-	-	**-**
1250 - LESS RESTRICTIVE PROGRAMS	1,850	1,459	1,925	3,115	**34.63**	3,245	-	-	**34.18**
1272 - TITLE I A/D	3	1	-	14	**-**	-	-	-	**-**
1280 - ALTERNATIVE EDUCATION	76	15	156	133	**-**	433	-	-	**-**
1291 - ENGLISH LANGUAGE LEARNER	-	-	3	37	**0.53**	12	-	-	**0.22**
1292 - TEEN PARENT PROGRAMS	-	-	-	46	**-**	507	-	-	**-**
1400 - SUMMER SCHOOL PROGRAMS	48	16	40	168	**-**	208	-	-	**-**
Subtotal - 1000 - INSTRUCTION	5,698	3,827	4,415	7,822	**60.22**	10,604	-	-	**52.91**
2110 - ATTENDANCE/SOCIAL WORK SVCS	152	82	56	39	**0.34**	39	-	-	**0.56**
2120 - GUIDANCE SERVICES	312	354	368	380	**0.33**	541	-	-	**2.98**
2130 - HEALTH SERVICES PROGRAMS	-	-	-	91	**-**	55	-	-	**-**
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	173	134	121	150	**1.00**	161	-	-	**1.00**
2190 - SVC DIRECTION-STUDENT SUPPORT	326	87	219	318	**0.53**	546	-	-	**1.00**
2210 - IMPROVEMENT OF INSTRUCTION	48	38	156	173	**-**	32	-	-	**-**
2220 - EDUCATIONAL MEDIA SERVICES	195	119	176	287	**2.31**	193	-	-	**1.01**

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
2240 - INSTRUC STAFF DEVELOPMENT	167	229	931	301	**1.78**	3,056	-	-	**0.39**
2320 - EXECUTIVE ADMINISTRATION SVCS	13	4	11	257	-	6	-	-	-
2410 - OFFICE OF THE PRINCIPAL SVCS	325	380	353	411	**5.13**	501	-	-	**6.46**
2520 - FISCAL SERVICES	126	90	145	46	-	230	-	-	-
2540 - OPER/MAINTENANCE OF PLANT SVCS	133	4	-	-	-	-	-	-	-
2550 - STUDENT TRANSPORTATION SERVICE	-	2	-	355	-	-	-	-	-
2610 - DIRECTION OF CENTRAL SUPPORT	-	-	6	-	-	-	-	-	-
2630 - INFORMATION SERVICES	10	-	29	8	-	-	-	-	-
2640 - STAFF SERVICES	-	-	-	1	-	1	-	-	-
2660 - TECHNOLOGY SERVICES	93	364	444	3,717	**2.45**	3,982	-	-	**3.30**
Subtotal - 2000 - SUPPORT SERVICES	2,073	1,886	3,015	6,535	**13.87**	9,342	-	-	**16.70**
3100 - FOOD SERVICES	21	131	16	42	-	65	-	-	-
3300 - COMMUNITY SVCS	116	107	16	115	**0.02**	223	-	-	-
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	136	238	32	157	**0.02**	288	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	52	27	50	89	-	606	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	52	27	50	89	-	606	-	-	-
52100 - Fund Transfers	-	651	-	-	-	-	-	-	-
Subtotal - 5200 - TRANSFERS OF FUNDS	-	651	-	-	-	-	-	-	-
71100 - Ending Fund Balance	10,486	12,878	14,763	6,396	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	10,486	12,878	14,763	6,396	-	-	-	-	-
Total Requirements by Function	18,445	19,508	22,277	20,999	**74.11**	20,840	-	-	**69.61**

299 - Dedicated Resource Fund - Requirements By Object (Financial Data In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
511100 - Licensed Staff	2,111	1,604	1,608	2,134	**27.46**	1,944	-	-	**23.23**
511210 - Classified - Represented	1,563	887	1,259	1,770	**44.89**	1,723	-	-	**42.02**
511220 - Non-Represented Staff	15	84	43	56	**1.26**	279	-	-	**3.86**
511310 - Administrators - Licensed	163	114	174	65	**0.50**	69	-	-	**0.50**
511420 - Directors/Program Admins	28	5	-	-	-	-	-	-	-
512100 - Substitutes - Licensed	43	3	7	10	-	-	-	-	-
512200 - Substitutes - Classified	1	-	1	-	-	18	-	-	-
512300 - Temporary Misc - Licensed	5	-	34	-	-	-	-	-	-
512400 - Temporary Misc - Classified	30	11	8	-	-	-	-	-	-
513100 - Extended Responsibility - LIC	52	53	39	-	-	-	-	-	-
513200 - Extended Responsibility - CLS	2	1	-	-	-	-	-	-	-
513300 - Extended Hours	172	136	164	204	-	593	-	-	-
513400 - Overtime Pay	7	4	12	-	-	-	-	-	-
513510 - Group Hlth Opt Out Lic	-	2	-	-	-	-	-	-	-
Subtotal - 100 - SALARIES	4,192	2,903	3,350	4,240	**74.11**	4,626	-	-	**69.61**
521000 - PERS	162	125	4	10	-	-	-	-	-
521310 - PERS UAL	492	365	514	651	-	762	-	-	-
522000 - Social Security - FICA	316	219	259	323	-	354	-	-	-
523100 - Workers' Compensation	3	14	6	29	-	36	-	-	-
523200 - Unemployment Compensation	7	10	4	3	-	5	-	-	-
523300 - PFMLA	-	-	-	8	-	19	-	-	-
524100 - Group Health Insurance	1,109	772	844	1,392	-	1,383	-	-	-
524200 - Other Employer Paid Benefits	6	6	6	8	-	9	-	-	-
524300 - Retiree Health Insurance	24	29	25	32	-	27	-	-	-
524530 - Early Retirement Benefits	11	7	7	8	-	7	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	2,130	1,545	1,669	2,465	-	2,601	-	-	-
531100 - Instructional Services	64	82	60	136	-	269	-	-	-
531200 - Instr Program Improvement Svcs	8	16	782	43	-	1,751	-	-	-
531300 - Student Services	49	5	-	84	-	150	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	31	24	16	262	-	67	-	-	-
531900 - Other Instr Prof/Tech Svcs	79	68	50	220	-	256	-	-	-
532200 - Repairs and Maintenance Svcs	178	22	1	15	-	36	-	-	-
532400 - Rentals	2	-	4	328	-	2,008	-	-	-
532410 - Leased Copy Machines	-	-	-	3	-	3	-	-	-
532600 - Fuel	-	1	-	-	-	-	-	-	-
532900 - Other Property Services	3	-	2	4	-	4	-	-	-
533120 - Reimb - Taxi Cab	-	-	-	-	-	-	-	-	-
533140 - Reimb - Tri-Met	-	-	-	-	-	-	-	-	-
533150 - Reimb - Field Trips	-	-	-	-	-	-	-	-	-

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
533200 - Non-Reimb Student Transport	13	-	9	39	-	-	-	-	-
534100 - Travel, Local in District	2	3	3	31	-	11	-	-	-
534200 - Travel, Out of District	26	(2)	5	52	-	100	-	-	-
534300 - Travel, Student Activities	5	6	23	15	-	-	-	-	-
534901 - Student Academic Transport	-	-	-	1	-	-	-	-	-
535100 - Telephone	1	1	3	1	-	-	-	-	-
535300 - Postage	3	1	-	20	-	2	-	-	-
535400 - Advertising	-	-	-	3	-	-	-	-	-
535500 - Printing and Binding	2	5	-	6	-	3	-	-	-
535990 - Wide Area Network/Misc	-	-	-	2,200	-	2,500	-	-	-
537410 - Tuition - Fees College Credit	-	-	-	50	-	37	-	-	-
538100 - Audit Services	-	-	1	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	-	-	-	-	-	-	-	-	-
538940 - Professional Moving Services	-	-	-	-	-	-	-	-	-
538960 - Professional Child Care Svcs	-	19	-	-	-	15	-	-	-
538970 - Graphic Arts Services	-	-	2	-	-	2	-	-	-
538990 - Non-Instr Pers/Professional Sv	91	60	145	56	-	1	-	-	-
539100 - Pass Through	32	-	-	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	589	309	1,106	3,570	-	7,214	-	-	-
541000 - Consumable Supplies	315	371	603	1,774	-	3,724	-	-	-
541100 - Loss Prevention	-	-	-	.	-	-	-	-	-
541310 - Auto Parts, Batteries	-	-	-	-	-	-	-	-	-
541600 - Interdepartmental Charges	5	3	-	25	-	1	-	-	-
542100 - Textbook Expansion	4	4	2	29	-	-	-	-	-
543000 - Library Books	9	16	22	100	-	-	-	-	-
544000 - Periodicals	-	-	1	-	-	-	-	-	-
544100 - Online Periodical Subscription	-	-	-	-	-	-	-	-	-
546000 - Non-Consumable Supplies	128	123	115	1,311	-	56	-	-	-
546100 - Minor Equipment - Tagged	-	7	-	-	-	-	-	-	-
547000 - Computer Software	63	67	28	91	-	650	-	-	-
548000 - Computer Equipment	132	124	96	163	-	1,031	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	656	716	867	3,493	-	5,463	-	-	-
551100 - Land Improvements	-	-	-	-	-	-	-	-	-
552000 - Building Acquisition/Improvmnt	13	7	-	67	-	15	-	-	-
553000 - Improvements - Not Buildings	-	1	50	53	-	-	-	-	-
554100 - Initial and Addl Equipment	-	13	13	4	-	-	-	-	-
555010 - Computers	-	-	13	-	-	-	-	-	-
555090 - Misc Other Technology	-	193	51	74	-	-	-	-	-
556410 - Buses/Capital Bus Improvements	-	-	-	295	-	550	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	13	213	126	494	-	565	-	-	-
564000 - Dues and Fees	254	202	251	295	-	141	-	-	-
567100 - Permits	-	-	-	-	-	-	-	-	-
569000 - Grant Indirect Charges	126	90	145	46	-	230	-	-	-
Subtotal - Other Objects	380	292	395	341	-	371	-	-	-
571000 - Transfers to Other Funds	-	651	-	-	-	-	-	-	-
Subtotal - 700 - TRANSFERS	-	651	-	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	10,486	12,878	14,763	6,396	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	10,486	12,878	14,763	6,396	-	-	-	-	-
Total Requirements by Object	18,445	19,508	22,277	20,999	**74.11**	20,840	-	-	**69.61**

Budget Forecast by Major Object - 299 - Dedicated Resource Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	15,292	12,500	10,000	10,000
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	5,073	5,000	5,175	5,356
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	475	492	509	527
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	20,840	17,992	15,684	15,883

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	1,944	1,678	1,463	1,482
1121 - CLASSIFIED - REPRESENTED	1,723	1,488	1,297	1,313
1122 - NON-REPRESENTED STAFF	279	241	210	213
113 - ADMINISTRATORS	69	60	52	53
OTHER SALARIES	611	527	460	466
200 - ASSOCIATED PAYROLL COSTS	2,601	2,245	1,957	1,982
300 - PURCHASED SERVICES	7,214	6,228	5,429	5,498
400 - SUPPLIES AND MATERIALS	5,463	4,716	4,111	4,164
500 - CAPITAL OUTLAY	565	488	425	431
600 - OTHER OBJECTS	371	320	279	283
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	20,840	17,992	15,684	15,883

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

Dedicated Resource Fund - Projected Dedicated Resource Objects

Object by Project	Amount
376510 - Budgeted Beginning Fund Balance	
S0082 - Cash Contributions	791,794
S0115 - Summer Scholars Program	217,473
S0117 - Teen Parent / Child Developmen	506,839
S0133 - Donald Chapman Memorial Fund	47,000
S0163 - Deaf/HOH EI-ECSE Classrm	257,637
S0167 - Project: Community Care	10,517
S0204 - Wilcox Partners Coffee Cart	7,500
S0206 - Audiology Equipment - Non Medi	19,500
S0226 - Transition Center	13,018
S0230 - Spec Proj/Early Entry:TAG(NF)	38,665
S0245 - Adv Place. (AP) Fee Payment Pr	120,000
S0247 - Kaiser Permanente Oral Health	44,558
S0249 - PCC-Jefferson Middle College	97,833
S0251 - Head Start-BeverlyOliver Trust	84,614
S0256 - Nutrition Donations Misc Rev	41,000
S0266 - iPad Fee for Service	25,500
S0272 - Athletic donations	2,158,287
S0281 - Audiology Services	7,533
S0299 - KPBS Radio Donation	68,000
S0302 - Pioneer Coffee Cart	10,000
S0303 - Community Transition Coffee Ca	10,000
S0319 - Unique Inks - Roosevelt	21,908
S0327 - SPED Classrooms-Fee for Svc	28,000
S0339 - Band Instrument Replacement	5,000
S0346 - Roosevelt Tennis Camp	10,220
S0350 - PPS Parent Fund	1,602,072
S0351 - E-Rate Priority 1	2,500,000
S0352 - Clarendon Playground	25,000
S0355 - Concordia University PreSchool	90,000
S0359 - Nutirition Emp Wellness Pilot	24,000
S0363 - Moda Assist Project	15,248
S0368 - LEA Billings-BVI Para Educator	146,733
S0370 - Benson HS Engineering Program	12,000
S0372 - 3 to PhD Evaluation	36,000
S0375 - Attendence Monitoring	3,650
S0380 - Nike NSIF College Career Readiness Program	52,500
S0381 - Chess for Success	27,284
S0383 - Greg Houser Business Center	180,000
S0396 - Improving Arts Education	13,484
S0402 - E-rate Priority 2	1,000,000
S0407 - PSU STEM Innovation	89,846
S0408 - ABLE	60,000
S0412 - VILS	481,881
S0416 - Electric Bus Project	550,000

Dedicated Resource Fund - Projected Dedicated Resource Objects

Object by Project	Amount
S0417 - Mike Walsh Field	68,871
S0421 - 3 to PhD	106,825
S0422 - Math Shelf	49,300
S0423 - Vollum STEM Indian Ed	5,000
S0427 - Fund for PPS Classroom Kits	20,000
S0428 - Homeless Student Support Services	49,218
S0431 - Beaumont Band	9,721
S0432 - LETRS	22,564
S0433 - Peninsula Playground	15,500
S0435 - MMT-Workforce Diversification	23,301
S0440 - PPS Child Care Subsidies - COVID-19	15,000
S0441 - Project the Lead the Way	30,750
S0451 - Youth Against Violence	1,000
S0452 - EKT Program @ Markham	100,000
S0455 - Wallace Grant	3,030,755
S0468 - McDaniel Library	9,000
S0487 - The Ballmer Institute	157,990
S0476 - Boise-Eliot Equity Team	25,000
376510 - Budgeted Beginning Fund Balance	**15,291,889**
419200 - Contrib-Donation - Priv Source	
S0083 - Foundation Funds	1,593,856
S0142 - Benson House	401,158
S0379 - School-Family Partnerships	40,627
419200 - Contrib-Donation - Priv Source	**2,035,641**
419410 - Svc Provided-Oth Dist in State	
S0031 - L.E.A. Billings - Deaf / Hard	3,026,735
419410 - Svc Provided-Oth Dist in State	**3,026,735**
419950 - Sales, Royalties and Events	
S0234 - Green Thumb Green House	10,500
419950 - Sales, Royalties and Events	**10,500**
431990 - Oth Unrestrict Grants-In-Aid	
S9999 - Budget Revision	475,000
431990 - Oth Unrestrict Grants-In-Aid	**475,000**
Grand Total	**20,839,765**

DEBT SERVICE FUNDS SUMMARY (300)

Fund 300 - Debt Service Fund Resources Summary

Growth in fund 300 resources is related to growth in assessed value of properties within the District's service boundaries, and increased internal service charges to fund payment of pension debt. Resources are expected to grow $14.9 million from 2022-23 to 2023-24, due to increases in Pension and General Obligation (GO) bond debt service. When GO bonds are sold, repayment is structured with the intent of keeping property taxes consistent until maturity. Ideally, millage rates do not grow, but revenues grow with assessed value increases.

Fund 300 - Debt Service Fund Requirements Summary

This fund accounts for the District's payment of principal and interest on long term obligations, including GO bonds from 2012, 2017 and 2020 authorizations, Limited Tax Pension Obligations and Full Faith and Credit Obligations (FFCO). When GO bonds are sold, repayment is structured with the intent of keeping property tax rates consistent until maturity. Requirements are expected to increase by $14.9 million from 2022-23 to 2023-24, due to increases in Pension and GO bond debt service. Additional tax revenues will be used to pay the principal and interest on the 2012, 2017 and 2020 bond authorizations. The total outstanding debt as of June 30, 2023 is projected to be $1.97 billion.

A major portion of the District's debt service relates to GO bonds approved in the November 2012, the May 2017, and the November 2020 elections. Portland voters overwhelmingly supported GO bonds for capital improvement totaling nearly $2.50 billion to upgrade PPS schools.

The second largest portion of the District's debt is related to pension obligation bonds. Through these bond strategic investments, the District has been able to contain its PERS costs. This translates to more General Fund resources remaining available for investment in programs aligned to District goals.

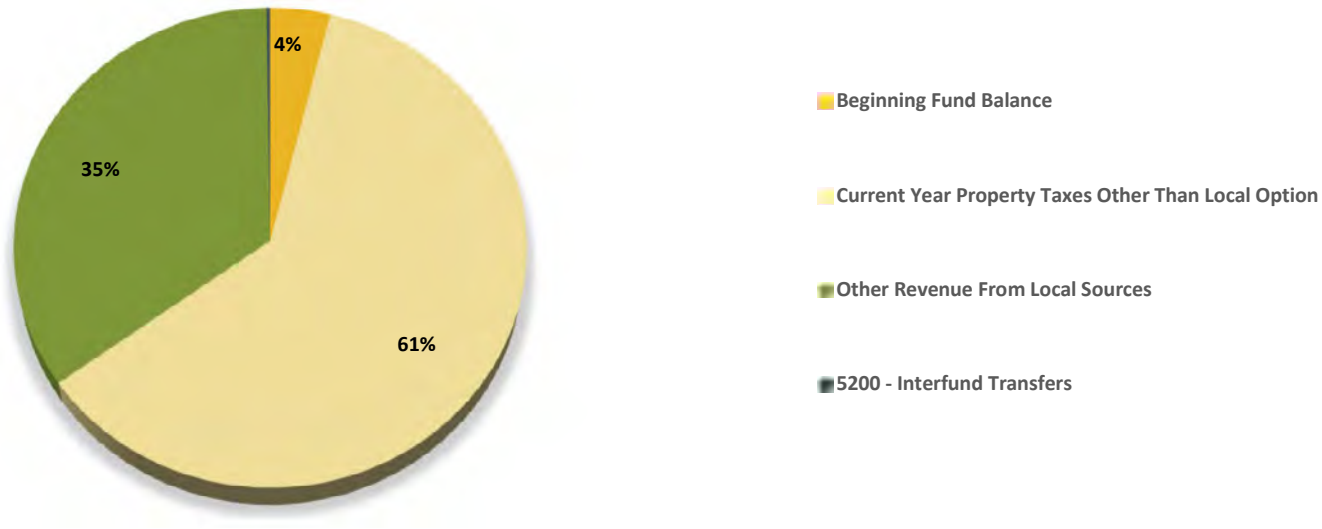
In 2023-24, Portland Public Schools is anticipating a 0.0% PERS contribution rate with no direct payment to PERS. However, the District will have debt service payments on bonds issued to address PERS Unfunded Actuarial Liability (UAL). The PERS Unfunded Actuarial Liability (UAL) requires a fringe rate of 16.46% applied to PERS eligible payroll, up from 15.56% in 2022-23.

Summary of Resources by Major Object - 300 - Debt Service Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Beginning Fund Balance	10,783	13,823	11,672	13,061	10,000	-	-
Current Year Property Taxes Other Than Local Option	124,515	129,997	140,243	145,053	157,472	-	-
Other Revenue From Local Sources	54,432	57,259	78,406	83,052	89,250	-	-
4000 - Revenue From Federal Sources	76	53	31	6	-	-	-
5200 - Interfund Transfers	1,752	1,750	1,752	1,238	619	-	-
Bond Proceeds & Premiums	-	55,596	-	-	-	-	-
TOTAL RESOURCES	191,557	258,478	232,104	242,410	257,341	-	-

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Resources by Major Object - 300 - Debt Service Funds

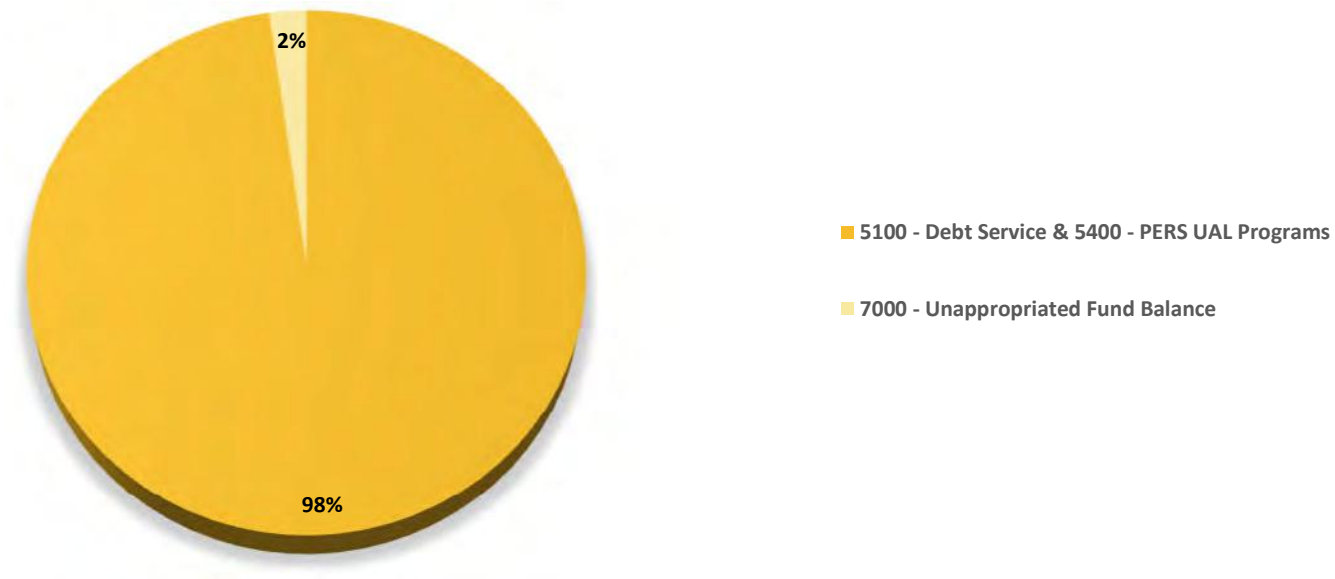


Summary of Requirements by Major Function - 300 - Debt Service Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
5100 - Debt Service & 5400 - PERS UAL Programs	177,734	246,806	218,399	227,316	-	251,655	-	-	-
7000 - Unappropriated Fund Balance	13,823	11,672	13,705	15,094	-	5,686	-	-	-
TOTAL REQUIREMENTS	191,557	258,478	232,104	242,410	-	257,341	-	-	-

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Function - 300 - Debt Service Funds

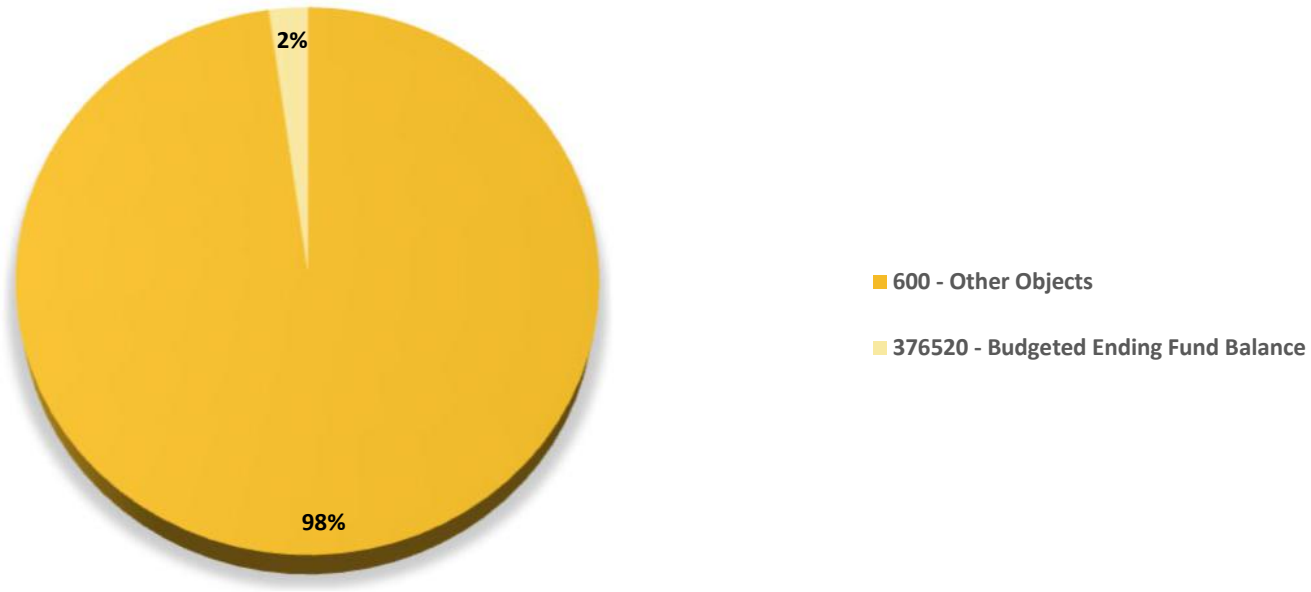


Summary of Requirements by Major Object - 300 - Debt Service Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
600 - Other Objects	177,734	246,806	218,399	227,316	-	251,655	-	-	-
376520 - Budgeted Ending Fund Balance	13,823	11,672	13,705	15,094	-	5,686	-	-	-
TOTAL REQUIREMENTS	191,557	258,478	232,104	242,410	-	257,341	-	-	-

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Object - 300 - Debt Service Funds



DEBT SERVICE OVERVIEW

Pension Bonds

In October 2002 Portland Public Schools participated as one of forty-one Oregon school districts and education service districts in issuing limited tax pension bonds. The proceeds were used to finance a portion of the estimated unfunded actuarial liability of each participating school district with the Oregon Public Employees Retirement System ("PERS"). The Oregon School Boards Association ("OSBA") sponsored this pooled limited tax pension bond program. The OSBA does not have a financial obligation in connection with the bonds issued under the program. Except for the payment of its pension bond payments and additional charges when due, each participating school district has no obligation or liability to any other participating school district's pension bonds or liabilities to PERS. In April 2003, OSBA sponsored another pooled limited tax pension bond program with thirty school districts and education service districts. Payments of yearly principal and interest are recorded as financial statement expenditures in instruction and in support services.

On October 31, 2002, the District issued $210.1 million Limited Tax Pension Bonds, Series 2002 (Federally Taxable), of which $53.5 million are Series 2002A (deferred interest bonds) and $156.6 million are Series 2002B (current interest bonds). The Series 2002A Bonds were paid off June 30, 2020. The 2002B Bonds are payable annually through June 2028. During 2012, $14.2 million of Series 2002 Pension Bonds were refinanced. The Series 2012 Refunding was paid off June 30, 2021.

On April 30, 2003, the District issued $281.2 million Limited Tax Pension Bonds, Series 2003 (Federally Taxable), of which $124.8 million are Series 2003A (deferred interest bonds) and $156.4 million are Series 2003B (current interest bonds). The Series 2003 Limited Tax Pension Bonds are payable annually through June 2028.

On July 15, 2021 the District issued $399.4 million Full Faith and Credit Pension Bonds, Series 2021 (Federally Taxable). The Series 2021 Full Faith and Credit Bonds are payable annually through June 2040.

The District anticipates the total costs of financing the District's UAL with Limited Tax and Full Faith and Credit Pension Bonds will result in a significant savings to the District when compared to paying for such costs as additional contribution rates to PERS.

General Obligation Bonds

As part of a $482.0 million capital bond measure passed by District voters in 2012, the District issued the following General Obligation debt to finance school renovation and replacement:

On May 1, 2013, the District issued $68.6 million in General Obligation Bonds, Series 2013B. The bonds mature on June 15, 2033 with principal payments due annually on June 15. On December 30, 2020 $50.4 million of Series 2013B General Obligation Bonds were refinanced through an advance refunding.

On April 30, 2015, the District issued $244.7 million in General Obligation Bonds, Series 2015B. The bonds mature on June 15, 2033 with principal payments due annually on June 15.

On August 10, 2017, the District issued $62.2 million in General Obligation Bonds, Series 2017B. The bonds mature on June 15, 2030, with principal payments due annually on June 15.

As part of a $790.0 million capital bond measure passed by District voters in 2017, the District has issued the following General Obligation debt to finance school renovation and replacement:

On August 10, 2017, the District issued $179.7 million in General Obligation Bonds, Series 2017B. The bonds mature on June 15, 2044 with principal payments due annually on June 15.

On April 14, 2020, the District issued $441.3 million in General Obligation Bonds, Series 2020. The bonds mature on June 15, 2037, with principal payments due annually on June 15.

On December 30, 2020, the District Issued $54.0 million in General Obligation Advance Refunding Bonds, Series 2020C. The bond proceeds were used to redeem Series 2013B bonds. The bonds mature on June 15, 2033, with principal payments due annually on June 15. The Series 2020C Bonds maturing on or after June 15, 2031 are subject to optional early redemption. The total amount of interest savings (economic gain) as a result of the refinancing is $6.2 million. The present value of future cash savings as a result of the refinancing is $5.5 million.

As part of a $1.2 billion capital bond measure passed by District voters in November 2020, the District issued the following General Obligation debt to finance school renovation and replacement:

On December 30, 2020, the District Issued $365.5 million in General Obligation Bonds, Series 2020B. The bonds mature on June 15, 2046, with principal payments due annually on June 15.

On April 27, 2023, the District Issued $420.0 million in General Obligation Bonds, Series 2023. The bonds mature on June 15, 2049, with principal payments due annually on June 15.

Article XI-K of the Oregon Constitution allows the state to guarantee the general obligation bonded indebtedness of school districts. For the Series 2013B, 2015B, 2017B, 2020, 2020B, and 2020C General Obligation Bonds mentioned immediately above, the District participated in the Oregon School Bond Guaranty program (ORS 328.321 to 328.356), whereby the State of Oregon (State) guarantees all principal and interest payments until maturity will be made to bondholders when due. Should the District fail to make a payment of debt service on these bonds when due, the State will make the payment on behalf of the District, and then will seek recovery from the District. The State may recover funds by means of intercepting any source of operating monies normally remitted from the State to the District. Since the inception of the bonds, the District has not used the guarantee.

Other Debt

On November 9, 2016, the District issued $5.0 million in Full Faith and Credit Obligations, Series 2016. The obligations mature on December 1, 2031. The obligations carry a prepayment option such that any or all outstanding maturities may be redeemed on or after December 1, 2018.

On August 4, 2016 the District issued $4.0 million in Qualified Zone Academy (QZAB) Bonds, Series 2016. The District pays no interest over the 20 year term of the bonds. The bonds carry a 4.39 percent interest rate for structuring purposes, but the purchaser of the bonds receives a Federal tax credit in lieu of interest earnings. The bonds mature on August 4, 2036.

Legal Debt Limit

ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates are governed by real market values within the District based on the following:

For each grade from kindergarten to eighth for which the District operates schools, fifty-five one-hundredths of one percent (.0055) of the real market value. For each grade from ninth to twelfth for which the District operates schools, seventy-five one-hundredths of one percent (.0075) of the real market value. 10 years of Legal Debt Margin information from the District's 2022 Annual Comprehensive Financial Report is included on the following page.

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Legal Debt Margin Information
Last Ten Fiscal Years
(dollars in thousands)

Legal Debt Margin Calculation for Fiscal Year 2022

Real Market Value	$ 147,263,773
Debt Limit (7.95% of Real Market Value) [1]	$ 11,707,470
Amount of Debt Applicable to Debt Limit:	
General Obligation Bonded Debt	1,129,445
Less: Amount Available in Debt Service Funds	(11,780)
Amount of Debt Applicable to Debt Limit	1,117,665
Legal Debt Margin	$ 10,589,805

	Debt Limit	Total net debt applicable to limit	Legal debt margin	Total net debt applicable to the limit as a percentage of debt limit
2013	$ 5,604,461	$ 158,187	$ 5,446,274	2.82%
2014	5,917,214	118,738	5,798,476	2.01
2015	6,517,491	382,186	6,135,305	5.86
2016	7,228,979	346,748	6,882,231	4.80
2017	8,501,342	309,076	8,192,266	3.64
2018	9,670,978	633,588	9,037,390	6.55
2019	10,472,898	526,062	9,946,836	5.02
2020	10,698,745	924,888	9,773,857	8.64
2021	11,149,825	1,220,405	9,929,420	10.95
2022	11,707,470	1,117,665	10,589,805	10.41

Allowable Percentage of Real Market Value:	
[A] Kindergarten through eighth grade, 9 x .0055	4.95%
[B] Ninth through twelfth, 4 x .0075	3.00%
Allowable Percentage	7.95% [1]

Notes

[1] ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates are governed by real market values within the District based on the following:

[A] For each grade from kindergarten to eighth for which the District operates schools, fifty-five one-hundredths of one percent (.0055) of the real market value.

[B] For each grade from ninth to twelfth for which the District operates schools, seventy-five one-hundredths of one percent (.0075) of the real market value.

Sources

Tax Supervising and Conservation Commission Annual Reports for the relevant fiscal year

PERS UAL DEBT SERVICE FUND (308)

The fund was established to improve the transparency of debt service related to the Public Employees Retirement System (PERS) unfunded actuarial liability (UAL) debt. The District, in cooperation with a number of districts across the state and in cooperation with the Oregon School Boards Association, issued two series of limited tax Pension Obligation Bonds (POB). These were series 2002 and series 2003.

On July 15, 2021, the District issued a series of Federally Taxable Full Faith and Credit Bonds to finance all or a portion of the District's share of the estimated PERS UAL.

Resources include revenues generated from payroll charges dedicated solely to payment of PERS UAL debt service, and interest earnings on funds collected monthly and held in trust in bank accounts reserved for debt service payments.

Fund 308 was established as part of the Adopted Budget process in accordance with Board Resolution No. 4473 on June 27, 2011. The fund was effective as of July 1, 2011.

Fund 308 - PERS UAL Debt Service Fund

308 - PERS UAL Debt Service Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	783	-	-	-
377000 - Fund Balance-Unres/Undes	231	255	1,190	-	-	-	-
Subtotal - Beginning Fund Balance	231	255	1,190	783	-	-	-
415100 - Interest on Investments	556	205	180	156	525	-	-
419700 - Services Provided Other Funds	51,328	55,144	76,346	79,106	84,940	-	-
419910 - Miscellaneous	-	-	-	1,758	-	-	-
Subtotal - Other Revenue from Local Sources	51,883	55,349	76,526	81,019	85,465	-	-
Total Resources by Object	52,114	55,604	77,716	81,803	85,465	-	-

308 - PERS UAL Debt Service Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
5100 - DEBT SERVICE	51,859	54,414	75,791	81,019	-	85,465	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	51,859	54,414	75,791	81,019	-	85,465	-	-	-
71100 - Ending Fund Balance	255	1,190	1,925	783	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	255	1,190	1,925	783	-	-	-	-	-
Total Requirements by Function	52,114	55,604	77,716	81,803	-	85,465	-	-	-

308 - PERS UAL Debt Service Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
561000 - Redemption of Principal	12,160	21,903	34,363	38,871	-	63,025	-	-	-
562100 - Interest (Except Bus/Garage)	39,699	32,511	41,428	42,148	-	22,440	-	-	-
Subtotal - Other Objects	51,859	54,414	75,791	81,019	-	85,465	-	-	-
376520 - Budgeted Ending Fund Balance	255	1,190	1,925	783	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	255	1,190	1,925	783	-	-	-	-	-
Total Requirements by Object	52,114	55,604	77,716	81,803	-	85,465	-	-	-

Budget Forecast by Major Object - 308 - PERS UAL Debt Service Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE	-	-	-	-
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	85,465	87,945	93,202	96,758
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	**85,465**	**87,945**	**93,202**	**96,758**

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	85,465	87,945	93,202	96,758
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	**85,465**	**87,945**	**93,202**	**96,758**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

FULL FAITH AND CREDIT DEBT SERVICE FUND (320)

This fund is used to manage the repayment of principal and interest for debt incurred using funds borrowed under the full faith and credit facility of the District. The fund captures the principal and interest for multiple borrowings, each of which fund a specific venture or capital expenditure.

The fund included the payment of debt for the Recovery Zone Bond-Energy and Water Conservation Program. The interest payments were federally subsidized by this bond program. The balance of the interest payments and the principal were funded through transfers from the General Fund. This debt was paid off in 2022-23.

On July 25, 2016 by way of Board Resolution No. 5314, the Board authorized entering into a purchase agreement sale of the Board's Qualified Zone Academy Bonds (QZAB) for $4.0 million. This fund also accounts for the principal and interest payments resulting from the issuance of QZAB bonds.

On September 6, 2016 by way of Board Resolution No. 5330, the Board voted to authorize the issuance of a principal amount of revenue bonds sufficient to provide net proceeds of up to $5 million for immediate environmental health and safety issues and assessments. The District is utilizing these funds for projects that remediate health and safety concerns, including repairs to the water system, lead paint encapsulation and abatement, and environmental health and safety assessment and other health and safety related projects.

Full Faith and Credit Debt Service Fund Detail

320 - Full Faith and Credit Debt Service Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
449100 - Federal Subsidy	76	53	31	6	-	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	76	53	31	6	-	-	-
452100 - Interfund Transfers	1,752	1,750	1,752	1,238	619	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	1,752	1,750	1,752	1,238	619	-	-
Total Resources by Object	1,828	1,803	1,783	1,244	619	-	-

320 - Full Faith and Credit Debt Service Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
5100 - DEBT SERVICE	1,828	1,803	1,783	1,244	-	619	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	1,828	1,803	1,783	1,244	-	619	-	-	-
Total Requirements by Function	1,828	1,803	1,783	1,244	-	619	-	-	-

320 - Full Faith and Credit Debt Service Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
561000 - Redemption of Principal	1,519	1,556	1,598	1,123	-	525	-	-	-
562100 - Interest (Except Bus/Garage)	309	248	185	121	-	94	-	-	-
Subtotal - Other Objects	1,828	1,803	1,783	1,244	-	619	-	-	-
Total Requirements by Object	1,828	1,803	1,783	1,244	-	619	-	-	-

Budget Forecast by Major Object - 320 - Full Faith and Credit Debt Service Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE	-	-	-	-
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	-	-	-	-
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	619	619	619	618
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	**619**	**619**	**619**	**618**

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	619	619	619	618
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	**619**	**619**	**619**	**618**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

GO BONDS DEBT SERVICE FUND (350)

This fund is used to manage the repayment of principal and interest for debt incurred using funds borrowed through the issuance of General Obligation bonds. The fund captures the principal and interest for multiple borrowings, each of which funds a specific capital expenditure.

Activity in this fund includes the issuance of General Obligation bonds in 2013, 2015 and 2017, issued under the $482.0 million bond authorized by voters in November 2012.

In addition, this fund includes the issuance of General Obligation bonds in 2017 and 2020, issued under the $790.0 million bond authorized by voters in May 2017.

This fund also includes the issuance of General Obligation bonds in 2020 and 2023, issued under the $1.20 billion bond authorized by voters in November 2020.

The creation of this fund was authorized in accordance with Board Resolution No. 4416 on February 28, 2011.

GO Bonds Debt Service Fund Detail

350 - GO Bonds Debt Service Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	12,278	10,000	-	-
377000 - Fund Balance-Unres/Undes	10,552	13,568	10,482	-	-	-	-
Subtotal - Beginning Fund Balance	10,552	13,568	10,482	12,278	10,000	-	-
411111 - Current-Multnomah Co	123,606	129,055	139,271	144,014	156,308	-	-
411112 - Current-Clackamas Co	98	101	103	110	127	-	-
411113 - Current-Washington Co	811	841	869	929	1,037	-	-
Subtotal - Current Year Property Taxes other than Local Option	124,515	129,997	140,243	145,053	157,472	-	-
411521 - PY GO Bond - Multnomah County	1,441	1,753	1,738	1,837	1,922	-	-
411522 - PY GO Bond - Clackamas County	1	1	1	1	1	-	-
411523 - PY GO Bond - Washington County	5	8	9	9	10	-	-
411901 - Pen/Int-Multnomah Co	155	59	41	43	45	-	-
411902 - Pen/Int-Clackamas Co	-	-	-	-	-	-	-
411903 - Pen/Int-Washington Co	1	-	-	-	-	-	-
415100 - Interest on Investments	945	88	92	140	1,805	-	-
Subtotal - Other Revenue from Local Sources	2,548	1,909	1,881	2,032	3,785	-	-
451100 - Bond Proceeds	-	53,965	-	-	-	-	-
451200 - Bond Premium	-	1,631	-	-	-	-	-
Subtotal - All Other Budget Resources	-	55,596	-	-	-	-	-
Total Resources by Object	137,615	201,070	152,606	159,363	171,257	-	-

350 - GO Bonds Debt Service Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
5100 - DEBT SERVICE	124,047	190,588	140,826	145,053	-	165,571	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	124,047	190,588	140,826	145,053	-	165,571	-	-	-
71100 - Ending Fund Balance	13,568	10,482	11,780	14,310	-	5,686	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	13,568	10,482	11,780	14,310	-	5,686	-	-	-
Total Requirements by Function	137,615	201,070	152,606	159,363	-	171,257	-	-	-

350 - GO Bonds Debt Service Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
561000 - Redemption of Principal	104,305	146,710	93,665	107,970	-	110,755	-	-	-
562100 - Interest (Except Bus/Garage)	19,742	43,317	47,161	37,083	-	54,816	-	-	-
564100 - Bond Issuance Cost	-	561	-	-	-	-	-	-	-
Subtotal - Other Objects	124,047	190,588	140,826	145,053	-	165,571	-	-	-
376520 - Budgeted Ending Fund Balance	13,568	10,482	11,780	14,310	-	5,686	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	13,568	10,482	11,780	14,310	-	5,686	-	-	-
Total Requirements by Object	137,615	201,070	152,606	159,363	-	171,257	-	-	-

Budget Forecast by Major Object - 350 - GO Bond Debt Service Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE	10,000	5,686	2,050	79,450
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	157,472	162,984	168,688	174,592
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	3,785	3,917	4,055	4,196
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	**171,257**	**172,587**	**174,793**	**258,238**

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	165,571	170,537	95,343	98,203
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	103,152
376520 - BUDGETED ENDING FUND BALANCE	5,686.00	2,050	79,450	56,883
Total Requirements	**171,257**	**172,587**	**174,793**	**258,238**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

CAPITAL PROJECTS FUNDS SUMMARY (400)

Fund 400 - Capital Projects Fund Resources Summary

Fund 400 budgeted resources will be $317.2 million more than 2022-23, an increase of 61.3%.

Fund 400 - Capital Projects Fund Requirements Summary

The District is advancing various capital improvement initiatives. Projects include asbestos abatement, seismic improvements, radon mitigation, access controls, cameras, card readers, code compliance requirements, instruction delivery improvements, playgrounds, classroom changes, and energy improvement projects. Work on 2017 and 2020 bond projects will also continue.

On average, Portland Public Schools' buildings are 77 years old, and some are more than 100 years old. Many schools are in need of upgrades to provide students with modern learning environments and to address unsafe conditions. The District's capital needs far exceed the available resources to meet those needs and is challenged to find new and innovative ways to support the operational and instructional improvements needed district wide.

In 2023-24 the District will see an overall increase of $317.2 million in the capital resources. With the limited annual resources and aging buildings and systems, there has been a focus to bring in additional funds in support of establishing equitable student outcomes, stability and improved student experiences. Some additional sources of funding to date include Recovery Zone Bonds (RZB), Qualified Zone Academy Bonds (QZAB), Seismic Rehab Grant Program (SRGP), loans, and Oregon School Capital Improvement Matching Program (OSCIM).

In both November of 2012 and in May 2017, Portland voters overwhelmingly supported capital improvement bonds totaling nearly $1.3 billion to upgrade PPS schools. The focus of those projects has been school modernizations, rebuilds, seismic improvements, roof replacements, and a variety of health & safety work across the district. The District's other capital resources have also been allocated to support the health & safety work including radon mitigation, lead paint, water quality, ADA upgrades, fire safety as well as support capacity expansions and emergency improvements.

In November of 2020, Portland voters again passed a bond, this time for $1.21 billion, to support continued investments in health and safety of our aging school buildings with new roofs and mechanical systems, seismic retrofits, accessibility upgrades, improved Special Education learning environments, and security upgrades. Large capital projects and new investments in curriculum and technology round out the bond.

The District is tasked with the relocation of Harriet Tubman Middle School. The District has budgeted in $122.5 million to support this initiative in 2023-24.

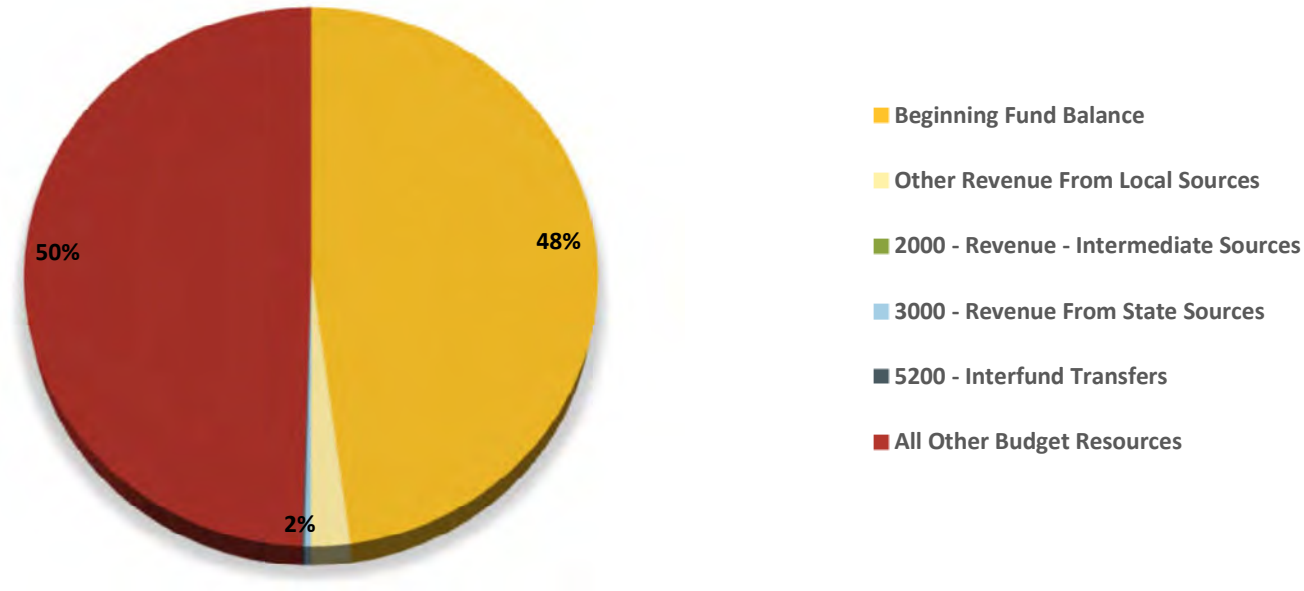
Over the long term, Portland Public Schools plans to modernize every school through a series of capital construction bonds, bringing them all up to modern facility and educational standards.

Summary of Resources by Major Object - 400 - Capital Projects Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Beginning Fund Balance	330,978	663,007	771,590	501,872	399,356	-	-
Other Revenue From Local Sources	13,908	6,281	6,507	7,441	17,939	-	-
2000 - Revenue - Intermediate Sources	227	783	544	-	-	-	-
3000 - Revenue From State Sources	11,368	1,319	1,978	6,941	2,900	-	-
5200 - Interfund Transfers	110	-	-	610	1,000	-	-
All Other Budget Resources	520,022	395,039	-	-	412,910	-	-
TOTAL RESOURCES	876,613	1,066,429	780,619	516,864	834,106	-	-

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Resources by Major Object - 400 - Capital Projects Funds

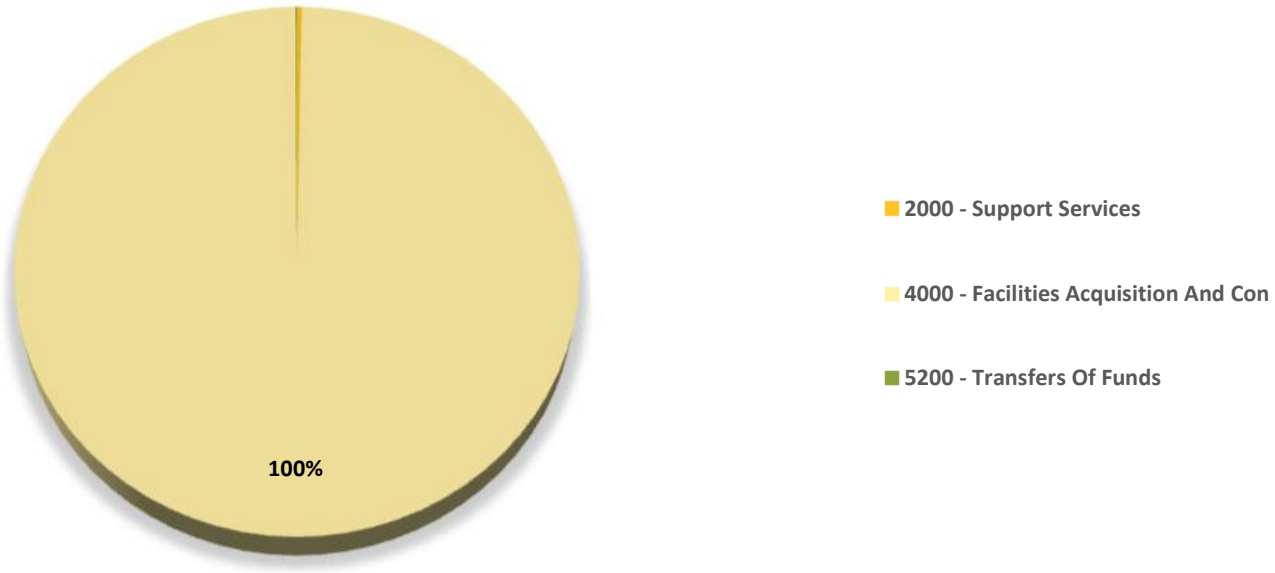


Summary of Requirements by Major Function - 400 - Capital Projects Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
2000 - Support Services	5,586	6,711	1,575	2,282	1.00	2,385	-	-	1.80
4000 - Facilities Acquisition And Con	207,400	287,511	256,589	513,962	48.80	831,102	-	-	50.00
5200 - Transfers Of Funds	620	617	618	621	-	619	-	-	-
7000 - Unappropriated Fund Balance	663,007	771,590	521,839	-	-	-	-	-	-
TOTAL REQUIREMENTS	876,613	1,066,429	780,620	516,864	49.80	834,106	-	-	51.80

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Function - 400 - Capital Projects Funds

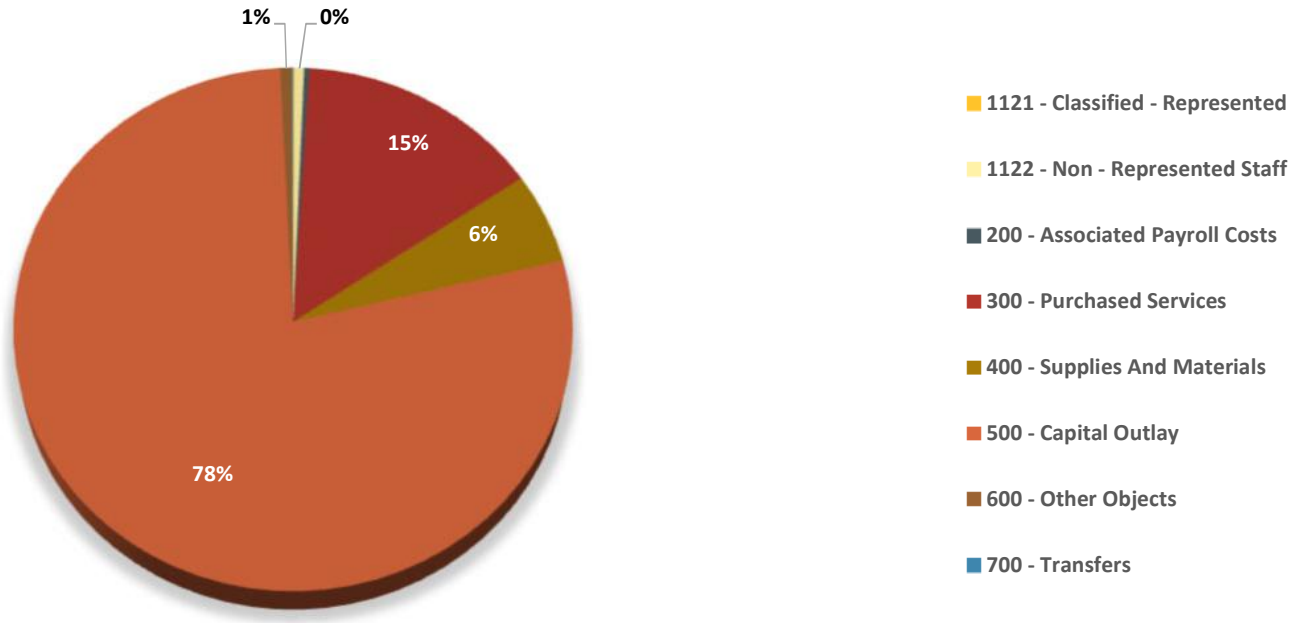


Summary of Requirements by Major Object - 400 - Capital Projects Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
1121 - Classified - Represented	244	299	320	448	7.00	441	-	-	7.00
1122 - Non - Represented Staff	2,258	2,840	3,978	4,566	42.80	4,994	-	-	44.80
113 - Administrators	-	9	33	-	-	-	-	-	-
Other Salaries	180	98	250	-	-	-	-	-	-
200 - Associated Payroll Costs	1,026	1,251	1,682	2,192	-	2,489	-	-	-
300 - Purchased Services	33,863	28,679	24,938	58,582	-	121,966	-	-	-
400 - Supplies And Materials	1,415	17,277	50,089	57,417	-	46,829	-	-	-
500 - Capital Outlay	165,725	233,318	172,048	388,405	-	650,992	-	-	-
600 - Other Objects	8,273	10,451	4,824	4,634	-	5,775	-	-	-
700 - Transfers	620	617	618	621	-	619	-	-	-
581000 - Operating Contingency	-	-	-	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	663,009	771,590	521,839	-	-	-	-	-	-
TOTAL REQUIREMENTS	**876,615**	**1,066,429**	**780,620**	**516,864**	**49.80**	**834,106**	**-**	**-**	**51.80**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Object - 400 - Capital Projects Funds



CONSTRUCTION EXCISE FUND (404)

This Capital Projects Fund accounts for the resources and requirements for school facility projects funded through the Construction Excise Tax as allowed under Senate Bill 1036.

The Construction Excise Tax was approved by the Board of Directors per Resolution No. 3833 on January 14, 2008. The tax is imposed on improvements to real property within the District's boundaries that result in new construction or additional square footage in an existing structure, with exemptions outlined in SB 1036. The use of funds is limited to capital improvements to school facilities.

The tax is collected on behalf of the District by the responsible local government jurisdiction issuing building permits.

Fund 404 - Construction Excise Fund Detail

404 - Construction - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	12,247	2,833	-	-
377000 - Fund Balance-Unres/Undes	13,050	11,213	10,107	-	-	-	-
Subtotal - Beginning Fund Balance	13,050	11,213	10,107	12,247	2,833	-	-
411301 - Construct Excise Tax - Cty Ptd	4,291	3,440	5,436	5,500	5,445	-	-
411303 - Construct Excise Tax - Wash Ct	-	7	-	5	6	-	-
415100 - Interest on Investments	82	19	9	13	55	-	-
Subtotal - Other Revenue from Local Sources	4,373	3,465	5,446	5,518	5,506	-	-
Total Resources by Object	17,423	14,678	15,553	17,765	8,339	-	-

404 - Construction Excise Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
Requirements by Function									
4150 - Bldg Acquis/Constr/Improv Svcs	5,590	3,954	2,105	17,144	**3.00**	7,720	-	-	**3.50**
Subtotal - 4000 - FACILITIES ACQUISITION AND CONSTRUCTION	5,590	3,954	2,105	17,144	**3.00**	7,720	-	-	**3.50**
52100 - Fund Transfers	620	617	618	621	-	619	-	-	-
Subtotal - 5200 - TRANSFERS OF FUNDS	620	617	618	621	-	619	-	-	-
71100 - Ending Fund Balance	11,213	10,107	12,830	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	11,213	10,107	12,830	-	-	-	-	-	-
Total Requirements by Function	17,423	14,678	15,553	17,765	**3.00**	8,339	-	-	**3.50**

404 - Construction Excise Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
Requirements by Object									
511220 - Non-Represented Staff	110	337	360	382	**3.00**	469	-	-	**3.50**
513300 - Extended Hours	23	-	-	-	-	-	-	-	-
513510 - Group Hlth Opt Out Lic	-	3	4	-	-	-	-	-	-
Subtotal - 100 - SALARIES	133	340	364	382	**3.00**	469	-	-	**3.50**
521000 - PERS	4	10	1	-	-	-	-	-	-
521310 - PERS UAL	14	43	61	59	-	77	-	-	-
522000 - Social Security - FICA	10	26	28	29	-	36	-	-	-
523100 - Workers' Compensation	-	1	1	3	-	4	-	-	-
523200 - Unemployment Compensation	-	1	-	-	-	-	-	-	-
523300 - PFMLA	-	-	-	1	-	2	-	-	-
524100 - Group Health Insurance	11	32	32	55	-	71	-	-	-
524200 - Other Employer Paid Benefits	1	2	2	1	-	1	-	-	-
524300 - Retiree Health Insurance	1	3	3	3	-	3	-	-	-
524530 - Early Retirement Benefits	-	1	1	1	-	1	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLLCOSTS	40	118	128	152	-	194	-	-	-
532200 - Repairs and Maintenance Svcs	524	304	403	-	-	-	-	-	-
532900 - Other Property Services	137	233	65	-	-	-	-	-	-
535500 - Printing and Binding	-	1	-	-	-	-	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
538300 - Architect and Engineering Svcs	304	151	105	-	-	-	-	-	-
538940 - Professional Moving Services	32	26	-	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	101	97	70	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	1,099	813	643	-	-	-	-	-	-
541000 - Consumable Supplies	1	-	-	-	-	-	-	-	-
541600 - Interdepartmental Charges	2	1	-	-	-	-	-	-	-
546000 - Non-Consumable Supplies	11	-	1	-	-	-	-	-	-
548000 - Computer Equipment	24	16	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	37	17	1	-	-	-	-	-	-
552000 - Building Acquisition/Improvmnt	3,995	2,389	953	16,611	-	7,057	-	-	-
553000 - Improvements - Not Buildings	142	-	-	-	-	-	-	-	-
554100 - Initial and Addl Equipment	109	250	14	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	4,246	2,639	967	16,611	-	7,057	-	-	-
564000 - Dues and Fees	6	5	2	-	-	-	-	-	-
567100 - Permits	29	21	1	-	-	-	-	-	-
Subtotal - Other Objects	34	27	3	-	-	-	-	-	-
571000 - Transfers to Other Funds	620	617	618	621	-	619	-	-	-
Subtotal - 700 - TRANSFERS	620	617	618	621	-	619	-	-	-
376520 - Budgeted Ending Fund Balance	11,213	10,107	12,830	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	11,213	10,107	12,830	-	-	-	-	-	-
Total Requirements by Object	17,423	14,678	15,553	17,765	**3.00**	8,339	-	-	**3.50**

Budget Forecast by Major Object - 404 - Construction Excise Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	2,833	2,933	3,036	3,142
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	5,506	5,699	5,898	6,105
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	8,339	8,632	8,934	9,247

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	469	485	502	520
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	194	201	208	215
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	7,057	7,305	7,561	7,825
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	619	641	663	686
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	8,339	8,632	8,934	9,247

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.
* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

IT SYSTEM PROJECT FUND (407)

This fund accounts for the Resources & Requirements supporting District Information Technology projects, primarily in these major areas: Teacher/Classroom Technology (laptops, projectors, document cameras), Information Systems (software applications, new systems), and Technical Infrastructure (core hardware and network services) as they relate to the District's school modernization efforts. There are many pressing needs for IT capital funding including student computing resources, teacher technology, process automation, and business systems.

To fund these projects, the Board issued debt in the amount of $15 million. This borrowing was authorized per Board Resolution No. 4155 on October 5, 2009.

This fund was created on June 29, 2009 per Board Resolution No. 4106.

Fund 407 - IT System Project Fund Detail

Fund 407 - IT System Project Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
377000 - Fund Balance-Unres/Undes	50	-	-	-	-	-	-
Subtotal - Beginning Fund Balance	50	-	-	-	-	-	-
415100 - Interest on Investments	4	-	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	4	-	-	-	-	-	-
Total Resources by Object	54	-	-	-	-	-	-

Fund 407 - IT System Project Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
2660 - TECHNOLOGY SERVICES	54	-	-	-	-	-	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	54	-	-	-	-	-	-	-	-
Total Requirements by Function	54	-	-	-	-	-	-	-	-

Fund 407 - IT System Project Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
535100 - Telephone	1	-	-	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	1	-	-	-	-	-	-	-	-
547000 - Computer Software	53	-	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	53	-	-	-	-	-	-	-	-
Total Requirements by Object	54	-	-	-	-	-	-	-	-

FULL FAITH AND CREDIT FUND (420)

This fund is used to manage capital expenditures for specifically authorized projects, including those projects funded through proceeds from the Recovery Zone Bond- Energy and Water Conservation Program and other loan proceeds.

This creation of the fund was authorized by the Board of Education per Board Resolution No. 4416 on February 28, 2011.

Full Faith and Credit Fund

420 - FULL FAITH & CREDIT FUNDS - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	237	97	-	-
377000 - Fund Balance-Unres/Undes	4,173	1,629	719	-	-	-	-
Subtotal - Beginning Fund Balance	4,173	1,629	719	237	97	-	-
415100 - Interest on Investments	-	-	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	-	-	-	-	-	-	-
Total Resources by Object	4,173	1,629	719	237	97	-	-

420 - FULL FAITH & CREDIT FUNDS - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
2540 - OPER/MAINTENANCE OF PLANT SVCS	1,827	276	51	138	-	97	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	1,827	276	51	138	-	97	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	717	634	433	99	-	-	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CONSTRUCTION	717	634	433	99	-	-	-	-	-
71100 - Ending Fund Balance	1,629	719	235	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	1,629	719	235	-	-	-	-	-	-
Total Requirements by Function	4,173	1,629	719	237	-	97	-	-	-

420 - FULL FAITH & CREDIT FUNDS - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
513300 - Extended Hours	1	-	-	-	-	-	-	-	-
Subtotal - 100 - SALARIES	1	-	-	-	-	-	-	-	-
521000 - PERS	-	-	-	-	-	-	-	-	-
521310 - PERS UAL	-	-	-	-	-	-	-	-	-
522000 - Social Security - FICA	-	-	-	-	-	-	-	-	-
523100 - Workers' Compensation	-	-	-	-	-	-	-	-	-
523200 - Unemployment Compensation	-	-	-	-	-	-	-	-	-
524100 - Group Health Insurance	-	-	-	-	-	-	-	-	-
524200 - Other Employer Paid Benefits	-	-	-	-	-	-	-	-	-
524300 - Retiree Health Insurance	-	-	-	-	-	-	-	-	-
524530 - Early Retirement Benefits	-	-	-	-	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLLCOSTS	-	-	-	-	-	-	-	-	-
532200 - Repairs and Maintenance Svcs	198	108	49	138	-	97	-	-	-
532900 - Other Property Services	1,655	242	44	-	-	-	-	-	-
535500 - Printing and Binding	-	-	-	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	38	41	21	-	-	-	-	-	-
538940 - Professional Moving Services	12	6	-	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	35	(3)	11	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	1,937	394	125	138	-	97	-	-	-
Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
541000 - Consumable Supplies	148	14	-	-	-	-	-	-	-
541600 - Interdepartmental Charges	-	-	-	-	-	-	-	-	-
546000 - Non-Consumable Supplies	-	-	5	-	-	-	-	-	-
547000 - Computer Software	43	-	-	-	-	-	-	-	-
548000 - Computer Equipment	3	-	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	194	14	5	-	-	-	-	-	-
552000 - Building Acquisition/Improvmnt	234	493	336	99	-	-	-	-	-
553000 - Improvements - Not Buildings	7	-	-	-	-	-	-	-	-
554100 - Initial and Addl Equipment	165	-	14	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	406	493	351	99	-	-	-	-	-
564000 - Dues and Fees	2	2	1	-	-	-	-	-	-
567100 - Permits	3	7	2	-	-	-	-	-	-
Subtotal - Other Objects	6	9	3	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	1,629	719	235	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	1,629	719	235	-	-	-	-	-	-
Total Requirements by Object	4,173	1,629	719	237	-	97	-	-	-

Budget Forecast by Major Object - 420 - Full Faith and Credit Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	97	-	-	-
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	-	-	-	-
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	97	0	0	-

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	97	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	97	0	0	-

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.
* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

ENERGY EFFICIENT SCHOOLS FUND (435)

The Energy Efficient Schools Fund is used to manage capital expenditures for specifically designated capital projects, including those projects funded, in part, through proceeds authorized by State Bill 1149.

This fund was formally created as part of the District's FY 2012-13 Budget Adoption process.

Fund 435 - Energy Efficient Schools Fund Detail

435 - Energy Efficient Schools Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	2,993	4,460	-	-
377000 - Fund Balance-Unres/Undes	1,943	1,537	1,986	-	-	-	-
Subtotal - Beginning Fund Balance	1,943	1,537	1,986	2,993	4,460	-	-
415100 - Interest on Investments	-	-	-	3	3	-	-
419910 - Miscellaneous	364	22	-	200	100	-	-
419948 - Utility Refund - PGE	614	718	820	860	860	-	-
419949 - Utility Refund - Pacific Power	223	242	282	250	300	-	-
Subtotal - Other Revenue from Local Sources	1,202	981	1,102	1,313	1,263	-	-
422000 - Restricted Revenue	226	783	541	-	-	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	226	783	541	-	-	-	-
Total Resources by Object	3,371	3,301	3,631	4,306	5,723	-	-

435 - Energy Efficient Schools Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
4150 - Bldg Acquis/Constr/Improv Svcs	1,835	1,315	550	4,306	-	5,723	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CONSTRUCTION	1,835	1,315	550	4,306	-	5,723	-	-	-
71100 - Ending Fund Balance	1,537	1,986	3,082	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	1,537	1,986	3,082	-	-	-	-	-	-
Total Requirements by Function	3,372	3,301	3,632	4,306	-	5,723	-	-	-

435 - Energy Efficient Schools Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
532200 - Repairs and Maintenance Svcs	1	-	-	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	29	-	-	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	30	-	-	-	-	-	-	-	-
541000 - Consumable Supplies	-	(2)	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	-	(2)	-	-	-	-	-	-	-
552000 - Building Acquisition/Improvmnt	1,805	1,317	550	4,306	-	5,723	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	1,805	1,317	550	4,306	-	5,723	-	-	-
376520 - Budgeted Ending Fund Balance	1,537	1,986	3,082	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	1,537	1,986	3,082	-	-	-	-	-	-
Total Requirements by Object	3,372	3,301	3,632	4,306	-	5,723	-	-	-

Budget Forecast by Major Object - 435 - Energy Efficient Schools Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	4,460	4,616	4,778	4,945
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	1,263	1,307	1,353	1,400
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	5,723	5,923	6,131	6,345

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	5,723	5,923	6,131	6,345
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	5,723	5,923	6,131	6,345

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

HARRIET TUBMAN MS RELOCATION FUND (437)

The Harriet Tubman Relocation Fund is used to manage capital expenditures specifically designated for the relocation of Harriet Tubman Middle School funded through a state grant.

This fund will be formally created as a part of the mid-year amendment for FY23.

Fund 437 - Harriet Tubman MS Relocation Detail

Fund 437 - Harriet Tubman MS Relocation - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	-	119,700	-	-
Subtotal - Beginning Fund Balance	-	-	-	-	119,700	-	-
415100 - Interest on Investments	-	-	-	-	2,800	-	-
Subtotal - Other Revenue from Local Sources	-	-	-	-	2,800	-	-
Total Resources by Object	-	-	-	-	122,500	-	-

Fund 437 - Harriet Tubman MS Relocation - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
Requirements by Function									
4150 - Bldg Acquis/Constr/Improv Svcs	-	-	-	-	-	122,500	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CONSTRUCTION	-	-	-	-	-	122,500	-	-	-
Total Requirements by Function	-	-	-	-	-	122,500	-	-	-

Fund 437 - Harriet Tubman MS Relocation - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
Requirements by Object									
552000 - Building Acquisition/Improvmnt	-	-	-	-	-	122,500	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	-	-	-	-	-	122,500	-	-	-
Total Requirements by Object	-	-	-	-	-	122,500	-	-	-

Budget Forecast by Major Object - 437 - Harriet Tubman MS Relocation (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	119,700	117,500	115,398	18,000
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	2,800	2,898	2,750	1,950
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	122,500	120,398	118,148	19,950

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	122,500	120,398	118,148	19,950
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	122,500	120,398	118,148	19,950

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.
* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

FACILITIES CAPITAL FUND (438)

The Facilities Capital Fund is used to manage capital expenditures for specifically designated capital projects, as part of the District's continuing facilities capital project efforts.

This creation of the fund was authorized by the Board of Directors per Board Resolution No. 4600 on May 14, 2012.

Fund 438 - Facilities Capital Fund Detail

Fund 438 - Facilities Capital Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	1,403	500	-	-
377000 - Fund Balance-Unres/Undes	1,311	(112)	745	-	-	-	-
Subtotal - Beginning Fund Balance	1,311	(112)	745	1,403	500	-	-
419600 - Recovery PY Expenditure	263	(263)	-	-	-	-	-
419910 - Miscellaneous	14	-	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	277	(263)	-	-	-	-	-
432990 - Restricted State Grants	11,368	1,319	1,978	6,941	2,900	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	11,368	1,319	1,978	6,941	2,900	-	-
Total Resources by Object	12,956	944	2,723	8,344	3,400	-	-

Fund 438 - Facilities Capital Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
2520 - FISCAL SERVICES	6	6	6	6	-	-	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	6	6	6	6	-	-	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	13,062	193	2,632	8,338	-	3,400	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	13,062	193	2,632	8,338	-	3,400	-	-	-
71100 - Ending Fund Balance	(112)	745	85	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	(112)	745	85	-	-	-	-	-	-
Total Requirements by Function	12,956	944	2,723	8,344	-	3,400	-	-	-

Fund 438 - Facilities Capital Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
532200 - Repairs and Maintenance Svcs	119	2	4	-	-	-	-	-	-
532900 - Other Property Services	21	-	-	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	371	(228)	-	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	20	-	-	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	531	(226)	4	-	-	-	-	-	-
541000 - Consumable Supplies	-	-	-	-	-	-	-	-	-
546000 - Non-Consumable Supplies	4	-	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	4	-	-	-	-	-	-	-	-
552000 - Building Acquisition/Improvmnt	12,520	454	2,628	8,338	-	3,400	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	12,520	454	2,628	8,338	-	3,400	-	-	-
564000 - Dues and Fees	2	-	-	-	-	-	-	-	-
565100 - Liability Insurance	-	-	-	6	-	-	-	-	-
565300 - Property Insurance Premiums	6	6	6	-	-	-	-	-	-
567100 - Permits	4	(35)	-	-	-	-	-	-	-
Subtotal - Other Objects	12	(29)	6	6	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	(112)	745	85	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	(112)	745	85	-	-	-	-	-	-
Total Requirements by Object	12,956	944	2,723	8,344	-	3,400	-	-	-

Budget Forecast by Major Object - 438 - Facilities Capital Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	500	518	536	554
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	-	-	-	-
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	2,900	3,002	3,107	3,215
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	3,400	3,519	3,642	3,770

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	3,400	3,519	3,642	3,770
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	3,400	3,519	3,642	3,770

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

CAPITAL ASSET RENEWAL FUND (445)

This Capital Asset Renewal Fund is used to manage capital expenditures for specifically designated capital projects, as part of the District's continuing Capital Asset Renewal Program. Refer to the District's Policy 8.70.044-P. The Capital Asset Renewal Funds and Plans adopted January 23, 2012.

This fund was formally created as part of the District's 2012-13 Budget Adoption process.

Fund 445 - Capital Asset Renewal Fund Detail

Fund 445 - Capital Asset Renewal Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	7,038	1,352	-	-
377000 - Fund Balance-Unres/Undes	5,763	14,673	9,522	-	-	-	-
Subtotal - Beginning Fund Balance	5,763	14,673	9,522	7,038	1,352	-	-
415100 - Interest on Investments	31	30	22	12	30	-	-
419114 - CUB HS Athletic Field Use Fees	88	15	56	100	190	-	-
419130 - Rent-Lease of Facilities	729	-	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	848	45	79	112	220	-	-
452100 - Interfund Transfers	-	-	-	610	1,000	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	-	-	-	610	1,000	-	-
453000 - Sale of Fixed Assets	10,500	-	-	-	-	-	-
Subtotal - All Other Budget Resources	10,500	-	-	-	-	-	-
Total Resources by Object	17,111	14,718	9,601	7,760	2,572	-	-

Fund 445 - Capital Asset Renewal Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
2520 - FISCAL SERVICES	73	-	-	-	-	-	-	-	-
2540 - OPER/MAINTENANCE OF PLANT SVCS	-	264	217	500	-	500	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	73	264	217	500	-	500	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	2,365	4,932	4,333	7,260	-	2,072	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CONSTRUCTION	2,365	4,932	4,176	7,260	-	2,072	-	-	-
71100 - Ending Fund Balance	14,673	9,522	5,051	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	14,673	9,522	5,051	-	-	-	-	-	-
Total Requirements by Function	17,110	14,718	9,601	7,760	-	2,572	-	-	-

Fund 445 - Capital Asset Renewal Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
513300 - Extended Hours	-	1	-	-	-	-	-	-	-
Subtotal - 100 - SALARIES	-	1	-	-	-	-	-	-	-
521000 - PERS	-	-	-	-	-	-	-	-	-
521310 - PERS UAL	-	-	-	-	-	-	-	-	-
522000 - Social Security - FICA	-	-	-	-	-	-	-	-	-
523100 - Workers' Compensation	-	-	-	-	-	-	-	-	-
523200 - Unemployment Compensation	-	-	-	-	-	-	-	-	-
524100 - Group Health Insurance	-	-	-	-	-	-	-	-	-
524200 - Other Employer Paid Benefits	-	-	-	-	-	-	-	-	-
524300 - Retiree Health Insurance	-	-	-	-	-	-	-	-	-
524530 - Early Retirement Benefits	-	-	-	-	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLLCOSTS	-	-	-	-	-	-	-	-	-
532200 - Repairs and Maintenance Svcs	354	1,178	999	-	-	-	-	-	-
532900 - Other Property Services	160	518	277	-	-	-	-	-	-
535500 - Printing and Binding	-	-	15	-	-	-	-	-	-
538200 - Legal Services	13	-	-	-	-	-	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
538300 - Architect and Engineering Svcs	114	149	306	-	-	-	-	-	-
538940 - Professional Moving Services	10	10	5	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	239	523	304	500	-	500	-	-	-
Subtotal - 300 - PURCHASED SERVICES	890	2,378	1,906	500	-	500	-	-	-
541000 - Consumable Supplies	15	-	-	-	-	-	-	-	-
541400 - Maintenance Materials	-	1	-	-	-	-	-	-	-
541600 - Interdepartmental Charges	-	2	2	-	-	-	-	-	-
546000 - Non-Consumable Supplies	-	17	88	-	-	-	-	-	-
548000 - Computer Equipment	-	23	7	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	15	43	97	-	-	-	-	-	-
552000 - Building Acquisition/Improvmnt	1,179	2,373	1,746	7,260	-	2,072	-	-	-
553000 - Improvements - Not Buildings	119	119	523	-	-	-	-	-	-
554100 - Initial and Addl Equipment	155	180	219	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	1,452	2,673	2,488	7,260	-	2,072	-	-	-
564000 - Dues and Fees	71	70	29	-	-	-	-	-	-
567100 - Permits	8	31	28	-	-	-	-	-	-
Subtotal - Other Objects	80	102	57	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	14,673	9,522	5,051	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	14,673	9,522	5,051	-	-	-	-	-	-
Total Requirements by Object	17,110	14,718	9,599	7,760	-	2,572	-	-	-

Budget Forecast by Major Object - 445 - Capital Asset Renewal Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	1,352	1,399	1,448	1,499
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	220	228	236	244
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	1,000	1,035	1,071	1,108
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	2,572	2,662	2,755	2,851

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	500	518	536	553
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	2,072	2,145	2,220	2,297
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	-	-	-
Total Requirements	2,572	2,662	2,755	2,851

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.
* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

GO BONDS FUND (450)

This fund is used to manage capital expenditures for specifically authorized projects funded by General Obligation bonds. This fund will capture the expenditures for multiple borrowings, each of which funds a specific capital expenditure.

Current activity in this fund is related to the 2012, 2017 and 2020 bonds that were passed by voters in November 2012, May 2017 and November 2020.

The creation of this fund was authorized in accordance with Board Resolution No. 4416 on February 28, 2011. Detailed information on bond projects is available at https://www.pps.net/Domain/62.

GO Bonds Fund

450 - GO BONDS (General Obligation) - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	477,954	270,414	-	-
377000 - Fund Balance-Unres/Undes	304,370	634,067	748,510	-	-	-	-
Subtotal - Beginning Fund Balance	304,370	634,067	748,510	477,954	270,414	-	-
415100 - Interest on Investments	7,195	2,057	(120)	498	8,150	-	-
415300 - Gain/Loss Sale of Investment	9	(5)	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	7,205	2,052	(120)	498	8,150	-	-
422000 - Restricted Revenue	-	-	-	-	-	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-	-	-	-
451100 - Bond Proceeds	441,320	365,465	-	-	381,998	-	-
451200 - Bond Premium	68,202	29,574	-	-	30,912	-	-
Subtotal - All Other Budget Resources	509,522	395,039	-	-	412,910	-	-
Total Resources by Object	821,097	1,031,158	748,390	478,452	691,474	-	-

450 - GO BONDS (General Obligation) - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
2520 - FISCAL SERVICES	3,035	6,036	1,153	1,500	-	1,500	-	-	-
2540 - OPER/MAINTENANCE OF PLANT SVCS	48	-	-	-	-	-	-	-	-
2570 - INTERNAL SERVICES	119	128	143	138	**1.00**	149	-	-	**1.00**
2660 - TECHNOLOGY SERVICES	-	-	5	-	-	138	-	-	**0.80**
Subtotal - 2000 - SUPPORT SERVICES	3,203	6,164	1,301	1,638	**1.00**	1,788	-	-	**1.80**
4110 - Service Area Direction	2,954	3,500	5,189	5,960	**39.80**	6,372	-	-	**40.50**
4150 - Bldg Acquis/Constr/Improv Svcs	180,874	255,225	190,956	413,437	**6.00**	636,485	-	-	**6.00**
4180 - OTHER CAPITAL ITEMS	-	17,759	50,390	57,417	-	46,829	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CONSTRUCTION	183,827	276,484	246,535	476,814	**45.80**	689,686	-	-	**46.50**
71100 - Ending Fund Balance	634,067	748,510	500,555	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	634,067	748,510	500,555	-	-	-	-	-	-
Total Requirements by Function	821,097	1,031,158	748,391	478,452	**46.80**	691,474	-	-	**48.30**

450 - GO BONDS (General Obligation) - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
511210 - Classified - Represented	244	299	320	448	**7.00**	441	-	-	**7.00**
511220 - Non-Represented Staff	2,011	2,337	3,410	3,935	**38.30**	4,264	-	-	**39.80**
511310 - Administrators - Licensed	-	9	33	-	-	-	-	-	-
511420 - Directors/Program Admins	137	165	209	249	**1.50**	261	-	-	**1.50**
512100 - Substitutes - Licensed	-	-	-	-	-	-	-	-	-
512400 - Temporary Misc - Classified	2	8	8	-	-	-	-	-	-
513300 - Extended Hours	151	81	224	-	-	-	-	-	-
513400 - Overtime Pay	1	-	1	-	-	-	-	-	-

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
513510 - Group Hlth Opt Out Lic	3	6	14	-	**-**	-	-	-	**-**
Subtotal - 100 - SALARIES	2,548	2,905	4,218	4,631	**46.80**	4,967	-	-	**48.30**
521000 - PERS	88	92	14	-	**-**	-	-	-	**-**
521310 - PERS UAL	321	361	624	721	**-**	817	-	-	**-**
522000 - Social Security - FICA	186	219	316	354	**-**	380	-	-	**-**
523100 - Workers' Compensation	4	11	8	32	**-**	38	-	-	**-**
523200 - Unemployment Compensation	3	6	1	3	**-**	5	-	-	**-**
523300 - PFMLA	-	-	-	9	**-**	20	-	-	**-**
524100 - Group Health Insurance	350	393	532	868	**-**	988	-	-	**-**
524200 - Other Employer Paid Benefits	12	14	21	8	**-**	9	-	-	**-**
524300 - Retiree Health Insurance	15	29	30	35	**-**	29	-	-	**-**
524530 - Early Retirement Benefits	7	7	8	8	**-**	8	-	-	**-**
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	985	1,132	1,554	2,041	**-**	2,295	-	-	**-**
531200 - Instr Program Improvement Svcs	-	6	842	-	**-**	-	-	-	**-**
531800 - Local Mtgs/Non-Instr Staff Dev	-	7	-	-	**-**	-	-	-	**-**
532200 - Repairs and Maintenance Svcs	117	189	713	-	**-**	-	-	-	**-**
532400 - Rentals	14	290	162	-	**-**	-	-	-	**-**
532500 - Electricity	192	347	430	-	**-**	-	-	-	**-**
532900 - Other Property Services	312	795	999	-	**-**	-	-	-	**-**
534100 - Travel, Local in District	8	2	1	-	**-**	-	-	-	**-**
534200 - Travel, Out of District	11	-	2	-	**-**	-	-	-	**-**
535100 - Telephone	8	23	10	-	**-**	-	-	-	**-**
535300 - Postage	-	-	-	-	**-**	-	-	-	**-**
535400 - Advertising	-	2	2	-	**-**	-	-	-	**-**
535500 - Printing and Binding	13	6	49	-	**-**	-	-	-	**-**
538100 - Audit Services	271	205	319	-	**-**	-	-	-	**-**
538200 - Legal Services	647	23	98	-	**-**	-	-	-	**-**
538300 - Architect and Engineering Svcs	20,353	16,644	11,344	42,597	**-**	99,168	-	-	**-**
538500 - Management Services	5,103	4,664	4,417	15,347	**-**	22,201	-	-	**-**
538940 - Professional Moving Services	356	403	893	-	**-**	-	-	-	**-**
538990 - Non-Instr Pers/Professional Sv	1,969	1,713	1,978	-	**-**	-	-	-	**-**
Subtotal - 300 - PURCHASED SERVICES	29,375	25,320	22,259	57,944	**-**	121,369	-	-	**-**
541000 - Consumable Supplies	109	70	340	-	**-**	-	-	-	**-**
541310 - Auto Parts, Batteries	-	-	-	-	**-**	-	-	-	**-**
541600 - Interdepartmental Charges	8	4	27	-	**-**	-	-	-	**-**
541700 - Discounts Taken	(3)	-	-	-	**-**	-	-	-	**-**
542100 - Textbook Expansion	-	-	563	-	**-**	-	-	-	**-**
542200 - Textbook Adoption	-	680	6,725	17,255	**-**	18,177	-	-	**-**
543000 - Library Books	-	-	155	-	**-**	-	-	-	**-**
544100 - Online Periodical Subscription	-	-	4	-	**-**	-	-	-	**-**
546000 - Non-Consumable Supplies	27	215	1,667	-	**-**	-	-	-	**-**
546100 - Minor Equipment - Tagged	-	1	-	-	**-**	-	-	-	**-**
547000 - Computer Software	186	475	1,783	-	**-**	-	-	-	**-**
548000 - Computer Equipment	784	15,761	38,722	40,162	**-**	28,652	-	-	**-**
Subtotal - 400 - SUPPLIES AND MATERIALS	1,111	17,205	49,986	57,417	**-**	46,829	-	-	**-**
551000 - Land Acquisition	-	32	-	-	**-**	-	-	-	**-**
552000 - Building Acquisition/Improvmnt	144,998	216,685	155,565	351,791	**-**	510,240	-	-	**-**
553000 - Improvements - Not Buildings	22	4,803	3,031	-	**-**	-	-	-	**-**
554100 - Initial and Addl Equipment	241	1,577	5,687	-	**-**	-	-	-	**-**
554110 - Vehicles	-	1	41	-	**-**	-	-	-	**-**
555010 - Computers	-	1,513	426	-	**-**	-	-	-	**-**
555030 - Software Capital Expense	15	-	96	-	**-**	-	-	-	**-**
555090 - Misc Other Technology	14	1,131	216	-	**-**	-	-	-	**-**
Subtotal - 500 - CAPITAL OUTLAY	145,291	225,742	165,062	351,791	**-**	510,240	-	-	**-**
563000 - Fiscal Charges	2	2	2	-	**-**	-	-	-	**-**
564000 - Dues and Fees	166	95	82	-	**-**	-	-	-	**-**
564100 - Bond Issuance Cost	1,820	4,438	-	-	**-**	-	-	-	**-**

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
565100 - Liability Insurance	-	(1)	-	4,628	**-**	5,775	-	-	**-**
565300 - Property Insurance Premiums	2,141	1,197	1,466	-	**-**	-	-	-	**-**
567100 - Permits	3,590	4,612	3,206	-	**-**	-	-	-	**-**
Subtotal - Other Objects	7,719	10,343	4,756	4,628	**-**	5,775	-	-	**-**
376520 - Budgeted Ending Fund Balance	634,067	748,510	500,555	-	**-**	-	-	-	**-**
Subtotal - 376520 - Budgeted Ending Fund Balance	634,067	748,510	500,555	-	**-**	-	-	-	**-**
Total Requirements by Object	821,097	1,031,158	748,391	478,452	**46.80**	691,474	-	-	**48.30**

Budget Forecast by Major Object - 450 - GO Bond Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE*	270,414	-	197,303	70,441
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	8,150	8,435	8,730	9,036
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	412,910	541,580	47,983	21,313
Total Resources	691,474	550,015	254,016	100,790

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	441	456	472	489
1122 - NON-REPRESENTED STAFF	4,525	4,683	4,847	5,017
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	2,295	2,375	2,458	2,545
300 - PURCHASED SERVICES	121,369	60,685	30,342	15,171
400 - SUPPLIES AND MATERIALS	46,829	23,415	11,707	5,854
500 - CAPITAL OUTLAY	510,240	255,120	127,560	65,312
600 - OTHER OBJECTS	5,775	5,978	6,187	6,403
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE*	-	197,303	70,441	-
Total Requirements	691,474	550,015	254,016	100,790

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

* Beginning Fund Balance may not equal the prior year's Budgeted Ending Fund Balance, as Ending Fund Balance is not budgeted in some Funds.

PARTNERSHIP FUNDS (470)

This fund is used to manage non-bond-funded capital improvement work conducted by Portland Public Schools in conjunction with external partners; for example, with Concordia University at Faubion.

The creation of this fund was authorized in accordance with Board Resolution No. 5088 on May 12, 2015.

Partnership Funds Detail

470 - Partnership Funds - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
377000 - Fund Balance-Unres/Undes	318	-	-	-	-	-	-
Subtotal - Beginning Fund Balance	318	-	-	-	-	-	-
452100 - Interfund Transfers	110	-	-	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	110	-	-	-	-	-	-
Total Resources by Object	428	-	-	-	-	-	-

470 - Partnership Funds - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
Requirements by Function									
2520 - FISCAL SERVICES	423	-	-	-	-	-	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	423	-	-	-	-	-	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	5	-	-	-	-	-	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CONSTRUCTION	5	-	-	-	-	-	-	-	-
Total Requirements by Function	428	-	-	-	-	-	-	-	-

470 - Partnership Funds - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	**Budget FTE 2022-23**	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	**Budget FTE 2023-24**
Requirements by Object									
552000 - Building Acquisition/Improvmnt	5	-	-	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	5	-	-	-	-	-	-	-	-
563500 - Administrative Write-Off	423	-	-	-	-	-	-	-	-
Subtotal - Other Objects	423	-	-	-	-	-	-	-	-
Total Requirements by Object	428	-	-	-	-	-	-	-	-

BOND PROGRAM SUMMARY

In November 2012, May 2017 and November 2020, Portland voters overwhelmingly supported capital improvement bonds totaling nearly $2.5 billion to upgrade PPS schools. The majority of PPS schools were built before World War II, and are in need of significant remodeling and modernization.

The $482 million 2012 School Building Improvement Bond enabled the district to make improvements to 51 schools. In addition, Franklin, Grant and Roosevelt High Schools were completely modernized and Faubion PK-8 was completely rebuilt. In addition to the modernization projects, the focus of the 2012 improvement bond work was:

- Seismic improvements
- New seismically strengthened roofs
- Accessibility improvements, including new elevators
- Science classroom upgrades

The planned work of the 2012 Bond is now complete, with minor funding remaining that may be used for bond-compensable projects once all other project funding reconciliations are complete.

The $790 million May 2017 Health, Safety and Modernization Bond is currently underway and reaching every school in the district. That work includes:

- Water quality improvements
- Roof replacements, including roof-level seismic improvements
- Security upgrades at all District schools
- Lead paint remediation
- Asbestos remediation
- Radon remediation
- Improving fire safety with the installation of new alarm and sprinkler systems
- ADA upgrades and improvements including new elevators

Modernization work funded by the 2017 bond is also proceeding. McDaniel High School (formerly known as Madison High School) has been completely modernized and a new Kellogg Middle School has been built. Both schools opened to students in fall of 2021. Construction of a new Lincoln High School began in January of 2020. Students will occupy the new building in fall of 2022 and the new athletic fields in 2023. Construction for the modernization of Benson Polytechnic High School began in summer of 2021 and is scheduled to be completed in fall of 2024.

The $1.2 billion November 2020 Bond work includes:

- Replacing textbooks and curriculum materials
- Providing students with tablets and laptops and laptops and updating classroom and district technology
- Updating special education learning spaces

- Providing every school in the District with ground floor accessibility that meets requirements of the Americans with Disabilities Act (ADA)
- Replacing school roofs
- Partnering with grant funds to seismically retrofit select schools
- Replacing whole, or components of, heating, cooling and ventilation systems
- Addressing building modifications needed to support school enrollment or capacity changes
- Updating security cameras, intrusion alarm systems and classroom door locks

The measure also provides funding to modernize Jefferson High School, construct a new Multiple Pathways to Graduation building on the Benson campus, and complete master planning and design for Cleveland High School, Ida B. Wells (formerly Wilson) High School modernization projects, and additional capacity at Roosevelt High School.

Over the long term, Portland Public Schools plans to modernize every school through a series of capital construction bonds, bringing them all up to modern facility and educational standards.

Additional Resources on Bond Projects

For more information on bond-funded projects, including financial information, access the School Building Improvement Bond website.

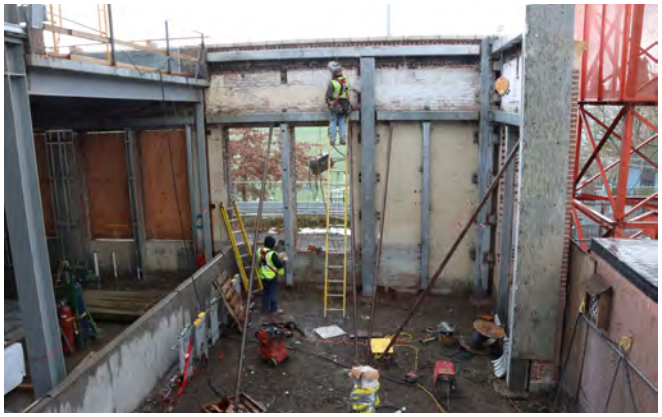
Access the following website for a map and dashboard of bond-funded projects. An overview can be found by reviewing materials provided to the PPS Bond Accountability Committee, found here.

Reike Elementary Roof Project, July 26, 2022

Harrison Park Office, March 16, 2023

Lent Elementary Seismic Retrofit, July 18, 2022

Benson High School Construction, February 27, 2023



Creative Science Seismic Retrofit Phase 1, July 18, 2022

Multiple Pathways to Graduation, February 27, 2023

OTHER CAPITAL PROJECTS

The Facilities and Projects and Construction Group manages planned, volunteer, and emergency repair/replacement work across the District. Projects range in scope and size from the very small repair projects, to large capital replacement projects such as mechanical system replacements. The work is categorized into seven categories: Health & Safety, Warm & Dry, Security, Legal/Regulatory, Delivery of Instruction, Delivery of Support Services, and Energy. Examples of the type of projects included in each category can be seen at the bottom of the document.

Project Management Proposed 2023-24

Category/Fund	191	404	424	435	437	438	445	Grand Total
Health & Safety	$ 50,000	$ 6,062,100	$ 19,400	$ -	$ -	$ -	$ 514,400	$ 6,645,900
Warm & Dry	$ 61,606	$ 345,000	$ 27,546	$ -	$ -	$ -	$ 514,400	$ 948,552
Security	$ 120,000	$ 200,000	$ -	$ -	$ -	$ -	$ 180,040	$ 500,040
Legal/Regulatory	$ 85,000	$ 420,000	$ -	$ -	$ -	$ -	$ 385,800	$ 890,800
Delivery of Instruction	$ 50,000	$ 280,000	$ 9,700	$ -	$ -	$ -	$ 257,200	$ 596,900
Delivery of Support Services	$ 500,000	$ 280,000	$ 19,400	$ -	$ -	$ -	$ 514,400	$ 1,313,800
Energy	$ 30,000	$ 200,000	$ -	$ 5,723,000	$ -	$ -	$ 77,160	$ 6,030,160
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Grants/Funds	$ -	$ -	$ -	$ -	$ 122,500,000	$ 2,817,935	$ -	$ 125,317,935
Projects in Process	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Budget to be Programmed	$ 100,000	$ 552,167	$ 20,954	$ -	$ -	$ 582,065	$ 128,600	$ 1,383,786
Fund Totals	$ 996,606	$ 8,339,267	$ 97,000	$ 5,723,000	$ 122,500,000	$ 3,400,000	$ 2,572,000	$ 143,627,873

Project Management Adopted 2022-23

Category/Fund	191	404	424	423	435	438	445	Grand Total
Health & Safety	$ -	$ 12,153,256	$ -	$ -	$ -	$ -	$ 695,381	$ 12,848,637
Warm & Dry	$ -	$ 1,084,510	$ -	$ -	$ -	$ -	$ 723,648	$ 1,808,158
Security	$ -	$ 359,893	$ -	$ -	$ -	$ -	$ 400,257	$ 760,150
Legal/Regulatory	$ -	$ 126,581	$ -	$ 64,903	$ -	$ -	$ 463,282	$ 654,766
Delivery of Instruction	$ -	$ 319,600	$ -	$ -	$ -	$ -	$ 1,193,910	$ 1,513,510
Delivery of Support Services	$ -	$ 356,308	$ 303,765	$ -	$ -	$ -	$ 1,316,513	$ 1,976,586
Energy	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Grants/Funds	$ -	$ 617,000	$ -	$ -	$ -	$ 3,930,000	$ -	$ 4,547,000
Projects in Process	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Budget to be Programmed	$ 1,186,606	$ 1,997,852	$ 50,235	$ 34,097	$ 4,306,000	$ 4,414,000	$ 870,009	$ 12,858,799
Fund Totals	$ 1,186,606	$ 17,015,000	$ 354,000	$ 99,000	$ 4,306,000	$ 8,344,000	$ 5,663,000	$ 36,967,606

Project Management Actual 2021-22

Category/Fund	191	404	423	424	435	438	445	Grand Total
Health & Safety	$ 181,710	$ 586,892	$ 92,675	$ 151,110	$ -	$ -	$ 1,461,174	$ 2,473,561
Warm & Dry	$ 33,804	$ 376,178	$ 28,774	$ 109,102	$ -	$ -	$ 2,026,927	$ 2,574,785
Security	$ 23,240	$ 97,226	$ 1,750	$ 7,825	$ -	$ -	$ 1,213,438	$ 1,343,478
Legal/Regulatory	$ 3,150	$ 101,772	$ -	$ -	$ -	$ -	$ 308,714	$ 413,636
Delivery of Instruction	$ 20,189	$ 36,530	$ -	$ 2,450	$ -	$ 4,328	$ 1,884,098	$ 1,947,596
Delivery of Support Services	$ 491,472	$ 900,136	$ -	$ 89,900	$ -	$ -	$ 2,709,701	$ 4,191,208
Energy	$ 4,432	$ 6,832	$ -	$ -	$ 549,958	$ -	$ 5,073	$ 566,295
Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Restricted Grants/Funds	$ -	$ 617,588	$ -	$ -	$ -	$ 1,844,957	$ -	$ 2,462,545
Budget to be Programmed	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Fund Totals	$ 757,997	$ 2,723,153	$ 123,199	$ 360,387	$ 549,958	$ 1,849,285	$ 9,609,125	$ 15,973,104

Category	Examples
Health & Safety	Projects include abatement, structural, radon mitigation
Warm & Dry	Projects include heating or cooling improvements, roof repairs, water or sewer lines
Security	Projects include access controls, cameras, card readers
Legal/Regulatory	Projects include fire marshall citations, code compliance requirements, backflows, etc.
Delivery of Instruction:	Kilns, modulars, playgrounds, classroom changes and other projects that impact students and the learning
Delivery of Support Services	Dishwashers, water heaters, asphalt repairs and other projects that are overall district supports
Energy	Energy improvement projects to include control upgrads, LED lighting etc
Restricted Grants/Funds	Funds received for projects and can only be spent on those projects ie SRGP and OSCIM grants
Budget to be Programmed	Funding not currently assigned to a project

INTERNAL SERVICE FUNDS SUMMARY (600)

Fund 600 - Internal Service Fund Resources Summary

Fund 601 is the only sub-fund currently budgeted to the Internal Service Fund and it serves as a Self-Insurance Fund for Workers' Compensation. Growth in this fund is based on district estimates for these costs.

Fund 600 - Internal Service Fund Requirements Summary

Portland Public Schools is authorized by the State of Oregon as a workers' compensation self-insured employer. This fund accounts for costs in the program. An excess insurance policy is purchased to cover any claim that may exceed the self-insured retention of $1 million.

Managed by the Risk Management department, self-insurance saves taxpayer money. Greater ability exists to develop workforce injury prevention initiatives (e.g., fall protection improvements, respiratory protection, ergonomics, kiln safety improvements, stage operations safety learning for theater teachers) and initiate return-to-work programs that promote keeping injured staff meaningfully engaged in their schools and offices during recovery (e.g., light duty work stations).

Costs include employee injury claim expenses, Third Party Administrator (TPA) contract fees, staff injury prevention programs, risk control initiatives, return to work efforts, premiums for excess insurance, and the statutory reserve funds.

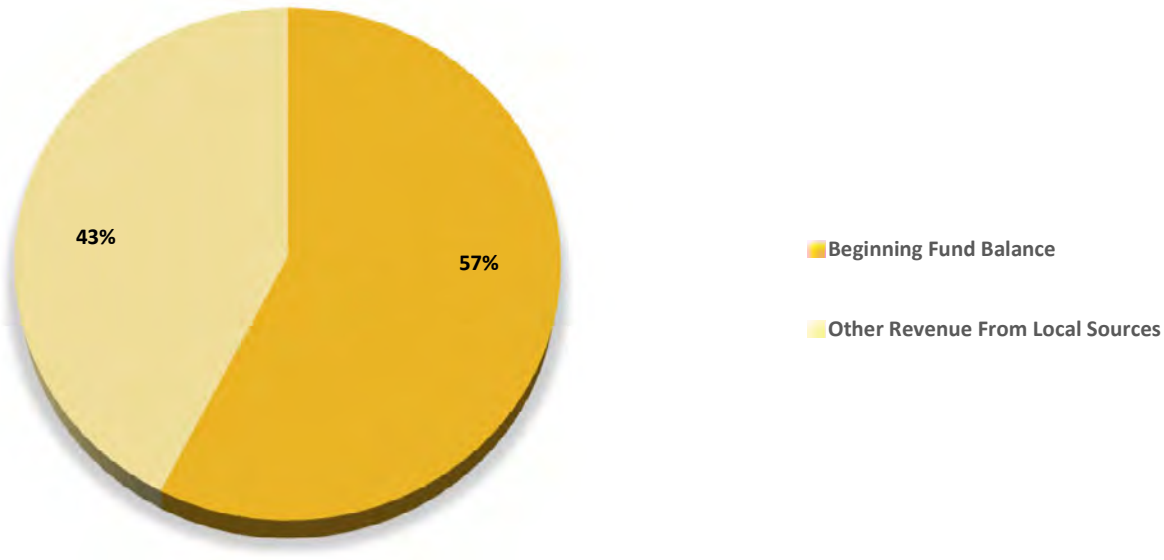
Resources include earnings on investments, insurance recoveries, reimbursements from the Oregon Employer at Injury Program (EAIP), and revenues generated from payroll funds solely for the workers' compensation self-insurance program.

Summary of Resources by Major Object - 600 - Internal Service Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Beginning Fund Balance	8,117	5,858	6,549	5,066	5,163	-	-
Other Revenue From Local Sources	729	1,627	836	3,580	3,817	-	-
3000 - Revenue From State Sources	221	188	308	-	-	-	-
TOTAL RESOURCES	**9,066**	**7,673**	**7,693**	**8,646**	**8,981**	**-**	**-**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Resources by Major Object - 600 - Internal Service Funds

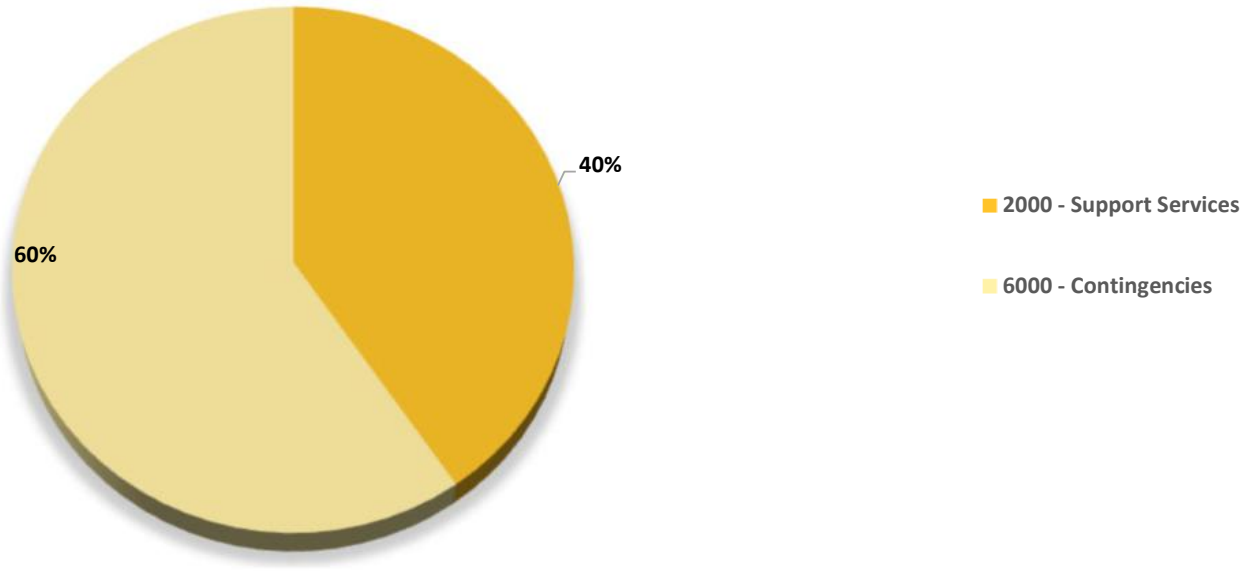


Summary of Requirements by Major Function - 600 - Internal Service Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
2000 - Support Services	3,208	1,124	4,390	3,389	2.28	3,630	-	-	2.28
6000 - Contingencies	-	-	-	5,256	-	5,351	-	-	-
7000 - Unappropriated Fund Balance	5,858	6,549	3,303	-	-	-	-	-	-
TOTAL REQUIREMENTS	**9,066**	**7,673**	**7,693**	**8,645**	**2.28**	**8,981**	**-**	**-**	**2.28**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Function - 600 - Internal Service Funds

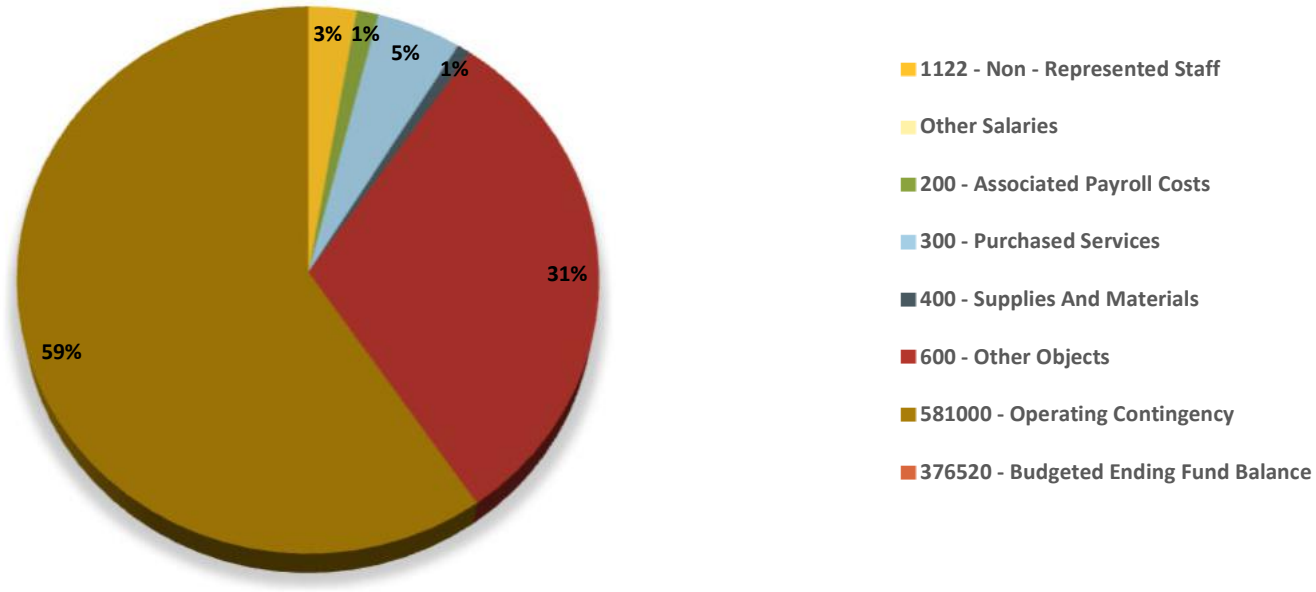


Summary of Requirements by Major Object - 600 - Internal Service Funds (in Thousands)

	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
1122 - Non - Represented Staff	193	207	102	237	2.28	247	-	-	2.28
Other Salaries	26	-	20	-	-	-	-	-	-
200 - Associated Payroll Costs	82	82	45	102	-	111	-	-	-
300 - Purchased Services	309	250	378	437	-	438	-	-	-
400 - Supplies And Materials	18	25	15	71	-	71	-	-	-
600 - Other Objects	2,580	559	3,829	2,543	-	2,764	-	-	-
581000 - Operating Contingency	-	-	-	5,256	-	5,351	-	-	-
376520 - Budgeted Ending Fund Balance	5,858	6,549	3,303	-	-	-	-	-	-
TOTAL REQUIREMENTS	**9,066**	**7,673**	**7,693**	**8,645**	**2.28**	**8,981**	**-**	**-**	**2.28**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

Percent of Requirements by Major Object - 600 - Internal Service Funds



SELF INSURANCE FUND (601)

Portland Public Schools is an Oregon authorized workers' compensation self-insured carrier. The Risk Management department runs the District's Workers' Compensation Program. Fund 601 is the only sub-fund currently budgeted to the Internal Service Fund, and it accounts for claim expenses, Third Party Administrator (TPA) contracts, injury prevention risk control initiatives, and the statutory reserve funds.

Resources in Fund 601 include earnings on investments, insurance recoveries, reimbursements from the Oregon Employer at Injury Program (EAIP), and revenues generated from payrolls from other funds solely for the District's Workers' Compensation Program.

Fund 601 - Self Insurance Fund Detail

601 - Self Insurance Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	5,066	5,163	-	-
377000 - Fund Balance-Unres/Undes	8,117	5,858	6,549	-	-	-	-
Subtotal - Beginning Fund Balance	8,117	5,858	6,549	5,066	5,163	-	-
415100 - Interest on Investments	134	89	15	13	100	-	-
419600 - Recovery PY Expenditure	-	4	-	-	-	-	-
419700 - Services Provided Other Funds	595	1,534	821	3,567	3,717	-	-
419910 - Miscellaneous	-	-	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	729	1,627	836	3,580	3,817	-	-
431992 - Return To Work	221	188	308	-	-	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	221	188	308	-	-	-	-
Total Resources by Object	9,066	7,673	7,693	8,646	8,981	-	-

601 - Self Insurance Fund - Requirements by Function (In Thousands)

Description by Function Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Function									
2520 - FISCAL SERVICES	3,208	1,124	4,390	3,390	**2.28**	3,630	-	-	**2.28**
Subtotal - 2000 - SUPPORT SERVICES	3,208	1,124	4,390	3,390	**2.28**	3,630	-	-	**2.28**
61100 - Operating Contingency	5,858	6,549	3,303	5,256	**-**	5,351	-	-	**-**
Subtotal - 6000 - CONTINGENCIES	5,858	6,549	3,303	5,256	**-**	5,351	-	-	**-**
Total Requirements by Function	9,066	7,673	7,693	8,646	**2.28**	8,981	-	-	**2.28**

601 - Self Insurance Fund - Requirements by Object (In Thousands)

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
Requirements by Object									
511220 - Non-Represented Staff	192	207	102	165	**1.78**	172	-	-	**1.78**
511420 - Directors/Program Admins	1	-	-	72	**0.50**	75	-	-	**0.50**
512100 - Substitutes - Licensed	19	-	16	-	**-**	-	-	-	**-**
512200 - Substitutes - Classified	6	-	3	-	**-**	-	-	-	**-**
513300 - Extended Hours	1	-	1	-	**-**	-	-	-	**-**
Subtotal - 100 - SALARIES	219	207	122	237	**2.28**	247	-	-	**2.28**
521000 - PERS	7	7	1	-	**-**	-	-	-	**-**
521310 - PERS UAL	28	28	19	37	**-**	41	-	-	**-**
522000 - Social Security - FICA	16	16	9	18	**-**	19	-	-	**-**
523100 - Workers' Compensation	-	1	-	2	**-**	2	-	-	**-**
523200 - Unemployment Compensation	-	-	-	-	**-**	-	-	-	**-**
523300 - PFMLA	-	-	-	-	**-**	1	-	-	**-**
524100 - Group Health Insurance	27	26	13	42	**-**	46	-	-	**-**
524200 - Other Employer Paid Benefits	1	1	1	-	**-**	-	-	-	**-**
524300 - Retiree Health Insurance	1	2	1	2	**-**	1	-	-	**-**
524530 - Early Retirement Benefits	1	1	-	-	**-**	-	-	-	**-**
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	82	82	45	102	**-**	111	-	-	**-**
532200 - Repairs and Maintenance Svcs	9	6	-	13	**-**	13	-	-	**-**
532900 - Other Property Services	29	19	39	200	**-**	200	-	-	**-**
534100 - Travel, Local in District	-	-	-	3	**-**	3	-	-	**-**
534200 - Travel, Out of District	1	1	-	1	**-**	2	-	-	**-**
535100 - Telephone	-	1	1	-	**-**	-	-	-	**-**
535300 - Postage	-	-	-	-	**-**	-	-	-	**-**

Description by Object Code	Actual 2019-20	Actual 2020-21	Actual 2021-22	Budget 2022-23	Budget FTE 2022-23	Proposed 2023-24	Approved 2023-24	Adopted 2023-24	Budget FTE 2023-24
535500 - Printing and Binding	-	-	-	-	-	-	-	-	-
538200 - Legal Services	-	-	-	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	271	224	339	220	-	220	-	-	-
Subtotal - 300 - PURCHASED SERVICES	309	250	378	437	-	438	-	-	-
541000 - Consumable Supplies	-	-	-	11	-	11	-	-	-
541600 - Interdepartmental Charges	-	-	-	2	-	2	-	-	-
544000 - Periodicals	-	-	-	1	-	1	-	-	-
546000 - Non-Consumable Supplies	-	-	3	34	-	34	-	-	-
547000 - Computer Software	16	24	13	20	-	20	-	-	-
548000 - Computer Equipment	1	1	-	3	-	3	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	18	25	15	71	-	71	-	-	-
564000 - Dues and Fees	-	1	-	3	-	3	-	-	-
565350 - Work Comp Insurance Premiums	135	131	165	110	-	179	-	-	-
565910 - Worker's Comp Claim Expense	2,324	283	3,492	2,304	-	2,456	-	-	-
565920 - Worker's Comp Assessment	121	145	172	126	-	126	-	-	-
Subtotal - Other Objects	2,580	559	3,829	2,543	-	2,764	-	-	-
581000 - Operating Contingency	-	-	-	5,256	-	5,351	-	-	-
Subtotal - 581000 - Operating Contingency	-	-	-	5,256	-	5,351	-	-	-
376520 - Budgeted Ending Fund Balance	5,858	6,549	3,303	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	5,858	6,549	3,303	-	-	-	-	-	-
Total Requirements by Object	9,066	7,673	7,693	8,646	**2.28**	8,981	-	-	**2.28**

Budget Forecast by Major Object - 601 - Self Insurance Fund (In Thousands)

Resources	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
BEGINNING FUND BALANCE	5,163	5,351	5,544	5,744
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	3,817	3,951	4,089	4,232
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	**8,981**	**9,302**	**9,633**	**9,977**

Requirements	Proposed 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	247	256	265	274
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	111	115	119	123
300 - PURCHASED SERVICES	438	453	469	486
400 - SUPPLIES AND MATERIALS	71	73	76	79
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	2,764	2,860	2,960	3,064
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	5,351	5,544	5,744	5,951
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	**8,981**	**9,302**	**9,633**	**9,977**

Certain numbers have been rounded up or down. There may therefore be discrepancies between the actual totals of the individual amounts in the tables and the totals shown.

MULTNOMAH EDUCATION SERVICE DISTRICT ALLOCATION

The Multnomah Education Service District (MESD) is a public agency responsible for a variety of direct and indirect educational services to eight Multnomah County school districts as well as other public and private agencies and schools in the region. MESD's services are those best managed on a regional basis either because they are too costly for an individual district to support, or because demand for the service within a single district is limited.

MESD's core services are funded by the State School Fund, local property taxes, contracts and grants. The state allocates support to all Education Service Districts (ESD) in the state by granting each ESD a fixed share of the total ESD funding formula revenue. The ESD then allocates these funds to the participating local school districts.

The broad categories of services are Instructional Services, Special Education Services, School Health Services, Technology Services, and Administrative Support Services. There are more than 60 separate "resolution" services and programs from which component districts choose to spend their annual allocation. In addition, numerous programs are operated on a contracted or fee-for service basis. Some programs may be funded through both resolution and contract dollars.

The ESD determines the mix of services to be provided through discussions with advisory committees comprised of local school district representatives. The unit cost or actual cost for each of the services is determined by MESD.

Each participating local school district selects from a menu of services, the total cost of which shall not exceed the district's dollar allocation. Transit dollars are received from MESD as General Fund revenues in support of services that the District provides for itself. Transit dollars may be used to contract for additional services from MESD.

Transit Dollars: Funds allocated to the ESD through the State School Fund allocation model are then passed from the ESD to the District. Funds may be used by the District to purchase services from the ESD, to fund services provided directly by the District, or services may be purchased.

Resolution Dollars: Funds allocated to the ESD through the State School Fund allocation model. These funds stay at the ESD and are available to the District to purchase services. The services are selected from a menu detailed in MESD Local Service Plan.

Multnomah Education Service District

2022-2023 LOCAL SERVICE PLAN SELECTIONS

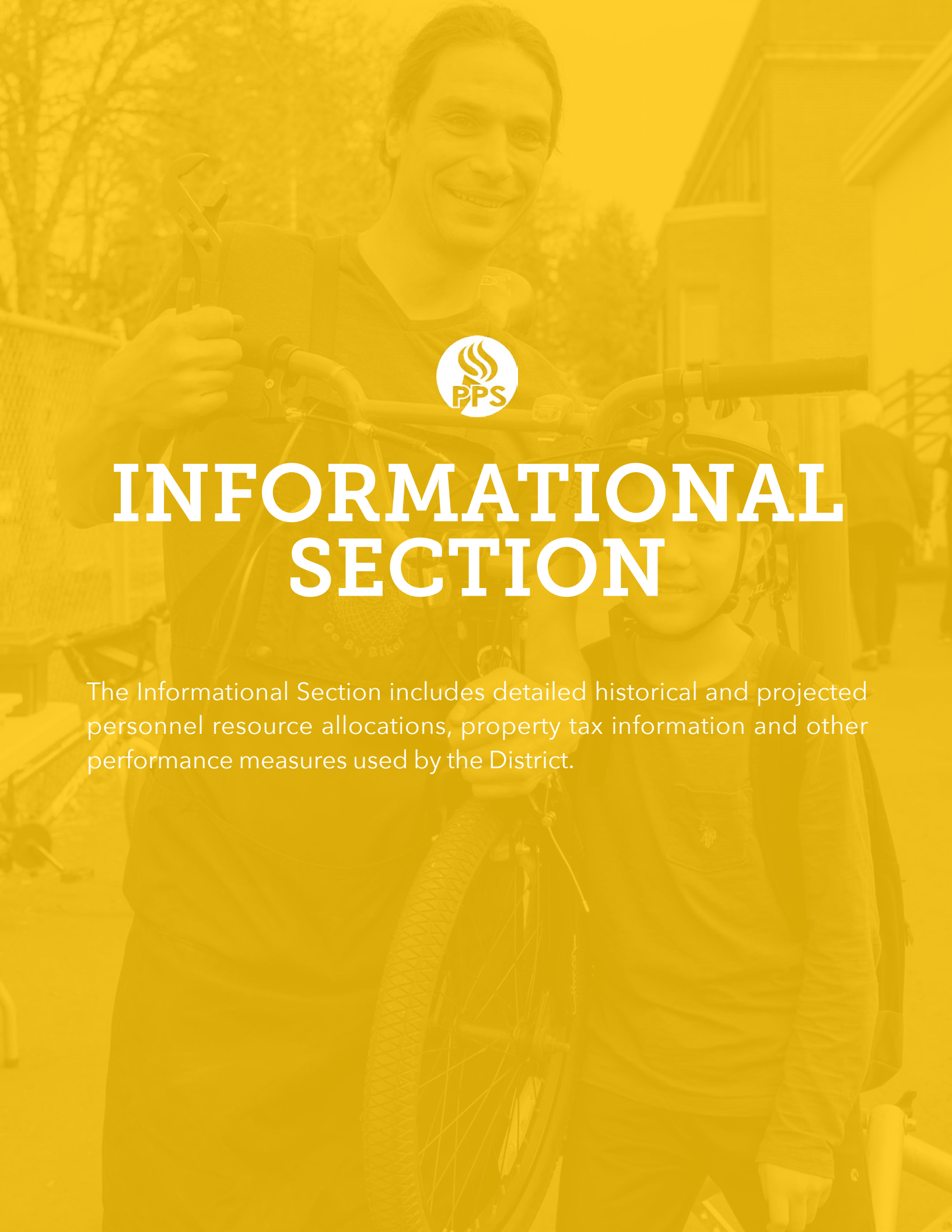
					PORTLAND SCHOOL DISTRICT					
				as of:	2/14/2022		ODE Extended ADMw		54,141.13	
							CTA ADMw Ext.		54,141.13	
							CTA ADMr		44,582.40	
				Resolution		Contract		Total		
row	MOE		Unit	Unit Cost 7/1/2022	Units	Amount	Units	Amount	Units	Amount
		INSTRUCTIONAL SERVICES								
1		**Curriculum Services**								
2		Classroom Law Project (CLP)	All/None	$ 26,072	A	$ 25,750	N	$ -	A	$ 25,750
3		School Improvement								
4		Current Program	All/None	$ 649,113	A	$ 334,815	N	$ -	A	$ 334,815
5		**Helensview School**								
6		General Ed (1.0x) slot	1 Student	$ 13,898	45.75	$ 635,833	0	$ -	45.75	$ 635,833
7	Y	SPED slot (1.0x plus Special Ed Teachers)	1 Student	$ 19,553	38	$ 743,003	0	$ -	38	$ 743,003
8		ELL Slot (1.5x slot)	1 Student	$ 20,847	5.5	$ 114,658	0	$ -	5.5	$ 114,658
9		Helensview Phoenix (2.0x slot)	1 Student	$ 27,796	17.75	$ 493,379	0	$ -	17.75	$ 493,379
10		*HV Middle School Cohort (1x plus MS staff)*	1 Student	$ 35,527	12	$ 426,319	0	$ -	12	$ 426,319
11		**Recovery High School**								
12		Planning year	All/None	$ 97,787	A	$ 97,787	N	$ -	A	$ 97,787
13		*Full-year FY24 Slot Commitment*	1 Student	$ 30,000	10		0		10	
14		**Home School Notification**								
15		Service	ALL	$ 58,110	A	$ 29,974	N	$ -	A	$ 29,974
16		**Educ. Prog. in Adult Correction Facilities (Incarcerated Youth)**								
17		Service	All/None	$ 448,127	A	$ 420,901	N	$ -	A	$ 420,901
18		**Outdoor Schools**								
19		6th Grade Offering Level 1: Full Week	1 Student	$ 678	0	$ -	3474	$ 2,356,345	3474	$ 2,356,345
20		6th Grade Offering 4-Day Program	1 Student	$ 459	0	$ -	0	$ -	0	$ -
21		6th Grade Outdoor School Credits								
22		Measure 99 Reimbursement Estimate	1 Student	$ (678)	0	$ -	3474	$ (2,356,345)	3474	$ (2,356,345)
23		Outdoor School credit (METRO)	1 Student	$ -	0	$ -	0	$ -	0	$ -
24		4th Grade Overnight	1 Student	$ -	0	$ -	0	$ -	0	$ -
		STUDENT SERVICES								
		Special Education Services								
25	Y	The Creeks: Social Emotional Skills (SESP)	1 Student	$ 62,637	10	$ 626,370	14.74	$ 923,269	24.74	$ 1,549,639
26	Y	The Creeks: Behavioral Health (BH)	1 Student	$ 62,637	4	$ 250,548	1.87	$ 117,131	5.87	$ 367,679
27	Y	The Creeks: Therapeutic Classroom (TC)	1 Student	$ 62,637	3	$ 187,911	0	$ -	3	$ 187,911
28	Y	Helensview Therapeutic Classroom (TC)	1 Student	$ 57,637	12	$ 691,644	2.31	$ 133,141	14.31	$ 824,785
29	Y	**Functional Living Skills (FLS)**								
30	Y	FLS: K-12 and Transition	1 Student	$ 79,828	0	$ -	1	$ 79,828	1	$ 79,828
31	Y	FLS: Alternative Behavior Prog (Wheatley)	1 Student	$ 133,597	16.6	$ 2,217,710	0	$ -	16.6	$ 2,217,710
32	Y	**Related Services**								
33	Y	Individually Purchased Option								
34	Y	Speech Pathologist	1 FTE	$ 141,658	0	$ -	0	$ -	0	$ -
35	Y	Occupational Therapist	1 FTE	$ 141,126	0	$ -	0	$ -	0	$ -
36	Y	Physical Therapist	1 FTE	$ 146,731	0	$ -	0	$ -	0	$ -
37	Y	Psychological Services	1 FTE	$ 135,145	0	$ -	0	$ -	0	$ -
38	Y	Educational Assistants	0.875 FTE	$ 55,383	0	$ -	9	$ 569,649	9	$ 569,649
39	Y	Assistive Technology (AT)	1 FTE	$ 135,897	0	$ -	0	$ -	0	$ -
40	Y	Speech Pathology Assistant (SLPA)	1 FTE	$ 102,261	0	$ -	0	$ -	0	$ -
41	Y	Certified Occup. Therapy Asst (COTA)	1 FTE	$ 100,825	0	$ -	0	$ -	0	$ -
42	Y	Licensed Physical Therapy Asst (LPTA)	1 FTE	$ 114,870	0	$ -	0	$ -	0	$ -
43	Y	Behavior Interventionist	1 FTE	$ 120,163	0	$ -	0	$ -	0	$ -
44	Y	Feeding Team	1 Student	$ 1,500	0	$ -	0	$ -	0	$ -
		School Health Services								
45		Hearing and Vision Screening	All/None	$ 258,100	A	$ 133,129	N	$ -	A	$ 133,129
46		Immunization	All/None	$ 162,923	A	$ 84,036	N	$ -	A	$ 84,036
47		School Nurse Services								
48		Registered Nurses	1 FTE	$ 142,522	25.3	$ 3,605,805	10.59	$ 1,509,307	35.89	$ 5,115,113
49		School Health Assistants	Hour	$ 46.69	83355	$ 3,891,845	15648	$ 730,605	99003	$ 4,622,450
50		Complex Needs Nursing	All/None	$ 619,083	A	$ 319,326	N	$ -	A	$ 319,326
51		1:1 Nurses	1 FTE	$ 142,522	0	$ -	1.44	$ 205,232	1.44	$ 205,232
		TECHNOLOGY SERVICES (via the "CTA")**								
52		**Application and Development Services**								
53		Business Systems ("IFAS") - Corbett SD only	per memo	$ 24,230	N	$ -	N	$ -	N	$ -
54		Data Warehouse Srvcs - Level 1 (Database)	A/N (ADMw)	$ 3.00	N	$ -	N	$ -	N	$ -
55		Data Warehouse Srvcs - Level 2 (add'l cost)	A/N (ADMw)	$ 2.45	N	$ -	N	$ -	N	$ -
56		Student Info Sys - Level 1B (SIS Admin)	A/N (ADMw)	$ 5.91	A	$ 319,974	N	$ -	A	$ 319,974
57		Student Info Sys - Level 1A (SIS Admin + add'l cost)	A/N (ADMw)	$ 3.11	A	$ 183,853	N	$ -	A	$ 183,853
58		Student Info Sys - Level 2 (includes 1B + 1A)	A/N (ADMw)	$ 15.74	N	$ -	N	$ -	N	$ -

Multnomah Education Service District

2022-2023 LOCAL SERVICE PLAN SELECTIONS

				PORTLAND SCHOOL DISTRICT					
				as of:	2/14/2022		ODE Extended ADMw		54,141.13
							CTA ADMw Ext.		54,141.13
							CTA ADMr		44,582.40
				Resolution		Contract		Total	
row	MOE		Unit	Unit Cost 7/1/2022	Units	Amount	Units	Amount	Units	Amount
59		Forecast5 Analytics	A/N (ADMw)	$ 1.12	A	$ 41,200	N	$ -	A	$ 41,200
60		**District Office Services**								
61		School Messenger	A/N **(ADMr)**	$ 1.30	A	$ 65,767	N	$ -	A	$ 65,767
62		add Messenger App w/ InfoCenter	A/N **(ADMr)**	$ 1.00	N	$ -	N	$ -	N	$ -
63		Substitute Services ("Absence Mgmt")	A/N (ADMw)	SOW	N	$ -	N	$ -	N	$ -
64		add Substitute Calling Service	A/N (ADMw)	SOW	N	$ -	N	$ -	N	$ -
65		**Infrastructure Services**								
66		Network/Internet Services								
67		One-time Equipment		$ -	N	$ -	N	$ -	N	$ -
68		One-time Equipment - Portland SD only		$ 365,000	N	$ -	N	$ -	N	$ -
69		One-time Implementation Services	All/None	$ 2.00	N	$ -	N	$ -	N	$ -
70		Internet Connectivity - Portland SD	All/None	$ 138,967	A	$ 138,967	N	$ -	A	$ 138,967
71		Last Mile Connect & Network Monitoring	All/None	$ 1,515,879	N	$ -	N	$ -	N	$ -
72		Network services - Portland SD only	All/None	$ 1,332,029	A	$ 1,332,029	N	$ -	A	$ 1,332,029
73		Engineering Support	Hour	$ 96	0	$ -	0	$ -	0	$ -
74		On-Site Help Desk Technician	Day	$ 585	0	$ -	0	$ -	0	$ -
75		Database Administration	Month	$ 3,417	12	$ 41,000	0	$ -	12	$ 41,000
76		**Instructional Services**								
77		Follett Destiny Library and Textbook Mgmt.	A/N **(ADMr)**	$ 5.05	A	$ 222,392	N	$ -	A	$ 222,392
78		** CTA offers many services not listed on the MESD DSP								
		ADMINISTRATIVE SUPPORT SERVICES								
79		Inter-District Delivery System (PONY)	All/None	$ 30,209	A	$ 16,120	N	$ -	A	$ 16,120
80		School Announce Closure Network	ALL (div by 8)	$ 2,480	A	$ 310	N	$ -	A	$ 310
81		Government Affairs	A/N (ADMw)	$ 168,122	N	$ -	N	$ -	N	$ -
82		Multnomah County MOU Coordinator	All/None	$ 8,000	A	$ 8,000	N	$ -	A	$ 8,000
83		Other Business Administrative Services	per memo	memo	N	$ -	N	$ -	N	$ -
		SUBTOTAL MESD SERVICES				**$ 17,700,355**		**$ 4,268,163**		**$ 21,968,519**
		TRANSIT REQUESTED BY DISTRICT				**$ 3,500,000**				
		GRAND TOTAL MESD SERVICES AND TRANSITS				**$ 21,200,355**				
		RESOURCES AVAILABLE FOR RESOLUTION SERVICES								
		Balance Forward from Prior Year District Service Plan				$ -				
		Apportionment of Current Year SSF Revenue				$ 21,806,414				
		Apportionment of Prior Year SSF Revenue Adjustment (May 2022 Warrant)				$ -				
		TOTAL RESOURCES FOR RESOLUTION SERVICES				**$ 21,806,414**				
		ENDING CONTINGENCY BALANCE				**$ 606,059**				
		Maintenance of Effort (MOE) Total ----- *sum of services with "Y" in MOE column*				$ 4,717,186				
		Instructional Services				$ 3,322,419		$ -		$ 3,322,419
		Student Services - Special Education				$ 3,974,183		$ 1,823,019		$ 5,797,202
		Student Services - School Health Services				$ 8,034,141		$ 2,445,144		$ 10,479,285
		Technology Services (CTA)				$ 2,345,182		$ -		$ 2,345,182
		Administrative Support Services				$ 24,430		$ -		$ 24,430
		subtotal MESD Services				$ 17,700,355		$ 4,268,163		$ 21,968,519
		Transits direct to district				$ 3,500,000				
		Total MESD Services & Transits				$ 21,200,355		$ 4,268,163		$ 21,968,519

INFORMATIONAL SECTION



INFORMATIONAL SECTION

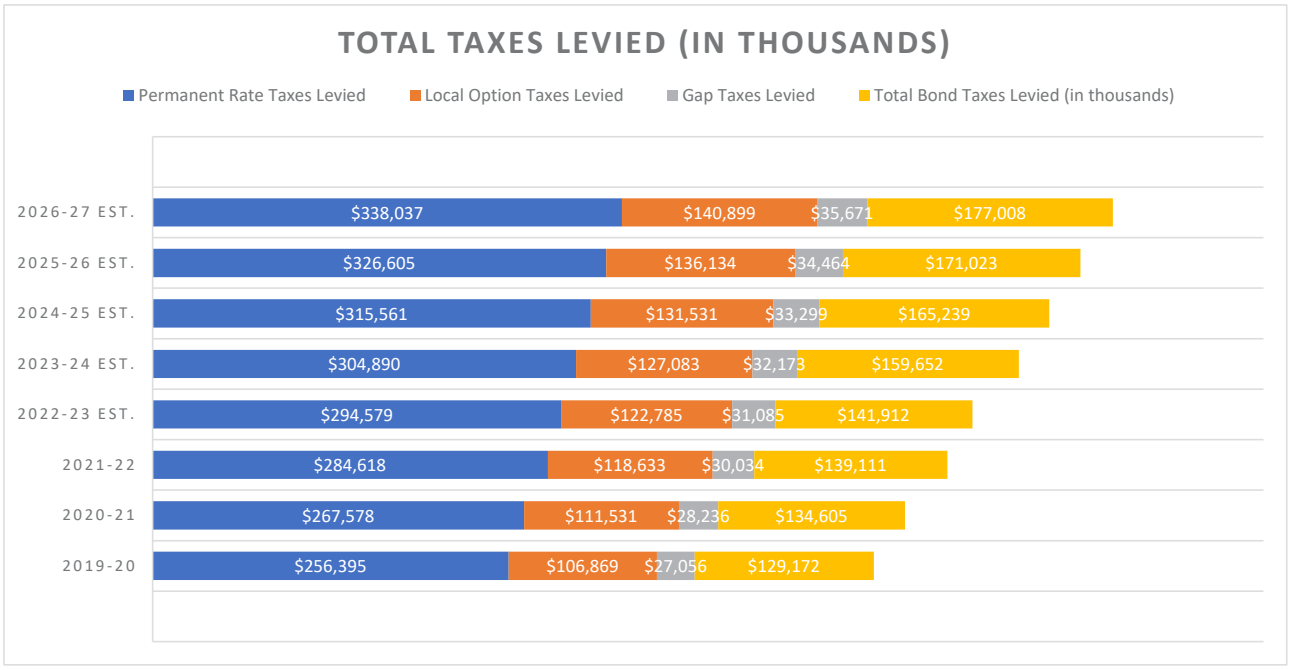
The Informational Section includes detailed historical and projected personnel resource allocations, property tax information and other performance measures used by the District.

PORTLAND PUBLIC SCHOOLS ASSESSED VALUE OF TAXABLE PROPERTY

Fiscal Year	Residential Property	Personal Property	Total Assessed Value	Total Direct Rate**	Levy Amount Before Adjustment
2027*	$68,000,502	$2,802,897	$70,803,399	$9.7681	$177,008
2026*	$65,700,968	$2,708,113	$68,409,081	$9.7681	$668,226
2025*	$63,479,196	$2,616,534	$66,095,730	$9.7681	$645,630
2024*	$61,332,557	$2,528,052	$63,860,609	$9.7681	$623,798
2023*	$59,258,509	$2,442,563	$61,701,072	$9.5681	$590,361
2022	$57,254,598	$2,359,964	$59,614,562	$9.6016	$572,396
2021	$53,701,040	$2,344,506	$56,045,546	$9.6698	$541,950
2020	$51,230,970	$2,472,239	$53,703,209	$9.6734	$519,492

* Estimated

** Per $1,000 of Assessed Value



PROPERTY TAX LEVIES AND COLLECTIONS

Fiscal Year	Taxes Levied Before Adjustments	Taxes Levied for the Fiscal Year *	Adjustment Factor	Current & Prior Year Collection	Collection Rate
*2024**	*631,065*	*625,554*	*99.13%*	*600,531*	*96.00%*
*2023**	*601,015*	*595,765*	*99.13%*	*571,935*	*96.00%*
2022	572,395	567,384	99.13%	544,882	96.03%
2021	541,949	536,371	98.97%	516,303	96.26%
2020	519,493	514,918	99.12%	496,723	96.47%
2019	498,710	495,645	99.39%	481,749	97.20%
2018	481,463	476,797	99.03%	458,820	96.23%

* Estimated

** Amounts are based upon the tax collection year July 1 to June 30

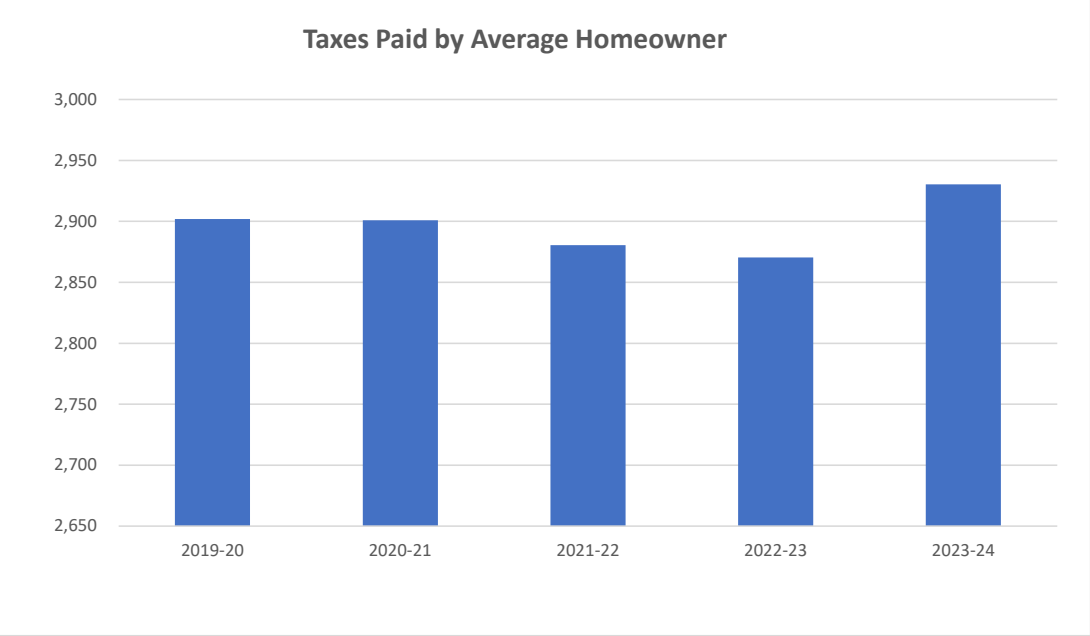
BUDGET'S EFFECT ON AVERAGE HOMEOWNER

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected[a]
Tax Rates					
Permanent Tax Rate per $1,000 of AV	$ 4.7743	$ 4.7743	$ 4.7743	$ 4.7743	$ 4.7743
Local Option Tax	1.9900	1.9900	1.9900	1.9900	1.9900
Gap Tax Rate per $1,000 of AV	0.5038	0.5038	0.5038	0.5038	0.5038
Bond Tax Rate per $1,000 of AV	2.4053	2.4017	2.3335	2.3000	2.5000
Total Tax Rate	$ 9.6734	$ 9.6698	$ 9.6016	$ 9.5681	$ 9.7681
Average Assessed Value	$ 300,000	$ 300,000	$ 300,000	$ 300,000	300,000
Tax Burden	2,902	2,901	2,880	2,870	2,930

[a] *Actual levy rate determined by county assessors' offices*

Measure 5, which introduced property tax rate limits, was passed in 1990 and became effective starting in the 1991-92 tax year. When fully implemented in 1995-96, Measure 5 cut property tax rates an average of 51 percent from their 1990-91 levels.

Measure 50 was passed in 1997 and cut property taxes, introduced assessed value growth limits and replaced most tax levies with permanent tax rates. Permanent tax rate equals the maximum rate without voter approval. Measure 50 cut effective tax rates an average of 11 percent from their 1996-97 levels.



Measure 5 Limits

$5 per $1,000 of Real Market Value (RMV)
$10 per $1,000 of RMV for general government taxes
Applied only to operating taxes, not bonds
For each property, school taxes and general government taxes compared to their limits respectively

Measure 50 Limits

Assessed Value (AV) for 1997-98 was set at 90% of 1995-96 AV for each property and permanent rates were established for taxing districts
For existing property, annual growth of AV limited to 3%
For new property, AV = RMV multiplied by AV/RMV of similar property

PRINCIPAL PROPERTY TAXPAYERS IN DISTRICT BOUNDARIES

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Principal Property Tax Payers for Multnomah County
Prior Year and Nine Years Ago
Taxing District - 311 Portland Public School District
(dollars in thousands)

	2021[a]			2012		
Taxpayer	**Taxable Assessed Value**	**Rank**	**Percentage of Total Taxable Assessed Value**	**Taxable Assessed Value**	**Rank**	**Percentage of Total Taxable Assessed Value**
Pacificorp (PP&L)	$ 519,535	1	0.87%	$ 294,664	1	0.75%
Portland General Electric Co	452,863	2	0.76%	257,794	2	0.66%
Lumen Technologies Inc	284,141	3	0.48%			
Weston Investment Co LLC	258,364	4	0.43%	224,601	3	0.57%
Port of Portland	240,149	5	0.40%	187,385	6	0.48%
Verizon Communications Inc	186,659	6	0.31%			
111 SW 5th Avenue Investors LLC	178,169	7	0.30%			
Comcast Corporation	172,158	8	0.29%	207,912	5	0.53%
AAT Lloyd District LLC	160,382	9	0.27%			
AT&T Inc	157,790	10	0.26%			
Evraz Inc NA				217,361	4	0.55%
LC Portland LLC				178,598	7	0.46%
CenturyLink				137,293	8	0.35%
555 SW Oak LLC				134,475	9	0.34%
Fred Meyer Stores Inc				129,285	10	0.33%
Subtotal of Ten Largest Taxpayers	2,610,210		4.37%	1,969,369		5.02%
All Other Taxpayers	57,004,352		95.63%	37,250,701		94.98%
Total All Taxpayers	$ 59,614,562		100.00%	$ 39,220,070		100.00%

[a] 2022 information most current at time of distribution

Sources

Multnomah County, Division of Assessment and Taxation

Tax Supervising and Conservation Commission Annual Reports for the relevant fiscal year.

DEMOGRAPHIC DATA

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Demographic and Economic Statistics
Last Ten Calendar Years
Multnomah County

Year	Population	Personal Income (thousands of dollars)	Per Capita Personal Income (dollars)	Unemployment Rate[2]
2013	766,135	$ 33,376,029	$ 43,564	7.9
2014	776,712	36,588,018	47,106	6.8
2015	790,294	38,906,295	49,230	5.7
2016	801,539	41,735,341	52,069	4.9
2017	807,555	43,873,915	54,329	4.1
2018	811,880	46,966,887	57,850	4.0
2019	812,855	49,399,774	60,773	4.0
2020	815,637	52,080,033	63,852	11.6
2021	- [1]	- [1]	- [1]	5.6
2022	- [1]	- [1]	- [1]	3.5

DEBT SERVICE OVERVIEW

Pension Bonds

In October 2002 Portland Public Schools participated as one of forty-one Oregon school districts and education service districts in issuing limited tax pension bonds. The proceeds were used to finance a portion of the estimated unfunded actuarial liability of each participating school district with the Oregon Public Employees Retirement System ("PERS"). The Oregon School Boards Association ("OSBA") sponsored this pooled limited tax pension bond program. The OSBA does not have a financial obligation in connection with the bonds issued under the program. Except for the payment of its pension bond payments and additional charges when due, each participating school district has no obligation or liability to any other participating school district's pension bonds or liabilities to PERS. In April 2003, OSBA sponsored another pooled limited tax pension bond program with thirty school districts and education service districts. Payments of yearly principal and interest are recorded as financial statement expenditures in instruction and in support services.

On October 31, 2002, the District issued $210.1 million Limited Tax Pension Bonds, Series 2002 (Federally Taxable), of which $53.5 million are Series 2002A (deferred interest bonds) and $156.6 million are Series 2002B (current interest bonds). The Series 2002A Bonds were paid off June 30, 2020. The 2002B Bonds are payable annually through June 2028. During 2012, $14.2 million of Series 2002 Pension Bonds were refinanced. The Series 2012 Refunding was paid off June 30, 2021.

On April 30, 2003, the District issued $281.2 million Limited Tax Pension Bonds, Series 2003 (Federally Taxable), of which $124.8 million are Series 2003A (deferred interest bonds) and $156.4 million are Series 2003B (current interest bonds). The Series 2003 Limited Tax Pension Bonds are payable annually through June 2028.

On July 15, 2021 the District issued $399.4 million Full Faith and Credit Pension Bonds, Series 2021 (Federally Taxable). The Series 2021 Full Faith and Credit Bonds are payable annually through June 2040.

The District anticipates the total costs of financing the District's UAL with Limited Tax and Full Faith and Credit Pension Bonds will result in a significant savings to the District when compared to paying for such costs as additional contribution rates to PERS.

General Obligation Bonds

As part of a $482.0 million capital bond measure passed by District voters in 2012, the District issued the following General Obligation debt to finance school renovation and replacement:

On May 1, 2013, the District issued $68.6 million in General Obligation Bonds, Series 2013B. The bonds mature on June 15, 2033 with principal payments due annually on June 15. On December 30, 2020 $50.4 million of Series 2013B General Obligation Bonds were refinanced through an advance refunding.

On April 30, 2015, the District issued $244.7 million in General Obligation Bonds, Series 2015B. The bonds mature on June 15, 2033 with principal payments due annually on June 15.

On August 10, 2017, the District issued $62.2 million in General Obligation Bonds, Series 2017B. The bonds mature on June 15, 2030, with principal payments due annually on June 15.

As part of a $790.0 million capital bond measure passed by District voters in 2017, the District has issued the following General Obligation debt to finance school renovation and replacement:

On August 10, 2017, the District issued $179.7 million in General Obligation Bonds, Series 2017B. The bonds mature on June 15, 2044 with principal payments due annually on June 15.

On April 14, 2020, the District issued $441.3 million in General Obligation Bonds, Series 2020. The bonds mature on June 15, 2037, with principal payments due annually on June 15.

On December 30, 2020, the District Issued $54.0 million in General Obligation Advance Refunding Bonds, Series 2020C. The bond proceeds were used to redeem Series 2013B bonds. The bonds mature on June 15, 2033, with principal payments due annually on June 15. The Series 2020C Bonds maturing on or after June 15, 2031 are subject to optional early redemption. The total amount of interest savings (economic gain) as a result of the refinancing is $6.2 million. The present value of future cash savings as a result of the refinancing is $5.5 million.

As part of a $1.2 billion capital bond measure passed by District voters in November 2020, the District issued the following General Obligation debt to finance school renovation and replacement:

On December 30, 2020, the District Issued $365.5 million in General Obligation Bonds, Series 2020B. The bonds mature on June 15, 2046, with principal payments due annually on June 15.

On April 27, 2023, the District Issued $420.0 million in General Obligation Bonds, Series 2023. The bonds mature on June 15, 2049, with principal payments due annually on June 15.

Article XI-K of the Oregon Constitution allows the state to guarantee the general obligation bonded indebtedness of school districts. For the Series 2013B, 2015B, 2017B, 2020, 2020B, and 2020C General Obligation Bonds mentioned immediately above, the District participated in the Oregon School Bond Guaranty program (ORS 328.321 to 328.356), whereby the State of Oregon (State) guarantees all principal and interest payments until maturity will be made to bondholders when due. Should the District fail to make a payment of debt service on these bonds when due, the State will make the payment on behalf of the District, and then will seek recovery from the District. The State may recover funds by means of intercepting any source of operating monies normally remitted from the State to the District. Since the inception of the bonds, the District has not used the guarantee.

Other Debt

On November 9, 2016, the District issued $5.0 million in Full Faith and Credit Obligations, Series 2016. The obligations mature on December 1, 2031. The obligations carry a prepayment option such that any or all outstanding maturities may be redeemed on or after December 1, 2018.

On August 4, 2016 the District issued $4.0 million in Qualified Zone Academy (QZAB) Bonds, Series 2016. The District pays no interest over the 20 year term of the bonds. The bonds carry a 4.39 percent interest rate for structuring purposes, but the purchaser of the bonds receives a Federal tax credit in lieu of interest earnings. The bonds mature on August 4, 2036.

Legal Debt Limit

ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates are governed by real market values within the District based on the following:

For each grade from kindergarten to eighth for which the District operates schools, fifty-five one-hundredths of one percent (.0055) of the real market value. For each grade from ninth to twelfth for which the District operates schools, seventy-five one-hundredths of one percent (.0075) of the real market value. 10 years of Legal Debt Margin information from the District's 2022 Annual Comprehensive Financial Report is included on the following page.

LEGAL DEBT LIMIT

SCHOOL DISTRICT NO.1J, MULTNOMAH COUNTY, OREGON
Legal Debt Margin Information
Last Ten Fiscal Years
(dollars in thousands)

Legal Debt Margin Calculation for Fiscal Year 2022

Real Market Value	$ 147,263,773
Debt Limit (7.95% of Real Market Value) [1]	$ 11,707,470
Amount of Debt Applicable to Debt Limit:	
General Obligation Bonded Debt	1,129,445
Less: Amount Available in Debt Service Funds	(11,780)
Amount of Debt Applicable to Debt Limit	1,117,665
Legal Debt Margin	$ 10,589,805

	Debt Limit	Total net debt applicable to limit	Legal debt margin	Total net debt applicable to the limit as a percentage of debt limit
2013	$ 5,604,461	$ 158,187	$ 5,446,274	2.82%
2014	5,917,214	118,738	5,798,476	2.01
2015	6,517,491	382,186	6,135,305	5.86
2016	7,228,979	346,748	6,882,231	4.80
2017	8,501,342	309,076	8,192,266	3.64
2018	9,670,978	633,588	9,037,390	6.55
2019	10,472,898	526,062	9,946,836	5.02
2020	10,698,745	924,888	9,773,857	8.64
2021	11,149,825	1,220,405	9,929,420	10.95
2022	11,707,470	1,117,665	10,589,805	10.41

Allowable Percentage of Real Market Value:	
[A] Kindergarten through eighth grade, 9 x .0055	4.95%
[B] Ninth through twelfth, 4 x .0075	3.00%
Allowable Percentage	7.95% [1]

Notes

[1] ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates are governed by real market values within the District based on the following:

[A] For each grade from kindergarten to eighth for which the District operates schools, fifty-five one-hundredths of one percent (.0055) of the real market value.

[B] For each grade from ninth to twelfth for which the District operates schools, seventy-five one-hundredths of one percent (.0075) of the real market value.

Sources

Tax Supervising and Conservation Commission Annual Reports for the relevant fiscal year

Bonded and Other Debt (In Thousands)

Issue Date	Series	Original Issue	Outstanding at June 30,2023	2023-24 Principal Payments	2023-24 Interest Payments
General Obligation Bonds					
April 30, 2015	2015B	244,700	104,070	6,980	4,179
August 10, 2017	2017B	241,890	172,730	2,985	5,844
April 14, 2020	2020	441,320	307,820	40,430	13,952
December 30, 2020	2020B	365,465	267,255	-	6,918
December 30, 2020	2020C	53,965	51,615	4,070	818
April 27, 2023*	2023	420,000	420,000	56,290	23,104
			1,323,490	110,755	54,815
Limited Tax Pension Obligation Bonds					
October 31, 2002	2002B	156,580	108,735	20,155	6,035
April 30, 2003	2003B	156,370	156,370	28,665	8,862
July 15, 2021	2021	399,390	375,785	13,420	7,543
			640,890	62,240	22,440
Full Faith & Credit Obligations					
August 4, 2016	2016 Qualified Zone	4,000	2,800	200	-
November 9, 2016	2016 FF&C Taxable	5,048	3,298	325	94
			6,098	525	94
Total			**1,970,478**	**173,520**	**77,349**

* The District plans to issue $420.0 million in General Obligation Debt in April 2023. At the time of publication of the 2023-24 Proposed Budget, the 2023-24 Principal and Interest payments are estimated.

LONG TERM DEBT

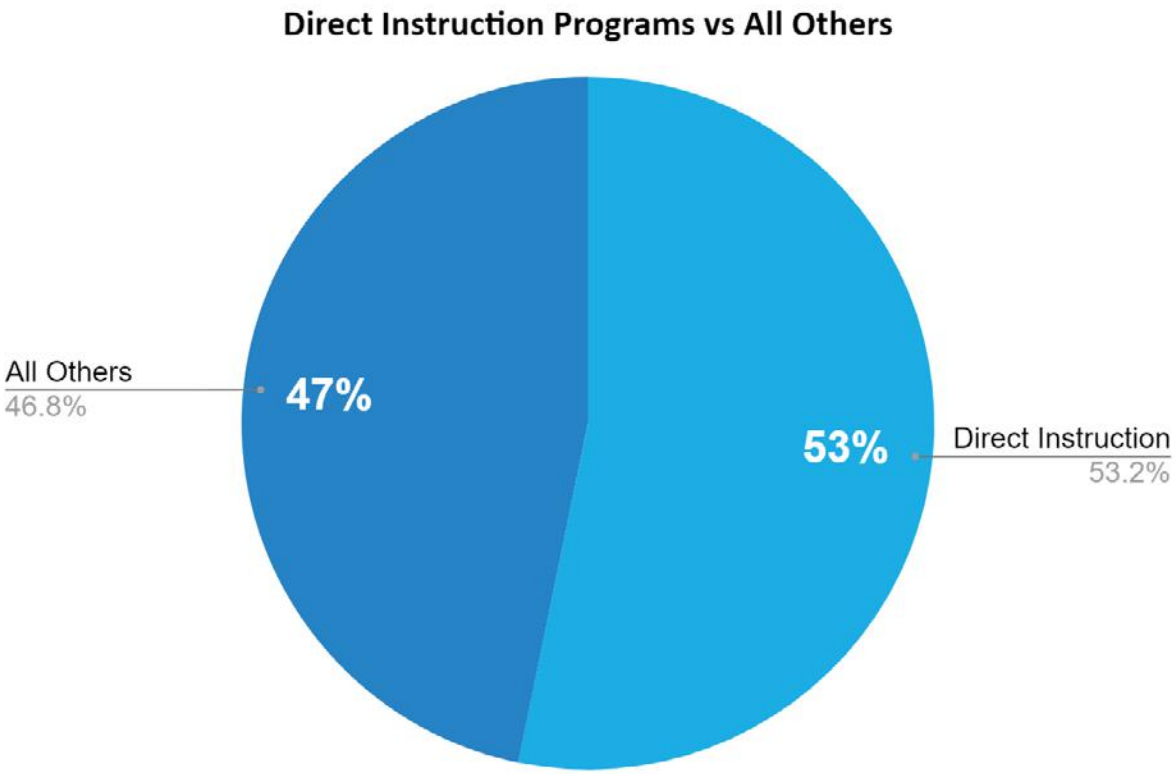
Long Term Debt (In Thousands)

Fiscal Year	LTD Tax Pension & Refunding	2016 Qualified Zone Bonds	FF&C Taxable Debt 2016	2015 GO Bonds	2017 GO Bonds	2020 GO Bonds	2020B GO Bonds	2020C GO Bonds	2023 GO Bonds	TOTAL
Principal										
2024	62,240	200	325	6,980	2,985	40,430	-	4,070	56,290	173,520
2025	68,320	200	335	7,665	3,345	44,140	-	4,295	64,410	192,710
2026	76,755	200	345	8,390	3,305	26,630	-	4,535	11,865	132,025
2027	83,940	200	355	9,165	3,780	29,010	-	4,780	13,450	144,680
2028	50,670	200	365	9,805	4,285	31,540	590	5,035	14,555	117,045
2029-2033	104,840	1,000	1,573	62,065	29,505	75,780	38,840	28,900	66,470	408,973
2034-2038	142,605	800	-	-	45,640	60,290	67,945	-	57,455	374,735
2039-2043	51,520	-	-	-	64,325	-	91,835	-	41,855	249,535
2044-2048	-	-	-	-	15,560	-	68,045	-	65,900	149,505
2049-2053	-	-	-	-	-	-	-	-	27,750	27,750
Principal Total	**$ 640,890**	**$ 2,800**	**$ 3,298**	**$ 104,070**	**$ 172,730**	**$ 307,820**	**$ 267,255**	**$ 51,615**	**$ 420,000**	**$ 1,970,478**
Interest										
2024	22,440	-	94	4,179	5,845	13,952	6,918	818	23,104	77,349
2025	19,625	-	84	3,830	5,695	11,931	6,918	737	17,572	66,391
2026	16,447	-	74	3,446	5,528	9,724	6,918	651	14,351	57,138
2027	12,818	-	63	3,027	5,363	8,392	6,918	560	13,758	50,899
2028	8,811	-	52	2,752	5,174	6,942	6,918	464	13,085	44,199
2029-2033	29,950	-	96	6,624	23,310	17,074	31,872	1,180	55,100	165,207
2034-2038	16,733	-	-	-	17,736	4,650	22,669	-	39,722	101,510
2039-2043	1,711	-	-	-	9,450	-	13,218	-	25,011	49,389
2044-2048	-	-	-	-	545	-	2,857	-	17,797	21,199
2049-2053	-	-	-	-	-	-	-	-	1,249	1,249
Interest Total	**$ 128,535**	**$ -**	**$ 463**	**$ 23,857**	**$ 78,646**	**$ 72,666**	**$ 105,204**	**$ 4,410**	**$ 220,750**	**$ 634,530**
Total Debt Service	**$ 769,425**	**$ 2,800**	**$ 3,761**	**$ 127,927**	**$ 251,376**	**$ 380,486**	**$ 372,459**	**$ 56,025**	**$ 640,750**	**$ 2,605,008**

PERSONNEL RESOURCE ALLOCATIONS

The charts on the following pages depict staffing allocations from four previous years, as well as this year's budget. These allocations are broken out by their program type. Descriptions of the type of activity being carried out can be found below. Staff are further broken down by employee type. Direct Instruction refers to any activity dealing directly with the teaching of students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, or in other learning situations such as those involving co-curricular activities. All Others refers to support services - services which provide administrative, technical, personal (such as guidance and health), and logistical support to facilitate and enhance instruction; community services, such as nutrition services; and all other areas in which the district provides direct personnel resources, such as construction management.

For the 2023-24 year, the staffing allocations are preliminary and should not be considered final. Assignments to the various programs can and will change as the District progresses through the various phases of budget development, spring staffing and fall balancing. Final staffing allocations are not completed until after the beginning of the school year. For previous budget years, these allocations are drawn from the final budgets.



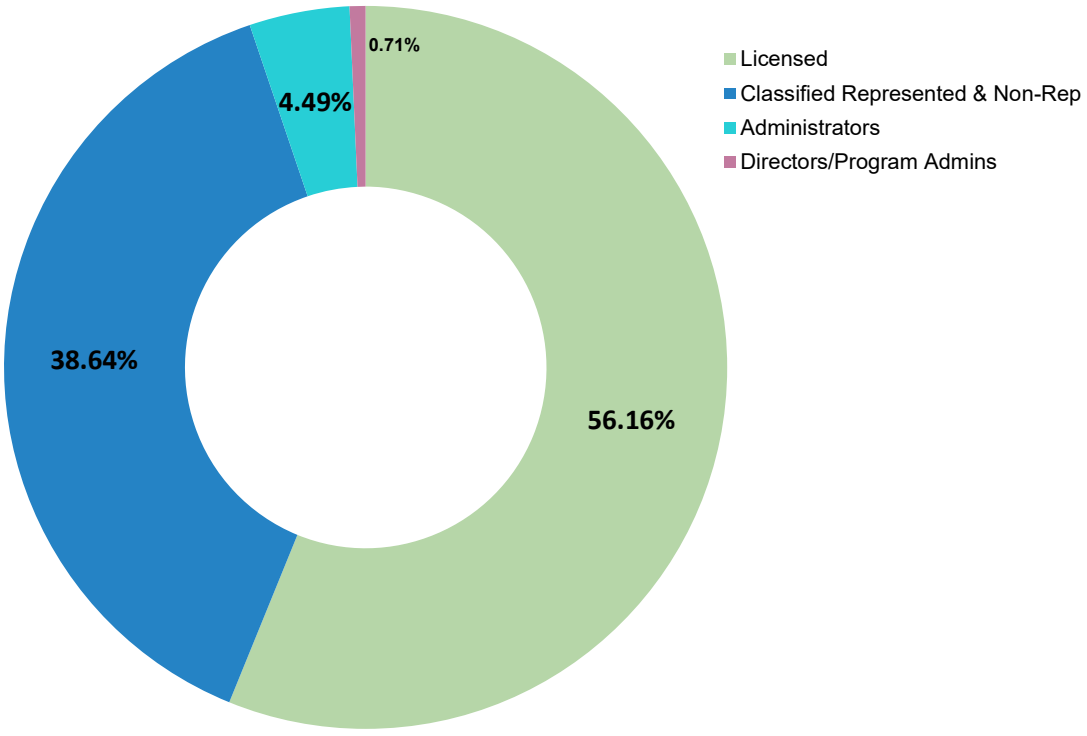
FTE BY MAJOR FUNCTION AND EMPLOYEE TYPE

Licensed Staff	Teachers, Licensed Support Personnel, Counselors, Teachers on Special Assignment, Principals on Special Assignment
Classified - Represented	Educational Assistants, Secretarial, Clerical, Maintenance, Transportation
Non-Represented Staff	Professional Central Office Staff
Administrators - Licensed	Superintendent, Academic Administrators and Directors, Principals Operational and Business Administrators
Administrators - NonLicensed	Administrators
Directors/Program Admins	Operational and Business Directors and Supervisors

PBAM Function	2020 Actual	2021 Actual	2022 Actual	2023 Adopted	2024 Proposed
11 - Regular Programs: Primary Instructional Activities					
Licensed Staff	2,258.52	2,402.24	2,262.23	2,435.88	2,216.34
Classified - Represented	194.26	185.84	195.15	218.86	201.63
Non-Represented Staff	4.26	1.60	2.80	3.80	5.00
Administrators - Licensed	4.50	6.50	6.50	6.50	8.00
12 - Special Programs: Instructional activities for students with special needs					
Licensed Staff	492.09	593.48	496.69	525.25	498.21
Classified - Represented	515.94	642.00	512.10	509.17	507.93
Non-Represented Staff	0.75	2.80	2.80	3.80	1.00
Administrators - Licensed	1.00	1.00	-	-	-
Directors/Program Admins	1.00	1.00	1.00	-	-
14 - Summer School Programs					
Licensed Staff	-	1.50	-	-	-
Classified - Represented	-	1.00	-	-	-
21 - Support Services—Students: Activities to assess and improve the well-being of students					
Licensed Staff	421.68	529.68	504.96	517.49	493.36
Classified - Represented	127.08	133.04	131.62	158.24	154.94
Non-Represented Staff	51.75	71.21	57.23	48.43	53.23
Administrators - Licensed	34.50	59.40	50.00	53.00	58.00
Directors/Program Admins	17.00	12.50	6.00	5.00	4.00
22 - Support Services—Instructional Staff: Activities associated with assisting the instructional staff					
Licensed Staff	230.58	276.23	268.97	264.33	265.37
Classified - Represented	51.37	55.64	51.10	49.80	43.33
Non-Represented Staff	15.50	21.00	19.25	23.63	26.75
Administrators - Licensed	9.01	10.01	9.50	9.50	13.50
Directors/Program Admins	-	-	1.00	1.00	1.00
23 - Support Services—General Administration: Activities associated with administering policy and operating the district					
Licensed Staff	1.00	-	-	-	-
Classified - Represented	2.00	-	-	-	-
Non-Represented Staff	30.25	24.50	21.50	30.00	28.00
Administrators - Licensed	14.00	14.00	14.00	13.00	15.00
Administrators - NonLicensed	4.00	4.00	4.00	3.00	3.00
Directors/Program Admins	6.00	5.00	6.00	7.00	8.00
24 - School Administration: Activities of School Direction and Supervision					
Licensed Staff	8.47	39.53	6.73	3.57	0.50
Classified - Represented	205.41	208.83	205.04	204.22	199.78
Non-Represented Staff	24.92	32.33	48.58	55.78	58.88
Administrators - Licensed	167.20	166.00	184.25	180.75	171.50
Directors/Program Admins	1.00	1.00	1.00	-	-
25 - Support Services—Business: Activities including fiscal, operation and maintenance, and internal services					
Classified - Represented	549.75	550.25	587.25	583.50	559.25
Non-Represented Staff	109.60	108.20	109.20	111.80	107.10
Administrators - NonLicensed	2.00	2.00	2.00	2.00	2.00
Directors/Program Admins	14.00	13.00	12.00	13.00	12.00

PBAM Function	2020 Actual	2021 Actual	2022 Actual	2023 Adopted	2024 Proposed
26 - Support Services—Central: Activities other than general admin, which support instructional and supporting programs					
Licensed Staff	-	2.5	10.00	15.00	9.00
Classified - Represented	10.50	12.50	25.50	26.50	25.00
Non-Represented Staff	123.10	140.95	133.20	134.83	140.50
Administrators - Licensed	3.00	3.00	3.00	3.00	4.50
Administrators - NonLicensed	3.00	3.00	3.00	3.00	3.00
Directors/Program Admins	12.00	11.00	13.00	16.50	14.50
31 - Food Services: Activities concerned with providing food to students and staff					
Classified - Represented	177.04	176.40	139.47	173.40	172.46
Non-Represented Staff	15.40	15.40	14.40	14.40	15.01
Directors/Program Admins	2.00	2.00	2.00	2.00	2.00
33 - Community Services: Activities which are not directly related to educating students					
Classified - Represented	42.34	38.52	41.63	44.53	40.40
Non-Represented Staff	5.00	5.00	6.50	6.50	8.00
Directors/Program Admins	-	-	-	-	1.00
41 - Facilities Acquisition and Construction: Activities concerned with the acquisition of land and buildings					
Classified - Represented	5.50	11.00	6.00	7.00	7.00
Non-Represented Staff	20.50	27.80	32.30	40.30	41.50
Administrators - Licensed	-	-	0.25	-	-
Directors/Program Admins	1	2	1	1.5	1.5
Grand Total	**5,990.77**	**6,627.38**	**6,211.70**	**6,529.74**	**6,201.96**

2023-24 Budgeted Personnel Resource Allocations



SCHOOL STAFFING

Beginning in 2019-20, in an effort to transform school and student achievement, differentiated levels of supports and resources were allocated to the schools with the greatest needs. Schools designated as Title I, Comprehensive Supports for Improvement (CSI), or Targeted Supports for Improvement (TSI) are considered those with the highest needs. CSI and TSI are federally required designations under the Every Student Succeeds Act (ESSA). The schools designated as CSI and TSI changed for 2023-24, but the main supports and resources provided to schools designated as Title I, CSI, or TSI did not change. Additional supports were also allocated to the schools that were no longer designated as Title I, CSI, or TSI for 2023-24, in order to mitigate the loss of supports for which they would no longer qualify without designation.

School staffing for 2023-24 was based on projected October 2023 enrollment, which primarily uses the actual October 2022 enrollment as the base, with adjustments made for population and housing changes and the grade progression rates at each school. The Southeast Guiding Coalition changes were also incorporated into the school staffing for 2023-24, which includes boundary and program changes at numerous schools, the conversion of a K-8 to separate elementary and middle schools, and the merging of a focus option program with a school. After seeing large enrollment declines with the COVID-19 pandemic, enrollment has generally stabilized. Enrollment is still expected to decline, but not at the rate experienced during the pandemic. During the pandemic, enrollment-related staff losses that schools would have seen were offset using Elementary and Secondary School Emergency Relief Fund (ESSER) grant funds. For 2023-24, with a decline in ESSER grant funds, schools are being staffed to align with projected enrollment. The ESSER grant funds were also used to fund the Online Learning Academy during the pandemic and that program will be closing at the end of the 2022-23 school year. For 2023-24, all schools will receive over $100,000 for school improvement to distribute the remaining ESSER funds across the District schools.

In addition to the ESSER funded school improvement grants, the main priorities for the 2023-24 school staffing are to continue previous targeted investments, continue the improved K-8 class size staffing thresholds set in 2022-23, revise the comprehensive middle school staffing formula, and add Instructional Coaches to all schools.

The information below provides the details associated with staffing assignments to the schools in the district, including the General Fund, the Student Investment Account (SIA), and Elementary and Secondary School Emergency Relief Fund (ESSER) grant funds.

Teacher Staffing

Grades K-5

The improved K-5 class size maximums from 2022-23 continue for 2023-24. The number of teachers needed are identified for grades K-5 by sections of students. A section is a group of students that are participating in a specific program. For instance, a section could be a group enrolled in a traditional neighborhood program or a group enrolled in a language immersion program. When assigning teachers based on sections, schools are able to ensure that there are enough teachers to teach at each grade for each section. If sections aren't considered, it is possible for a school to receive an inadequate number of teachers for a particular grade level for both the neighborhood class and the immersion class.

Once school starts, additional teachers may be added to address unexpected enrollment or to improve class sizes in the largest classes. Exceptions to the maximum class size may occur where a school facility does not have space for an additional section, or if there are programmatic reasons for a slightly larger class size (as in an immersion program).

Very few classes are expected to be at the maximum class size.

The table displays the maximum class sizes used for staffing, along with expected class size ranges:

	CSI Schools		Title I Schools		Other Schools	
Grade	Maximum Class Size	Class Size Ranges	Maximum Class Size	Class Size Ranges	Maximum Class Size	Class Size Ranges
KG	24	13-24	28	15-28	29	15-29
1	26	14-26	28	15-28	31	16-31
2	28	15-28	28	15-28	32	17-32
3	28	15-28	28	15-28	33	17-33
4	32	17-32	32	17-32	33	17-33
5	32	17-32	32	17-32	33	17-33

K-5 Special Education (SPED) Focus Students and K-5 Homeroom participation

Students in SPED focus Classrooms are counted as half time participants in homerooms when they spend 1 to 3 hours in the general homeroom, which means these students are included in the enrollment used for the homeroom allocation. If the focus classroom student does not attend a general homeroom during the day, they will not be counted in the classroom size or enrollment for the homeroom allocation. All focus class students are counted fully in the overall school enrollment for the other allocations.

Kindergarten Educational Assistants at Title I Schools

Title I will continue to fund part of the Kindergarten Education Assistants (EAs) for 15 hours per week and SIA will fund 20 hours per week to ensure EAs continue to be 35 hours per week for schools where the total school population is 60% or greater historically underserved students. The KG EAs are only allocated where the KG class sizes are 17 or higher.

General Fund K-5 Arts

The City of Portland, through the Arts Education and Access tax, provides funding for art teachers for students in Kindergarten to 5th grades. This funding must be used to hire licensed teachers for the arts (music, art, dance, drama) for students. The table below shows the allotment of arts teachers based on student enrollment in schools.

K-5 Enrollment	City of Portland Arts FTE
<334	**0.50 arts teacher**
334 to 556	**1.00 arts teacher**
>557	**1.50 arts teacher**

With the continued investment in the Arts Pathway, many schools receive additional Art allocations funded by SIA to ensure they can offer both visual arts and music to students. With declining enrollment, not all Arts Pathway schools need additional FTE above the Arts Tax allocation to continue to offer both visual arts and music, but as Arts Pathway schools they will continue to offer both forms of Art.

Elementary PE Allocation

Each K-5 and K-8 school is allocated PE teachers to ensure each K-5 Homeroom and SPED Focus Classrooms can have PE three times per week.

Grade 6-8 Teacher Staffing in K-8 Schools

The improved 6-8 class size maximums from 2022-23 continue for 2023-24. In middle grades at K-8 schools, the number of teachers allocated is based on the estimated number of sections needed per grade level using a maximum size of 33 for Title I Schools and 34 for the other schools. Additional FTE is added to cover instructional periods and teacher planning periods for each teacher. Each section requires 1.2 FTE because there are 6 periods for students and teachers only teach 5 periods. The overall 6-8 FTE is rounded up to the nearest 0.5 FTE. For example, 200 6th graders require 7 sections, since it is rounded up. In a 6 period schedule, these 7 sections produce 8.5 FTE to account for the planning periods and to ensure adequate teaching staff.

Additional targeted investments for the middle grades include additional teacher allocations for additional electives at many K-8 schools.

Grade 6-8 Teacher Staffing in Middle Schools

The Middle School Staffing Formula changed for 2023-24 to align with the High School Formula to provide a more equitable distribution of FTE across comprehensive middle schools. The previous Middle School Staffing Formula was aligned to how we staff K-5 schools by sections. In the new formula, there is a base allocation and a ratio based on the school size, with differentiation for schools on a 6 and 7 period day, whether a school has Immersion, and if the school is Title-I. Immersion schools receive an additional 1.0 FTE per language.

		Title 7 Period Day	Other 7 Period Day	Other 6 Period Day
Small < 550	**Ratio**	22:1	23:1	24:1
	Base	2.0 FTE	1.0 FTE	0.0 FTE
Large >550	**Ratio**	25:1	27:1	24:1
	Base	5.0 FTE	4.5 FTE	0.0 FTE

Grade 9-12 Teacher Staffing

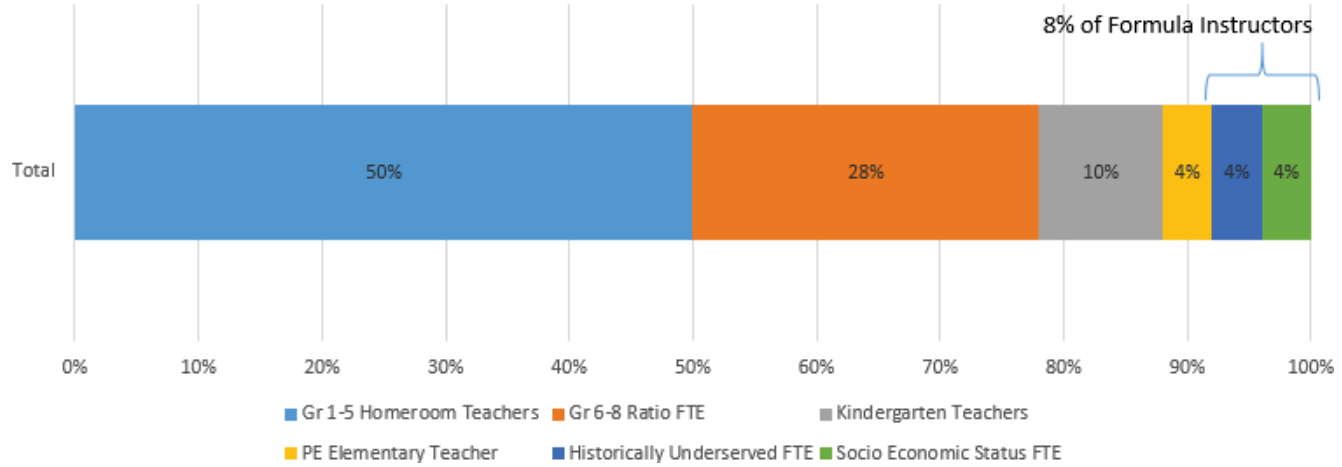
Teacher allocation for high schools is based on the total projected enrollment with a base allocation in both large and small schools. Schools identified as needing additional support (TSI and CSI) will continue to be allocated based on the 2019-20 ratios. This approach assures parity of course offerings amongst high schools, the ability to keep student-teacher load between a range of 160-190, and provides the necessary resources to meet the state Instructional Time Requirements.

Additional targeted investments for high schools in response to the COVID-19 pandemic include credit recovery teacher FTE for all schools. The FTE was reduced, but continuing in all high schools.

		TSI / CSI Schools	Other Schools
Small Schools <1,000	**Ratio**	23.4:1	24.2:1
	Base	5 FTE	5 FTE
Large Schools >1,000	**Ratio**	25.8:1	26.8:1
	Base	9 FTE	9 FTE

Equity Funding

In an effort to align with our RESJ lens across the District, additional resources are allocated to schools in need through Equity Funding. The equity allocation is eight percent of the total funding allocated for instructional staff, with half of the Equity FTE allocated to schools based on students' Socio-Economic Status, and the other half of the Equity FTE provided to schools based on the number and percentage of Historically Underserved students. Each school receives a two-part allocation: (i) resources based on Socio- Economic Status (4%) and (ii) resources based on Combined Historically Underserved population (4%). As mentioned earlier, Kindergarten EAs are allocated to schools with more than 60% Combined Historically Underserved population.



The graphic represents the percentage of resources used for instructors in K-5, K-8, and 6-8 schools, and helps illustrate the percentage of resources reserved for equity funding. Note that K-5 Art is funded mainly from the City of Portland and is not included here.

i. Socio-Economic Status FTE is determined based on each school's number of students who are eligible for free meals by Direct Certification. Direct Certification is a proxy measure to determine economic disadvantage. Direct Certification is based on income level or a categorical reason such as participation in the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, or Foster Care. All schools where more than 15% of students are identified as eligible will receive Equity funding. This 15% minimum requirement (floor) was designed to concentrate the allocation of the Equity resources to higher poverty schools.

ii. Combined Historically Underserved funding is determined based on each school's number of students who are identified as at least one of the groups considered Historically Underserved (HU). Combined Historically Underserved students include:

- Special Education Eligibility
- English Language Learner (receive English Language Development services)
- Free meal eligibility by Direct Certification (see above for definition)
- Identification as any the following races:
    - African-American
    - Latino
    - Native American
    - Pacific Islander
    - Multiracial, which includes any of the races listed above

Schools with more than 40% of students meeting this criterion will receive a Combined Historically Underserved allocation. This 40% minimum requirement was designed to focus the allocation of the Equity resources to schools with higher concentrations of historically underserved students.

School-Wide Support

The School-Wide Support Tables (shown below) indicate the number and types of positions allocated to each school for administrative and other basic supports. The allocations are based on the school size and configuration (K-5, K-8, middle, or high schools). FTE on all tables is shown in Licensed Equivalents, with Secretary positions represented as half a certified FTE. Counselor allocations are shown in a separate table below the school configuration tables.

K-5s

FTE Allocated by School Enrollment	<300	300-349	350-399	400-499	500-549	550-599	600-699	700-799
Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal					**(1)**	1.00	1.00	1.00
Secretary	0.75	0.75	0.75	0.75	0.75	0.75	1.00	1.00
Media Specialist **(2)**	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Library Assistant or Media Specialist **(3)**	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Social Worker, Counselor, or QMHP	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Instructional Coach	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
K-5 School Total	**4.00**	**4.00**	**4.00**	**4.00**	**4.00**	**5.00**	**5.25**	**5.25**

1. Schools that are between 500 and 549 and are above 50% Historically Underserved receive an Assistant Principal.
2. Schools above 80% Historically Underserved receive an additional 0.5 FTE in Media Specialist.
3. Schools below 80% Historically Underserved can use the 0.25 FTE toward maintaining the Library Assistant or it can be used toward a Media Specialist.

K-8s

FTE Allocated by School Enrollment	<250	250-299	300-399	400-499	500-599	600-699	700-799
Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal				1.00	1.00	1.00	1.00
Secretary	0.75	0.75	0.75	0.75	0.75	1.00	1.00
Media Specialist **(1)**	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Library Assistant or Media Specialist **(2)**	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Social Worker, Counselor, or QMHP	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Instructional Coach	1.00	1.00	1.00	1.00	1.00	1.00	1.00
K-8 School Total	**4.00**	**4.00**	**4.00**	**5.00**	**5.00**	**5.25**	**5.25**

1. Schools above 80% Historically Underserved receive an additional 0.5 FTE in Media Specialist.
2. Schools below 80% Historically Underserved can use the 0.25 FTE toward maintaining the Library Assistant or it can be used toward a Media Specialist.

Middle Schools

FTE Allocated by School Enrollment	<400	400-499	500-599	600-699	700-799	800-899
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	1.00	1.00	1.00	1.00	1.00	2.00
Secretary	0.75	0.75	0.75	0.75	0.75	0.75
Media Specialist **(1)**	0.50	0.50	0.50	0.50	0.50	0.50
Library Assistant or Media Specialist **(2)**	0.25	0.25	0.25	0.25	0.25	0.25
Discretionary Support	0.25	0.25	1.00	1.25	1.25	1.25
Instructional Coach	1.00	1.00	1.00	1.00	1.00	1.00
Middle School Total	**4.75**	**4.75**	**5.50**	**5.75**	**5.75**	**6.75**

1. Schools above 80% Historically Underserved receive an additional 0.5 FTE in Media Specialist.
2. Schools below 80% Historically Underserved can use the 0.25 FTE toward maintaining the Library Assistant or it can be used toward a Media Specialist.

High Schools

FTE Allocated by School Enrollment	<600	600-699	700-799	800-899	900-1199	1200-1299	1300-1399	1400-1499	1500-1599	1600-1699	1700-1799	1800-1899	1900-1999	2000+
Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Vice Principal	1.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00	3.00	3.00	3.00	3.00
Secretary	1.00	1.50	1.50	1.50	1.50	1.75	1.75	2.00	2.00	2.00	2.00	2.00	2.00	2.00
College/ Career Coordination	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50	1.50
Media Specialist	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Discretionary Support			0.25	0.50	1.00	1.25	1.50	1.50	1.75	2.00	2.25	2.50	2.75	3.00
Social Worker	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Bookkeeper	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
High School Total	**7.00**	**7.50**	**8.75**	**9.00**	**9.50**	**10.00**	**10.25**	**10.50**	**10.75**	**12.00**	**12.25**	**12.50**	**12.75**	**13.00**

1. There are additional support staff provided centrally, such as Campus Safety Associates and Athletic Directors (not shown in the table).

Counselor FTE Allocated by School Enrollment

The allocation of Counselors is based on the total school enrollment. All K-5 and K-8 schools receive a minimum of 1.0 Counselor, using a ratio of 400:1. All middle schools receive a minimum of 2.0 Counselors, using a ratio of 250:1. High Schools have a ratio of 300:1. All FTE is rounded to the nearest 0.5 FTE. The table below shows the FTE allocated based on the enrollment thresholds and school types using the different ratios.

FTE Allocated by School Enrollment	1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50	5.00	5.50	6.00	6.50	7.00	7.50
K-5 & K-8	<499	500-699	700+											
Middle School			<562	563-687	688-812	813+								
High School	<374	375-524	525-674	675-824	825-974	975-1124	1125-1274	1275-1424	1425-1574	1575-1724	1725-1874	1875-2024	2025-2174	2175-2324

Additional Need-Based FTE

A formula cannot always reflect the special circumstances of a particular school. As a result, it is sometimes necessary to make additional allocations to account for unusual school requirements or schools in transitioning situations.

Special Situations

Other special situations that require additional FTE include:

- Schools operating on more than one site
- Schools faced with significant transition, such as those undergoing a move due to capital improvement/bond planning, reconfiguring, or newly opening
- Adjustments made for programs that require additional investment. Some of these include:
  - IB Program
  - Makerspace

CSI/TSI/Title I Additional Supports

As noted in the Teacher Staffing sections above, there are differentials applied at the different grade bands based on school type and CSI/TSI/Title I designations. CSI/TSI/Title I schools also receive additional supports as noted below by school type and designation.

Allocation Type	Designations Included	K5	K8	MS	HS
0.5 AP for Single Administrator Schools **(1)**	CSI/TSI/Title I	0.5	0.5		
Additional Instructional Coach **(2)**	CSI	0.5	0.5	0.5	1.5
Social Worker	TSI/Title I		0.5	0.5	
Restorative Justice Student Success Advocate	CSI/TSI/Title I		1	1	

1. *0.5 Assistant Principal FTE can be combined with 0.7 Equity FTE to fund a 1.0 Assistant Principal OR 0.3 Equity FTE to fund a 1.0 School Climate Specialist.*
2. *Previously all CSI schools received 1.5 Instructional Specialist FTE and TSI/Title I K5s, K8s, middle schools received 1.0 Instructional Specialist FTE. Middle Schools*

ESSER School Improvement Grants

New for 2023-24, all schools will receive over $100,000 for school improvement to spend down the remaining ESSER funds in a more equal way. Each school receives a base allocation of $100,000 and additional $11 per student based on the projected enrollment.

These grants are using expiring ESSER dollars to provide schools with flexibility to make a strategic investment focused on improving student outcomes. The ESSER School Improvement Grants are to be used to address achievement gaps and may be used for

- Professional development
- Targeted intervention for a focal set of students
- FTE academic support*
- Other non-FTE-related efforts that support improved academic outcomes for students

Principals, in consultation with their supervisors, will provide a School Continuous Improvement Plan (SCIP) supportive rationale for how they choose to invest these monies; site councils should also be involved.

*Principals that plan to use more than $75,000 from local school foundation resources, excluding PPS Parent Fund Awards, cannot use this school improvement grant on staff FTE. Schools that plan to use less than $75,000 from local school foundation resources can use at most 70% of the overall ESSER school improvement grant on staff FTE.

Grant Funds and Special Revenue Funds

Many schools have grant and/or special revenue funds that provide for additional staff in the schools.

ESSA Partnership Funds for CSI and TSI Schools

New for 2023-24, schools designated as CSI and TSI received funds from the *Federal School Improvement Funds to Support CSI and TSI Schools*, a new grant from ODE. The funds are expected to be used to enhance school-level activities to support focal students and continuous improvement efforts informed by comprehensive data analysis and ongoing community engagement.

Title IA Allocations

Title IA is a federal grant that is intended to support students in poverty. These grant funds are allocated in dollars and may be used for certified and classified staff, but cannot be used for core content teachers. Dollars are allocated per qualifying student. A significant amount of the Title IA funds received by the District are allocated directly to elementary, middle, and K-8 schools where at least 33% of the students would qualify for free meals through Direct Certification. High schools only receive Title I funding if they are identified as "High Poverty" by a Direct Certification percentage of 46.8%, which is equivalent to 75% Free or Reduced-Price Meals under the prior calculation method of collecting meal applications.

High School Success Fund

High School Success is a fund initiated by ballot Measure 98 in November 2016. Funding is provided to establish or expand programs in three specific areas: Dropout Prevention, Career & Technical Education, and College Level Education Opportunities.

High Schools receive additional FTE for high school success teams through Measure 98 funding. The allocation includes FTE for the following types of positions which may vary by school: instructional coaches, release time for 9th grade teachers to collaborate, student engagement coaches, CTE teachers, Pathways Pilot, and College Coordinators.

PPS Equity Fund Awards (PPS Parent Fund)

In 1994-95, on the heels of Measure 5's cuts to public education, parents from a number of Portland schools asked the Portland Public School Board to allow them to create a vehicle for raising private dollars to support teaching and staff positions at their schools. The Portland School Board allowed for the creation of a Portland Schools Foundation, enabling Local School Foundations to fundraise for staffing through this vehicle. The School Board also required that an "Equity Fund" be established. One-third of all funds raised (after the first $10,000) by Local School Foundations is set aside in the PPS Parent Fund. The Portland Schools Foundation later became All Hands Raised, but The Fund for PPS took over oversight of Local School Foundations when it was established in 2019. The Fund for PPS stewards and distributes the one-third through PPS Parent Fund Awards to high-need schools using demographic data; a formula that is examined each year to ensure the funds are reaching the highest need schools.

English Language Development Staffing

English Language Development (ELD) school-based funding and staffing is a supplemental allocation intended to support school ELD programs and services. ELD staffing allocations, for both classified and licensed staff, must be used to help students attain proficiency in English, which is critical to their overall academic success.

Beginning with the 2022-23 staffing, PPS revised the ELD staffing methodology. ELD licensed and classified FTE is allocated based on weighting students based on proficiency levels. This change was made to allocate FTE to students based on need for ELD services. For example, PISA students are high school newcomers to the United States; Emerging students have lower levels of proficiency and require more support in comparison to a student who is identified as progressing. In the past, calculations were based on the number of students and kindergarten students at Immersion schools were not included in those counts. All ELD students are now included in the weighting and calculations.

School FTE allocations are based on the most current English Language Proficiency Assessment (ELPA) or the ELPA Screener scores, if no ELPA test has been taken, for each student slated to attend the school in the next year.

The weighting provides FTE for ELD staff as well as additional FTE to support ELD students throughout the day.

Proficiency Level (Domains = Reading, Writing, Speaking, and Listening)	**Weighting for General Fund Staffing Formulas***	**Weight for ELD Staffing Allocation Based on Need for ELD Services**
PISA Students	1.0	2.375
Emerging	1.0	1.5
No Test Taken	1.0	1.0
Progressing with a total sum of 4-8 from all assessed domains	1.0	1.25
Progressing with a total sum of 9-13 from all assessed domains	1.0	1.0
Progressing with a total sum of 14-15 from all assessed domains	1.0	0.5
Progressing with a total sum of 16-17 from all assessed domains	1.0	0.25
Progressing, ready to test out, with a total sum of 18 from all assessed domains	1.0	0**

***1.0 weighting of ELD students is included in all general fund staffing formulas including instructor FTE, homeroom classrooms, Equity FTE, counselor ratios, etc.**

******A weight of 0 is only used for the initial staffing allocations as students are assumed to test out. A weight of 0.25 will be used after Spring ELPA scores are received, for any students who did not exit.

Licensed ELD staffing formula:

ELD Teacher staffing is based on the sum of the weighting of students and allocated as described in the table below.

EB Students (weighted)	Teacher Allocation
1-14	Allocated Itinerant ELD Teacher or Language Support Teacher (0.25)
15-35	0.50
36-56	1.00
57-81	1.50
82-106	2.00
107-136	2.50
137-166	3.00
167-197	3.50
198-228	4.00
229>	4.50

Bilingual Educational Assistants

Bilingual Educational Assistant (EA) staffing is based on the sum of the weighting of students. EAs provide students support during core classes and provide invaluable support for linguistically diverse families.

This allocation model is described in the table below:

EB Students (weighted)	EA Allocation (0.875 FTE (35 hours) considered full-time)
Fewer than 50	No EA Allocation
50-99	0.438 FTE (half-time EA)
100-149	0.875 FTE (1 EA)
150-199	1.313 FTE (1.5 EAs)
200-249	1.75 FTE (2 EAs)

Special Education (SPED) Staffing

Special Education staff includes Learning Center teachers, Speech Pathologists, School Psychologists, Paraeducators, Motor Team staff (Adaptive PE, Physical Therapists, and Occupational Therapists), and other specialists.

Special Education services also include classrooms located in various schools, designated for the support of special student populations. The methods for allocating teachers and paraeducators for these various settings are described below.

Allocations of teachers and assistants are made on the basis of the best information available at the time staffing is completed in the spring. Depending upon the resources available, these allocations may be adjusted based on updated information at the beginning of the school year.

The staffing listed below outlines the current staffing levels for 2023-24, which remain mostly unchanged from 2022-23, except for the School Psychologist allocation.

School Psychologists (K-12)

School Psychologists are allocated based on total school enrollment now and rounded to the nearest 0.20. Previously they were allocated based on the number of special education students. Schedules will continue to be divided into full days at each school they serve. These FTEs are centrally managed.

Grade-Level	Students (total overall enrollment at the school) to School Psychologist Ratio
K-5	1:850
K-8	1:850
6-8	1:850
K-12	1:850
HS	1:1000

Speech and Language Pathologists (K-12)

Speech and Language Pathologists are allocated based on the number of students receiving speech services. Allocations are rounded to the nearest 0.2 FTE to provide for full days at each school, reducing lost service due to time spent traveling between buildings. These FTEs are managed centrally.

Grade-Level	Students to Speech and Language Pathologist Ratio
K-8	1:50
HS	1:55

Designated Special Education Classrooms
Staffing allocations for Specialized Focused classrooms at high-need school sites is as follows, with a student maximum of 13, per classroom:

Classroom Type	Grade-Level	Teacher	Para-educators	Therapeutic Intervention Coach (TIC)	Qualified Mental Health Professional (QMHP)
Social Emotional Skills Classrooms (SES)	K-5	1	3	0.5 per class	0.5
	6-8	1	3		0.5
	HS	1	2	1	1
Communication Behavior Classrooms (CB)	K-8	1	3		
Intensive Skills Centers (ISC)	K-12	1	3		
Communication Behavior - CB Team	6-8	1	3		
	HS*	1	1		

**HS CB Team FTE is allocated for every 15 eligible students*

One-to-One Paraeducators
Designated paraeducators will be assigned to schools to meet the needs of students as indicated by services on an Individual Education Plan (IEP). All designated support paraeducators for adult assistance in all grades K-12 will be allocated from an FTE pool managed by the central Special Education department. Designated supports are assigned to a student based on the need outlined within the IEP. These supports are removed when the support is no longer required for that student or the student no longer attends the school.

Learning Center Teachers (K-12)
All Learning Center teachers are allocated in 0.5 FTE increments. The learning center ratio for K-5, K-8, 6-8 and K-12 are as follows:

K-8 Learning Center Formula

- Every 14 eligible students = 0.5 FTE

High School Learning Center Formula

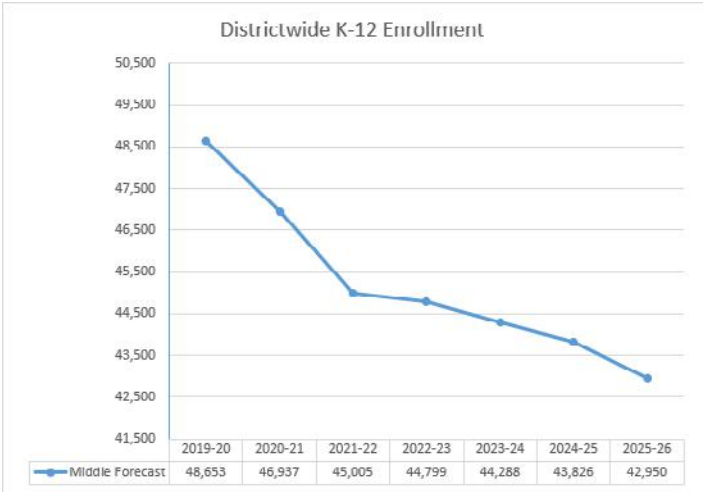
- Every 15 eligible students = 0.5 FTE

Students included for forecasted allocation:

- Students currently eligible and currently receiving Learning Center Supports
- 80% of students in process of establishing initial eligibility for Special Education (K-8 only)
- 100% of all incoming kindergarten students who are on an IEP (K-5 and K-8 only)

STUDENT ENROLLMENT HISTORY AND PROJECTED ENROLLMENT

School staffing for 2023-24 was based on projected October 2023 enrollment, which primarily uses the actual October 2022 enrollment as the base, with adjustments made for population and housing changes and the grade progression rates at each school. The Southeast Guiding Coalition changes were also incorporated into the enrollment projections for 2023-24, which includes boundary and program changes at numerous schools, the conversion of a K-8 to separate Elementary and Middle Schools, and the merging of a focus option program with a school. After seeing large enrollment declines with the COVID-19 pandemic from 2019-20 to 2021-22, enrollment has generally stabilized. Enrollment is still expected to decline, but not at the rate experienced during the pandemic. The graph below shows the impact of the pandemic and future projections.



The process of projecting enrollment figures is also called "forecasting"; these figures have been computed by Portland State University's Population and Research Center (PRC). PRC has calculated district enrollment projections for PPS since 1999. Projections account for changes in school configuration (e.g., adding a grade, a new school or program, a program expansion, changes in transfer policy or boundaries, or changing demographic factors) and neighborhood changes (e.g., known future housing developments). PRC provides three different levels of district enrollment forecasts – low, middle and high. The middle forecast is used, and low and high forecasts show the potential variance.

PPS' enrollment projections by PRC are done at the district, cluster and school level. PRC uses a "grade progression model," also referred to as a "cohort survival method" to forecast enrollment at individual schools. Projected enrollment in any given school and grade is based on the previous year's grade at that school with adjustments for how students have progressed from grade to grade in the recent past. For example, next year's third grade enrollment at School A is based on the current number of second graders in School A and the percent of students matriculating from second grade to third grade at School A in the previous three years.

Beginning in 2018-19, PRC generated enrollment projections separately for the Neighborhood and co-located program for each grade in grades K-8. For example, School B has both a Neighborhood and Immersion program. The projections for each grade is broken out between the Neighborhood and Immersion program.

For the beginning grade level at a school (i.e., Kindergarten, 6th, and 9th grades), projections are based on the historic share of residents that attend the schools and on transfer trends. Kindergarten forecasts are informed by birth data collected by health agencies.

All school level forecasts are reconciled with the overall cluster and district projections. PRC projections are completed in December, and adjustments to the PRC forecast may be made later in the year when there are school consolidations, program changes or expansions, configuration changes, changes in the numbers of students to be accepted for transfers and other factors associated with the transfer process, and any other changes that would not be known by PRC at the time of their forecast.

STUDENT PERFORMANCE MEASURES

Four Year Cohort Graduation Rates

The four-year cohort graduation rate is the percentage of students in the cohort who earn a high school diploma or modified high school diploma within four years of entering high school. Students earning General Education Development (GEDs), or adult high school diplomas, or extended diplomas are not counted as graduates.

Oregon Department of Education (ODE) calculates graduation rates for accountable schools throughout the state. The graduation cohort for a school is made up of all students in the cohort whose last accountable enrollment was at that school.

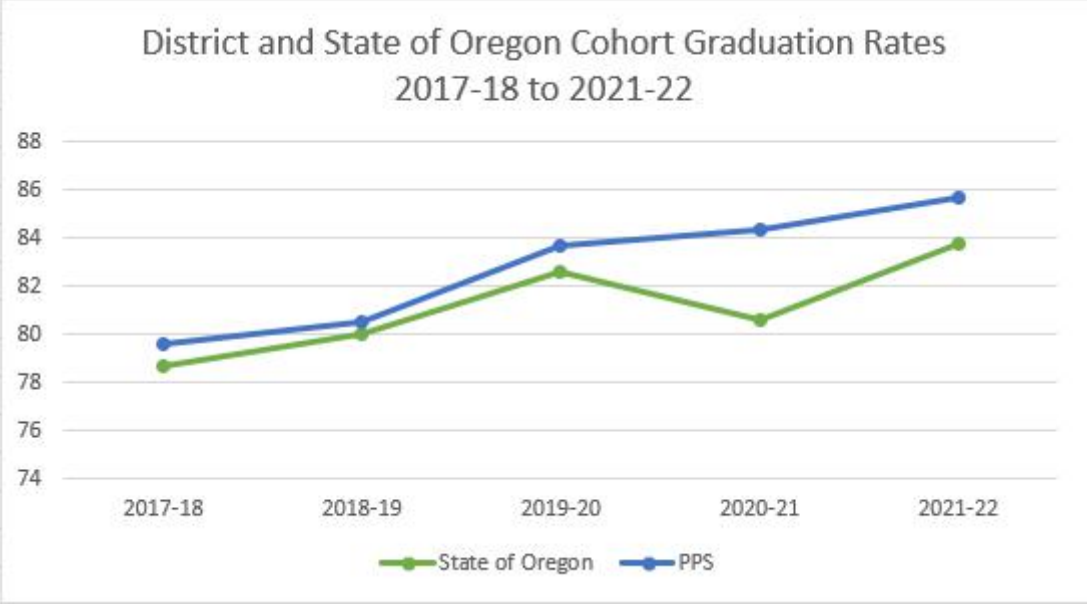
Students leave a school's cohort if they transfer:

- To another accountable school, including a charter school
- Out of the district, state or country
- To home or private school

Students remain in a school's cohort if they:

- Transfer to a community-based alternative program
- Transfer to a non-accountable district program
- Drop out

The following data are the four-year cohort graduation rates for 2017-18 through 2021-22. PPS continues to have a higher four-year cohort graduation rate than the state.



Source: ODE Cohort Graduation Rates

Dropout Rates

Dropout rates are one-year rates and are unrelated to the four-year cohort graduation rates. ODE calculates one-year dropout rates for accountable schools throughout the state.

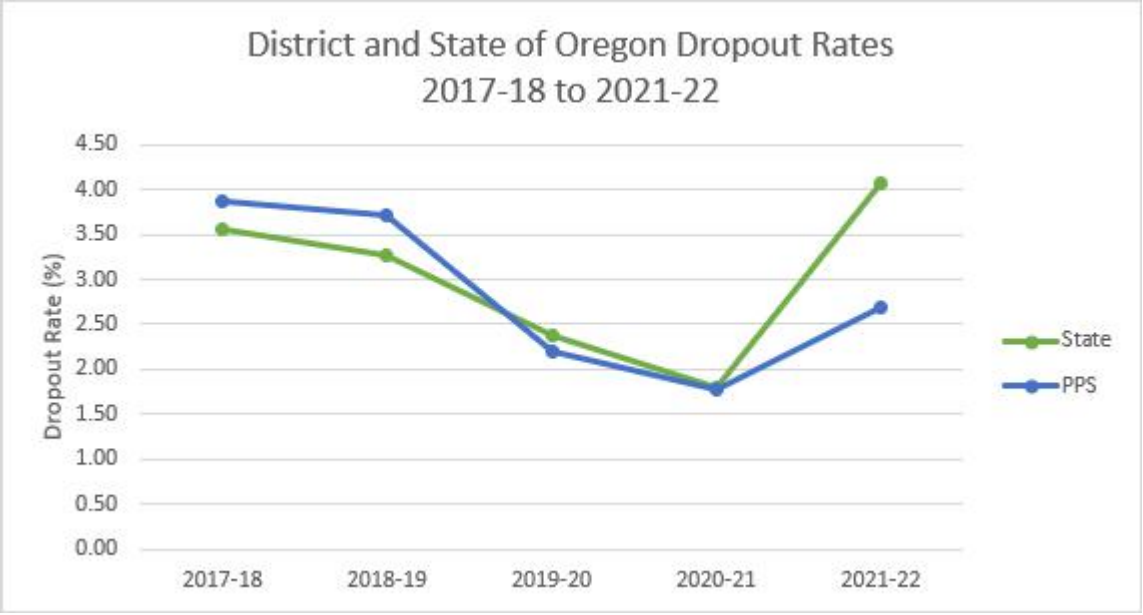
As defined in ORS 339.505, a dropout is an individual who has enrolled for the current school year, or was enrolled in a previous school year and did not attend during the current school year:

- Is not a high school graduate
- Has not received a GED certificate
- Has withdrawn from school

Dropouts do NOT include students who:

- Transferred to another district, state or country
- Transferred to home or private school
- Are enrolled in an alternative school or hospital education program
- Are enrolled in a juvenile detention facility
- Are enrolled in a foreign exchange program
- Are temporarily absent because of suspension, a family emergency, or severe health problems that prevent attendance at school
- Received an Extended Diploma, Adult High School diploma, GED, or alternative certificate
- are deceased

The following data are the one-year dropout rates for 2017-18 through 2021-22. Rates for 2019-20 and 2020-21 are not comparable with other years, due to the emergency suspension of the requirement to withdraw students after 10 days of consecutive absence during the COVID pandemic.



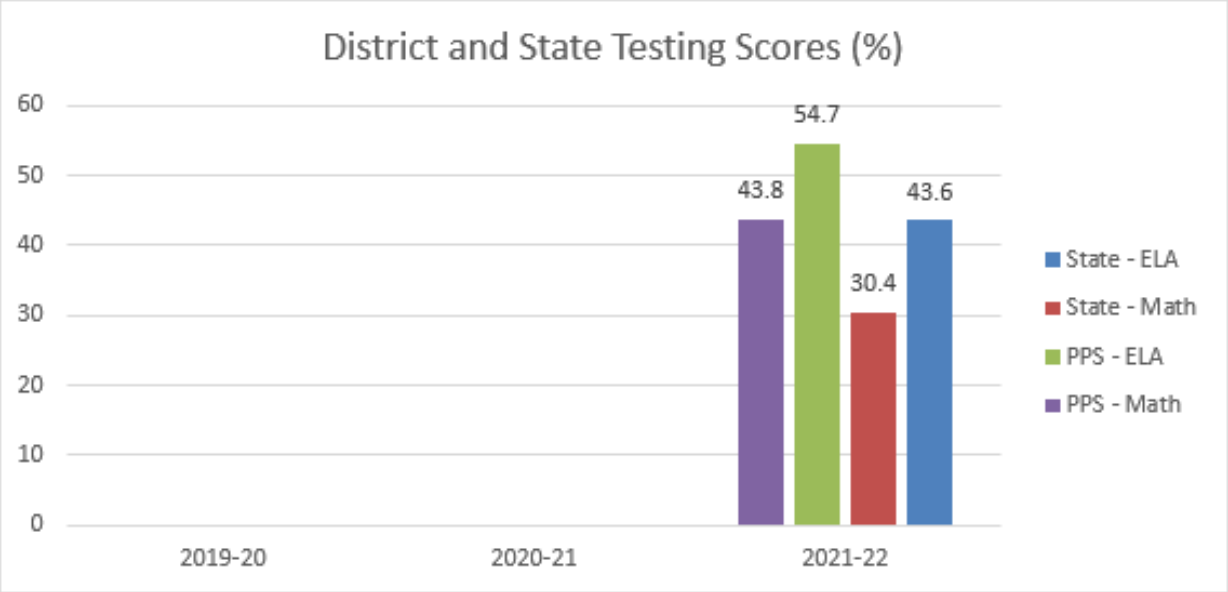
Source: ODE Dropout Rates

ODE Statewide Assessments

Oregon public schools test students in English Language Arts (ELA) and math in grades 3 through 8 and 11. Oregon's ELA and math summative assessments go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions.

Overall results for all schools and grades for PPS and the State for Math and ELA are shown below. Due to the COVID pandemic, the statewide assessments were halted so there are no data available for 2019-20 and 2020-21. Statewide testing resumed in 2021-22.

PPS scored approximately 11% higher than the state in ELA and 13% higher than the state for Math in 2021-22.

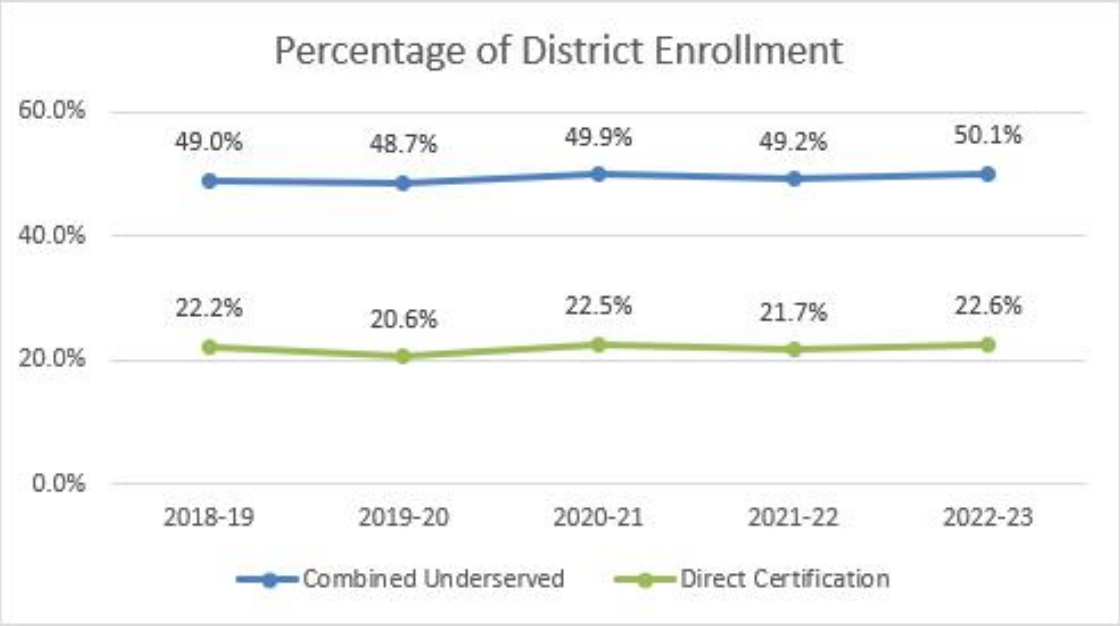


Source: ODE Statewide Assessments

STUDENT DEMOGRAPHICS

Student Equity Demographics

The District has two demographics that are used as measures of equity, which are used as part of School Staffing allocations: Direct Certification and Combined Historically Underserved. Direct Certification is a subset of Combined Historically Underserved. The overall percentages for PPS are displayed below. Both percentages rose slightly with the COVID pandemic and have stayed relatively stable since.



Source: PPS October 1 Enrollment

The Combined Underserved category was originally established by the Oregon Department of Education as part of the requirements of the ESEA Waiver. PPS' current definition of Combined Underserved includes students eligible to receive:

- Free meals by Direct Certification
- Special Education Services
- English Language Development (ELD) services

Or:

- Students with any of the following races, ethnicities, or ancestry:
  - Black
  - Latino/Hispanic
  - Native American
  - Pacific Islander

Students eligible to receive free meals by Direct Certification are students who are eligible for free meals, as identified by the state. Direct Certification status is determined by state agencies and shared electronically with school districts. Students or families qualify for Direct Certification through a number of avenues such as eligibility for Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF), Migrant Ed, or foster care. Direct Certification does not include students eligible for:

- Free or reduced meals by paper application
- Free meals because they are enrolled in a CEP school but are not Direct Certified by the state.

Free Meal by Direct Certification is the only comparable measure of economic hardship across all schools.

High poverty schools are labeled Community Eligibility Provisioning (CEP) schools. Through CEP, the federal government provides free meals to all students, including students who would not normally qualify for free meals. At CEP schools all students eat for free and therefore paper applications are not collected. Head Start Pre-K is only available to students from low-income families, and all students are meal eligible. For more information about CEP please see this website: http://www.pps.net/Page/2088

At non-CEP schools, a combination of paper applications and Direct Certification are used to identify who qualifies for free or reduced price meals. The federal government provides free meals to families whose income is at or below 130% of the federal poverty level, according to information supplied voluntarily by families in paper applications. Paper applications are also used to identify families whose income is at or below 185% of the poverty level to whom the federal government provides reduced price meals. Starting in 2015-16, the state of Oregon provides additional funding so all students living at 185% of poverty can eat for free. Federal income guidelines for 130% and 185% poverty for each school year can be found here: https://www.fns.usda.gov/cn/income-eligibility-guidelines.

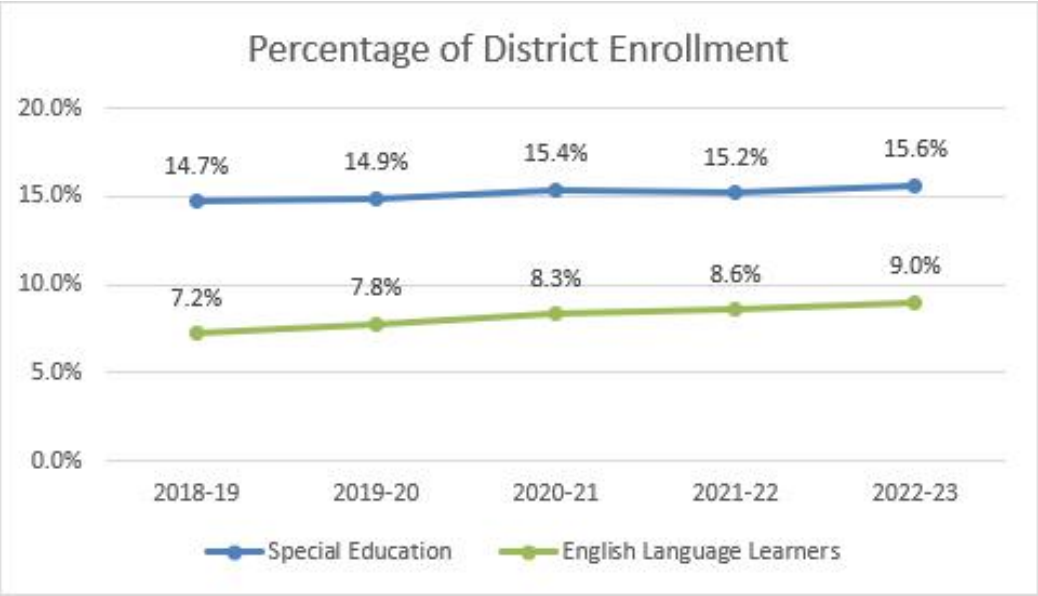
Special Education and English Language Learners Subgroups

Students eligible for Special Education are students with an Individual Education Plan (IEP) receiving special education services.

Students identified as English Language Learners are students who are eligible to receive English Language Development (ELD) services.

There has been a slow but steady increase in the percentage of Special Education Students at PPS since 2018-19.

Due to a statewide change in the Assessment in 2019-20, more students were identified as English Language Learners across the state, which is what the PPS data reflects as well. Additionally, due to the COVID pandemic, students were not tested which has impacted the 2020-21 and 2021-22 percentages. Students began testing again at the end of 2021-22 school year, so the 2022-23 data reflects the impact of the COVID pandemic and lack of testing.



Source: PPS October 1 Enrollment

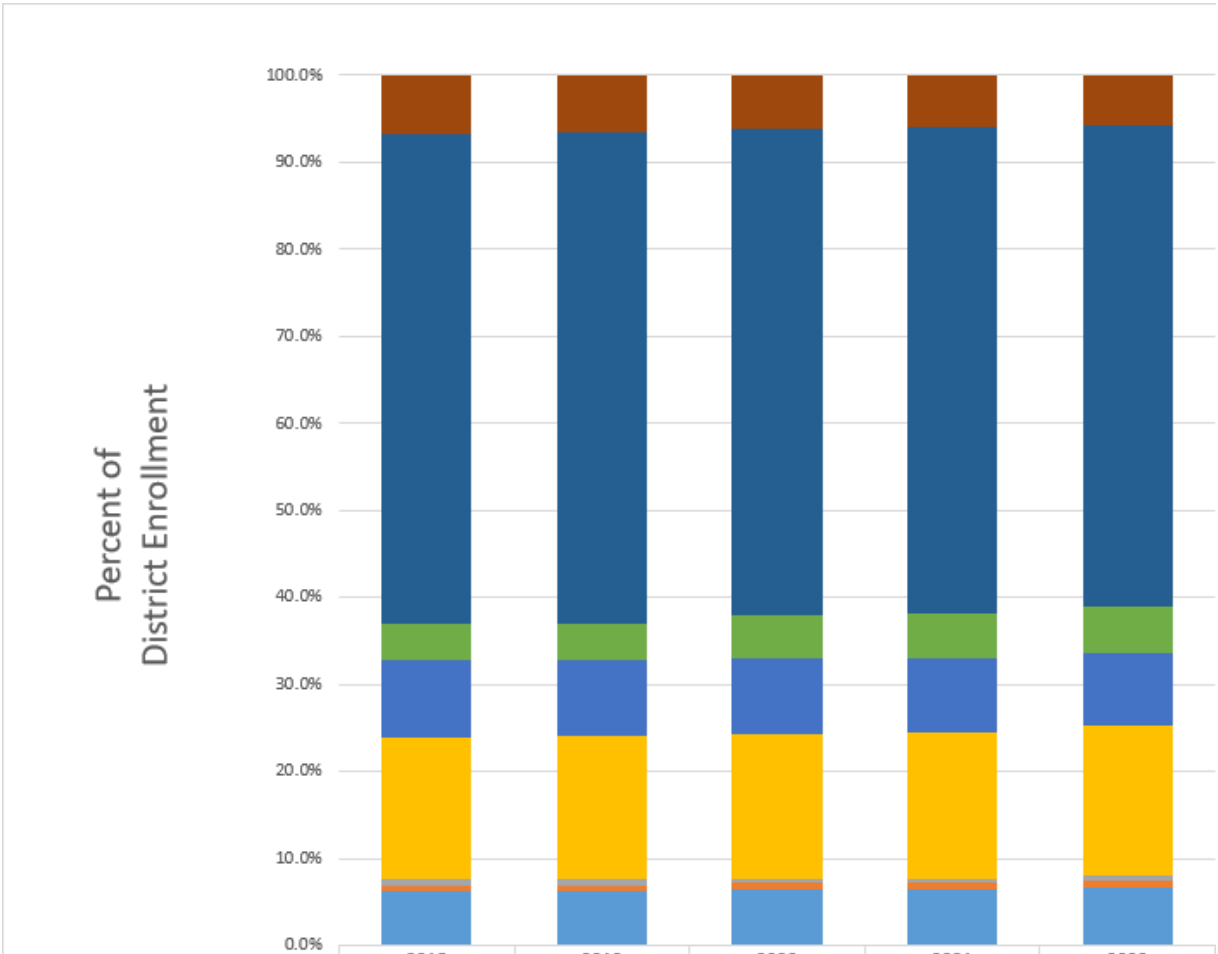
Student Race/Ethnicity Percentages

The overall percentages of PPS students by race/ethnicity has shifted slightly over the past five years. There has been a slight decline in White, Asian, and Black students whereas there has been a slight increase in Multiple-Asian/White, Latino and Multiple-Other Ancestries students. The percentages of students by race/ethnicity vary by school, which can be seen on each of the individual school summaries in Volume II.

Per the Federal race/ethnicity reporting requirements, Latino ethnicity includes students identified as Hispanic/Latino regardless of race.

PPS separates the Multiple Races category into two categories, Multiple-Asian/White, which includes non-Latino students identifying only as Asian and White; and Multiple-Other Ancestries, which includes non-Latino students identifying with multiple races.

HU and Not-HU reflects if the race/ethnicity is considered historically underserved (HU).



	2018	2019	2020	2021	2022
Asian - Not HU	6.8%	6.5%	6.2%	6.0%	5.8%
White - Not HU	56.3%	56.5%	55.9%	55.8%	55.2%
Multiple-Asian/White - Not HU	4.1%	4.3%	4.9%	5.3%	5.4%
Black - HU	8.9%	8.7%	8.6%	8.5%	8.3%
Latino - HU	16.3%	16.5%	16.6%	16.7%	17.3%
Native American - HU	0.6%	0.6%	0.5%	0.5%	0.5%
PacificIslander - HU	0.8%	0.7%	0.8%	0.7%	0.8%
Multiple-Other Ancestries - HU	6.2%	6.2%	6.4%	6.5%	6.7%

Source: PPS October 1 Enrollment

CHARTER SCHOOLS

Charter schools are public schools that are intended to provide innovative programs with specific educational philosophies and/or delivery models that offer additional options for students and families within the public school system. District sponsored charter schools have entered into a contract with Portland Public Schools for sponsorship and they maintain a high level of autonomy in exchange for increased accountability. PPS passes through the charter schools' share of the State School Fund based on the funding formula outlined in Oregon's Charter School Law (ORS 338.155). The PPS Charter Schools Office is part of the Multiple Pathways to Graduation Department which supports all contracted schools. A key component of the Charter Schools Office is to provide oversight and support to ensure that terms under the sponsorship agreement are met.

PPS-Sponsored Charter Schools:

- KairosPDX Learning Academy – Grades K-5, focused on culturally responsive practices to cultivate student engagement and achievement.
- Le Monde French Immersion Charter School – Grades K-8, French immersion instruction.
- Portland Arthur Academy – Grades K-5, using a Direct Instruction model.
- Portland Village School – Grades K-8, Waldorf-inspired education.
- The Emerson School – Grades K-5, curriculum grounded in project-based learning.

State-Sponsored Charter Schools in PPS:

- Cottonwood School of Civics and Science – Grades K-8, offering place-based education.
- Ivy School – Grades K-8, a Montessori charter school.

COMMUNITY BASED ORGANIZATIONS (CBOs)

Contracted Private Alternative Schools or more commonly known as Community Based Organizations (CBO schools) complement Portland Public Schools educational re-engagement efforts. Each school provides a unique range of supports for students working toward their PPS diploma or GED.

The funding formula for CBO schools is outlined in state statute (ORS 336.635) and is based on the district's Net Operating Expenditure (NOE). The NOE is a per student rate. This, in conjunction with the number of students to be served and student demographics, are the primary factors PPS uses to determine CBO funding. Funding is detailed in each school's annual contract. This contract also codifies the contractual relationship between PPS and each school.

Funding to CBOs comes from both the General Fund and the Special Revenue fund. Funding amounts in the budget book are projections and will be dependent on external factors (e.g. state school fund, corporate excise taxes, etc.). Specific funding details are outlined in each CBO's annual contract.

CBO Schools Contracted with PPS

- Helensview* (*funded via state resolution dollars)
- Rosemary Anderson Middle and High School
- Mt Scott Learning Center
- NAYA Many Nations Academy
- Open School East
- Portland Community College: Gateway to College & YES to College
- Portland Youth Builders
- Youth Progress Association

GLOSSARY OF TERMS AND ACRONYMS

A

Account Codes - The account codes identify the nature of the expenditure, and is based on the Oregon Department of Education's Program Budgeting and Accounting Manual. An example of a complete chart of accounts consist of the following elements:

	Object (Account)	Fund	Dept ID	Function (Program)	Area (Class)	Proj/Grant*
# of Digits	6	3	4	5	5	5
Account Code	511100	205	2156	11211	18000	G1800
Description of Fund or Use	Licensed Teacher	Grant Fund	George MS	MS Programs	Math	Title I - School

*Project/Grant field is only used if funding is from a project or a grant, such as Title I or SIA.

A complete list of the chart of accounts, with descriptions of products or services, is shown in the Introductory Information section of this book.

Accrual Basis - The basis of accounting under which revenues are recorded when earned or when levies are made, and expenditures are recorded as soon as they result in liabilities, regardless of when the revenue is received or the payment is actually made.

Accrue - To record revenues when earned or when levies are made and to record expenditures as soon as they result in liabilities, regardless of when the revenue is actually received or the payment is actually made.

Accrued Liabilities - Amounts owed but not yet due; for example, accrued interest on bonds or notes.

Accrued Revenues - Levies made or other revenue earned and not collected regardless of whether due or not.

ACT (American College Test)

ADA (Americans with Disabilities Act)

ADM (Average Daily Membership) - Average student enrollment is the measure that indicates the average number of students in membership (enrolled) on any given day over a school year. It is calculated based on the total days students are enrolled (present or absent) divided by the number of days in a school year.

Administrative Support Tables - Besides using a student teacher ratio to staff schools, schools are allocated FTEs based on Administrative Support tables (shown in the Staffing Overview section of this document). Administrative Support provides FTEs for Principals and other administrative staff, such as assistant principals, vice principals, and secretarial/data staff.

Administrators, Licensed - Persons assigned to administrative or supervisory positions who meet standards of eligibility established and who have training or licensure relevant to specific positions within the District. This includes positions such as the Superintendent, Assistant Superintendents, Senior Directors, School Principals, etc.

Administrators, Non-Licensed - Administrative or supervisory positions not requiring any type of licensure but who meet eligibility and or needs set forth by the District. This category is primarily made up of cabinet level managers that support the business operations of the District.

ADMr (Average Daily Membership Resident) - Students that the district claims as residents for State School Funding. Some residents may attend school in another district.

ADMw (Average Daily Membership Weighted) - The major component of the State School Fund is ADMw which is ADMr with weightings added for the following factors:

Factor	**Weight**		**Data Source**
Special Education	1.00	times	December Special Education Census
English Second Language	0.50	times	ELL, ADM student data submissions
Pregnant & Parenting (P&P)	1.00	times	P&P, ADM Student data submissions
Poverty Factor	0.25	times	Census data – proportionally adjusted
Foster Care/Neglected and Delinquent	0.25	times	Dept. of Human Resources counts

Adopted Budget - The final version of the budget that has been adopted by the Board of Education after a hearing with the Tax Supervising and Conservation Commission (TSCC) and meeting all requirements under local budget law.

Ad Valorem Taxes - Taxes levied on the assessed valuation of real and personal property which, within legal limits, is the final authority in determining the amount to be raised for school purposes.

Ad Valorem Taxes Levied by School System - Taxes levied by a school system on the assessed valuation of real and personal property located within the school system which, within legal limits, is the final authority in determining the amount to be raised for school purposes. Separate accounts may be maintained for real property and for personal property.

Allocations - An appropriation divided into amounts used for certain periods or for specific purposes.

Alternative Education - See Multiple Pathways to Graduation (MPG).

Amortize - The gradual payment of an amount owed according to a specified schedule of times and amounts.

Annual Comprehensive Financial Report - An annual report that is required by ORS 297.405-297.555, which represents the District's financial position and activity. This report is audited by an independent firm of Certified Public Accountants.

AP (Advanced Placement)

Appropriation - A legal authorization granted by the school board to make expenditures and to incur obligations for specific purposes. An appropriation is usually limited in amount and the time when it may be expended.

Approved Budget - The version of the budget that has been approved by the Board of Education acting in their capacity as the Budget Committee for PPS.

A-ROI (Academic Return on Investment)

ARP or ARPA (The American Rescue Plan Act, 2021) - See ESSER III

ARRA (American Recovery and Reinvestment Act of 2009)

Arts Education and Access Income Tax (Arts Tax) - This local tax funds art and music teachers for elementary school students for grades KG-5.

Assessed Valuation - A valuation set upon real and personal property by a government as a basis for levying taxes.

Assets - Resources owned or held by PPS, which have monetary value.

ATU (Amalgamated Transit Union) - Bargaining representative for Student Transportation bus drivers.

Audit - The examination of records and documents, and the securing of other evidence for one or more of the following purposes: (a) determining the propriety of proposed or completed transactions, (b) ascertaining whether all transactions have been recorded, and (c) determining whether transactions are accurately recorded in the accounts and in the statements drawn from the accounts.

B

BESC (Blanchard Education Service Center) – Former name of headquarters of Portland Public Schools, located at 501 North Dixon Street, across from the Rose Quarter in North Portland. During the 2022-23 school year, the headquarters was renamed to Dr. Matthew Prophet Education Center or Prophet Education Center (PEC) after Dr. Matthew Prophet.

Board of Education (also School Board or Board) - Consists of the elected or appointed body, which has been created according to State law, vested with responsibilities for educational activities in a given geographical area. (See the District Overview section of this document for a list of the Directors and the zones to which they were elected.)

Bond - A written promise, generally under seal, to pay for a specified sum of money (face value) at a fixed time in the future (date of maturity) and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer period of time and requires greater legal formality.

Bond Discount - The excess of the face value of a bond over the price for which it is acquired or sold. The price does not include accrued interest at the date of acquisition or sale.

Bond Premium - The excess of the price at which a bond is acquired or sold, over its face value. The price does not include accrued interest at the date of acquisition or sale.

Bonded Debt - The part of the school system debt, which is covered by outstanding bonds of the system.

Bridge Year - A transition period during which a program or department might receive some form of interim funding. In regards to Title I, a bridge year refers to a period during which a school may not meet the eligibility criteria to receive funding, but may continue to receive funding if they were eligible to receive Title I funding the previous year and is expected to be eligible to receive Title I funding in the following year.

Budget - Written report showing the local government's comprehensive financial plan for one fiscal year or for a 24-month budget period. It must include a balanced statement of actual revenues and expenditures for each of the last two budgets and estimated revenues and expenditures for the current and upcoming budget. A proposed budget is presented to the budget committee for approval. An approved budget is subsequently adopted as approved or modified by the school board.

Budget Calendar - The District's fiscal year spans from July 1 through June 30. Within this time period, the budget is developed incorporating input from the Board of Education, the Superintendent and staff, the public, and information from the State Legislature regarding the level of School Support Funding (SSF). Budgeting is not simply something done once a year. It is a continuous process taking 12 months to complete a cycle. The budgeting process has five parts. The budget is (1) prepared, (2) approved, (3) adopted, (4) executed, and (5) reviewed by audit. The budget must be prepared far enough in advance so that it can be adopted before June 30. After adopting the budget the District makes the necessary appropriations and certifies the tax levy to the county assessor.

Budget Document - The instrument used by the budget-making authority to present a comprehensive financial program to the school board, which is the appropriating body. The budget document contains a message from the Superintendent, together with a summary of the proposed expenditures, the means of financing them, and the schedules supporting the summary. These schedules show in detail the information as to past years' actual revenues, expenditures, and other data used in making the estimates.

Budget Officer - The budget officer, or the person or position designated by charter and acting as budget officer, prepares or supervises the preparation of the budget document. The budget officer, unless the charter specifies otherwise, acts under the direction of the executive officer of the municipal corporation or under the direction of the governing body.

Budget Period - A 12 or 24-month period from July 1 through June 30 to which the operating budget applies.

Budgetary Control - The management of the District in accordance with an approved budget for the purpose of keeping expenditures within the limitations of available appropriations and available revenues.

Budgetary Expenditures - Decreases in net current assets. In contrast to conventional expenditures, budgetary expenditures are limited in amount to exclude amounts represented by non-current liabilities. Due to their spending measurement focus, governmental fund types are concerned with the measurement of budgetary expenditures.

BVIS (Blind Vision Impaired Services)

C

Capital - Purchases relating to or being an asset of PPS that add to the long-term net worth of the District.

Capital Bond - See Bond

Capital Outlay - Expenditures which result in the acquisition of or addition to fixed assets.

Capital Projects Fund - Dedicated to major capital improvements, construction and acquisition of school district facilities and often funded with general obligation bonds.

CARES Act (The Coronavirus Aid, Relief, and Economic Security Act, 2020) - See ESSER

CBRC (Community Budget Review Committee) - A panel appointed by the Board of Education; generally comprised of up to twelve community members and one student representative, which serves to provide a community voice in the budgeting process.

CEIS (Coordinated Early Intervention Services)

CEP (Community Eligibility Provisioning)

Class/Area Code - This is the portion of the account code that identifies a certain group within a program. For example, program 11211 represents Middle School programs and the class code indicates whether the expenditure or budget is for art, social studies, technology, science, language arts, etc.

Classified Employees - There are two categories of classified employees:

1. Non-licensed employees who are represented by a union (ATU, DCU, PFSP, or SEIU), which includes teacher support personnel, paraeducators, educational assistants, library assistants, community agents, campus monitors, secretaries, data clerks, clerical staff, cafeteria staff, maintenance workers, warehouse workers, truck drivers, and bus drivers.

2. Non-licensed employees who are not represented, which includes specialists and analysts who primarily work to support the business operations of the District.

Combined Underserved – Please note that the District uses the following three terminologies interchangeably: Combined Underserved, Combined Historically Underserved, and Historically Underserved. A new subgroup of students originally established by the ODE as part of the requirements of the Elementary and Secondary Education Act (ESEA) Waiver. PPS's current definition of Combined Underserved includes the following:

- Students eligible to receive free meals by Direct Certification
- Students eligible for Special Education
- Students eligible to receive English as a Second Language (ESL) services
- Students with any of the following races, ethnicities, or ancestry:
    - Black
    - Latino/Hispanic
    - Native American
    - Pacific Islander

Consolidated Budgets - The discretionary portion of schools' General Fund budget that supports non-FTE resources, including, but not limited to supplies, printing, copy machines, toners, limited-term personnel, extended responsibility, and substitute costs not covered centrally. Schools are allocated a consolidated operating budget each fiscal year (July 1 - June 30), and that information is available for tracking in PeopleSoft Financials starting July 1st. Schools are allocated this budget based on projected enrollment with the following formula:

- K-8 Schools: $10,000 + ($82 x Projected Students)
- High Schools: $50,000 + ($86 x Projected Students)

Construction Excise Tax - In 2007, the Oregon State Legislature passed a law (SB1036) that allows school boards, in cooperation with cities and counties, to tax new residential and non-residential development in order to help school districts pay for a portion of the cost of new or expanded school facilities.

Contingency - A special amount budgeted each year for unforeseen expenditures. Transfer of general operating contingency funds to cover unanticipated expenditures requires board approval.

Contracted Personnel Services - Services rendered by outside personnel when a particular undertaking requires skills and resources not otherwise available within the school system, including all related expenses covered by the contract.

CRRSA Act (The Coronavirus Response and Relief Supplemental Appropriations Act, 2021) - See ESSER II

CSI (Comprehensive Supports for Improvement) - CSI is one of two federally required designations under ESSA. CSI designation indicates the school as a whole needs additional support.

CTC (Community Transition Centers)

CTE (Career and Technical Education)

Current Resources - Resources to which recourse can be had to meet current obligations and expenditures. Examples are current assets, estimated revenues of a particular period not yet realized, transfers from other funds authorized but not received, and in the case of certain funds, bonds authorized and unissued.

D

D&SI (District & School Improvement)

DART (Day and Residential Treatment)

DCU (District Council of Unions) - Bargaining representative for selected workers of the school district including warehouse workers, truck drivers, bus mechanics, maintenance workers, and television services employees.

Debt Service - This is the cash required in a given period, usually one year, for payments of interest and current maturities of principal on outstanding debt. Debt service in mortgage loans includes interest and principal; in corporate bond issues, the annual interest plus annual sinking fund payments; in government bonds, the annual payments from the debt service fund.

Deficit - The excess of a fund's liabilities over its assets. Oregon school districts may not carry deficits in any fund.

Dept ID (Department ID) - The portion of the account code that identifies a specific school or department that is part of a given program.

Designated Programs - Designated programs include English as Second Language, Teen Parent Programs, Migrant Education, and Summer School.

Direct Certification - Students eligible to receive free meals by Direct Certification are students who are eligible for free meals, as identified by the State. Direct Certification status is determined by state agencies and shared electronically with school districts. Students or families qualify for Direct Certification through a number of avenues such as eligibility for Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF), migrant education, homeless or runaway education, Head Start, or foster care. Direct Certification does not include:

- Students eligible for free or reduced meals by paper application (per federal income guidelines for 130% and 185% poverty).
- Students eligible for free meals because they are enrolled in a Community Eligibility Provision (CEP) school but are not Direct Certified by the state.

Direct Services – Direct services are activities identifiable with a specific program. Activities involving teaching learners are considered to be direct services for instruction.

District-wide Boundary Review Advisory Committee (DBRAC) - A collaborative committee tasked with providing recommendations to the Superintendent on grade configuration, size, and boundaries of neighborhood schools.

E

EA (Educational Assistant) - Educational Assistants are classified employees who work alongside or under the direction of a certified staff member. In some cases they work in a classroom or with groups of children, while in other cases they are assigned to work one-on-one with students who require this level of staffing. EAs are primarily employed to serve in Title I and ESL/Bilingual classrooms.

EAIP (Employer-at-Injury Program)

Early Retirement Benefit - This provides for the direct payments to early retirees in accordance with the collective bargaining agreements for certified staff.

EB (Emergent Bilinguals)

ECEC (Early Childhood Education Centers)

ECSE (Early Childhood Special Education)

Education Options - See Multiple Pathways to Graduation (MPG).

EI (Early Intervention)

ELA (English Language Arts)

ELPA 21 (English Language Proficiency Assessment for the 21st Century)

Employee Benefits - Amounts paid by the District on behalf of employees; these amounts are not included in the base salary, but are over and above. While not paid directly to employees, nevertheless, they are part of the cost of salaries and benefits.

Encumbrance - An obligation chargeable to an appropriation and for which part of the appropriation is reserved.

Enterprise Funds - These account for operations that are financed and operated where the stated intent is that the costs (expenses, including depreciation and indirect costs) of providing goods or services to students are recovered primarily through user charges.

ER (Extended Responsibility) - Additional pay to District employees for activities and responsibilities performed, primarily, outside the standard workday. The varied amounts of pay are contractual under the PAT contract for employees.

ESD (Education Service Districts)

ESEA (Elementary and Secondary Education Act)

ELD (English Learners with Disabilities)

ESL / ELL - English as a Second Language / English Language Learners programs for identified students.

ESSA (Every Student Succeeds Act of 2015) - ESSA was signed into law in 2015, effectively ending heavy federal involvement in public schools and sending that authority back to states and local school districts. The law replaces No Child Left Behind (NCLB) which gave considerable control to the federal government to set expectations around student achievement and enforce consequences when achievement lagged, including school districts paying to bus students to other schools if families wished to leave failing schools as measured by state test scores. ESSA maintains the goals of NCLB (high standards, accountability, and closing the achievement gap), but no longer focuses on standardized solutions. Students are still required to take yearly tests in math and reading in 3rd through 8th grades and 11th grade, and to publicly report the scores by subgroups such as race, English-language proficiency, poverty, and Special Education. States are required to intervene in schools that are not meeting their goals. The most significant change is that states and local school districts, not the federal government, will now be responsible for developing methods for judging school quality. The new law went into effect in the 2017/18 school year, giving states time to develop the new school quality standards.

ESSER (Elementary and Secondary School Emergency Relief Fund) - Part of The Coronavirus Aid, Relief, and Economic Security Act, 2020 (CARES Act) provided $13.2 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). Oregon was awarded $121.1 million. For more information, go to the following website:

https://www.oregon.gov/ode/schools-and-districts/grants/Pages/ESSER-Fund.aspx

ESSER II (Elementary and Secondary School Emergency Relief Fund II) - Part of The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) provides an additional $54.3 billion for ESSER funding (ESSER II). In January 2021, Oregon was awarded $499.1 million. For more information, go to the following website:

https://www.oregon.gov/ode/schools-and-districts/grants/Pages/ESSER-Fund-II.aspx

ESSER III or ARP ESSER (Elementary and Secondary School Emergency Relief Fund III) - Part of The American Rescue Plan Act, 2021 (ARP Act or ARPA) provides an additional $122 billion ESSER funding (ESSER III or ARP ESSER). Oregon was awarded $1.1 billion. For more information, go to the following website:

https://www.oregon.gov/ode/schools-and-districts/grants/Pages/ESSER-Fund-III.aspx

Expenditures - Decreases in net financial resources. Expenditures include current operating expenses, which require the current or future use of net current assets, debt service, and capital outlays.

F

Fall Enrollment - Number of students enrolled in school on October 1st.

FFCO (Full Faith and Credit Obligations)

FICA (Federal Insurance Contributions Act)

Fiscal Year - A 12-month period from July 1 through June 30 to which the annual operating budget applies.

Fixed Assets - Assets purchased and intended for long-term use such as land, building, improvements, machinery, and equipment.

FTE (Full Time Equivalent) - One FTE is defined as a regular staff position scheduled to work eight hours per day. FTE does not count people, but positions. Two individuals who each work half time (4 hours per day) equal 1.0 FTE.

Fund - A fiscal and accounting entity with a self-balancing set of accounts in which cash or other financial resources; all related liabilities, residual equities, or balances; and changes therein, are recorded and segregated to carry on specific activities or attain certain objectives in accordance with special regulations, restrictions or limitations.

The State chart of accounts is as follows:

- Governmental Funds
    - General funds (numbered in the 100 series)
    - Special Revenue funds (numbered in the 200 series)
    - Debt Service funds (numbered in the 300 series)
    - Capital Projects funds (numbered in the 400 series)
- Proprietary Funds
    - Enterprise funds (numbered in the 500 series)
    - Internal Service funds (numbered in the 600 series)
- Fiduciary Fund
    - Trust and Agency Funds (numbered in the 700 series)

G

GAAP (Generally Accepted Accounting Principles) - A widely accepted set of rules, conventions, standards, and procedures for recording and reporting financial information, as established by GASB.

Gap Bonds - Any portion of a local government's property tax levy that is used to repay qualified taxing district obligations. Qualified taxing district obligations include principal and interest on any bond or formal, written borrowing of moneys issued before December 5, 1996, for which ad valorem property tax revenues have been pledged or explicitly committed or that are secured by a covenant to levy. Also included are pension and disability plan obligations that commit property taxes and impose property taxes to fulfill those obligations.

GASB (Government Accounting Standards Board) - The mission of GASB is to establish and improve standards of state and local governmental accounting and financial reporting that will result in useful information for users, and guide and educate the public.

GED (General Education Development) or (General Equivalency Diploma)

General Fund - The fund used to account for all financial resources except those required to be accounted for in another fund. It covers the operations of schools, including expenditures for salaries and benefits, supplies, textbooks, utilities, and other general expenses.

GFOA (Government Finance Officers Association)

GO (General Obligation) Bonds

Grant - A donation or contribution in cash which may be made to support a specific or general purpose or function.

H

HACCP (Hazard Analysis and Critical Control Point)

Head Start - Head Start is a child development program that serves low-income three and four year old children and their families. Section 645 of the Head Start Act (42 U.S.C. 9840) establishes income eligibility for participation in Head Start programs by reference to the official poverty line, adjusted annually in accordance with changes in the Consumer Price Index.

HOH (Hard of Hearing)

HSSD (High School System Design) - The District's large-scale effort to strengthen the High School System.

HU (Historically Underserved) - Refer to Combined Underserved

I

IDEA (Individuals with Disabilities Education Act)

IEP (Individualized Education Plan/Program) - By law, each student with a special education placement must have an IEP. The IEP must include certain information about the child and the educational program designed to meet their unique needs.

Indirect Costs - A cost necessary for the functioning of the organization as a whole, but which cannot be directly assigned to one service.

Interfund Loans - Loans made by one fund to another and authorized by resolution or ordinance.

Interfund Transfers - Amounts moved from one fund to finance activities in another fund. They are shown as expenditures in the originating fund and revenues in the receiving fund.

Internal Service Fund - A fund used to account for the financing of goods or services provided by one department or agency to other departments or government agencies on a cost-reimbursement basis.

IT (Information Technology)

K

K or KG (Kindergarten)

L

LEA (Local Education Agency)

Levy - Amount or rate of ad valorem tax certified by a local government for the support of governmental activities.

LGIP (Local Government Investment Pool)

Liabilities - Debt or other legal obligations arising out of transactions in the past which must be liquidated, renewed, or refunded at some future date. This term does not include encumbrances.

Licensed Employees - Includes teachers, counselors, media specialists, psychologists, social workers, nurses, athletic trainers, occupational speech, and physical therapists.

Licensed Equivalent - See Weighted FTE.

Limited Term Employee - Limited Term employees are those hired for short-duration or sporadic work during the school or fiscal year. No benefits are associated with these positions. They may work any number of hours per week, for a total of up to 780 hours per year in the same assignment.

Local Option Tax - Voters may be asked to approve temporary taxing authority that is in addition to the taxes generated by the permanent tax rate. Local option taxes can be for general operations, a specific purpose or capital projects. They are limited to five years unless they are for a capital project, then they are limited to the useful life of the project for 10 years, whichever is less.

LTCT (Long Term Care or Treatment)

LTHT (Less-Than-Half-time) Employees - LTHT employees are those hired for 19 or fewer hours per week for one or more school or fiscal years. Benefits are generally not associated with these positions. Note however, that a LTHT employee with multiple jobs may easily surpass 20 hours per week and thus earn full benefits.

M

MAP (Measures of Academic Progress)

Measure 5 - Property tax limitation passed by Oregon's voters in November 1990, limiting local property taxes for schools to $5 per $1,000 of assessed value.

Measure 47 - Property tax limit passed by Oregon voters in November 1996, rolling taxes back to 1995-96 levels less 10% and capping future increases by 3% annually.

Measure 50 - Initiative referred by legislature and approved by voters to clarify and implement Measure 47.

MESD (Multnomah Education Service District) - State-established Education Service District (ESD) to provide regional services to school districts within Multnomah County.

MPG (Multiple Pathways to Graduation) - Formerly Alternative Education and Education Options are programs and services available for students whose academic and social needs are not being met effectively in traditional school settings. Options include school-within-school programs in high schools, night schools, or programs located at separate locations.

MTSS (Multi-Tiered Systems of Support)

N

NCLB (No Child Left Behind) Act

NS (Nutrition Services)

O

OAR (Oregon Administrative Rules) - Rules written to clarify and implement Oregon law, and has the authority of law.

ODE (Oregon Department of Education)

OEBB (Oregon Educators Benefit Board)

Operating Budget - Plans of current expenditures and the proposed means of financing them. The annual operating budget is the primary means by which most of the financing acquisition, spending, and service delivery activities of a government are controlled. The use of annual operating budgets is required by law.

OPERS (Oregon Public Employees Retirement System)

ORS (Oregon Revised Statute) - Oregon laws established by the legislature.

OSBA (Oregon School Boards Association)

OSCIM (Oregon School Capital Improvement Matching Program)

P

P&P (Pregnant & Parenting)

PAPSA (Portland Association of Public School Administrators) - PAPSA is the professional association which represents licensed school administrators employed in PPS.

Paraeducator (Paraprofessional Educator) - As Part of the No Child Left Behind Act (NCLB), there were new requirements for paraeducators working in Title I schools or programs funded by Title I. These requirements applied only to paraeducators who provide instructional support under the direction of teachers and must be met at the time of hire. The following job titles at PPS provide instructional aid and are thus required to meet the NCLB requirements:

- ESL Bilingual Assistants
- Certified Nursing Assistants
- Community Agents
- Educational Assistants
- Instructional Technology Assistants
- Library or Media Center Assistants
- Special Education Paraeducators - Levels I, II and III

However, paraeducators who have one of the above job titles, but do NOT provide any instructional assistance may not be required to meet the NCLB requirements if they work in the following areas:

- Playground supervision
- Personal care services
- Non-instructional computer assistance
- Serve solely as translators
- Work only with parental involvement activities

PAT (Portland Association of Teachers) – PAT represents professional educators employed in PPS, including teachers, counselors, media specialists, student management specialists, and others.

PAT Contract, General Education IEPs - Professional educators who are required to conference regarding IEPs shall have a substitute provided to allow for such meetings to occur within the workday. If a unit member volunteers to attend such a conference outside of the workday, such member shall be compensated at his/her per diem hourly rate.

PAT Contract, Special Education IEPs - In addition to contractually provided planning days, special education professional educators assigned to conference with parents and write IEPs shall be provided release time for that purpose. A special education unit member may elect to use these hours before or after the school year or outside his/her workday at this/her per diem hourly rate of pay.

PAT Contract, TAG/504 Plans - Professional educators who are required to write student plans other than IEPs, including Gifted Student plans or 504 plans, shall be provided at the member's option either release time or compensation at his/her per diem hourly rate. One hour will be allotted for each student plan.

PBAM (Program Budgeting and Accounting Manual) - This ODE manual guides PPS' budgeting and accounting codes and structures.

PCC (Portland Community College)

PCL (Portland Children's Levy)

PE (Physical Education)

PEC (Dr. Matthew Prophet Education Center or Prophet Education Center) - Name of headquarters of Portland Public Schools, located at 501 North Dixon Street, across from the Rose Quarter in North Portland.

PEIP (Portland Early Intervention Program)

PEP (Population Estimates Program) - A program of the U.S. Census Bureau.

PERS (Public Employees Retirement System)

PFSP (Portland Federation of School Professionals) - PFSP represents classroom educational assistants, paraeducators, secretaries, clerks, certified occupational therapy assistants, licensed physical therapy assistants, campus monitors, and community agents employed by PPS.

PLC (Professional Learning Community)

POB (Pension Obligation Bonds)

Post Retirement Benefit - The program provides health and welfare medical benefits to qualified retired District employees. Qualifications require the employee to have 15 years of employment with the District and must qualify for PERS retirement benefits. Benefits are afforded for 5 years upon qualifying, but not beyond age 65.

PPS (Portland Public Schools or District)

PRC (Population Research Center)

Prior Year Taxes - Taxes levied for fiscal years preceding the current one. Revenues from these taxes are treated as non-tax resources in the current budget.

Program Budget - A budget based on the programs of district offices.

Program/Function Code - The portion of the account code that identifies an area within the organization for personnel, goods and services.

Project/Grant ID - The portion of the account code that identifies a specific project account, grant account, or dedicated resource account within a given fund.

Property Taxes - Ad valorem tax certified to the county assessor by a local government unit.

Proposed Budget - Financial and operating plan prepared by the budget officer and submitted by the Superintendent to the Budget Committee and public for review.

PSAT (Preliminary Scholastic Aptitude Test)

PTA (Parent Teacher Associations)

Publication - Public notice given by publication in a newspaper of general circulation within the boundaries of the local government; mailing through the U.S. Postal Service by first class mail to each street address within the boundaries of the local government; and hand delivery to each street address within the boundaries of the local government.

Q

QMHP (Qualified Mental Health Professional)

QZAB (Qualified Zone Academy Bonds)

R

REAHL (Recovery, Education, and Action for Healthy Living)

Requirement - The sum of all appropriated and unappropriated items in a given fund. Total requirements must always equal total resources in a fund.

Reserve Fund - Established to accumulate money over time for a specific purpose, such as purchase of new equipment.

RESJ (Racial Equity & Social Justice) - In 2011, PPS adopted a Racial Educational Equity Policy that called out harmful disparities in its schools and identified the district's role in eliminating them. Since then, several achievements have been made, but there is collective acknowledgement that there is still much work remaining to ensure all students experience equitable outcomes. Current leadership has embarked on an inclusive planning process to identify the most urgent areas of opportunity to continue this work and to incorporate efforts into its five-year road map for RESJ. The goal is to elevate RESJ practices into a comprehensive, defined framework with clear system-wide equity and social justice actions, and measurable results. The current primary focus of the RESJ lens is on race and ethnicity as that will allow direct improvements in other dimensions of diversity.

Resolution - A formal order of a governing body (the Board); it has lower legal status than an ordinance.

Resources - Estimated beginning fund balances on hand at the beginning of the fiscal year, plus all anticipated revenues.

Restructuring - A school identified for restructuring is a school that has not made AYP for five years. The first year of restructuring may be used for planning, and the plan must be implemented no later than the second year. This was established as part of the NCLB Act.

Revenues - Monies received or anticipated by a local government from either tax or non-tax sources.

RHIS (Retirement Health Insurance Subsidy)

RMV (Real Market Value)

RTI (Response to Intervention) - The RTI system strengthens core delivery to all students, focusing on prevention of student academic and behavior challenges. In addition, it provides for systematic identification of students in need of greater support. Through monitoring student progress, staff are able to remove or add student interventions as needed throughout the school year.

RZED (Recovery Zone Economic Development) Bonds

S

SAT (Scholastic Aptitude Test)

SBAC (Smarter Balanced Assessment Consortium) - Oregon is part of a team of states working together voluntarily to develop K-12 assessments in English language arts/literacy and mathematics aligned to Oregon's Common Core State Standards. These tests, called Smarter Balanced Assessments, are delivered online and include questions that adapt to each individual's performance. The Performance Task feature mimics real world application of a student's knowledge and skills.

SBT (Strategic Budget Team) - A group of PPS central office leaders and school principals who makes budget decisions using an RESJ Lens.

School Board - See Board of Education

SEA (State Educational Agencies)

SEIU (Service Employees International Union) - This group represents Nutrition Services and Custodial employees in PPS.

SEL (Social Emotional Learning)

Service Area Direction - Activities associated with managing and directing a given program within a department.

SIA (Student Investment Account)

SIP (School Improvement Plan)

SKIP (Screening Kids for Intervention & Prevention) - Early intervention screening for kids from birth to age 5.

SLC (Structured Learning Centers)

SNAP (Supplemental Nutrition Assistance Program)

Special Revenue Fund - This fund tracks money school districts receive from federal, state, and private grants. Some examples are funds for disabled students, funds for educationally disadvantaged students, funds for drug and alcohol prevention, and funds for professional development. Money that schools receive from students and parent groups for purposes such as special school projects, field trips, and various student activities may be recorded here.

SPED (Special Education) - Educational programs and services provided to students designated as SPED as required by law.

SRGP (Seismic Rehab Grant Program)

SSA (Student Success Act)

SSF (State School Fund) - This is the major appropriation of state support for public schools. The State School Fund is distributed to school districts on a weighted student basis (see ADM-w). The formula makes weighting adjustments to consider the additional cost of operating remote small schools, and includes reimbursement of student transportation costs. The State School Fund is also adjusted based on local property taxes. For more information, go to the following website:

https://www.oregon.gov/ode/schools-and-districts/grants/Pages/School-District-and-ESD-payment-Statements.aspx

Staffing Ratio - The staffing ratio is the ratio of students to staff (e.g., 24.5:1) and is the primary measure used to allocate staff to schools. Class size may be higher than the staffing ratio because counselors and specialists in areas such as Music, Media and PE are also included in the staffing ratio; or a principal can decide to lower class size by not having as many specialists teaching in the school. Information about how schools are staffed is shown in the School Staffing section of this document.

State of Oregon (State)

Supplemental Budget - A supplemental budget is prepared to meet unexpected needs or to spend revenues not anticipated at the time the regular budget was adopted. A supplemental budget cannot be used to increase a tax levy.

Supplemental Educational Services - Supplemental educational services are additional academic services designed to increase the academic achievement of low-income students in low-performing schools. These services may include tutoring, remediation, or other educational interventions that are consistent with the content and instruction used by ODE. Supplemental education services must be provided outside of the regular school day; and must be high quality, research-based, and specifically designed to increase student academic achievement.

T

TAG (Talented and Gifted) - Programs and services provided to students identified as TAG as required by State law.

TANF (Temporary Assistance for Needy Families)

Tax Rate - The amount of tax stated in terms of a unit of tax for each $1,000 of assessed value of taxable property.

Title I - Title I, Part A provides federal dollars to help supplement educational opportunities for children who live in high poverty areas who are most at risk of failing to meet the state's challenging content and performance standards. There are two types of programs: Targeted Assistance and Schoolwide. Most of the schools that qualify for Title I in PPS have Schoolwide programs. A Targeted Assistance program is one in which individual students are targeted to receive Title I services. Students are identified based upon multiple, objective, educationally related criteria. Services may be delivered in a number of ways such as in-class instruction, pull out instruction, extended day, and/or week or year programming. Title I teachers are responsible for providing extra services to the identified children, coordinating with other school personnel involved with the children, and involving parents in the planning, implementation and evaluation of the Title I program.

A Title I school is eligible to become a Schoolwide program when the poverty level (determined by free and reduced lunch counts, AFDC, census or Medicaid) is at or above 33%. A Schoolwide program is designed with the knowledge that there is a link between poverty and low achievement; therefore, when there are large numbers of disadvantaged students, interventions will be more successful when they are implemented "schoolwide." A Schoolwide program has more flexibility in the use of Title I funds and in the delivery of services. Staff paid with Title I funds are free to work with all students in the building, for there are no students identified as "Title I." The school works together to develop its curriculum and instruction to raise the achievement of all students.

TLC/TNT (Tender Loving Care/Think-n-Try)

TOSA (Teachers on Special Assignment)

TPA (Third Party Administrator)

Transfers - Amounts distributed from one fund to finance activities in another fund. These are shown as an expenditure in the originating fund and revenue in the receiving fund.

TSCC (Tax Supervising and Conservation Commission) - TSCC is an independent, impartial panel of volunteers established to monitor the financial affairs of local governments. The Oregon Legislature created TSCC in 1919 (Chapter 375), with the first TSCC being organized in 1921. TSCC has jurisdiction over all local governments that are required to follow local budget law and which have more real market value within Multnomah County than in any other county. TSCC presently oversees the budgeting and taxing activities of thirty-nine municipal corporations, including Oregon's largest: city (Portland), county (Multnomah), school district (Portland), community college (PCC), education service district (Multnomah), port (Portland), mass transit district (Tri-Met), regional government (Metro), and urban renewal agency (Portland Development Commission). In total, these 42 entities employ more than 32,000 full time equivalent positions (FTE) and have budgets totaling over $17 billion.

TSI (Targeted Supports for Improvement) - TSI is one of two federally required designations under ESSA. TSI designated schools indicate one or more subgroups that need additional support.

U

UAL (Unfunded Actuarial Liability)

UEFB (Unappropriated Ending Fund Balance) - Amount budgeted to carry over to the next year's budget to provide the District with needed cash flow until other money is received and to provide financial stability. This amount cannot be transferred by resolution or used through a supplemental budget during the fiscal year.

USDA (United States Department of Agriculture)

V

VAPA (Visual and Performing Arts)

W

Weighted FTE (also referred to as Licensed Equivalent FTE) - Staff allocations for schools primarily consist of licensed staff (i.e., certified teachers). The allocation also includes administrative staff such as principals (licensed administrators) and secretaries (classified staff). For staffing purposes only, school administrators can convert FTEs allocated for licensed staff to classified staff at a 1:2 ratio. For example, 1.0 licensed FTE could be used to hire 2 full-time classified employees who are represented by a union. Therefore, classified employees are valued as "half-weighted," though a full-time equivalent classified employee would still show as a 1.0 position FTE.

Y

YTP (Youth Transition Program)

APPENDICES

66
1

EXPENDITURES OVERVIEW

The following pages show the object codes (formerly known as account codes) which correspond to the State's chart of accounts and which correspond to the detail in both the General Fund Requirements by Object and the Other Funds in the Fund Detail section of this document. These object codes describe the type of expenditures for which funds have been budgeted and expensed.

510000 - Salaries

Amounts paid to employees of the District who are considered to be in a position of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for services rendered while on the payroll of the District.

Regular Salaries - Full-time, part-time, and prorated portions of the costs for work performed by employees of the District who are considered to be in positions of a permanent nature.

511100 Licensed Staff

- CLASSROOM TEACHERS: Alternative Program Teacher (DART, CRP), Elementary School Teacher, English as a Second Language (ESL) Teacher, High School Teacher, Kindergarten Teacher, Middle School Teacher, Pre-kindergarten Teacher, Special Education (SPED) Teacher
- EDUCATIONAL SUPPORT PERSONNEL, COUNSELORS, OTHER LICENSED STAFF: Audiologist, Autism Specialist, Board Certified Behavioral Analyst, Clinical Psychologist, Dean, Instructional Coach, Instructional Specialist, Media Specialist, Mentor Teacher, Qualified Mental Health Provider, School Psychologist, Site Support Instructor, Social Worker, Speech Language Pathologist, Student Management Specialist, Teacher on Special Assignment (TOSA), Vocational Transition Specialist

511210 Classified - Represented

- CLERICAL PERSONNEL, EDUCATIONAL ASSISTANTS, PARAEDUCATORS, EDUCATIONAL SUPPORT PERSONNEL – NON-LICENSED, OPERATIONS, SECURITY, TRANSPORTATION PERSONNEL: Administrative Assistant, Administrative Professional Library Clerk, Administrative Clerk, Administrative Secretary, Assistive Technology Practitioner, Behavior Intervention Specialist, Book Clerk, Certified Drug and Alcohol Counselor (CADC) I, II, III, Campus Safety Associate, Certified Nursing Assistant (CNA), Certified Occupational Therapy Assistant, Chief Clerk, Clerk, Community Agent, Department Receptionist, Educational Assistant, Electronic Publishing Technician, Equipment Technician/Clerk, Finance Clerk, Front Desk Safety Associate, HR Representative, High School Bookkeeper, High School Career Coordinator, High School College Coordinator, Industrial Tech Assistant, Instructional Technology Assistant, Language Access Specialist, Library Assistant, Library Information Systems Technician, Low Incidence Disabilities Specialist, Occupation Therapist, Payroll Benefits Clerk, Physical Therapist, Physical Therapy Assistant, Registered Behavior Technician, School Administrative Assistant I, II, III, Security Specialist, Security Technician, Senior Administrative Secretary I, II, Senior Clerk I, II, Sign Language Interpreter, Site Technology Specialist, SPED Assistant Trainer, SPED Records Clerk, Student Attendance Monitor, Student Mentor, Study Hall Monitor, Therapeutic Intervention Coach, Training Coordinator, Transportation Call Center Representative, Transportation Route Planner I, II, Virtual Scholars Mentor
- CAFETERIA AND CUSTODIAL STAFF: Certified Nutrition Assistant, Certified Nutrition Services Lead, Certified Summer Monitor, Custodian A, B, C, D, High School Lead, Nutrition Assistant, Nutrition Services Lead, Nutrition Services Roving Lead, Part Time Custodian, Summer Monitor

- MAINTENANCE: Brick Mason, Building Automation Specialist, Carpenter, Carpet/Linoleum, Cement Mason, Chief Engineer, Electrician, Electronic Technician, General Foreperson, Glazier, Groundskeeper/Gardner, Laborer/Rover, Landscape Laborer, Lead Mechanic, Locksmith, Machinist, Machinist Helper, Mason Tender, Mechanic, Music Repair Technician I, II, Painter, Physical Security Tech Lead, Plasterer, Plumber, Plumber's Helper, Production Assistant, Roofer, Serviceman/Bus Fueler, Sheet Metal, Shop Assistant, Steamfitter, Tile Setter, Truck Driver, Truck Driver Leadperson, Warehouse Foreperson, Warehouse Worker (Note: Facilities and Asset Management Student Summer Worker apprentices charged to work orders.)
- DRIVERS: Bus Driver, Bus Driver Trainee, Casual Trainer, Cover Driver/Field Spare, Dispatcher, Full-Time Trainer, Radio Operations, Type 10 Bus Driver
- Temporary classified help (limited term employees) is charged to object 512400 and contracted secretarial services are charged to object 538900.

511220 Non-Represented Staff

- PROFESSIONAL, OTHER SALARIES – NON-LICENSED: Accountant/Analyst, Analyst I, II, Applications Developer I, II, III, Asset/Move Coordinator, Assistant Director, Associate Corporate and Foundations Relations, Associate Legal Counsel, Board of Education Operations Senior Manager, Budget Analyst, Business Program Operations Specialist, Business Operations Analyst I, II, Buyer I, II, Change Manager, Community & Public Affairs Manager, Community Relations & Public Affairs Representative, Communications Photojournalist, Communications Senior Manager, Communications Specialist, Communications Staff Writer, Confidential Executive Assistant I, II, Construction & Maintenance Program Manager, Construction & Maintenance Program Senior Manager, Construction & Maintenance Project Manager I, II, III, Construction & Maintenance Shop/Crew Supervisor, Contract Analyst, Data Analyst I, II, III, Data Warehouse Manager, Department System Manager, Department Technology Data Analyst I, II, Director, District Family & Parent Ombudsman, District Compliance Officer, District Paralegal, District & Family Liaison Senior Manager, Engagement Specialist, Enterprise (ERP) Solutions Admin I, II, III, Environmental Health/Safety Associate I, II, III, Equity, Diversity & Inclusivity Training Consultant, Evaluator I, II, III, Executive Speech Writer, Facilities, Construction, Maintenance & Operations Training Coordinator, Facilities and Asset Management (FAM) Operations Manager, Financial Operations Manager, Financial Services Director, Fine Arts Music Accompanist, Fine Arts Production Assistant, Fiscal Services Associate I, II, III, Fleet Maintenance Manager, Fund Development Manager, Fund Development Specialist, GIS Specialist, GIS Technician, Grant Writer, High School Business Manager, HR Data Analyst I, II, III, HR Training Coordinator, Human Resources Associate I, II, III, Human Resources Manager, Information Security Analyst, Infrastructure Admin I, II, III, Internal Performance Auditor I, III, Instructional Resource Center Supervisor, IT Business Systems Analyst I, II, III, IT Project Manager I, II, III, IT Security Accounts Analyst, IT Systems & Services Manager, IT Systems & Services Supervisor, IT Technical Support Representative I, II, III, IT Training Consultant, Legal Coordinator, Manager, Manager School Partnerships, Nutrition Services Field Operations Supervisor, Nutrition Services Program Manager, Payroll Specialist I, II, III, Principal Analytics & Evaluation Analyst, Program Investigator, Program Manager (Operational), Project Manager I, II, Public Information Officer, Radio Operations Manager, Records Manager/Archivist, Risk Management Associate I, II, III, Security Operations Senior Manager, Security Services Field Operations Supervisor, Senior Accountant/Analyst, Senior Budget Analyst, Senior Contract Analyst, Senior Facilities Operations Manager, Senior Financial Operations Manager, Senior Grant Writer, Senior Human Resources Manager, Senior Manager, Senior Manager Health & Safety, Senior Partner Employee & Labor Relations, Senior Project Manager, Senior Staff Writer, SIS Support Representative I, II, III, Social Media Specialist, Senior Analytics & Evaluation

Analyst, Senior Manager Office of School Modernization (OSM), Senior Manager - Student Success & Health, Student Success Programs Supervisor, Strategic Partnerships Outreach & Development Manager, Student Attendance Coach, Student Placement Specialist I, Student Success Advocate, Student Success Program Manager, Student Success Advocate, System Analyst III, Testing Coordinator I, II, III, Translation & Interpretation Services Manager, Transportation Services Field Operations Supervisor, Transportation Services Field Operations Manager, Web & Graphic Design Developer

511310 Administrators - Licensed

- SUPERINTENDENT
- DEPUTY SUPERINTENDENTS
- SENIOR DIRECTORS / AREA DIRECTORS
- ADMINISTRATORS – LICENSED. Includes licensed administrators and departmental directors.
- ASSISTANT DIRECTORS / SUPERVISORS / MANAGERS – LICENSED. Includes licensed assistant directors, project/program administrators, directors, managers, and supervisors.
- PRINCIPALS and administrative or supervisory substitutes defined in the PAT (Portland Association of Teachers) agreement.
- VICE PRINCIPALS / ASSISTANT VICE PRINCIPALS / ASSISTANT PRINCIPALS

511320 Administrators - Non Licensed

- ADMINISTRATORS – NON-LICENSED. Includes Cabinet level administrators who oversee multiple departments and other district operations. (Other managers and supervisors coded to 511420 below.)

511410 Managerial - Represented

- CAFETERIA MANAGERS (This object is used only by food service programs in Fund 202 and in Grants.)

511420 Directors / Program Administrators

- NON-LICENSED DIRECTORS / ASSISTANT DIRECTORS / SUPERVISORS / MANAGERS

Non-Permanent Salaries - Full-time, part time, and prorated portions of the costs for work performed by employees of the District who are hired on a temporary or substitute basis to perform work in positions in either temporary or permanent nature.

512100 Substitutes - Licensed

- TEACHER SUBSTITUTES – LICENSED. Substitutes for professional educators positions in object 511100.
- PAT – PROFESSIONAL/CONFERENCE LEAVES. Substitutes for professional educators attending seminars, meetings, or conferences that fall within the guidelines of the PAT Agreement.
- PAT – SABBATICAL LEAVES. Compensation paid to professional educators on approved sabbatical leaves (time document not required; changes made directly by Human Resources Department).

512200 Substitute - Classified

- EDUCATIONAL ASSISTANTS. Substitutes for positions listed in object 511210.
- SPECIAL ED PARAEDUCATORS. Substitutes for positions listed in object 511210.
- SECRETARIAL. Substitutes for positions listed in object 511210.
- CLERICAL. Substitutes for positions listed in object 511210.

512300 Temporary Misc - Licensed

- TEMPORARY WORKERS – LICENSED. Personnel required for specific jobs or to help in peak-load periods. Personnel are NOT permanent or regular part-time and are paid on an hourly basis.

512400 Temporary Misc - Classified

- TEMPORARY WORKERS – NON-LICENSED. Personnel required for specific jobs or to help in peak-load periods. Personnel are NOT permanent or regular part-time and are paid on an hourly basis. (Object 538900 used for contracted secretarial/clerical services.)
- STUDENT WORKERS.

Additional Salary - Compensation paid to District employees in temporary or permanent positions for work performed in addition to normal earnings. This includes additional pay for classified overtime, extended hours for licensed staff, and activities such as coaching, supervision of extracurricular activities, etc.

513100 Extended Responsibility (ER) - Licensed

- Compensation to licensed staff for positions listed in the PAT Union Agreement, Appendix C.

513200 Extended Responsibility (ER) - Classified

- Compensation to classified staff performing ER responsibilities when no certificated employee is willing to accept assignment listed in Appendix B of the PAT Union Agreement.

513300 Extended Hours

- Compensation to District personnel at their hourly rate for services performed on curriculum development committees, workshops for instructional staff, teaching in-service classes, after-hour meetings, etc.

513350 PAT Class Overload Stipend

- Stipends paid to teachers who have class sizes that exceed the established thresholds of student numbers.

513400 Overtime Pay

- Compensation to non-certificated District personnel for authorized time in excess of regular hours.
- SPORTING EVENT SUPPORT PERSONNEL. Compensation for District staff that perform jobs such as gatekeepers, game officials, ticket takers, and security officers. (Object 531900 used for Game Expenses for non-district personnel.)

513510 Group Health Opt Out - Licensed Employees

- Monthly incentive for full-time employees opting out of Group Health Insurance.

513520 Group Health Opt Out - Non Licensed Employees

- Monthly incentive for full-time employees opting out of Group Health Insurance.

520000 - Associated Payroll Costs

Amounts paid by the District on behalf of employees. These amounts are not included in the gross salary but are in addition to that amount and, while not paid directly to employees, are part of the cost of personnel services.

521000 PERS

- RETIREMENT CONTRIBUTIONS. Employer's share of the Public Employees Retirement System (PERS) contributions paid by the District.

521310 PERS UAL

- Unfunded Actuarial Liability amount of PERS.

522000 Social Security - FICA

- Employer's share of social security taxes paid by the District as required by the Federal Insurance Contributions Act (FICA).

523100 Workers' Compensation

- Amounts paid by the District to provide workers' compensation insurance for employees.

523200 Unemployment Compensation

- Amounts paid by the District to provide unemployment compensation for employees.

523200 Unemployment Compensation

- Amounts paid by the District to provide Paid Leave Oregon program benefits for employees.

Contractual Employee Benefits - Amounts paid by the District resulting from negotiated agreement between the Board and the employee groups. Examples of expenditures would be health insurance, long-term disability, and tuition reimbursement.

524100 Group Health Insurance

- Employees' and employer's share of health insurance plan contributions paid by the District.

524200 Other Employer Paid Benefits

- Amounts paid by the District to provide life insurance coverage for eligible employees.

524300 Retiree Health Insurance

- Amounts paid by the District to cover retired employees eligible under the plan.

524400 DCU Union Contract Items

- PROFESSIONAL CONFERENCES – District Council of Unions (DCU) UNION ARTICLE. Travel costs such as lodging, meals, registration, and travel incurred by employees while attending approved conferences, seminars, and workshops related to the employee's work assignment. Membership dues should NOT be charged to this object; refer to object 564000.

524500 PAT Union Contract Items

- PERSONAL (OWNED) AUTO DAMAGE. Compensation paid to professional educators who sustain personal (owned) automobile damage caused by an accident while the employee is in the course and scope of District employment.
- PERSONAL PROPERTY LOSS. Compensation made to professional educators when clothing or other personal property, excluding automobile, is damaged or destroyed as the result of any unwarranted assault on the teacher's person suffered during the course of employment.

524510 PAT Union Tuition Reimbursement

- PAT UNION AGREEMENT, Payments made to employees for tuition reimbursement.

524520 PAT Union Professional Improvement Funds

- PROFESSIONAL CONFERENCES - PAT UNION AGREEMENT. Payments for costs such as lodging, meals, registration, and transportation incurred by a professional educator while attending approved professional conferences offered by PAT Union Agreement. The conferences, meetings, workshops, etc., can be either in or out of District. (Object 564000 used for dues or membership fees.)

524530 Early Retirement Benefits

- Amounts paid by the District to retired certificated employees eligible under the plan.

524600 PFSP District Inservices

- Inservice events for Portland Federation of School Professionals (PFSP) professional development and staff training.

530000 - Purchased Services

Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge who are not employees of the District.

Instructional, Professional, and Technical Services - Services in support of the instructional program and its administration. Included would be curriculum improvement services, counseling and guidance services, library and media support, and contracted instructional services.

531100 Instructional Services

- Non-payroll services performed by qualified persons or organizations providing one or more of the following: learning experiences for students, assistance to teachers and supervisors in enhancing the quality of the teaching process, student and parent solving problems to supplement the teaching process.

531200 Instructional Program Improvement Services

- Non-payroll services performed by persons qualified to assist teachers and supervisors in enhancing the quality of the teaching process. Includes curriculum consultants, in-service training specialists, etc.

531300 Student Services

- Non-payroll services of qualified personnel to assist students and their parents in solving mental and physical problems to supplement the teaching process.

531800 Local Meetings / Non-Instructional Staff Development

- Training fees for workshops, conferences, seminars and other staff development activities attended by non-instructional personnel excluding travel related costs. This includes meals or refreshments for training events and working business meetings.

531810 Non-Instructional Development - Professional Development Funds

- Fees for training workshops, conferences, seminars and other staff development activities using allocated Professional Development funding by licensed employees.

531900 Other Instructional, Professional, and Technical Services

- PERSONAL/PROFESSIONAL SERVICES. Personal/professional service contracts for instructional related services such as educational studies and consultant service contracts for instructional programs.
- GAME EXPENSES. Non-payroll services provided by non-District personnel for security, game officials, ticket takers, labor to line fields, facilities rental, etc.
- SERVICES PURCHASED FROM ANOTHER SCHOOL DISTRICT WITHIN THE STATE. Payments to another school district within the state for services rendered, other than tuition and transportation fees. Examples of services are data processing, purchasing, nursing, and guidance.

532100 Cleaning Services

- Services purchased to clean buildings or equipment other than those provided by District employees.

532200 Repairs and Maintenance Services

- CONTRACTED RENOVATION/REMODELING. Contractor costs for the renovation and remodeling of existing structures.

532400 Rentals

- RENTAL OF LAND AND BUILDINGS. Rentals for both temporary and long-range use. Some examples are administrative offices, garages, warehouse space, auditorium facilities, parking lots, classroom space, and playground space.
- RENTAL OF EQUIPMENT AND VEHICLES. Rentals for both temporary and long-range use. This includes bus and other vehicle rentals when operated by the District, and similar rental agreements such as for cable systems. Under such arrangements, ownership of the asset (i.e. equipment or vehicle) DOES NOT revert to the District at the end of the agreement.
- LEASE-PURCHASE OF EQUIPMENT AND VEHICLES. Lease-purchase of equipment and vehicles where the ownership of the asset (i.e. equipment or vehicle) DOES revert to the District at the end of the lease-purchase agreement.

532410 Leased Copy Machines

- Leasing or renting copy machines and the supplies to operate copy machines.

Energy/Utility Services **-** Expenditures for energy, such as natural gas, oil, gasoline, and expenditures for utility services supplied by public or private organizations.

532500 Electricity

532600 Fuel

- NATURAL GAS.
- OIL FOR HEATING.

532700 Water and Sewage

532800 Garbage

- DISPOSAL SERVICES. Pickup and handling of garbage by non-District employees.

532900 Other Property Services

- CONTRACTED BUILDING UPKEEP. Non-payroll services provided by outside vendors for repairs and maintenance of buildings.
- CONTRACTED EQUIPMENT SERVICES. Non-payroll services provided by outside vendors for repairs and maintenance of instructional and non-instructional equipment.
- TRANSPORTATION EQUIPMENT UPKEEP. Non-payroll services provided by outside vendors for repairs and maintenance of District buses.

Student Transportation Services **-** Contracted costs incurred in transporting students to and from instructional programs during the school term including District expenditures associated with: (a) Home-to-school transportation of students as scheduled by the local school board; (b) Student transportation between educational facilities either within or across district boundaries, if the facilities are used as part of the regularly scheduled instructional program approved by the board; (c) Student transportation for in-state field trips when such represents an extension of classroom activities for instructional purposes, and shall include out-of-state destinations within 50 miles of the Oregon border.

533110 Reimbursable - School Bus

533120 Reimbursable - Taxi Cab

533130 Reimbursable - In-Lieu

533140 Reimbursable - Tri-Met

533150 Reimbursable - Field Trips

533160 Reimbursable - Athletic Trips

533200 Non-Reimbursable Student Transportation

- Includes transportation costs for field trips not allowed for reimbursement by the state. Includes contract payments for transporting students on student activity trips, interscholastic athletic events, out-of-state field trips, or non-instructional field trips.

Travel - Expenditures for transportation, meals, hotels, and other travel related expenses for District related business.

534100 Travel, Local in District

- LOCAL TRAVEL AND MILEAGE. Reimbursement for mileage incurred within the 25-mile limitation by a District employee when conducting District business. Includes parking fees and taxi fares within the confines of the District.

534200 Travel, Out of District

- OUT-OF-TOWN TRAVEL. Payments for employee travel costs such as lodging, meals, and transportation incurred outside the 25-mile limitation when conducting District business, such as attending conferences and meetings. (Object 531800 used for registration costs of workshops and seminars for training purposes. Object 524500 used for conferences covered by PAT Union Agreement. Object 564000 used for dues and membership fees).

534210 Travel, Out of District - Professional Development Funds

- Employee travel costs such as lodging, meals, and transportation incurred outside the 25-mile limitation when attending training or workshops using allocated Professional Development funding by licensed employees.

534300 Travel, Student Activities

- STUDENT ACTIVITY EXPENSES. Student activities such as conferences, workshops, registration fees, entry fees, performance tickets, lodging and meals. (Object 533200 used for Non-Instructional transportation expenses related to these activities.)

534900 Other Travel

- INTERVIEW EXPENSE. Travel costs such as lodging, meals, and transportation incurred by a prospective employee for the District. Advance permission to use this object must be obtained from the Human Resources Department.

534901 Non-Reimbursable Student Academic Transportation

- Student bus passes / tickets provided for travel to and from school.

Communication - Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes internet, telephone and fax services, as well as postage and postage machine rental.

535100 Telephone

- Telephone services, cellular phones, toll charges, etc.

535300 Postage

- Postage stamps, postage machine rentals, etc.

535400 Advertising

- Printed announcements in professional periodicals and newspapers or announcements broadcast by way of radio and television networks. These expenditures include advertising for such purposes as personnel recruitment, legal requirements, and the sale of property.

535500 Printing and Binding

- Printing/copying/binding of forms, posters, publications, etc. Includes costs of leased copier machines used at schools and District sites.

535910 Fax

- Facsimile machine rental/use charges.

535920 Internet Fees

- 535990 Wide Area Network / Misc.

Charter School Payments - Expenditures to reimburse Charter Schools for instructional services rendered to students residing in the legal boundaries of the District.

536000 Charter Schools

Tuition - Expenditures to reimburse other educational agencies for instructional services rendered to students residing in the legal boundaries of the District.

537100 Tuition Payments to Other Districts In State

537300 Tuition Payments to Private Schools

537410 Tuition Fees for College Credit

Non-Instructional Professional and Technical Services - Services which by their nature can be performed only by persons with specialized skills and knowledge.

538100 Audit Services

- Fees paid to independent auditors, fees paid to actuaries, audit filing fees paid to the Secretary of State, and related costs.

538200 Legal Services

- Services of outside legal counsel.

538300 Architect and Engineering Services

- Expenditures for professional services of licensed professionals for consultation regarding the District's facilities.

538400 Negotiation Services

- Expenditures for services performed in negotiating contracts with any labor group.

538500 Management Services

- Services performed by persons qualified to assist management in policy matters or the general operation of the District. Includes consultant services, accounting and financial advisors, individually or as a team, to assist management in performing systematic studies and other services to enhance District effectiveness.

538600 Data Processing Services

- Non-payroll services performed by persons, organizations, or other agencies qualified to process data. This includes data processing organizations contracted to perform a specific task on a short-term basis.

538800 Election Services

- Ballots, poll books, and publications of official notices.

Other Non-Instructional Professional and Technological Services - Includes other professional and technical services that require specialized knowledge and skills.

538910 Security Services

- Non-payroll security services such as armored car services and school registration security.

538920 Staff Services

- Non-payroll services performed by qualified persons to assist in employing and assigning staff, including specialists in personnel counseling and guidance. (Used only in Funds 202 and in Grants.)

538930 Secretarial/Clerical Services

- Non-payroll services performed by qualified persons or from temporary service organizations.

538940 Professional Moving Services

- Non-payroll services performed by qualified persons or organizations to move materials, furniture, etc.

538950 Professional Health Care Services

- Non-payroll dental, vision, and/or medical services, etc.

538960 Professional Child Care Services

- Non-payroll services performed by qualified persons, organizations, or other agencies to provide child care services.

538970 Graphic Arts Services

- Non-payroll services performed by persons, organizations, or other agencies qualified in any form of visual artistic representation including painting, drawing, photography, etc.

538980 Laundering Services

- Non-payroll services relating to cleaning and/or laundering.

538990 Non-Instructional Personal/Professional Services

- Non-payroll personal/professional service contracts, outside consultant service contracts, appraisal services, outside translation & interpretation services, etc., not listed elsewhere.

538992 Custodial Services Contract

538995 Meal Services

- NUTRITION SERVICES MEALS FOR HEAD START. (Used by Grants only.)

540000 - Supplies & Materials

Material and freight costs for items of an expendable nature that are consumed, wear out, deteriorate from use, or are used in fabrication or as components of more complex products.

541000 Consumable Supplies

- SUPPLIES. Purchases of general supplies needed for use in offices and classrooms such as pencils, pens, art supplies, pre-printed forms, paintbrushes, test tubes, computer cables, and other office supplies. Cafeteria supplies such as small utensils, aprons, straws, napkins. Custodial supplies such as brooms, mops, soap, and garden hoses. Maintenance Shop supplies such as flashlights, batteries, sandpaper, drill bits, and adhesive. Printing supplies such as paper, and ink. Miscellaneous items such as uniforms and costumes.
- CUSTODIAL NON-CLEANING SUPPLIES. Non-cleaning supplies such as floor finish, gum seal, hand soap, paint, paper towels, rock salt, toilet tissue, etc.
- AUDIOVISUAL SUPPLIES. Audiovisual, graphic, and photographic supplies, blank audio and visual tapes and discs, overhead transparency film, mounting tissue, laminating supplies, film processing, etc.

541100 Loss Prevention

Cafeteria Needs - Expenditures that support the various needs of the department of Nutrition Services (NS).

541210 Bakery Products - NS only

541220 Dairy Products - NS only

541230 Donated Commodities - NS only

541240 Fruits and Vegetables - NS only

541250 Meat - NS only

541260 Staples - NS only

541270 Food Inventory Adjustment - NS only

Other Consumable Supplies - Expenditures that support the various needs of the District.

541310 Auto Parts and Batteries

541315 Tires

541320 Oil and Lubricants

- Bulk purchases for the maintenance garage or from a service station on an emergency basis only.

541325 Gas

- Bulk purchases for the maintenance garage or from a service station on an emergency basis only.

541330 Propane

- Bulk purchases for student transportation vehicles.

541400 Maintenance Materials

- Materials and supplies for the repair and maintenance of District buildings and equipment. (This object is only used by Facilities & Asset Management and Fund 601 Self-Insurance.)

541500 Inventory Adjustments

- Adjustments for overages (shortages) of warehouse supplies resulting from periodic inventory counts.

541600 Interdepartmental Charges

- Work order costs that are initiated and funded by departments and schools for minor improvement requests. Items such as installation of white boards, fixtures, internal material moves, etc.

541700 Discounts Taken

- Discounts received by the District for early payment of invoices.

Books and Periodicals - Expenditures for books, textbooks, and periodicals available for general use, including any reference books.

542100 Textbook Expansion

- Textbook purchases that are unique and outside the basic curriculum. Special one-time purchases to support expansion of classrooms, reconfiguration to K-8 schools, additional classrooms, individual school-based requirements, etc. Textbooks purchased against grants should be charged to this object.

542200 Textbook Adoption

- New curriculum adoption purchases at the District level.

542300 Textbook Replacement

- Purchase of textbooks damaged or lost to maintain the standard curriculum.

543000 Library Books

- LIBRARY AND REFERENCE BOOKS. Books for a new library or for materially expanding a present library, reference books for staff, repair of library books, etc.
- AUDIOVISUAL MEDIA. Motion pictures, recorded video and audio programs, charts, maps, rental of audiovisual materials, etc.

544000 Periodicals

- Subscriptions for any publications that appear at regular intervals, pamphlets, or newspapers.

544100 Online Periodical Subscriptions

- Subscriptions for any web-based or electronic publications used for instructional purposes.

Food (for Nutrition Services only) - Expenditures for food used in the school food service program. These objects are only used by Nutrition Services in Fund 202.

545100 Purchased Food - NS only

545200 Food Inventory Adjustments - NS only

- Adjustments for overages (shortages) of food inventory resulting from periodic inventory counts.

545210 Bakery Products - NS only

545220 Dairy Products - NS only

545240 Fruits and Vegetables - NS only

545250 Meat - NS only

545260 Nutritional Staples - NS only

545300 Donated Commodities - NS only

- Market value of food products received through the State from USDA (US Department of Agriculture).

Non-Consumable Supplies - Expenditures for items that are equipment, or are "equipment like," but which fail one or more of the tests for classification as Object 554100.

546000 Non-Consumable Supplies

- MINOR EQUIPMENT. Equipment items costing up to $4,999 not requiring asset tagging.

546100 Minor Equipment - Tagged

- MINOR EQUIPMENT. Equipment items costing up to $4,999 such as furniture, fixtures, VCRs, DVD players, projectors, televisions, camcorders, modems, cabling, etc., requiring tagging for asset control purposes.

547000 Computer Software

- Software program packages and site licenses, emulator boards, multi-protocol adapter boards, interface boards, font cartridges, etc.

548000 Computer Hardware

- Non-capital computer hardware such as desktops, laptops, iPads or Chromebooks, generally of value not meeting the capital expenditure criterion.

550000 - Capital Outlay

Expenditures for the acquisition of fixed assets, including land or existing buildings and improvements of grounds, construction of buildings, additions to buildings, initial equipment, additional equipment, and replacement of equipment.

551000 Land Acquisitions

- Land purchases; purchases of air rights, mineral rights, etc.

551100 Land Improvements

551200 Infrastructure

552000 Building Acquisitions and Improvements

- CONTRACTED BUILDING CONSTRUCTION. Contractor costs for new building construction and construction of additions to existing buildings.
- PURCHASE OF BUILDINGS.

553000 Improvements - Not Buildings

- Initial and additional improvement of sites, and adjacent ways after acquisition by the District. Consists of work as grading, landscaping, seeding, planting; new sidewalks, roadways, retaining walls, sewers and storm drains; installing hydrants; initial surfacing and soil treatment of athletic fields; furnishing and installing fixed playground apparatus, flagpoles, gateways, fences, demolition work and underground storage tanks which are not part of building service systems. Use objects 559000 or 567200 as appropriate for special assessments against the District for capital improvement such as streets, curbs, and drains.

553100 Leasehold Improvements

Depreciable Equipment **-** Expenditures for the initial, additional, and replacement items of equipment. An equipment item is a movable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles that meets all of the following conditions:

1. It has an anticipated useful life of more than 1 year.
2. It is of significant value, measured as original cost or estimated market value of $5,000 or more.
3. It retains its original shape and appearance with use.
4. It is nonexpendable; that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to repair it than to replace it with an entirely new unit.
5. It does not lose its identity through incorporation into a different or more complex unit or substance.

554100 Initial & Additional Equipment

- Any equipment purchase costing $5,000 or more such as machinery, furniture and fixtures, and vehicles (Object series 555000 used for technology related items.)

554110 Vehicles

- Automobiles, trucks, vans, etc.

Technology - Expenditures related to technology needs.

555010 Computers

- Capitol computer equipment and expenditures for computer hardware, related equipment, and other capital outlay for technology in excess of $5,000.

555020 Printers

555030 Software Capital Expense

- Purchase and upgrades of individual software programs in excess of $5,000.

555090 Miscellaneous Other Technology

- Technology equipment not categorized above in excess of $5,000.

Transportation – Expenditures for bus garages, buses, and capital bus improvements for student transportation.

556410 Buses/Capital Bus Improvements

Other Capital Outlay – Expenditures for all other Capital Outlay not classified above.

559000 Other Capital Outlay

- CAPITAL ASSESSMENTS. Assessments for capital improvements such as streets, curbs, and drains on District properties. This object is not to be used for any other purpose. (Object 567200 used for assessments charged by other governmental agencies to properties NOT adjacent to District properties.)

560000 - Other Objects (formerly known as Accounts)

Amounts paid for goods and services not otherwise classified. This includes expenditures for the retirement of debt, the payment of interest on debt, and payment of dues and fees.

561000 Redemption of Principal

- Expenditures that are from current funds to retire bonds, and principal portion of contractual payments for capital acquisitions.

562000 Interest

- Interest expense on indebtedness. Expenditures from current funds for interest on serial bonds, short-term loans and interest included in contractual payments for capital acquisitions.

562100 Interest (Except Bus/Garage)

562200 Interest - Bus/Garage

563000 Fiscal Charges

- BOND TRUSTEE FEES including bank service fees, check printing, deposit slips, deposit bags, etc.

563400 Bad Debt Expense

563500 Administrative Write-Off

- Used only by the Accounting Department.

564000 Dues and Fees

- Expenditures or assessments for membership in professional or other organizations or associations or payments to a paying agent for services rendered such as professional certifications, fingerprinting, miscellaneous fees, etc. (Do NOT include Internet fees, which should be charged to object 535920)

564010 Dues and Fees - Professional Development Funds

- Expenditures for membership in professional or other organizations or associations when using allocated Professional Development funding by Licensed Employees.

564100 Bond Issuance Cost

Insurance and Judgments

565100 Liability Insurance

- Premiums for insurance coverage against losses. (This object is only used by Fund 601 Self-Insurance.)

565200 Fidelity Bond Premiums

- Expenditures for bonds guaranteeing the District against losses resulting from the actions of the CFO, employees, or other persons of the District. Also recorded here are expenditures (not judgments) made in lieu of liability bonds.

565300 Property Insurance Premiums

- Premiums for insurance coverage on property against loss and damage. Charge to Program 25410 for buildings and Program 25510 for school buses. (This object is only used by Fund 601 Self-Insurance and Grant Funds.)

565350 Workers' Compensation Insurance Premiums

- Premiums for insurance coverage against Workers' Compensation claims.

565400 Student Insurance Premiums

- Expenditures for premiums on student accident insurance for students playing sports who are not covered by any other insurance program.

565500 Judgments and Settlements Against the District

- Expenditures from current funds for all judgments against the District that are not covered by liability insurance, but are of a type that might have been covered by insurance.

Other Insurance and Judgments

565910 Workers' Comp Claim Expense

- Compensation made on behalf of employees due to a work-related accident. (This object is only used by Fund 601 Self-Insurance.)

565915 Workers' Comp Recovery

565920 Workers' Comp Assessment

- Assessment fees as established by the Workers' Compensation Board. (This object is used only by Fund 601 Self-Insurance.)

565930 Deductible Insurance Loss

- Costs resulting from automobile accidents, fire loss, building damage, etc., which are not reimbursable by insurance. Also recorded here are any expenditures made in lieu of liability insurance, and accident coverage. (This object is only used by Fund 601 Self-Insurance.)

565945 Property Damage Recovery

565946 Fire Loss Recovery

565947 Auto Loss Recovery

565948 Liability Loss Recovery

Taxes and Licenses

567100 Permits

- Permit costs for buildings, elevators, OSHA, FCC, etc.

567200 Public Assessments

- Property taxes and assessments charged by other governmental agencies for improvements to District properties or adjacent properties. (Use object 559000 for capital improvement assessments to District properties.)

568000 PERS UAL Lump Payment

569000 Grant Indirect Charges

- Covers administrative overhead expenses. (This object is only used by Grants.)

570000 - Transfers

571000 Transfers to Other Funds

- Transactions conveying money from one fund to another, generally in the form of payments from the General Fund to some other fund (used only with Budget Office approval). They are not recorded as expenditures.

572000 Pass-Through

- Used by Grants only to record pass-through of federal monies to other entities.

Other Uses of Funds

581000 Operating Contingency

581100 Payments of Refunded Debt

581200 Discounts on Issuance of Long-Term Debt

DESCRIPTION OF FUNCTION CODES

10000 - Instruction

Activities dealing directly with the teaching of students, or the interaction between teacher and students. Included here are the activities of instructional assistants of any type that assist in the instructional process. Expenditures for teachers' travel within the District in connection with teaching assignments are considered costs of instruction.

10000 - Regular Programs - Instructional activities designed primarily to fully prepare students to make productive life decisions as community members, family members, and workers.

- 1000A - Instructional Substitutes
- 1000B - Unassigned Teachers

11100 Elementary and K-8 School Instruction

- 11111 - Elementary Programs; Grades K-5
- 11112 - Elementary 1-5 Homeroom
- 11113 - Elementary Consolidated Budget; supplies, textbooks, extended hours, etc., in K-5 and K-8 schools
- 11119 - Kindergarten Homeroom
- 11131 - Elementary Extracurricular Activities; K-5 and K-8 schools

11200 Middle School Instruction

- 11211 - Middle School Program; Grades 6-8
- 11212 - Middle School Homeroom
- 11213 - Middle School Consolidated Budget; supplies, textbooks, extended hours, etc., in middle schools
- 11221 - Middle School Extracurricular Activities

11300 High School Instruction

- 11311 - High School Program; Grades 9-12
- 11312 - High School Homeroom
- 11313 - High School Consolidated Budget; supplies, textbooks, extended hours, etc., in high schools
- 11321 - High School Extracurricular Activities
- 11322 - Athletic Activities

11400 Pre-Kindergarten Programs

- 11401 - Early Childhood Education Centers (ECEC); programs for pre-kindergarten pupils in select schools
- 11402 - Head Start; Federal program that provides services to low-income pre-kindergarten pupils and their families

12000 - Special Programs - Instructional activities designed primarily to provide support for students with special needs.

12100 Programs for the Talented and Gifted

- 12100 - Talented and Gifted (TAG)

12200 Restrictive Programs for Students with Disabilities - Special learning experiences for students with disabilities who spend half or more of their time in a restricted setting. These learning experiences include, but are not limited to, such areas as Structured Learning Centers (SLC), Intensive Learning Centers (ILC), Developmental Kindergarten, Community Transition Centers (CTC), Life Skills with Nursing Services, Out-of-District programs, Home Instruction, Extended School Year programs, Diagnostic Classrooms, and Functional Living Skills.

- 12210 - Restrictive Programs
- 12211 - Functional Living Skills
- 12212 - Communication Behavior - Academic
- 12213 - Intensive Skills - Academic
- 12214 - Communication Behavior - Functional
- 12215 - SLC/ILC - Intensive Learning Center
- 12216 - Deaf/Hard of Hearing Classroom
- 12217 - Social Emotional - Behavior
- 12218 - Social Emotional - Intensive
- 12219 - Social Emotional - Fragile
- 12221 - SLC - Developmental Kindergarten
- 12230 - Life Skills/CTP
- 12241 - Intensive Skills - Functional
- 12251 - Direction Services
- 12253 - Out-of-District Programs
- 12261 - Home Instruction
- 12271 - Extended School Year
- 12282 - Behavior Intervention Classroom Diagnosis
- 12291 - Skilled Nursing Care Facilities
- 12292 - Assistive Technology Services
- 12293 - Other Individualized Instruction

12500 Less Restrictive Programs for Students with Disabilities - Special learning experiences for students with disabilities outside the regular classroom such as Resource Rooms where students with disabilities go during certain periods of the school day to receive remedial instruction in specific subject areas.

- 12501 - Resource Center Classrooms
- 12502 - Instructional Specialists
- 12503 - Individual Educational Assistants - General Ed Classroom
- 12504 - Deaf/Hard of Hearing
- 12505 - Vision Services
- 12506 - Interpreter Services
- 12507 - Behavior Program - Less Restrictive
- 12508 - Deaf/Blind Program
- 12509 - Orthopedic Services
- 12510 - Less Restrictive Programs
- 12511 - Deaf/Hard of Hearing Itinerant Services
- 12512 - Autism Services
- 12520 - Team-Communication Behavior

12600 Early Intervention - Services of treatment and habilitation designed to address a child's developmental deficits in sensory, motor, communication, self-help, and socialization areas.

- 12601 - SKIP Screening (Screening Kids for Intervention & Prevention) - Birth to Age 5
- 12602 - MESD Early Intervention Evaluations
- 12603 - Early Childhood Special Education (ECSE) Evaluations
- 12604 - Early Intervention/Early Childhood Special Ed (EI/ECSE)
- 12606 - Subcontractor Contracts
- 12607 - Portland Early Intervention Program (PEIP)
- 12609 - Albina Head Start
- 12613 - PEIP Peer Tuition

12700 Educationally Disadvantaged - Instructional activities designed for students who are disadvantaged due to socioeconomic status or other circumstances that can affect their educational opportunities.

- 12710 - Remediation
- 12720 - Title I: Federal program that provides additional support for schools that serve low-income students
- 12721 - Title I: Supplemental Educational Services; programs for students attending schools failing to meet Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act of 2001 (NCLB)
- 12722 - Title I: Teacher Professional Development
- 12723 - Title I: Human Resources Training on NCLB

- 12724 - Title I: Project Return Homeless; program designed to remove barriers to school enrollment and provide stability in school for students in homeless living situations
- 12725 - Title I: Summer School
- 12726 - Title I: School Choice Transportation
- 12727 - Title I: Performance Assistance
- 12728 - Title I: Accelerated Learning

12800 Alternative Education - Learning experiences for students who are at risk of dropping out of school, are not succeeding in a regular classroom setting, or may be more successful in a non-traditional setting.

- 12811 - Public Alternative Programs; programs provided by other public agencies
- 12821 - Community-Based Programs; programs provided by private agencies
- 12831 - Delayed Expulsion School Counseling Center (DESCC)
- 12832 - Classroom Alternative Education
- 12833 - Evening Programs
- 12835 - Indian Education
- 12870 - Targeted Transition
- 12872 - Transition Center
- 12880 - Charter Schools
- 12891 - Contract Programs
- 12892 - Alternative Education Instructional Support
- 12893 - CEIS (Coordinated Early Intervention Services)

12900 Designated Programs - Special learning experiences for other students with special needs, including English as a Second Language (ESL) and English Language Learner (ELL) students, teen parents and migrant education.

- 12910 - English as a Second Language Programs
- 12911 - ESL/Bilingual in K-5 and K-8 schools
- 12912 - ESL/Bilingual in middle schools
- 12913 - ESL/Bilingual in high schools
- 12914 - Bilingual Assessment Services
- 12921 - Parent Education/Pregnancy Prevention
- 12922 - Teen Parenting Services
- 12930 - Migrant Education
- 12991 - Private School Instruction; provided by District staff in area private schools
- 12992 - Section 504/Americans with Disabilities Act (ADA) Accommodation

14000 - Summer School Programs - Instructional activities as defined under 11000 Regular Programs carried on during the period between the end of the regular school term and the beginning of the next regular school term; this does not include the summer term of a 12-month school year.

- 14100 - Summer School, Elementary (grades K-5)
- 14200 - Summer School, Middle (grades 6-8)
- 14300 - Summer School, High (grades 9-12)

20000 - Support Services

Services which provide administrative, technical, personal (such as guidance and health), and logistical support to facilitate and enhance instruction.

21000 - Student Support Services - Activities designed to assess or improve the success and wellbeing of students and supplement instruction.

21100 Attendance and Social Work Services

- 21110 - Attendance/Social Work Services Area Direction
- 21120 - Attendance Services; assessment of attendance patterns and response to attendance problems
- 21130 - Social Work Services
- 21131 - Behavior Intervention
- 21141 - Special Education (SPED) Data Services
- 21150 - Student Safety (campus security agents, campus monitors, crossing guards, etc.)
- 21170 - Migrant Identification and Recruitment
- 21191 - Child Development Services
- 21192 - Student Discipline Services
- 21193 - Drug and Alcohol Services

21200 Guidance Services

- 21210 - Guidance Services Area Direction
- 21220 - Counseling Services
- 21221 - Counseling College Preparation
- 21240 - Student Guidance Information Services
- 21262 - Vocational Education Placement Services

21300 Health Services

- 21320 - Medical Services
- 21330 - Dental Services
- 21390 - Other Health Services

21400 Psychological Services

- 21400 - Psychological Services
- 21420 - Psychological Testing Services

21500 Speech Pathology and Audiology Services

- 21520 - Speech Pathology; identification and guidance of students with speech and language disorders
- 21530 - Audiology; identification and guidance of students with hearing loss
- 21580 - Access Services - Special Education (SPED) Technology
- 21590 - Other Speech Pathology and Audiology Services

21600 Other Student Treatment Services

- 21601 - Occupational Therapy
- 21602 - Physical Therapy
- 21603 - Adaptive Physical Education
- 21604 - Feeding Team - Training

21900 Student Support - Service Direction

- 21901 - Program Administration/Supervision
- 21902 - Administration
- 21903 - Collaborative Supports Team
- 21905 - Third Party Medical Reimbursement
- 21906 - IEP Writing/Meetings for Special Education Staff
- 21907 - IEP Writing/Meetings for General Education Staff
- 21908 - TAG Plan Writing

22000 - Instructional Staff Support Services - Activities associated with assisting instructional staff with the content and process of providing learning experiences for students.

22100 Improvement of Instruction Services

- 22110 - Improvement of Instruction Services Area Direction
- 22130 - Curriculum Development
- 22131 - Curriculum Development - K-5
- 22132 - Curriculum Development - 6-8
- 22133 - Curriculum Development - HS
- 22191 - Multicultural/Multiethnic Services
- 22192 - School Improvement Funds
- 22193 - School Improvement Plan (SIP) Development
- 22194 - Immersion Support & Administrative Services
- 22195 - Teaching Innovation Support

22200 Educational Media Services

- 22210 - Educational Media Services Area Direction
- 22220 - Library/Media Services
- 22230 - Multimedia Services
- 22240 - Educational Television Service
- 22251 - KBPS Programming and Production (KBPS is Benson High School's on-campus radio station)
- 22252 - KBPS Broadcasting
- 22253 - KBPS Program Information
- 22254 - KBPS Fundraising
- 22255 - KBPS Underwriting Grant Canvassing
- 22256 - KBPS Management and General Support
- 22257 - KBPS National Program Acquisition
- 22291 - Textbook Services
- 22292 - Classroom Technology Services
- 22293 - Curriculum Distribution

22300 Assessment and Testing

- 22301 - Assessment System Design
- 22302 - Measurement & Assessment
- 22304 - General Equivalency Diploma (GED) Assessment & Testing
- 22305 - Assessment Reporting

22400 Instructional Staff Development

- 22401 - Instructional Consultants
- 22402 - Instructional Specialists
- 22403 - Autistic Services
- 22410 - Instructional Staff Training Services
- 22411 - Instructional Staff Training - K-5
- 22412 - Instructional Staff Training - 6-8
- 22413 - Instructional Staff Training - HS
- 22420 - Portland Teacher Program; recruits/supports teacher candidates of color in their professional training
- 22430 - New Teacher Orientation
- 22440 - Occupational Therapists/Physical Therapists

23000 - General Administration Support Services - Activities associated with the overall general administrative or executive responsibility for the entire District.

23100 Board of Education Services

23200 Executive Administration Services

- 23210 - Office of Superintendent
- 23211 - Executive Administration
- 23212 - Assistant Superintendent
- 23240 - State and Federal Relations
- 23291 - General Administration/Contracts
- 23292 - Legal Services
- 23293 - Operational Support Services
- 23294 - School Standards/Accreditation
- 23295 - Strategic Planning

24000 - School Administration - Activities associated with school direction and supervisory responsibility.

24100 Office of the Principal Services

- 24101 - School Administrative Services
- 24102 - School Curriculum Services
- 24103 - School Business Services

24900 Other School Administration Support

- 24901 - Graduation Services
- 24910 - Licensed Administrator Professional Development
- 24920 - School Closure

25000 - Business Support Services - Activities associated with the purchasing, paying for, transporting, exchanging, and maintaining goods and services for the District.

25100 Direction of Business Support Services
25100 - Direction of Business Support

25200 Fiscal Services

- 25210 - Direction of Fiscal Services
- 25220 - Budgeting Services
- 25231 - Funding Management Activities
- 25240 - Payroll Services
- 25250 - Financial Accounting Services

- 25260 - Internal Auditing Services
- 25270 - Property Accounting Services
- 25281 - Risk Management Service Area Direction
- 25282 - Employer-at-Injury Program (EAIP) Worksite Modifications
- 25283 - Liability Claims
- 25284 - Property/Fire Loss
- 25285 - Workers' Compensation
- 25286 - Worksite Safety
- 25287 - Mandated Health Services
- 25288 - Risk Control Initiatives
- 25291 - Enrollment Services
- 25292 - Family Support Centers

25400 Operation and Maintenance of Plant Services

- 25410 - Operation and Maintenance Services Area Direction
- 25411 - Project Management
- 25421 - Custodial Services
- 25422 - Environmental Health and Safety
- 25423 - Utilities Services
- 25424 - Property Management
- 25430 - Care and Upkeep of Grounds
- 25441 - Maintenance Workforce
- 25442 - Other Funded work
- 25443 - Vehicle Operation/Maintenance
- 25444 - Multicraft Services
- 25445 - Electrical Services
- 25446 - Mechanical Services
- 25460 - Security Services
- 25490 - Other Operations and Maintenance

25500 Student Transportation Services

- 25510 - Transportation Administration
- 25520 - Transportation Operations
- 25530 - Transportation Fleet Maintenance
- 25540 - Transportation Routing Services
- 25550 - Transportation Safety and Training
- 25580 - Special Education Transportation Services

25700 Internal Services

- 25710 - Internal Services Area Direction
- 25720 - Purchasing Services
- 25730 - Warehousing/Distribution Services
- 25740 - Printing, Publishing and Duplicating Services
- 25790 - Other Internal Services

26000 - Central Support Services - Activities that support each of the other instructional and supporting service programs.

26200 Planning, Research, Development, Evaluation, Grant Writing and Statistical Services

- 26210 - Service Area Direction
- 26211 - Evaluation Services Direction
- 26212 - Grant Writing Direction
- 26220 - Development Services
- 26230 - Evaluation Services
- 26240 - Planning Services
- 26250 - Research Services
- 26260 - Grant Writing Services
- 26270 - Statistical Services
- 26271 - Accountability & Reporting

26300 Communication Services

- 26320 - Internal Information Services
- 26330 - Public Information Services
- 26331 - Volunteer Activities and Recognition
- 26340 - Management Information Services
- 26350 - Translation Services

26400 Staff Services

- 26410 - Staff Services Area Direction
- 26420 - Recruitment and Placement Services
- 26430 - Staff Accounting Services
- 26440 - Health Reimbursement Arrangement (HRA) Benefits Program
- 26491 - Staff Services
- 26492 - Non-Instructional Staff Development
- 26493 - Staff Relations and Negotiations

26600 Technology Services

- 26610 - IT Service Area Direction
- 26611 - IT Project Management
- 26620 - Systems Analysis Services
- 26631 - Student Information Systems
- 26632 - Business Information Systems
- 26634 - Web Information Systems
- 26635 - Systems Development and Integration
- 26641 - Technical Operations
- 26642 - Information Security
- 26643 - Client Services and Collaboration
- 26691 - Central Telecommunication Services
- 26696 - School Hardware Modernization
- 26697 - Technical Training Services
- 26698 - Infrastructure Development
- 26699 - Systems Development

26700 Records Management Services

- 26700 - Records Management Services

26900 Other Support Services - Central

- 26901 - District Equity
- 26902 - Partnership Development

30000 - Enterprise and Community Services

Enterprise services are activities financed and operated similarly to private business enterprises, providing goods and services to students or the general public and financed primarily through user fees or community programs. Community services are activities which are not directly related to the provision of education for pupils in the District. These include services such as community recreation programs, civic activities, public libraries, programs of custody and care of children, and community welfare activities provided by the District for the community as a whole or in part.

31000 Food Services - Activities concerned with providing food to students and staff in the District.

- 31100 - Food Services Administration
- 31200 - Food Preparation and Service
- 31220 - BESC Deli
- 31230 - Fresh Fruit & Vegetable Program
- 31300 - Food Delivery Services
- 31900 - Nutrition Education/Other
- 31910 - Summer Nutrition

33000 Community Services - Activities which are not directly related to the provision of education to pupils.

40000 - Facilities Acquisition and Construction

Activities associated with the acquisition of land and buildings, major remodeling and construction of buildings and major additions to buildings, initial installation or extension of service systems and other built-in equipment, and major improvements to sites.

- 41100 - Service Area Direction
- 41200 - Site Acquisition and Development
- 41500 - Building Acquisition, Construction, and Improvement Services
- 41905 - Capital Bond Planning
- 41910 - Relocation Projects

50000 - Other Uses

Activities included in this category are servicing the debt of the District, conduit-type transfers from one fund to another fund, and apportionment of funds by the Educational Service District (ESD).

- 51100 - Long-Term Debt Service
- 51200 - Short-Term Debt Retirement
- 52100 - Fund Transfers
- 54100 - PERS Unfunded Actuarial Liability (UAL)

60000 - Contingencies

Expenditures which cannot be foreseen and planned in the budget process.

- 61100 - Operating Contingency

70000 - Unappropriated Ending Fund Balance

An estimate of funds needed to maintain operations of the District from July 1 of the ensuing fiscal year and the time when sufficient new revenues become available to meet cash flow needs of the fund.

- 71100 - Ending Fund Balance

PORTLAND PUBLIC SCHOOLS

2023-24 SCHOOL REPORTS

VOLUME #2

FISCAL YEAR JULY 1, 2023 - JUNE 30, 2024

Portland Public Schools
School District No . 1J,
Multnomah County, Oregon

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INDIVIDUAL SCHOOL REPORTS

Portland Public Schools provides transparency around how resources are allocated to schools through the individual school reports. Starting in 2019-20 these reports have been provided as part of the Annual Budget documents. Quality information is a prerequisite for sound data-based decisions. This update has been released so that decision-makers and the public have the information to better understand our individual schools during the current budget process.

The following pages have a summary report comparing all schools and then a report for each individual school which summarizes numerous staff FTE, financial and student data points over the past three to five years and where available, the projected and budgeted data. The Sections outlined below are in order as they appear on each school's report.

Enrollment Data

The enrollment data reflects five years of actual enrollment at the school as of October 1st of each year. Additionally, three years of projected enrollment are provided. The first year of the projected enrollment (2023-24) will be used for the budgeted year of school staffing FTE allocations.

If the school has a co-located program, the enrollment data is displayed separately for the neighborhood versus the immersion program.

School Staff

The school staffing data is broken into multiple sections to provide different insights. There are five years of actual Staff FTE listed and the budgeted year of Staff FTE.

School Allocated FTE by Position

These are the FTE that are allocated directly to the school, as part of school staffing, based on the projected enrollment and staffing thresholds for the year. See the School Staffing explanation in the Informational Section of the Budget Book for more information about the FTE allocated directly to schools.

With a large investment made in Instructional Coaches for the 2023-24 school year, the Instructional Coach FTE has been combined with Instructional Specialist FTE.

Centrally Allocated FTE by Position (CASR)

These are the FTEs that are not allocated directly to the school, but are a central resource that are allocated by the central department. Special Education and ESL FTEs are allocated based on students' needs at each school. See the School Staffing explanation in the Informational Section of the budget book for more information about the Special Education and ESL staffing.

Overall Students per FTE

The total enrollment is divided by the total FTE to show how many students per FTE are in the school each year. The school allocated and centrally allocated FTE are both used in the equation. A smaller ratio means there are more staffing resources per student.

School Allocated FTE by Funding Source (not CASR)

This a different view of the FTE allocated directly to the school, as it shows the funding source for the FTE. The funding sources available to each school varies, and this presents a more complete picture of how all of the FTE are funded at the school.

Since the Student Investment Act (SIA) and Measure 98 are both Oregon specific investments that fund large amounts of FTE, Measure 98 has been combined with SIA now in the SIA/M98 row. In previous years, Measure 98 was included in Other.

School Financial Data

The school financial data shows four years of actual financial data along with the projected budget.

Dollars per Student

The total dollars are divided by the total enrollment to show how many dollars per student are allocated to the school each year. The centrally allocated FTE are not included in the total dollars for this equation.

Demographic Data

The actual student demographic data are displayed for the current year and past four years. The demographic data displayed are some of the data points that are factored into school staffing (Combined Underserved and Free-Direct Certification).

Combined Underserved is the percentage of students who are identified as at least one of the groups considered Historically Underserved (HU). Combined Historically Underserved students include:

- Special Education Eligibility
- Limited English Proficiency
- Free meal eligibility by Direct Certification (see below for definition)
- Identification as any the following races:
    - African-American
    - Latino
    - Native American
    - Pacific Islander
    - Multiracial, which includes any of the races listed above

Free-Direct Certification is a proxy measure to determine economic disadvantage. Direct Certification is based on income level or a categorical reason such as participation in the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, or Foster Care.

The races that are not considered to be Combined Underserved are also displayed to give a complete picture of the race/ethnicity make-up of the students at the school.

Student Performance Data

Three years of the student performance data are usually displayed for Math and English Language Arts. However, due to the COVID pandemic, the statewide assessments were halted and performance data are unavailable for 2019-20 and 2020-21, so 2018-19 and 2021-22 are both included. The participation rate is displayed along with the percentage of students scoring at each level for each test. The graph represents the percentage of students scoring a Level 3 or 4 on the assessments (above 0%) and the percentage scoring a Level 1 or 2 (below 0%). 0% represents the base level to be college or career ready.

Four Year Cohort Graduation Rate

Multiple years of the four year cohort graduation rates are listed for each of the high schools. This is the graduation rate for students who graduated from high school within four years of starting high school (on-time). The latest available data is displayed.

Schools in Need of Additional Supports

If a school is identified as a school in need of additional supports, there will be a note(s) in the upper right-hand corner indicating which group of additional supports the school falls under.

The groups include Title I, CSI, and TSI, and reflect the most current data available.

Title IA is a Federal grant that is intended to support students in poverty. Elementary, middle and K-8 schools are identified as Title I where at least 33% of the students would qualify for free meals through Direct Certification. High schools only receive Title I funding if they are identified as "High Poverty" by a Direct Certification percentage of 46.8%, which is equivalent to 75% Free or Reduced Price Meals under the prior calculation method.

CSI and TSI are federally required designations under the Every Student Succeeds Act (ESSA), with CSI indicating Comprehensive Supports for Improvement and TSI representing Targeted Supports for Improvement. Targeted means the school has been identified as needing additional support for specific subgroups of students, whereas Comprehensive means all subgroups of students at the school have been identified as needing additional support.

There were changes to the ESSA designations for the 2023-24 school year, so the notes indicate if a school was previously designated, but is no longer designated at all or what the current designation is.

PPS

Achievement, Students per FTE and Dollars-per-student, by School

Sorted by grade band and 2023-24 $ per student

School Name	% Proficient on State Exams: 2021-22 Math	% Proficient on State Exams: 2021-22 English LA	Students per FTE (School General Fund, Title-I, Foundation, Grants, including Special Education, ESL, Nutrition Services, etc.): 2019-20 Students per FTE	2020-21 Students per FTE	2021-22 Students per FTE	2022-23 Students per FTE	2023-24 Students per FTE	Dollars per Student (School General Fund, Title-I, Foundation, Grants; excludes Special Education, ESL, Nutrition Services, etc.): 2019-20 $ per Student	2020-21 $ per Student	2021-22 $ per Student	2022-23 $ per Student	2023-24 $ per Student	2022-23 Free Meals by DC%	2023-24 School Type (Programs), ODE status, and Title-I
Alliance			5.2:1	4.8:1	3.6:1	4.2:1	4.4:1	$16,076:1	$19,205:1	$27,155:1	$25,055:1	$25,268:1	33%	9-12 CSI
Benson	15%	33%	10.8:1	9.4:1	8.3:1	7.7:1	7.9:1	$7,483:1	$8,884:1	$10,973:1	$11,840:1	$12,552:1	22%	9-12 (Professional, Technical, Health Occupations)
Jefferson			8.1:1	7.3:1	6.8:1	6.6:1	6.9:1	$9,347:1	$10,430:1	$11,374:1	$11,898:1	$12,252:1	43%	9-12 (Middle College Program)
Roosevelt	6%	38%	9.2:1	8.9:1	8.7:1	8.6:1	8.7:1	$7,066:1	$8,396:1	$9,261:1	$10,197:1	$10,875:1	31%	9-12 (Advanced Placement, PSU Inquiry Partnership) TSI
McDaniel		28%	8.9:1	8.8:1	9.4:1	9.1:1	9.4:1	$8,492:1	$8,598:1	$8,854:1	$9,464:1	$9,768:1	28%	9-12 (Advanced Placement, AVID, STEM Programs) TSI
Franklin	24%	43%	12.4:1	11.8:1	11.5:1	11.2:1	10.7:1	$6,933:1	$7,288:1	$8,273:1	$8,315:1	$9,176:1	23%	9-12 (Advanced Placement, Dual-Credit Courses) TSI
Lincoln	28%	66%	13.3:1	12.8:1	12.4:1	12.1:1	12.0:1	$7,129:1	$7,755:1	$8,534:1	$8,303:1	$8,681:1	7%	9-12 (International Baccalaureate)
Cleveland	58%	74%	12.4:1	12.3:1	12.5:1	11.3:1	11.6:1	$6,966:1	$7,388:1	$7,756:1	$8,227:1	$8,268:1	10%	9-12 (International Baccalaureate)
Ida B. Wells-Barnett	17%	20%	12.6:1	11.7:1	12.0:1	11.3:1	11.3:1	$6,949:1	$7,587:1	$7,887:1	$7,838:1	$8,065:1	10%	9-12 (Advanced Placement, Computer Sciences)
Grant	42%	86%	12.7:1	12.5:1	12.9:1	12.7:1	12.8:1	$6,489:1	$6,751:1	$7,062:1	$7,119:1	$7,624:1	7%	9-12 (Advanced Placement, Dual-Credit Courses)
Metro. Learning Center	47%	69%	10.2:1	9.6:1	8.6:1	8.2:1	8.3:1	$8,665:1	$9,658:1	$10,964:1	$11,845:1	$12,233:1	11%	K-12 (Alternative Program)
George	9%	23%	8.0:1	7.2:1	6.2:1	5.8:1	5.6:1	$7,777:1	$9,505:1	$11,610:1	$12,383:1	$14,587:1	51%	6-8 (Spanish Immersion) CSI Title I
Harriet Tubman	23%	34%	8.3:1	8.2:1	6.8:1	6.3:1	6.4:1	$8,433:1	$8,994:1	$11,462:1	$13,007:1	$14,220:1	35%	6-8 (Mandarin Immersion) TSI Title I
Harrison Park	21%	32%	8.6:1	8.2:1	7.0:1	7.4:1	6.9:1	$8,051:1	$9,085:1	$10,891:1	$11,086:1	$13,252:1	49%	6-8 (Mandarin Immersion) TSI Title I
Roseway Heights	25%	34%	10.7:1	10.6:1	9.4:1	8.4:1	8.3:1	$7,418:1	$7,529:1	$8,938:1	$10,537:1	$12,419:1	34%	6-8 (Spanish Immersion) TSI Title I
Lane	10%	23%	8.5:1	8.0:1	6.7:1	6.0:1	6.8:1	$7,568:1	$9,300:1	$11,559:1	$13,137:1	$12,237:1	41%	6-8 (Russian Immersion) TSI Title I
Beaumont	45%	48%	9.8:1	8.4:1	7.9:1	7.6:1	7.2:1	$7,196:1	$9,258:1	$10,123:1	$10,089:1	$10,800:1	19%	6-8 (Spanish Immersion) TSI
Ockley Green	23%	39%	9.6:1	9.4:1	9.2:1	8.6:1	9.0:1	$7,428:1	$8,343:1	$8,464:1	$9,684:1	$9,808:1	29%	6-8 (Spanish Immersion) TSI
Kellogg	24%	34%			9.6:1	8.1:1	9.1:1			$8,770:1	$9,618:1	$9,726:1	32%	6-8 (Spanish Immersion)
da Vinci	42%	59%	12.4:1	12.0:1	10.4:1	10.7:1	10.2:1	$6,350:1	$6,776:1	$7,818:1	$8,541:1	$9,539:1	20%	6-8 (Arts Focus)
Mt Tabor	44%	62%	14.2:1	13.6:1	12.4:1	11.3:1	10.8:1	$6,144:1	$6,783:1	$7,801:1	$8,584:1	$9,494:1	8%	6-8 (Japanese & Spanish Immersion)
Hosford	45%	63%	12.2:1	12.5:1	12.0:1	11.6:1	10.3:1	$5,609:1	$6,104:1	$7,705:1	$7,621:1	$8,871:1	18%	6-8
Gray	47%	70%	13.5:1	11.3:1	10.9:1	11.4:1	11.2:1	$5,843:1	$7,261:1	$8,016:1	$7,553:1	$8,637:1	12%	6-8
Sellwood	49%	68%	15.6:1	13.8:1	12.4:1	12.8:1	12.6:1	$5,826:1	$6,873:1	$7,908:1	$7,486:1	$8,149:1	8%	6-8
Jackson	47%	61%	12.8:1	12.0:1	11.1:1	11.2:1	11.0:1	$5,645:1	$6,410:1	$7,161:1	$6,938:1	$8,059:1	16%	6-8 (Bernstein Artful Learning)
West Sylvan	60%	71%	14.9:1	13.6:1	12.7:1	12.7:1	12.7:1	$5,794:1	$6,699:1	$7,428:1	$7,018:1	$7,710:1	9%	6-8 (Spanish Immersion)
Faubion	15%	26%	8.3:1	7.7:1	7.0:1	6.4:1	6.7:1	$8,129:1	$9,696:1	$11,487:1	$12,405:1	$14,352:1	44%	PK-8 TSI Title I
César Chávez	12%	18%	8.2:1	8.2:1	7.3:1	6.7:1	7.0:1	$8,666:1	$9,620:1	$11,728:1	$12,597:1	$13,619:1	46%	K-8 (Spanish Immersion) TSI Title I
Skyline	62%	67%	9.9:1	7.7:1	9.2:1	9.1:1	8.9:1	$8,962:1	$12,031:1	$10,359:1	$10,671:1	$11,697:1	9%	K-8
Odyssey	66%	75%		12.6:1	10.8:1	10.6:1	10.2:1		$7,477:1	$8,736:1	$8,936:1	$10,296:1	2%	K-8
Astor	37%	49%	10.6:1	9.8:1	9.6:1	7.8:1	9.0:1	$7,925:1	$9,238:1	$9,627:1	$10,784:1	$10,038:1	21%	K-8
Sunnyside Environmental	50%	58%	12.5:1	12.4:1	11.2:1	11.0:1	10.9:1	$6,769:1	$7,279:1	$8,551:1	$8,524:1	$9,549:1	12%	K-8 (Environmental Curriculum)
Winterhaven	83%	85%	12.8:1	12.0:1	11.2:1	11.5:1	11.6:1	$7,180:1	$8,114:1	$8,375:1	$8,464:1	$9,170:1	10%	K-8 (STEM Focus)
Vernon	47%	56%	12.4:1	11.1:1	10.5:1	11.8:1	11.4:1	$6,653:1	$8,455:1	$9,282:1	$8,449:1	$9,074:1	26%	K-8
Access	88%	93%	9.5:1	11.1:1	10.8:1	11.4:1	11.6:1	$9,607:1	$9,133:1	$9,711:1	$7,936:1	$8,701:1	4%	1-8
Laurelhurst	63%	80%	14.1:1	13.7:1	12.7:1	13.3:1	12.9:1	$6,489:1	$7,004:1	$7,478:1	$7,465:1	$8,487:1	6%	K-8
Beverly Cleary	67%	75%	12.8:1	12.4:1	12.7:1	11.8:1	11.3:1	$6,445:1	$7,139:1	$7,173:1	$7,484:1	$8,176:1	4%	K-8

See Individual School Reports for more detail and context.

Achievement, Students per FTE and Dollars-per-student, by School

Sorted by grade band and 2023-24 $ per student

School Name	% Proficient on State Exams: 2021-22 Math	% Proficient on State Exams: 2021-22 English LA	Students per FTE (School General Fund, Title-I, Foundation, Grants, including Special Education, ESL, Nutrition Services, etc.): 2019-20 Students per FTE	2020-21 Students per FTE	2021-22 Students per FTE	2022-23 Students per FTE	2023-24 Students per FTE	Dollars per Student (School General Fund, Title-I, Foundation, Grants; excludes Special Education, ESL, Nutrition Services, etc.): 2019-20 $ per Student	2020-21 $ per Student	2021-22 $ per Student	2022-23 $ per Student	2023-24 $ per Student	2022-23 Free Meals by DC%	2023-24 School Type (Programs), ODE status, and Title-I
Rosa Parks	6%	11%	8.0:1	7.4:1	6.0:1	5.1:1	4.5:1	$10,322:1	$11,676:1	$14,933:1	$16,935:1	$21,453:1	75%	K-5 CSI Title I
Whitman	20%	30%	6.6:1	6.4:1	5.3:1	5.7:1	5.7:1	$11,378:1	$12,559:1	$14,940:1	$15,724:1	$17,411:1	50%	PK-5 Title I
MLK Jr	35%	43%	7.4:1	7.2:1	6.4:1	6.1:1	6.2:1	$10,471:1	$11,770:1	$13,744:1	$14,529:1	$15,788:1	41%	PK-5 (Mandarin Immersion) Title I
Boise-Eliot/Humboldt	17%	30%	6.8:1	6.3:1	5.5:1	5.2:1	5.8:1	$9,839:1	$12,221:1	$13,519:1	$15,252:1	$14,928:1	57%	PK-5 TSI Title I
Rigler	16%	20%	7.5:1	6.5:1	6.2:1	5.7:1	6.1:1	$9,040:1	$11,820:1	$12,089:1	$13,673:1	$14,710:1	37%	K-5 (Spanish Immersion) Title I
Woodmere	21%	25%	6.6:1	6.2:1	5.4:1	5.2:1	5.7:1	$9,864:1	$10,710:1	$11,904:1	$13,767:1	$13,930:1	51%	K-5 TSI Title I
Kelly	26%	26%	8.7:1	7.8:1	6.8:1	6.8:1	6.8:1	$8,341:1	$10,252:1	$12,538:1	$12,794:1	$13,683:1	47%	K-5 (Russian Immersion) TSI Title I
Vestal	31%	34%	6.4:1	5.6:1	4.9:1	5.2:1	5.5:1	$9,279:1	$11,419:1	$13,197:1	$12,730:1	$13,627:1	41%	K-5 Title I
James John	32%	38%	7.1:1	5.8:1	6.2:1	6.0:1	6.0:1	$8,571:1	$10,930:1	$11,316:1	$11,999:1	$13,613:1	38%	K-5 (Spanish Immersion) TSI Title I
Irvington	46%	55%	9.9:1	10.2:1	7.9:1	8.2:1	8.1:1	$7,283:1	$7,722:1	$9,959:1	$12,029:1	$13,194:1	16%	K-5
Marysville	26%	36%	7.0:1	7.7:1	5.8:1	5.5:1	7.0:1	$8,802:1	$8,756:1	$12,226:1	$13,585:1	$13,103:1	45%	PK-5 Title I
Peninsula	40%	47%	7.0:1	6.1:1	5.0:1	5.5:1	5.6:1	$8,494:1	$10,811:1	$13,366:1	$12,922:1	$13,021:1	31%	K-5 TSI
Lent	14%	20%	7.8:1	8.2:1	6.2:1	4.6:1	6.8:1	$9,449:1	$8,887:1	$12,335:1	$18,009:1	$12,930:1	50%	K-5 (Spanish Immersion) Title I
Woodlawn	37%	43%	6.5:1	6.9:1	6.2:1	6.3:1	6.5:1	$9,616:1	$9,526:1	$12,120:1	$11,584:1	$12,757:1	37%	PK-5 Title I
Scott	32%	38%	8.0:1	7.5:1	7.0:1	6.7:1	6.9:1	$8,182:1	$9,676:1	$11,261:1	$11,202:1	$12,517:1	44%	K-5 (Spanish Immersion) Title I
Chief Joseph	49%	59%	12.4:1	9.9:1	9.3:1	8.8:1	8.4:1	$6,909:1	$8,944:1	$10,372:1	$10,258:1	$12,222:1	21%	K-5
Sitton	28%	28%	6.9:1	6.2:1	5.6:1	6.1:1	6.3:1	$8,649:1	$10,398:1	$12,551:1	$11,247:1	$12,168:1	52%	K-5 (Spanish Immersion) Title I
Clark							8.7:1					$11,825:1		K-5 TSI Title I
Lee	33%	34%	6.7:1	6.2:1	5.6:1	6.1:1	6.2:1	$9,760:1	$10,482:1	$11,627:1	$10,922:1	$11,720:1	38%	K-5 Title I
Creston	51%	59%	9.1:1	9.6:1	9.0:1	8.7:1	8.1:1	$7,683:1	$8,177:1	$10,081:1	$9,900:1	$11,707:1	20%	K-5
Grout	46%	46%	7.6:1	7.3:1	7.4:1	6.7:1	7.3:1	$8,484:1	$8,626:1	$9,169:1	$11,010:1	$11,601:1	37%	K-5 Title I
Chapman	43%	52%	12.1:1	9.7:1	9.3:1	8.7:1	9.2:1	$6,633:1	$8,810:1	$10,243:1	$10,894:1	$11,468:1	39%	K-5 Title I
Arleta	46%	51%	10.1:1	9.0:1	7.4:1	6.6:1	6.7:1	$6,476:1	$7,942:1	$9,793:1	$10,630:1	$11,447:1	28%	K-5
Sabin	66%	72%	9.4:1	8.2:1	7.9:1	7.4:1	7.3:1	$7,062:1	$8,248:1	$8,933:1	$9,586:1	$10,236:1	18%	K-5 TSI
Beach	63%	62%	11.3:1	10.0:1	9.3:1	9.3:1	9.0:1	$6,738:1	$8,075:1	$9,352:1	$9,295:1	$10,234:1	28%	K-5 (Spanish Immersion)
Rieke	78%	83%	12.6:1	12.0:1	12.0:1	11.6:1	11.0:1	$6,659:1	$8,070:1	$8,604:1	$8,619:1	$10,060:1	10%	K-5
Woodstock	61%	61%	12.1:1	12.9:1	11.0:1	11.7:1	10.6:1	$6,888:1	$6,944:1	$8,929:1	$8,544:1	$10,025:1	13%	K-5 (Mandarin Immersion)
Abernethy	73%	76%	12.0:1	12.3:1	10.0:1	10.3:1	10.1:1	$6,508:1	$7,737:1	$9,517:1	$9,318:1	$9,903:1	7%	K-5
Rose City Park	50%	53%	12.0:1	12.1:1	9.5:1	10.4:1	10.3:1	$6,882:1	$7,530:1	$9,044:1	$9,020:1	$9,680:1	19%	K-5 (Vietnamese Immersion)
Buckman	36%	58%	9.9:1	9.7:1	8.2:1	8.4:1	8.5:1	$6,656:1	$7,282:1	$8,825:1	$9,288:1	$9,656:1	23%	K-5 (Arts Focus)
Lewis	55%	67%	10.8:1	9.9:1	9.9:1	9.6:1	9.3:1	$6,209:1	$7,886:1	$8,689:1	$8,814:1	$9,631:1	13%	K-5
Bridger Creative Science							11.2:1					$9,386:1	25%	K-5 (Spanish Immersion)
Atkinson	52%	69%	9.0:1	9.4:1	7.9:1	7.8:1	8.0:1	$7,194:1	$7,599:1	$9,123:1	$9,274:1	$9,394:1	13%	K-5 (Spanish Immersion)
Glencoe	61%	72%	13.6:1	12.3:1	10.7:1	11.3:1	10.9:1	$6,926:1	$8,315:1	$9,257:1	$8,320:1	$9,270:1	14%	K-5
Hayhurst	56%	65%	11.4:1	9.5:1	8.9:1	8.9:1	8.6:1	$5,995:1	$6,971:1	$7,656:1	$8,093:1	$9,177:1	21%	K-5
Stephenson	74%	79%	11.3:1	10.6:1	10.8:1	10.5:1	9.9:1	$6,399:1	$7,808:1	$8,564:1	$8,255:1	$9,113:1	6%	K-5
Maplewood	62%	70%	13.1:1	13.0:1	10.4:1	10.3:1	10.8:1	$6,857:1	$7,679:1	$9,459:1	$9,058:1	$9,081:1	13%	K-5
Markham	40%	46%	9.3:1	10.7:1	9.1:1	9.1:1	9.7:1	$6,721:1	$7,211:1	$8,080:1	$7,992:1	$8,884:1	26%	K-5
Capitol Hill	62%	67%	12.4:1	12.6:1	11.3:1	11.8:1	11.8:1	$6,946:1	$7,981:1	$8,770:1	$8,350:1	$8,879:1	12%	K-5
Llewellyn	71%	81%	11.6:1	11.0:1	9.4:1	10.4:1	10.0:1	$5,679:1	$6,960:1	$8,383:1	$7,678:1	$8,869:1	9%	K-5
Duniway	72%	75%	14.0:1	13.1:1	11.9:1	11.4:1	11.4:1	$6,310:1	$7,017:1	$7,970:1	$8,075:1	$8,860:1	6%	K-5
Forest Park	77%	84%	11.9:1	12.4:1	11.8:1	11.1:1	10.7:1	$6,674:1	$7,382:1	$8,153:1	$8,065:1	$8,766:1	2%	K-5
Ainsworth	71%	76%	12.4:1	11.6:1	11.9:1	12.0:1	11.8:1	$6,076:1	$7,352:1	$7,578:1	$7,735:1	$8,557:1	6%	K-5 (Spanish Immersion)
Alameda	82%	84%	12.9:1	11.6:1	10.5:1	11.3:1	11.5:1	$6,013:1	$6,880:1	$7,995:1	$7,493:1	$8,013:1	4%	K-5
Bridlemile	69%	78%	11.4:1	11.0:1	10.9:1	10.8:1	10.7:1	$6,279:1	$7,447:1	$7,276:1	$7,088:1	$7,711:1	7%	K-5
Richmond	55%	74%	15.3:1	14.8:1	14.0:1	13.4:1	13.7:1	$6,026:1	$6,663:1	$7,032:1	$7,469:1	$7,508:1	3%	K-5 (Japanese Immersion)

See Individual School Reports for more detail and context.

Abernethy

2421 SE Orange Ave
503-916-6190
Principal: Melissa Dunn

K-5 *Constructed 1924*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	520	507	451	374	353	318	282	261
Total	**520**	**507**	**451**	**374**	**353**	**318**	**282**	**261**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	23.20	21.20	21.00	20.20	18.20	15.50
		Counseling Services	1.50	1.50	2.00	1.50	1.50	1.50
		Library/Media Services	1.00	1.00	0.90	0.80	0.80	0.50
		Instructional Spec / Coach	1.50	1.00	1.00	0.50	0.50	1.00
		Other				1.00		
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator		0.25				
		Library/Media Services						0.50
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**29.70**	**27.45**	**27.40**	**26.50**	**23.50**	**21.50**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	2.00	1.00	1.50	2.50	1.80
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	0.88	7.50	2.81	3.75	2.81	2.81
		ESL						
		Nutrition Services	2.06	1.69	1.56	1.63	1.63	1.63
		Custodial	2.00	2.73	2.73	2.73	2.73	2.73
		Other	0.75	0.75	0.88	0.88	0.88	0.88
CASR Total			**7.44**	**14.92**	**9.23**	**10.73**	**10.79**	**10.09**
Grand Total			**37.14**	**42.37**	**36.63**	**37.23**	**34.29**	**31.59**
Overall Students per FTE			14.0:1	12.0:1	12.3:1	10.0:1	10.3:1	10.1:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	23.45	21.45	21.90	19.00	16.95	16.50
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	0.50
		Foundation	2.75	2.25	1.50	0.50	0.50	0.62
		Title I						
		SIA/M98			0.50	0.50	0.50	0.50
		Other				3.00	2.05	0.38
	Classified/ Non-Rep	Gen Fund	1.50	1.50	0.59	1.50	1.50	2.00
		Gen Fund Equity						
		Foundation			0.92			
		Title I						
		SIA/M98						
		Other		0.25				
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**29.70**	**27.45**	**27.40**	**26.50**	**23.50**	**21.50**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	28.95	26.95	26.15	25.75	23.75	20.55
	Classified/ Non-Rep	7.19	14.42	9.48	10.48	9.54	10.04
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Abernethy

2421 SE Orange Ave
503-916-6190
Principal: Melissa Dunn

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

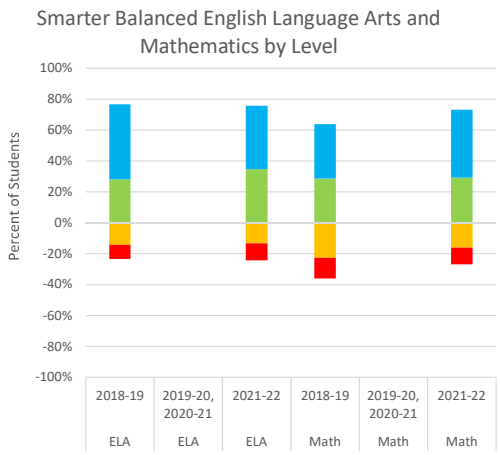
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,325,855	$ 2,175,372	$ 2,286,894	$ 2,387,088	$ 2,198,567	$ 2,072,865
Associated Payroll Costs	$ 1,073,428	$ 1,090,203	$ 1,174,141	$ 1,117,057	$ 1,030,635	$ 1,026,377
Purchased Services	$ 19,563	$ 17,132	$ 14,490	$ 11,992	$ 13,944	$ 12,624
Supplies and Materials	$ 9,815	$ 16,625	$ 13,660	$ 43,079	$ 45,618	$ 36,866
Capital						
Other Objects		$ 82			$ 396	$ 360
Total	**$ 3,428,662**	**$ 3,299,414**	**$ 3,489,185**	**$ 3,559,216**	**$ 3,289,161**	**$ 3,149,092**
Dollars per Student	**$ 6,594 :1**	**$ 6,508 :1**	**$ 7,737 :1**	**$ 9,517 :1**	**$ 9,318 :1**	**$ 9,903 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	25%	24%	28%	30%	29%
*Students with Disabilities	15%	12%	13%	14%	15%
*English Language Learners			1%	1%	
*Free-Direct Certification	6%	5%	8%	8%	7%
*Black	1%	1%	1%	1%	1%
*Latino	5%	6%	6%	8%	7%
*Native American					
*Pacific Islander	0%	0%	0%	0%	
*Multi-Race - Other Ancestry	2%	3%	3%	3%	4%
Multi-Race - Asian/White	4%	6%	6%	5%	5%
Asian	3%	2%	2%	3%	3%
White	85%	82%	81%	80%	80%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	49%		41%
ELA	Level 3	28%		35%
ELA	Level 2	14%		13%
ELA	Level 1	9%		11%
ELA Participation		96%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	35%		44%
Math	Level 3	29%		29%
Math	Level 2	23%		16%
Math	Level 1	13%		11%
Math Participation		94%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

ACCESS

6318 SW CORBETT AVE
503-916-6482
Principal: Anthony Bromberg
1-8 Constructed 1917

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
ACCESS	297	300	318	314	317	335	346	358
Total	**297**	**300**	**318**	**314**	**317**	**335**	**346**	**358**

Moved from Rose City Park to Vestal and Lane starting 2018-19 SY. Moved to Terwilleger 2022-23 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	16.90	16.75	16.15	17.00	16.00	16.50
		Counseling Services	2.00	2.00	2.50	2.50	1.50	1.50
		Library/Media Services	0.80	1.00	1.00	1.00	0.88	0.75
		Instructional Spec / Coach				0.50		1.00
		Other	1.00	1.00	1.00	0.25		
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	1.90	1.70
		Ed. Assistant/ Paraeducator	1.00	0.90	0.50			
		Library/Media Services						
		Other		2.00				
	Admin.		2.00	2.00	2.00	2.00	1.00	1.00
School Total			**25.70**	**27.65**	**25.15**	**25.25**	**21.28**	**22.45**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.00	2.00	2.00	1.80	1.80
		ESL						
		Other	1.00					
	Classified/ Non-Rep	Special Education	1.75	1.88	1.44	1.88	1.88	1.88
		ESL						
		Nutrition Services					0.75	0.75
		Custodial					2.00	2.00
		Other						
CASR Total			**4.75**	**3.88**	**3.44**	**3.88**	**6.43**	**6.43**
Grand Total			**30.45**	**31.53**	**28.59**	**29.13**	**27.71**	**28.88**
Overall Students per FTE			9.8:1	9.5:1	11.1:1	10.8:1	11.4:1	11.6:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.20	19.80	19.65	20.00	16.25	18.25
		Gen Fund Equity						
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation		0.45		0.13	0.13	
		Title I						
		SIA/M98			0.50	0.50	1.50	0.50
		Other				0.13		0.50
	Classified/ Non-Rep	Gen Fund	2.00	2.40	2.50	2.00	1.70	1.70
		Gen Fund Equity						
		Foundation	1.00	0.50			0.20	
		Title I						
		SIA/M98						
		Other		2.00				
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**25.70**	**27.65**	**25.15**	**25.25**	**21.28**	**22.45**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	23.70	22.75	22.65	23.25	20.18	21.55
	Classified/ Non-Rep	4.75	6.78	3.94	3.88	6.53	6.33
	Admin.	2.00	2.00	2.00	2.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

ACCESS

6318 SW CORBETT AVE
503-916-6482
Principal: Anthony Bromberg

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

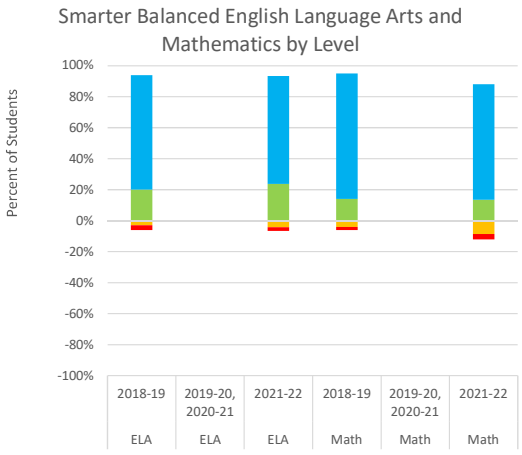
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,924,880	$ 1,952,877	$ 1,958,847	$ 2,056,010	$ 1,645,199	$ 1,887,051
Associated Payroll Costs	$ 866,099	$ 917,057	$ 939,231	$ 982,307	$ 845,258	$ 1,000,914
Purchased Services	$ 10,526	$ 7,613	$ 2,433	$ 6,605	$ 12,311	$ 13,116
Supplies and Materials	$ 30,668	$ 3,711	$ 3,650	$ 4,167	$ 12,596	$ 13,488
Capital		$ 9		$ 36	$ 352	
Other Objects		$ 898	$ 76	$ 175		$ 372
Total	**$ 2,832,172**	**$ 2,882,165**	**$ 2,904,237**	**$ 3,049,300**	**$ 2,515,716**	**$ 2,914,941**
Dollars per Student	**$ 9,536 :1**	**$ 9,607 :1**	**$ 9,133 :1**	**$ 9,711 :1**	**$ 7,936 :1**	**$ 8,701 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	30%	32%	30%	28%	28%
*Students with Disabilities	18%	20%	17%	16%	17%
*English Language Learners					
*Free-Direct Certification	2%	5%	5%	5%	4%
*Black	2%	3%	3%	2%	2%
*Latino	7%	6%	5%	5%	4%
*Native American					
*Pacific Islander			0%	1%	1%
*Multi-Race - Other Ancestry	5%	4%	4%	3%	3%
Multi-Race - Asian/White	8%	7%	9%	11%	10%
Asian	14%	13%	11%	9%	6%
White	64%	68%	69%	70%	74%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	74%		70%
ELA	Level 3	20%		24%
ELA	Level 2	3%		4%
ELA	Level 1	3%		2%
	ELA Participation	95%		94%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	81%		75%
Math	Level 3	14%		14%
Math	Level 2	4%		8%
Math	Level 1	2%		3%
	Math Participation	93%		93%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Ainsworth

2425 SW Vista Ave
503-916-6288
Principal: Andrew Johnson
K-5 *Constructed 1912*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	313	338	297	281	287	281	274	264
Spanish Immersion	312	306	297	272	276	273	270	258
Total	**625**	**644**	**594**	**553**	**563**	**554**	**544**	**522**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	27.10	27.60	28.80	27.10	27.10	26.90
		Counseling Services	1.50	1.50	2.00	2.00	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	0.50					1.00
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	1.80	1.75
		Ed. Assistant/ Paraeducator	2.75	4.13	2.75	1.75	1.75	1.54
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other	0.50	0.50	0.50			
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**37.35**	**38.73**	**39.05**	**35.85**	**35.65**	**36.19**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	1.00	2.20	2.20
		ESL	1.50	1.00	1.00	1.00	1.00	1.00
		Other						
	Classified/ Non-Rep	Special Education	4.38	4.69	3.75	3.75	3.75	2.81
		ESL	0.44	0.44	0.44	0.44		0.44
		Nutrition Services	1.25	1.31	1.31	1.44	1.44	1.44
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
		Other	1.75	1.75	1.75			
CASR Total			**13.31**	**13.19**	**12.25**	**10.63**	**11.39**	**10.89**
Grand Total			**50.67**	**51.92**	**51.31**	**46.48**	**47.04**	**47.08**
Overall Students per FTE			12.3:1	12.4:1	11.6:1	11.9:1	12.0:1	11.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	26.60	26.10	27.39	25.60	27.60	28.60
		Gen Fund Equity						
		City Arts Tax	1.50	1.50	1.50	1.50	1.50	1.00
		Foundation	1.50	2.00	1.91			0.30
		Title I						
		SIA/M98			0.50	0.50	0.50	0.50
		Other				2.00		
	Classified/ Non-Rep	Gen Fund	4.50	6.38	5.31	2.50	2.00	2.00
		Gen Fund Equity						
		Foundation	1.25	0.75	0.44	1.75	2.05	0.57
		Title I						
		SIA/M98						
		Other						1.22
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	1.00	2.00
		Gen Fund Equity						
		Other					1.00	
School Total			**37.35**	**38.73**	**39.05**	**35.85**	**35.65**	**36.19**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	32.10	31.60	33.30	31.60	32.80	33.60
	Classified/ Non-Rep	16.57	18.32	16.01	12.88	12.24	11.48
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Ainsworth

2425 SW Vista Ave
503-916-6288
Principal: Andrew Johnson

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

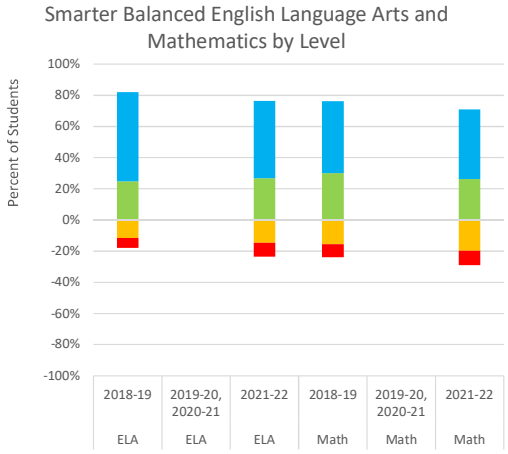
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,615,562	$ 2,577,107	$ 2,824,832	$ 2,769,474	$ 2,868,346	$ 3,069,527
Associated Payroll Costs	$ 1,210,497	$ 1,314,771	$ 1,511,910	$ 1,349,061	$ 1,445,327	$ 1,629,646
Purchased Services	$ 10,240	$ 8,860	$ 9,296	$ 21,118	$ 19,020	$ 19,404
Supplies and Materials	$ 28,478	$ 12,383	$ 21,028	$ 48,893	$ 21,384	$ 21,666
Capital			$ 60	$ 2,288	$ 540	
Other Objects		$ 85				$ 552
Total	**$ 3,864,777**	**$ 3,913,206**	**$ 4,367,126**	**$ 4,190,835**	**$ 4,354,617**	**$ 4,740,795**
Dollars per Student	**$ 6,184 :1**	**$ 6,076 :1**	**$ 7,352 :1**	**$ 7,578 :1**	**$ 7,735 :1**	**$ 8,557 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	29%	34%	37%	37%	38%
*Students with Disabilities	7%	10%	11%	9%	9%
*English Language Learners	6%	8%	9%	9%	9%
*Free-Direct Certification	3%	4%	6%	5%	6%
*Black	1%	1%	1%	1%	1%
*Latino	15%	17%	19%	21%	20%
*Native American	1%	1%	1%	0%	1%
*Pacific Islander	0%	1%	0%		
*Multi-Race - Other Ancestry	3%	3%	2%	3%	3%
Multi-Race - Asian/White	7%	6%	7%	7%	6%
Asian	9%	8%	7%	6%	6%
White	65%	65%	64%	62%	63%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	57%		50%
ELA	Level 3	25%		27%
ELA	Level 2	12%		15%
ELA	Level 1	6%		9%
ELA Participation		98%		100%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	46%		45%
Math	Level 3	30%		26%
Math	Level 2	16%		20%
Math	Level 1	8%		9%
Math Participation		98%		99%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Alameda

2732 NE Fremont St
503-916-6036
Principal: Matt Goldstein
K-5 *Constructed 1921*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	730	704	623	525	538	516	486	473
Total	**730**	**704**	**623**	**525**	**538**	**516**	**486**	**473**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	29.55	27.55	27.55	26.30	22.60	20.40
		Counseling Services	2.00	2.00	2.00	2.00	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach						1.00
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	1.50	1.50
		Ed. Assistant/ Paraeducator	2.67	1.98	1.00		1.48	1.48
		Library/Media Services						
		Other						
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**39.22**	**36.53**	**35.55**	**33.30**	**30.58**	**29.38**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.50	3.50	3.00	4.60	5.10
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	8.75	8.44	8.44	7.50	7.50	5.63
		ESL						
		Nutrition Services	1.69	2.06	2.06	2.06	1.50	1.50
		Custodial	5.00	3.00	4.00	3.00	3.00	3.00
		Other	0.88	0.88		0.88		
CASR Total			**20.06**	**18.13**	**18.26**	**16.69**	**16.85**	**15.48**
Grand Total			**59.28**	**54.66**	**53.81**	**49.99**	**47.43**	**44.86**
Overall Students per FTE			12.3:1	12.9:1	11.6:1	10.5:1	11.3:1	11.5:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	30.55	28.55	28.05	27.05	21.85	22.65
		Gen Fund Equity						
		City Arts Tax	1.50	1.50	1.50	1.50	1.00	1.00
		Foundation	0.50	0.50	0.50	0.25	0.25	0.25
		Title I						
		SIA/M98			0.50	0.50	0.50	0.50
		Other					2.00	
	Classified/ Non-Rep	Gen Fund	2.00	2.00	2.00	2.00	1.80	1.50
		Gen Fund Equity						
		Foundation	2.67	1.98	1.00		1.18	0.50
		Title I						
		SIA/M98						
		Other						0.98
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	1.00	2.00
		Gen Fund Equity						
		Other					1.00	
School Total			**39.22**	**36.53**	**35.55**	**33.30**	**30.58**	**29.38**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	36.30	34.30	34.30	32.55	30.45	29.75
	Classified/ Non-Rep	20.98	18.36	17.51	15.44	14.98	13.11
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Alameda

2732 NE Fremont St
503-916-6036
Principal: Matt Goldstein

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

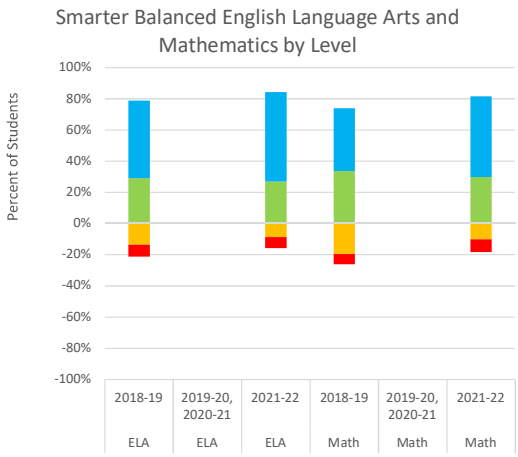
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,874,302	$ 2,761,505	$ 2,814,128	$ 2,787,212	$ 2,706,160	$ 2,736,235
Associated Payroll Costs	$ 1,285,940	$ 1,370,508	$ 1,438,094	$ 1,368,908	$ 1,275,216	$ 1,349,664
Purchased Services	$ 12,077	$ 8,591	$ 15,870	$ 8,180	$ 18,480	$ 18,348
Supplies and Materials	$ 86,980	$ 90,666	$ 16,645	$ 31,833	$ 31,113	$ 29,837
Capital	$ 3,207				$ 528	
Other Objects	$ 5,608	$ 2,018	$ 1,598	$ 1,325		$ 528
Total	**$ 4,268,114**	**$ 4,233,287**	**$ 4,286,335**	**$ 4,197,458**	**$ 4,031,498**	**$ 4,134,612**
Dollars per Student	**$ 5,847 :1**	**$ 6,013 :1**	**$ 6,880 :1**	**$ 7,995 :1**	**$ 7,493 :1**	**$ 8,013 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	23%	21%	22%	23%	27%
*Students with Disabilities	12%	12%	12%	13%	16%
*English Language Learners				1%	
*Free-Direct Certification	3%	3%	4%	2%	4%
*Black	1%	1%	1%	0%	1%
*Latino	6%	6%	6%	8%	7%
*Native American	0%				0%
*Pacific Islander					
*Multi-Race - Other Ancestry	3%	3%	4%	3%	4%
Multi-Race - Asian/White	7%	8%	8%	9%	8%
Asian	2%	1%	1%	2%	2%
White	81%	81%	80%	79%	78%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	50%		57%
ELA	Level 3	29%		27%
ELA	Level 2	14%		9%
ELA	Level 1	8%		7%
ELA Participation		96%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	40%		52%
Math	Level 3	34%		30%
Math	Level 2	20%		10%
Math	Level 1	6%		8%
Math Participation		95%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Alliance

Meek 4039 NE Alberta Court Alliance @ Kenton 7528 N. Fenwick Ave
Alliance @ Meek 503-916-5747 Alliance @ Benson 503-916-6486
Principal: Bonnie Hobson

9-12 Meek constructed 1954

The Oregon Department of Education has identified this school as a Comprehensive Supports for Improvement school (CSI).

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Meek Campus	114	106	134	115	106	106	106	106
Benson Campus	84	108	79	54	89	89	89	89
Total	**198**	**214**	**213**	**169**	**195**	**195**	**195**	**195**

October enrollment shown for each year. Alliance accepts students every week through rolling admissions, and enrollment grows after October 1st.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	19.50	19.75	21.00	22.75	20.25	21.25
		Counseling Services	2.00	2.00	2.00	2.00	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	0.50	1.00	2.00	1.00	2.00	1.50
		Other		2.00	3.00	4.00	5.00	3.00
	Classified/ Non-Rep	Clerical	3.00	3.00	4.00	3.50	3.00	3.00
		Ed. Assistant/ Paraeducator	4.00	3.38	2.88	2.88	3.38	3.38
		Library/Media Services						
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Admin.		2.00	2.00	2.00	2.75	2.00	2.00
School Total			**32.50**	**34.63**	**38.38**	**40.38**	**39.13**	**37.63**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.50	2.50	2.50	2.00	2.20	2.20
		ESL					0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education						
		ESL						
		Nutrition Services	0.56	0.69	0.69	0.75	0.75	0.75
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
		Other	1.25	1.25	1.25	2.00	2.00	2.00
CASR Total			**6.31**	**6.44**	**6.44**	**6.75**	**7.20**	**7.20**
Grand Total			**38.81**	**41.06**	**44.81**	**47.13**	**46.33**	**44.83**
Overall Students per FTE			5.1:1	5.2:1	4.8:1	3.6:1	4.2:1	4.4:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	19.25	18.50	20.75	20.50	20.50	20.50
		Gen Fund Equity	2.25	3.25	2.00	2.00	2.00	2.00
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98	1.00	1.00	3.25	4.75	4.75	5.08
		Other		2.50	2.50	3.00	2.50	0.67
	Classified/ Non-Rep	Gen Fund	6.00	5.50	5.00	4.50	4.50	4.50
		Gen Fund Equity	0.50	0.50	1.00	1.00	1.00	1.00
		Foundation						
		Title I						
		SIA/M98	1.50	1.38	1.88	1.88	1.88	1.88
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.75	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**32.50**	**34.63**	**38.38**	**40.38**	**39.13**	**37.63**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	25.00	27.75	31.00	32.25	32.20	30.70
	Classified/ Non-Rep	11.81	11.31	11.81	12.13	12.13	12.13
	Admin.	2.00	2.00	2.00	2.75	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Alliance

Meek 4039 NE Alberta Court Alliance @ Kenton 7528 N. Fenwick Ave
Alliance @ Meek 503-916-5747 Alliance @ Benson 503-916-6486
Principal: Bonnie Hobson

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

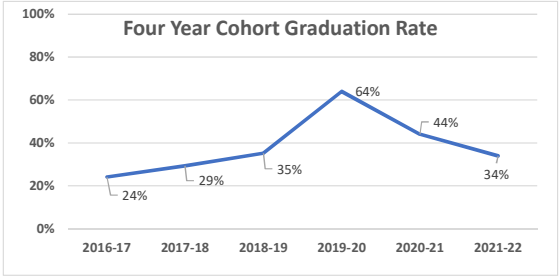
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,187,617	$ 2,238,426	$ 2,711,315	$ 2,987,485	$ 3,119,088	$ 3,186,001
Associated Payroll Costs	$ 978,873	$ 1,093,592	$ 1,350,647	$ 1,453,733	$ 1,566,334	$ 1,673,941
Purchased Services	$ 68,823	$ 59,539	$ 6,446	$ 42,786	$ 53,740	$ 25,380
Supplies and Materials	$ 46,790	$ 31,735	$ 20,277	$ 99,064	$ 145,939	$ 41,124
Capital	$ 13,243	$ 14,027	$ 349	$ 5,494		
Other Objects	$ 2,423	$ 2,916	$ 1,710	$ 675	$ 720	$ 720
Total	**$ 3,297,770**	**$ 3,440,237**	**$ 4,090,746**	**$ 4,589,239**	**$ 4,885,822**	**$ 4,927,166**
Dollars per Student	**$ 16,655 :1**	**$ 16,076 :1**	**$ 19,205 :1**	**$ 27,155 :1**	**$ 25,055 :1**	**$ 25,268 :1**

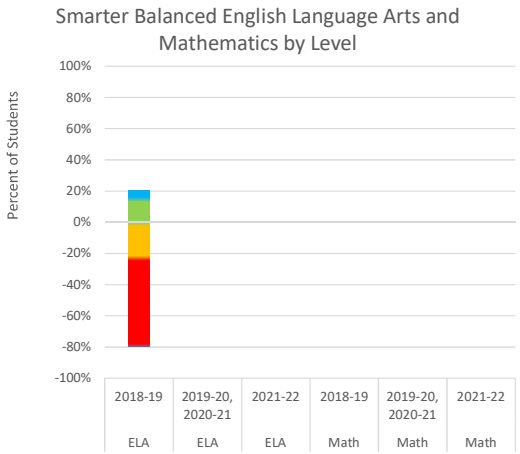
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	74%	71%	75%	67%	70%
*Students with Disabilities	27%	26%	28%	25%	31%
*English Language Learners	3%	1%	3%	4%	6%
*Free-Direct Certification	31%	26%	35%	34%	33%
*Black	20%	15%	14%	10%	13%
*Latino	26%	28%	25%	24%	26%
*Native American	1%	1%		1%	2%
*Pacific Islander	1%				
*Multi-Race - Other Ancestry	11%	10%	11%	11%	10%
Multi-Race - Asian/White	1%	1%	1%	3%	3%
Asian	3%	3%	2%	1%	1%
White	38%	43%	47%	51%	47%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	6%		
ELA	Level 3	15%		
ELA	Level 2	24%		
ELA	Level 1	56%		
ELA Participation		52%		

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4			
Math	Level 3			
Math	Level 2			
Math	Level 1			
Math Participation				





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Arleta

5109 SE 66th Ave
503-916-6330
Principal: Lisa Hawking
K-5 Constructed 1929

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	490	526	485	269	256	243	209	191
Total	**490**	**526**	**485**	**269**	**256**	**243**	**209**	**191**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.60	25.70	27.50	17.00	14.44	12.80
		Counseling Services	1.50	1.60	2.00	1.50	2.00	1.50
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	0.50
		Instructional Spec / Coach					0.81	1.38
		Other	1.00				0.50	0.50
	Classified/ Non-Rep	Clerical	1.60	2.00	2.00	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	0.50	0.50	1.42	0.80	1.20	1.00
		Library/Media Services						0.50
		Other						
	Admin.		2.00	2.00	2.00	1.00	1.00	1.00
School Total			**30.20**	**32.80**	**35.92**	**22.80**	**22.45**	**20.68**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	4.50	5.00	5.00	2.50	3.30	3.10
		ESL	1.00	1.50	1.50	0.50	0.50	0.38
		Other						
	Classified/ Non-Rep	Special Education	7.00	7.50	5.63	4.69	6.57	6.57
		ESL						
		Nutrition Services	1.56	1.38	1.56	1.69	1.69	1.69
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
CASR Total			**18.06**	**19.38**	**17.69**	**13.38**	**16.05**	**15.73**
Grand Total			**48.26**	**52.18**	**53.61**	**36.18**	**38.50**	**36.40**
Overall Students per FTE			10.2:1	10.1:1	9.0:1	7.4:1	6.6:1	6.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	23.10	25.20	26.50	13.75	14.75	13.30
		Gen Fund Equity	2.50	2.60	2.50	1.75	1.50	1.38
		City Arts Tax	0.50	0.50	1.00	1.00	0.50	0.50
		Foundation						
		Title I						
		SIA/M98			0.50	1.00	2.00	1.00
		Other				2.00		0.50
	Classified/ Non-Rep	Gen Fund	1.60	2.00	2.42	1.50	1.50	2.00
		Gen Fund Equity			1.00	0.50		
		Foundation						
		Title I						
		SIA/M98						
		Other	0.50	0.50		0.30	1.20	1.00
	Admin.	Gen Fund	2.00	2.00	2.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**30.20**	**32.80**	**35.92**	**22.80**	**22.45**	**20.68**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	31.60	34.80	37.00	22.50	22.55	20.15
	Classified/ Non-Rep	14.66	15.38	14.61	12.68	14.95	15.25
	Admin.	2.00	2.00	2.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Arleta

5109 SE 66th Ave
503-916-6330
Principal: Lisa Hawking

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,119,408	$ 2,292,101	$ 2,508,042	$ 1,731,810	$ 1,806,227	$ 1,813,258
Associated Payroll Costs	$ 975,850	$ 1,077,476	$ 1,322,292	$ 873,903	$ 890,803	$ 931,410
Purchased Services	$ 7,593	$ 10,241	$ 6,625	$ 5,822	$ 11,724	$ 10,476
Supplies and Materials	$ 44,903	$ 26,345	$ 14,989	$ 22,744	$ 12,214	$ 26,226
Capital					$ 324	
Other Objects						$ 300
Total	**$ 3,147,754**	**$ 3,406,163**	**$ 3,851,949**	**$ 2,634,279**	**$ 2,721,293**	**$ 2,781,670**
Dollars per Student	**$ 6,424 :1**	**$ 6,476 :1**	**$ 7,942 :1**	**$ 9,793 :1**	**$ 10,630 :1**	**$ 11,447 :1**

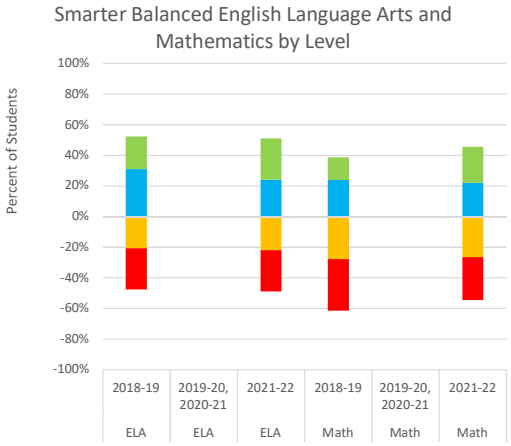
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	53%	52%	53%	53%	55%
*Students with Disabilities	21%	19%	19%	17%	20%
*English Language Learners	5%	7%	8%	9%	7%
*Free-Direct Certification	27%	27%	29%	28%	28%
*Black	2%	3%	3%	4%	4%
*Latino	15%	16%	15%	12%	11%
*Native American	1%	1%	0%	1%	1%
*Pacific Islander	1%	1%	1%	0%	1%
*Multi-Race - Other Ancestry	7%	8%	7%	7%	9%
Multi-Race - Asian/White	3%	3%	4%	3%	5%
Asian	8%	9%	9%	9%	7%
White	64%	61%	61%	64%	62%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: losing neighborhood students to Creston, Marysville, Woodstock, and Woodmere. Gaining neighborhood students from Bridger and Marysville.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	21%		27%
ELA	Level 3	31%		24%
ELA	Level 2	21%		22%
ELA	Level 1	27%		27%
ELA Participation		92%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	15%		24%
Math	Level 3	24%		22%
Math	Level 2	28%		27%
Math	Level 1	34%		28%
Math Participation		92%		95%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Astor

5601 N Yale St
503-916-6244
Principal: Blake Robertson
K-8 *Constructed 1949*

No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	434	416	394	393	368	369	372	346
Total	**434**	**416**	**394**	**393**	**368**	**369**	**372**	**346**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.45	22.55	22.30	21.90	21.85	19.75
		Counseling Services	1.00	1.00	1.50	1.50	2.00	1.50
		Library/Media Services	0.50	0.50	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.80	0.80	1.80	1.80	1.00	1.00
		Other		0.50		0.50	1.50	1.50
	Classified/ Non-Rep	Clerical	1.50	1.50	2.00	1.80	3.00	1.90
		Ed. Assistant/ Paraeducator					2.63	
		Library/Media Services	0.50	0.50				
		Other						
	Admin.		2.00	2.00	2.00	2.00	1.00	1.00
School Total			**27.75**	**29.35**	**30.60**	**30.50**	**33.98**	**27.65**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	2.50	3.00	4.40	4.20
		ESL	0.25	0.25	0.25	0.25	0.25	0.50
		Other						
	Classified/ Non-Rep	Special Education	2.63	2.81	2.81	2.81	3.75	3.75
		ESL						
		Nutrition Services	1.25	1.19	1.25	1.44	1.56	1.56
		Custodial	2.73	2.73	2.73	3.00	3.00	3.00
		Other					0.50	0.50
CASR Total			**9.85**	**9.98**	**9.54**	**10.50**	**13.47**	**13.52**
Grand Total			**37.60**	**39.33**	**40.14**	**41.00**	**47.44**	**41.17**
Overall Students per FTE			11.5:1	10.6:1	9.8:1	9.6:1	7.8:1	9.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.80	22.90	23.10	21.30	21.45	19.75
		Gen Fund Equity	1.95	1.95	2.00	2.00	1.40	1.50
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation						
		Title I						
		SIA/M98			1.00	2.40	4.00	2.50
		Other	0.50			0.50		0.50
	Classified/ Non-Rep	Gen Fund	2.00	2.00	1.80	1.60	3.50	1.50
		Gen Fund Equity					1.20	
		Foundation						
		Title I						
		SIA/M98						
		Other			0.20	0.20	0.93	0.40
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**27.75**	**29.35**	**30.60**	**30.50**	**33.98**	**27.65**

School and CASR	**Licensed**	27.00	28.60	29.35	29.95	32.00	29.45
	Classified/ Non-Rep	8.60	8.73	8.79	9.05	14.44	10.72
	Admin.	2.00	2.00	2.00	2.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Astor

5601 N Yale St
503-916-6244
Principal: Blake Robertson

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

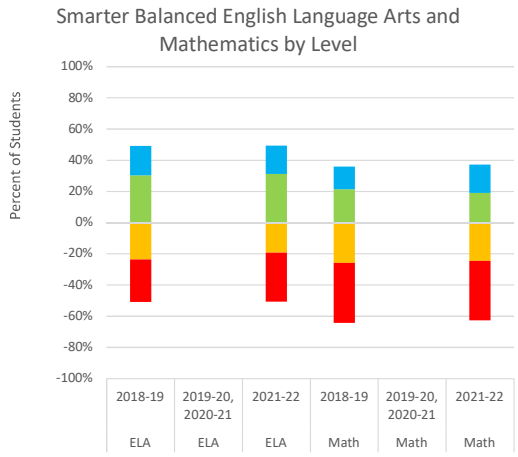
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,052,213	$ 2,187,260	$ 2,386,992	$ 2,501,899	$ 2,581,476	$ 2,403,890
Associated Payroll Costs	$ 977,810	$ 1,082,059	$ 1,212,628	$ 1,217,024	$ 1,332,297	$ 1,254,405
Purchased Services	$ 9,110	$ 6,459	$ 7,400	$ 8,911	$ 14,578	$ 14,100
Supplies and Materials	$ 21,421	$ 21,127	$ 32,569	$ 55,691	$ 39,651	$ 31,331
Capital			$ 145		$ 408	
Other Objects			$ 60			$ 408
Total	**$ 3,060,555**	**$ 3,296,904**	**$ 3,639,792**	**$ 3,783,525**	**$ 3,968,410**	**$ 3,704,134**
Dollars per Student	**$ 7,052 :1**	**$ 7,925 :1**	**$ 9,238 :1**	**$ 9,627 :1**	**$ 10,784 :1**	**$ 10,038 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	53%	51%	51%	49%	47%
*Students with Disabilities	18%	19%	19%	21%	22%
*English Language Learners	2%	3%	4%	3%	4%
*Free-Direct Certification	24%	20%	21%	20%	21%
*Black	6%	4%	5%	4%	4%
*Latino	19%	19%	19%	17%	17%
*Native American	1%	1%	1%	1%	2%
*Pacific Islander	1%	1%	1%		
*Multi-Race - Other Ancestry	9%	11%	12%	13%	11%
Multi-Race - Asian/White	4%	4%	4%	5%	5%
Asian	2%	2%	2%	3%	1%
White	57%	57%	57%	59%	60%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	19%		18%
ELA	Level 3	30%		31%
ELA	Level 2	24%		19%
ELA	Level 1	27%		31%
	ELA Participation	92%		100%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	15%		18%
Math	Level 3	22%		19%
Math	Level 2	26%		24%
Math	Level 1	38%		38%
	Math Participation	90%		99%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Atkinson

5800 SE Division St
503-916-6333
Principal: Beth Essex

K-5 *Constructed 1953*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	253	238	246	206	196	195	198	203
Spanish Immersion	166	153	144	136	141	139	139	137
Total	**419**	**391**	**390**	**342**	**337**	**334**	**337**	**340**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.20	20.40	19.00	20.10	20.15	17.70
		Counseling Services	1.00	1.00	1.50	1.50	0.50	1.50
		Library/Media Services	1.00	0.50	0.83	0.80	0.90	1.00
		Instructional Spec / Coach		1.13		0.75	0.75	1.00
		Other	0.50				1.00	
	Classified/ Non-Rep	Clerical	1.75	1.75	1.75	2.00	1.00	1.50
		Ed. Assistant/ Paraeducator	1.00		1.25	1.20	0.90	0.94
		Library/Media Services		0.50				
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**26.45**	**26.28**	**25.33**	**27.35**	**26.20**	**24.64**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	3.00	3.00	4.00	4.00
		ESL	1.00	1.00	1.00	1.00	1.00	1.00
		Other						
	Classified/ Non-Rep	Special Education	8.75	9.38	8.44	8.44	7.50	7.50
		ESL	0.44				0.50	0.44
		Nutrition Services	1.31	0.75	0.88	1.25	1.25	1.25
		Custodial	2.00	2.73	2.73	2.00	2.73	2.73
		Other	0.25	0.25	0.25			
CASR Total			**16.75**	**17.11**	**16.29**	**15.69**	**16.98**	**16.92**
Grand Total			**43.20**	**43.38**	**41.62**	**43.04**	**43.18**	**41.56**
Overall Students per FTE			9.7:1	9.0:1	9.4:1	7.9:1	7.8:1	8.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.45	20.28	18.95	18.72	19.15	17.95
		Gen Fund Equity	1.25	1.50	0.88	0.93	0.80	1.00
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation		0.25			0.25	0.05
		Title I						
		SIA/M98			0.50	2.50	1.00	1.00
		Other					1.10	0.20
	Classified/ Non-Rep	Gen Fund	2.25	2.25	2.75	1.81	1.50	1.50
		Gen Fund Equity	0.50		0.25	1.39	0.40	
		Foundation						
		Title I						
		SIA/M98						
		Other						0.94
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**26.45**	**26.28**	**25.33**	**27.35**	**26.20**	**24.64**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	26.70	27.03	25.33	27.15	28.30	26.20
	Classified/ Non-Rep	15.50	15.36	15.29	14.89	13.88	14.36
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Atkinson

5800 SE Division St
503-916-6333
Principal: Beth Essex

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,780,719	$ 1,850,591	$ 1,944,884	$ 2,059,944	$ 2,054,296	$ 2,036,902
Associated Payroll Costs	$ 821,358	$ 943,466	$ 983,981	$ 1,012,505	$ 1,042,836	$ 1,073,261
Purchased Services	$ 13,069	$ 9,348	$ 4,476	$ 8,010	$ 13,320	$ 13,092
Supplies and Materials	$ 17,392	$ 8,799	$ 30,013	$ 39,235	$ 14,520	$ 13,989
Capital				$ 388		
Other Objects		$ 800	$ 450		$ 384	$ 372
Total	**$ 2,632,538**	**$ 2,813,005**	**$ 2,963,804**	**$ 3,120,084**	**$ 3,125,356**	**$ 3,137,616**
Dollars per Student	**$ 6,283 :1**	**$ 7,194 :1**	**$ 7,599 :1**	**$ 9,123 :1**	**$ 9,274 :1**	**$ 9,394 :1**

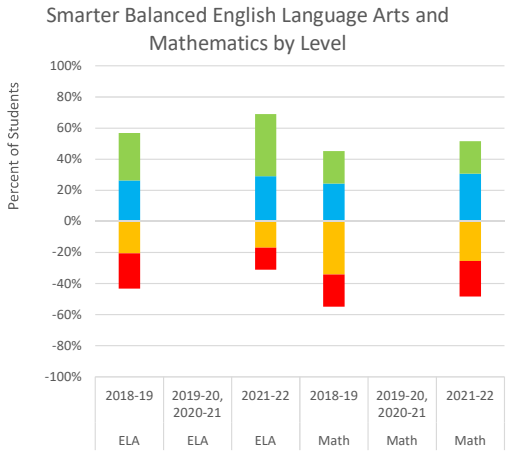
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	49%	48%	50%	45%	50%
*Students with Disabilities	17%	15%	19%	16%	18%
*English Language Learners	10%	9%	10%	11%	12%
*Free-Direct Certification	15%	14%	17%	12%	13%
*Black	2%	2%	2%	1%	1%
*Latino	26%	26%	26%	27%	32%
*Native American	1%	0%	0%	0%	0%
*Pacific Islander			0%		
*Multi-Race - Other Ancestry	3%	3%	2%	2%	2%
Multi-Race - Asian/White	3%	4%	4%	3%	2%
Asian	4%	3%	2%	1%	1%
White	60%	62%	63%	66%	62%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: gaining neighborhood students from Bridger.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	30%		40%
ELA	Level 3	26%		29%
ELA	Level 2	21%		17%
ELA	Level 1	23%		14%
ELA Participation		97%		93%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	21%		21%
Math	Level 3	24%		31%
Math	Level 2	34%		26%
Math	Level 1	21%		23%
Math Participation		97%		91%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Beach

1710 N Humboldt St
503-916-6236
Principal: Kelli Shurtliff

K-5 *Constructed 1928*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	147	153	130	127	145	154	155	144
Spanish Immersion	281	283	252	224	201	185	176	167
Total	**428**	**436**	**382**	**351**	**346**	**339**	**331**	**311**

Converted from a K-8 to K-5 Feeding Ockley Green MS starting 2016-17 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.20	21.20	21.70	20.70	21.20	17.50
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	0.50
		Instructional Spec / Coach		1.30	1.00	1.50		1.50
		Other		0.50	0.50	0.50	0.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	2.75	1.20	0.47	1.24	0.40	2.49
		Library/Media Services						0.50
		Other						
	Admin.		2.00	1.00	1.00	1.00	1.00	1.00
School Total			**30.95**	**29.20**	**28.67**	**28.94**	**27.10**	**27.99**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	1.00	1.80	1.80
		ESL	1.00	1.00	1.00	1.00	1.00	1.00
		Other	1.00					
	Classified/ Non-Rep	Special Education	1.75	1.88	1.88	0.94	0.94	0.94
		ESL	0.44	0.88	0.44	0.44	0.44	
		Nutrition Services	2.94	1.63	1.63	1.63	1.63	1.63
		Custodial	3.00	3.00	3.73	3.73	3.73	3.73
		Other	1.00				0.50	0.50
CASR Total			**12.13**	**9.38**	**9.66**	**8.73**	**10.03**	**9.59**
Grand Total			**43.08**	**38.58**	**38.33**	**37.66**	**37.13**	**37.58**
Overall Students per FTE			9.9:1	11.3:1	10.0:1	9.3:1	9.3:1	9.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	22.28	21.95	21.45	20.95	18.95	17.50
		Gen Fund Equity	0.43	1.25	2.25	1.75	1.75	1.50
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.50	0.30				
		Title I						
		SIA/M98			0.50	1.00	2.00	2.00
		Other		0.50				
	Classified/ Non-Rep	Gen Fund	3.25	1.50	1.50	1.50	1.50	2.00
		Gen Fund Equity	0.50	1.50	0.50	0.50	0.50	1.00
		Foundation	1.00	0.20		0.36	0.19	0.08
		Title I						
		SIA/M98						
		Other			0.47	0.88	0.21	1.91
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity	1.00					
		Other						
School Total			**30.95**	**29.20**	**28.67**	**28.94**	**27.10**	**27.99**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	27.20	27.00	27.20	26.70	26.50	24.80
	Classified/ Non-Rep	13.88	10.58	10.13	9.96	9.63	11.78
	Admin.	2.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Beach

1710 N Humboldt St
503-916-6236
Principal: Kelli Shurtliff

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

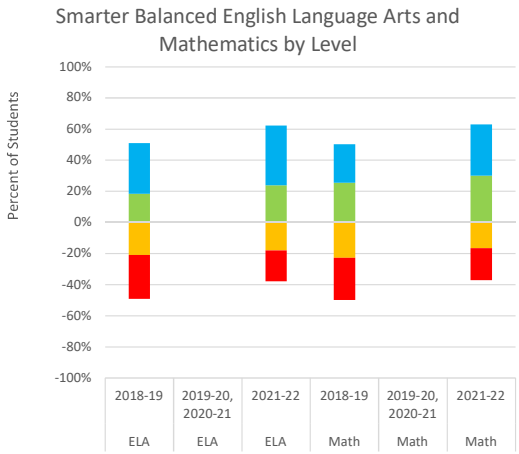
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,001,604	$ 1,982,164	$ 2,099,283	$ 2,224,724	$ 2,120,479	$ 2,228,941
Associated Payroll Costs	$ 871,888	$ 940,647	$ 969,353	$ 1,012,517	$ 1,066,874	$ 1,195,400
Purchased Services	$ 7,174	$ 5,467	$ 6,431	$ 6,421	$ 13,404	$ 13,212
Supplies and Materials	$ 20,621	$ 9,448	$ 9,763	$ 38,745	$ 15,032	$ 31,421
Capital						
Other Objects					$ 384	$ 372
Total	**$ 2,901,287**	**$ 2,937,725**	**$ 3,084,831**	**$ 3,282,409**	**$ 3,216,173**	**$ 3,469,346**
Dollars per Student	**$ 6,779 :1**	**$ 6,738 :1**	**$ 8,075 :1**	**$ 9,352 :1**	**$ 9,295 :1**	**$ 10,234 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	56%	54%	54%	51%	54%
*Students with Disabilities	11%	13%	14%	11%	13%
*English Language Learners	10%	14%	13%	12%	8%
*Free-Direct Certification	25%	21%	24%	22%	28%
*Black	10%	9%	10%	7%	11%
*Latino	31%	30%	29%	28%	23%
*Native American	0%	0%			
*Pacific Islander	0%				
*Multi-Race - Other Ancestry	7%	6%	7%	7%	7%
Multi-Race - Asian/White	2%	2%	1%	2%	2%
Asian	1%	1%			1%
White	49%	52%	54%	56%	57%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	33%		38%
ELA	Level 3	18%		24%
ELA	Level 2	21%		18%
ELA	Level 1	28%		20%
ELA Participation		97%		95%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	25%		33%
Math	Level 3	26%		30%
Math	Level 2	23%		17%
Math	Level 1	27%		21%
Math Participation		97%		94%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Beaumont

4043 NE Fremont St
503-916-5610
Principal: Harriette Vimegnon
6-8 *Constructed 1926*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: English Learners.

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	447	436	392	344	317	298	296	277
Spanish Immersion	124	137	126	123	131	113	113	108
Total	**571**	**573**	**518**	**467**	**448**	**411**	**409**	**385**

Sabin no longer has students feeding Beaumont starting 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	25.00	26.00	28.00	26.00	22.50	21.00
		Counseling Services	2.00	2.00	2.50	2.00	3.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach		1.00	1.50	2.00	1.00	1.00
		Other	1.00	1.00	1.00	1.50	1.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	1.50	3.00	2.50
		Ed. Assistant/ Paraeducator	0.50	0.51	0.44	0.44		
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	0.50
		Other	1.50	1.50	2.25	1.50	1.00	0.90
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**35.50**	**37.51**	**41.19**	**38.44**	**35.50**	**31.90**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	4.00	5.50	5.50	5.50	5.80	6.50
		ESL	1.50	1.50	1.50	1.50	1.50	1.50
		Other						
	Classified/ Non-Rep	Special Education	7.00	10.32	8.44	8.44	9.38	9.38
		ESL	0.44	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	1.25	1.31	1.38	1.31	1.38	1.38
		Custodial	4.00	2.00	3.00	3.73	4.00	5.00
		Other					1.00	1.00
CASR Total			**18.19**	**21.07**	**20.26**	**20.92**	**23.49**	**25.19**
Grand Total			**53.69**	**58.58**	**61.44**	**59.36**	**58.99**	**57.09**
Overall Students per FTE			10.6:1	9.8:1	8.4:1	7.9:1	7.6:1	7.2:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	25.50	27.50	29.50	25.50	22.75	20.15
		Gen Fund Equity	3.00	2.50	2.50	2.00	1.25	1.00
		City Arts Tax						
		Foundation		0.50				
		Title I						
		SIA/M98			1.50	3.50	4.50	4.20
		Other				1.00		0.65
	Classified/ Non-Rep	Gen Fund	4.00	4.56	4.00	3.00	3.00	1.50
		Gen Fund Equity	1.00		1.00	1.00	1.50	1.00
		Foundation		0.45	0.50	0.44	0.44	0.20
		Title I						
		SIA/M98						1.00
		Other			0.19		0.06	0.20
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**35.50**	**37.51**	**41.19**	**38.44**	**35.50**	**31.90**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	34.00	37.50	40.50	39.00	35.80	34.00
	Classified/ Non-Rep	17.69	19.08	18.94	18.36	21.19	21.09
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Beaumont

4043 NE Fremont St
503-916-5610
Principal: Harriette Vimegnon

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

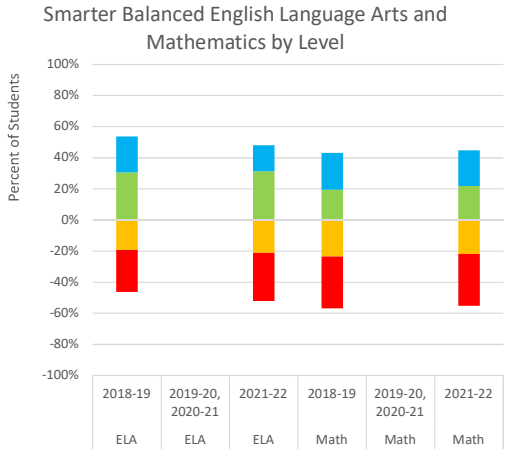
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,624,776	$ 2,721,007	$ 3,111,363	$ 3,100,560	$ 2,944,187	$ 2,880,853
Associated Payroll Costs	$ 1,226,754	$ 1,364,242	$ 1,595,511	$ 1,484,183	$ 1,478,564	$ 1,497,345
Purchased Services	$ 21,552	$ 17,630	$ 12,591	$ 14,952	$ 26,989	$ 15,288
Supplies and Materials	$ 35,714	$ 20,281	$ 75,934	$ 127,554	$ 69,553	$ 44,990
Capital					$ 456	
Other Objects						$ 432
Total	**$ 3,908,796**	**$ 4,123,160**	**$ 4,795,398**	**$ 4,727,249**	**$ 4,519,750**	**$ 4,438,908**
Dollars per Student	**$ 6,846 :1**	**$ 7,196 :1**	**$ 9,258 :1**	**$ 10,123 :1**	**$ 10,089 :1**	**$ 10,800 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	47%	50%	48%	46%	42%
*Students with Disabilities	12%	15%	16%	16%	15%
*English Language Learners	12%	10%	12%	13%	14%
*Free-Direct Certification	22%	21%	19%	19%	19%
*Black	11%	10%	8%	6%	5%
*Latino	22%	24%	26%	27%	28%
*Native American	1%				
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	6%	6%	6%	6%	3%
Multi-Race - Asian/White	3%	2%	5%	5%	6%
Asian	3%	2%	2%	1%	1%
White	55%	56%	54%	56%	58%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	23%		17%
ELA	Level 3	31%		31%
ELA	Level 2	19%		21%
ELA	Level 1	27%		31%
ELA Participation		93%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	24%		23%
Math	Level 3	20%		22%
Math	Level 2	24%		22%
Math	Level 1	33%		33%
Math Participation		93%		96%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Benson

3905 91st Ave
503-916-5100
Principal: Curtis Wilson

9-12 *Constructed 1917*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Benson Polytechnic H.S.	1035	1055	1005	895	827	798	804	815
Total	**1035**	**1055**	**1005**	**895**	**827**	**798**	**804**	**815**

Benson moved to Marshall beginning in 2021-22 SY while construction is being completed on the new building.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	55.00	51.00	54.33	53.16	53.17	50.50
		Counseling Services	3.50	3.50	3.50	4.00	4.00	4.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	2.00	2.17	3.09	1.00	1.00
		Other	2.50	2.50	2.50	1.00	1.50	1.00
	Classified/ Non-Rep	Clerical	6.00	5.00	6.05	6.25	6.75	6.25
		Ed. Assistant/ Paraeducator			0.44	0.44	0.88	
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	0.50
		Other	2.50	2.50	4.50	4.00	4.00	3.00
	Admin.		3.00	3.00	3.75	3.75	3.50	3.50
School Total			**75.50**	**71.50**	**79.24**	**77.69**	**76.79**	**70.75**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	8.00	8.00	8.00	9.50	8.50	9.20
		ESL	1.00	1.00	1.00	1.00	1.00	0.50
		Other	1.00	1.00	1.00	1.00		
	Classified/ Non-Rep	Special Education	3.50	4.69	4.69	7.50	6.57	5.63
		ESL	0.44	0.88	0.44	0.44		
		Nutrition Services	2.88	2.75	2.75	2.75	3.19	3.19
		Custodial	9.00	6.00	8.00	6.00	9.00	10.00
		Other	2.00	2.00	2.00	2.00	2.00	2.00
CASR Total			**27.82**	**26.32**	**27.88**	**30.19**	**30.25**	**30.52**
Grand Total			**103.32**	**97.82**	**107.12**	**107.88**	**107.05**	**101.27**
Overall Students per FTE			10.0:1	10.8:1	9.4:1	8.3:1	7.7:1	7.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	54.00	52.00	52.50	49.66	47.82	45.23
		Gen Fund Equity	7.00	6.00	7.00	7.50	6.50	5.50
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98	2.00	2.00	4.00	5.10	6.18	6.04
		Other					0.17	0.74
	Classified/ Non-Rep	Gen Fund	8.25	8.50	8.99	8.69	10.63	7.75
		Gen Fund Equity						
		Foundation						
		Title I						
		SIA/M98	1.25		3.00	2.00	2.00	2.00
		Other				1.00		
	Admin.	Gen Fund	3.00	3.00	3.50	3.50	3.50	3.50
		Gen Fund Equity						
		Other			0.25	0.25		
School Total			**75.50**	**71.50**	**79.24**	**77.69**	**76.79**	**70.75**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	73.00	70.00	73.50	73.75	70.17	67.20
	Classified/ Non-Rep	27.32	24.82	29.87	30.38	33.38	30.57
	Admin.	3.00	3.00	3.75	3.75	3.50	3.50

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Benson

3905 91st Ave
503-916-5100
Principal: Curtis Wilson

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

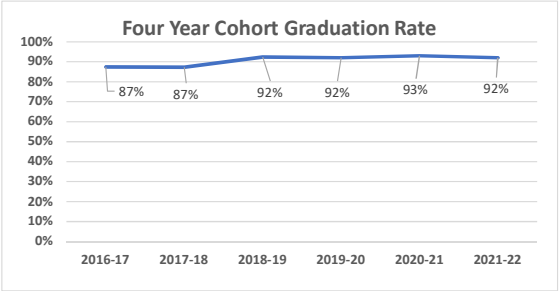
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 5,323,340	$ 5,132,293	$ 5,817,969	$ 6,309,813	$ 6,243,996	$ 6,204,817
Associated Payroll Costs	$ 2,485,871	$ 2,551,440	$ 2,947,070	$ 3,066,344	$ 3,113,364	$ 3,207,336
Purchased Services	$ 87,364	$ 70,105	$ 21,028	$ 39,382	$ 56,127	$ 41,520
Supplies and Materials	$ 241,627	$ 138,211	$ 103,307	$ 377,101	$ 361,154	$ 553,844
Capital	$ 9,990		$ 20,083	$ 1,865	$ 16,657	
Other Objects	$ 16,200	$ 2,908	$ 18,695	$ 26,747		$ 9,188
Total	**$ 8,164,392**	**$ 7,894,958**	**$ 8,928,153**	**$ 9,821,252**	**$ 9,791,298**	**$ 10,016,705**
Dollars per Student	**$ 7,888 :1**	**$ 7,483 :1**	**$ 8,884 :1**	**$ 10,973 :1**	**$ 11,840 :1**	**$ 12,552 :1**

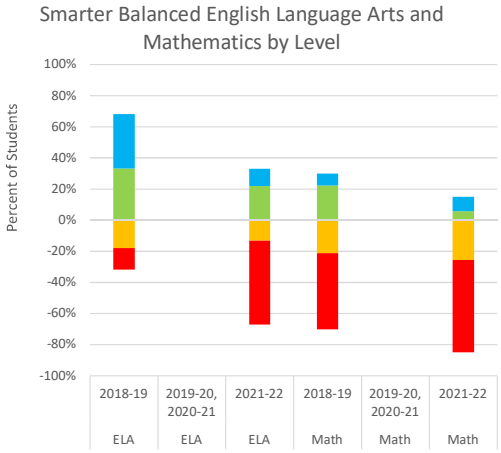
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	61%	60%	63%	64%	66%
*Students with Disabilities	16%	17%	19%	19%	22%
*English Language Learners	4%	5%	7%	7%	5%
*Free-Direct Certification	23%	19%	23%	23%	22%
*Black	13%	13%	12%	11%	11%
*Latino	25%	26%	27%	28%	27%
*Native American	0%	0%	1%	0%	1%
*Pacific Islander	1%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	7%	6%	6%	6%	8%
Multi-Race - Asian/White	3%	3%	3%	3%	4%
Asian	10%	8%	7%	6%	5%
White	42%	44%	44%	44%	45%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	35%		11%
ELA	Level 3	33%		22%
ELA	Level 2	18%		13%
ELA	Level 1	14%		54%
ELA Participation		88%		43%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	8%		9%
Math	Level 3	22%		6%
Math	Level 2	21%		26%
Math	Level 1	49%		59%
Math Participation		65%		40%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Beverly Cleary

Fernwood Campus 1915 NE 33rd Ave.
Fernwood 503-916-6480
Principal: Becky Presley

K-8 *Fernwood constructed 1911*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	782	742	692	657	604	567	538	487
Total	**782**	**742**	**692**	**657**	**604**	**567**	**538**	**487**

Shared Rose City Park site with ACCESS through 2017-18 SY. 2018-19 SY boundary change with Irvington/Rose City Park/Roseway Heights, consolidated to two sites: Hollyrood and

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	35.55	33.48	31.40	28.50	26.25	25.00
		Counseling Services	2.00	2.00	2.50	2.00	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	0.50
		Instructional Spec / Coach		0.38				1.00
		Other						0.50
	Classified/ Non-Rep	Clerical	3.00	3.00	3.00	3.00	2.00	1.50
		Ed. Assistant/ Paraeducator				0.37	1.00	
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**44.05**	**42.35**	**40.40**	**37.37**	**34.75**	**33.00**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	2.50	2.50	3.70	3.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	3.50	3.75	3.75	4.69	5.63	6.57
		ESL						
		Nutrition Services	1.25	1.25	1.56	1.56	0.94	0.94
		Custodial	7.00	5.73	5.73	3.73	5.00	5.00
		Other	1.75	1.75	1.75	1.75	0.88	0.88
CASR Total			**16.75**	**15.73**	**15.54**	**14.48**	**16.39**	**17.13**
Grand Total			**60.80**	**58.08**	**55.94**	**51.85**	**51.14**	**50.13**
Overall Students per FTE			12.9:1	12.8:1	12.4:1	12.7:1	11.8:1	11.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	36.65	35.10	32.90	29.50	26.75	27.00
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	0.50
		Foundation	0.90	0.75	0.50		0.50	
		Title I						
		SIA/M98			0.50	1.00	1.00	1.00
		Other						0.50
	Classified/ Non-Rep	Gen Fund	3.50	3.20	3.20	3.50	3.00	2.00
		Gen Fund Equity						
		Foundation		0.30	0.30	0.37	0.50	
		Title I						
		SIA/M98						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**44.05**	**42.35**	**40.40**	**37.37**	**34.75**	**33.00**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	41.80	40.10	37.65	34.25	33.20	32.75
	Classified/ Non-Rep	17.00	15.98	16.29	15.60	15.94	15.38
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Beverly Cleary

Fernwood Campus 1915 NE 33rd Ave.
Fernwood 503-916-6480
Principal: Becky Presley

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

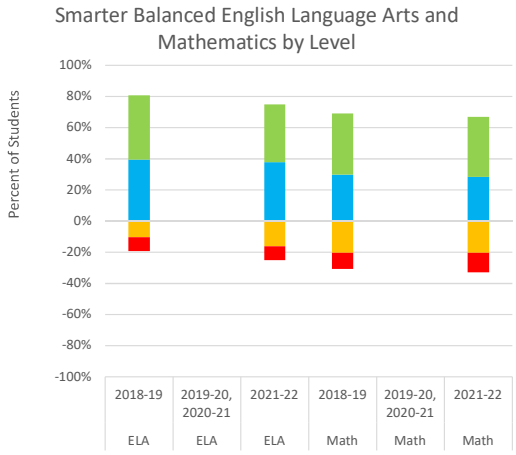
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 3,263,705	$ 3,160,633	$ 3,185,654	$ 3,105,535	$ 3,010,271	$ 3,059,244
Associated Payroll Costs	$ 1,523,109	$ 1,603,011	$ 1,682,387	$ 1,523,201	$ 1,460,083	$ 1,529,604
Purchased Services	$ 23,915	$ 8,867	$ 7,216	$ 9,352	$ 21,192	$ 19,800
Supplies and Materials	$ 35,998	$ 9,630	$ 64,824	$ 74,652	$ 28,345	$ 26,348
Capital					$ 600	
Other Objects						$ 564
Total	**$ 4,846,728**	**$ 4,782,141**	**$ 4,940,081**	**$ 4,712,741**	**$ 4,520,491**	**$ 4,635,560**
Dollars per Student	**$ 6,198 :1**	**$ 6,445 :1**	**$ 7,139 :1**	**$ 7,173 :1**	**$ 7,484 :1**	**$ 8,176 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	23%	24%	26%	27%	28%
*Students with Disabilities	10%	12%	13%	12%	13%
*English Language Learners	1%	1%	1%	1%	1%
*Free-Direct Certification	4%	4%	5%	4%	4%
*Black	3%	2%	1%	2%	2%
*Latino	7%	8%	7%	8%	7%
*Native American	1%	1%	0%	1%	1%
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	3%	3%	4%	5%	5%
Multi-Race - Asian/White	4%	5%	6%	7%	7%
Asian	4%	3%	2%	2%	2%
White	78%	78%	79%	76%	77%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	41%		37%
ELA	Level 3	39%		38%
ELA	Level 2	10%		16%
ELA	Level 1	9%		9%
	ELA Participation	95%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	39%		39%
Math	Level 3	30%		29%
Math	Level 2	20%		20%
Math	Level 1	11%		13%
	Math Participation	93%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Boise-Eliot/Humboldt

620 N Fremont St
503-916-6171
Principal: Kaveh Pakseresht
PK-5 *Constructed 1926*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Black. Title I School for 2023-24 Designation changed from CSI to TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	310	325	327	321	327	327	323	308
Total	**310**	**325**	**327**	**321**	**327**	**327**	**323**	**308**

Converted from a K-8 to K-5 Feeding Harriet Tubman MS starting 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	19.00	16.50	19.20	19.95	21.70	18.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	1.00	2.50	2.00	2.00	2.00
		Other	1.00		1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	2.50
		Ed. Assistant/ Paraeducator	5.38	6.13	6.13	8.01	8.88	6.26
		Library/Media Services						
		Other	0.88	2.88	2.75	3.63	2.75	1.75
	Admin.		1.00	2.00	2.00	2.00	2.00	2.00
School Total			**31.75**	**32.01**	**37.08**	**40.09**	**41.84**	**35.51**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	3.00	3.00	4.70	4.70
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	6.13	6.57	5.63	8.44	9.38	8.44
		ESL						
		Nutrition Services	2.81	2.13	2.13	2.13	2.31	2.31
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
		Other	1.00				0.88	0.88
CASR Total			**17.19**	**15.94**	**15.00**	**17.82**	**21.52**	**20.58**
Grand Total			**48.94**	**47.95**	**52.09**	**57.90**	**63.36**	**56.09**
Overall Students per FTE			6.3:1	6.8:1	6.3:1	5.5:1	5.2:1	5.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	16.50	16.30	17.70	17.20	15.20	15.00
		Gen Fund Equity	3.50	1.50	1.42	0.99	1.50	2.50
		City Arts Tax	1.00	0.50	1.00	1.00	0.50	0.50
		Foundation						
		Title I	2.00	1.20	2.00	0.45	0.50	
		SIA/M98			1.50	3.00	6.00	3.00
		Other			1.08	2.31	3.00	2.00
	Classified/ Non-Rep	Gen Fund	3.40	3.00	1.38	1.50	1.50	1.50
		Gen Fund Equity		2.20	2.75	2.63	2.60	0.30
		Foundation						
		Title I	4.13	5.31	3.44	5.01	4.91	5.96
		SIA/M98						1.00
		Other	0.23		2.81	4.00	4.13	1.75
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity		0.64	0.50	0.50	0.50	0.50
		Other						
School Total			**31.75**	**32.01**	**37.08**	**40.09**	**41.84**	**35.51**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	27.25	23.75	28.95	29.20	32.65	28.95
	Classified/ Non-Rep	20.69	22.20	21.14	26.70	28.70	25.14
	Admin.	1.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Boise-Eliot/Humboldt

620 N Fremont St
503-916-6171
Principal: Kaveh Pakseresht

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

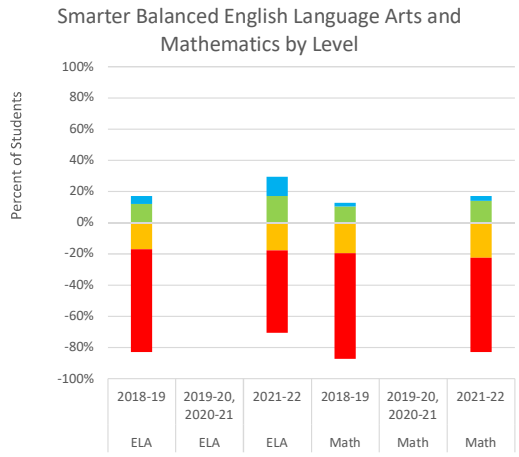
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,076,276	$ 2,015,474	$ 2,586,956	$ 2,868,519	$ 3,096,272	$ 2,979,068
Associated Payroll Costs	$ 997,304	$ 1,076,696	$ 1,379,019	$ 1,407,034	$ 1,617,011	$ 1,567,308
Purchased Services	$ 57,893	$ 54,312	$ 5,013	$ 24,095	$ 49,279	$ 12,900
Supplies and Materials	$ 17,986	$ 50,591	$ 25,154	$ 39,801	$ 224,579	$ 321,858
Capital					$ 372	
Other Objects		$ 559				$ 372
Total	**$ 3,149,459**	**$ 3,197,632**	**$ 3,996,142**	**$ 4,339,450**	**$ 4,987,513**	**$ 4,881,506**
Dollars per Student	**$ 10,160 :1**	**$ 9,839 :1**	**$ 12,221 :1**	**$ 13,519 :1**	**$ 15,252 :1**	**$ 14,928 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	89%	85%	85%	83%	85%
*Students with Disabilities	16%	17%	16%	16%	19%
*English Language Learners	4%	3%	3%	4%	2%
*Free-Direct Certification	59%	52%	55%	55%	57%
*Black	53%	50%	44%	42%	42%
*Latino	13%	13%	15%	17%	17%
*Native American		0%	0%	1%	1%
*Pacific Islander	0%	0%	2%		
*Multi-Race - Other Ancestry	11%	11%	13%	13%	15%
Multi-Race - Asian/White	0%	1%	1%	1%	0%
Asian	3%	3%	2%	2%	2%
White	19%	23%	22%	24%	23%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	5%		12%
ELA	Level 3	12%		17%
ELA	Level 2	17%		18%
ELA	Level 1	66%		53%
ELA Participation		91%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	2%		3%
Math	Level 3	11%		14%
Math	Level 2	20%		23%
Math	Level 1	68%		61%
Math Participation		90%		99%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Bridger

7910 SE Market St
503-916-6336
Principal: Kristy Mize

K-5 *Constructed 1951*

No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	191	194	195	126	139			
Spanish Immersion	313	322	319	211	190			
Total	**504**	**516**	**514**	**337**	**329**			

Capacity challenges in 2018-19, added portable and will hold Kindergarten at Holiday for 2019-20 SY. 2023-24 Merged with Creative Science

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	27.70	29.00	30.80	20.20	20.70	
		Counseling Services	2.00	2.00	2.00	1.00	1.00	
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	
		Instructional Spec / Coach	1.30	1.80	1.50	1.00	1.50	
		Other	0.50	0.50		0.50	1.00	
	Classified/ Non-Rep	Clerical	2.00	2.50	2.50	2.00	2.00	
		Ed. Assistant/ Paraeducator	4.00	2.43	2.75	3.38	4.87	
		Library/Media Services	0.50	0.50			1.00	
		Other	1.00	1.00				
	Admin.		2.00	3.00	3.00	2.00	2.00	
School Total			**41.50**	**43.23**	**43.05**	**30.58**	**34.57**	
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	2.00	1.50	1.00	1.80	
		ESL	2.00	2.00	2.00	1.00	1.50	
		Other		1.00				
	Classified/ Non-Rep	Special Education	2.63	1.88	1.88		0.94	
		ESL	0.88	0.88	0.44	0.44	0.39	
		Nutrition Services	1.88	2.75	2.63	1.81	1.94	
		Custodial	2.00	2.00	2.00	3.73	2.73	
		Other						
CASR Total			**10.88**	**12.50**	**10.44**	**7.98**	**9.29**	
Grand Total			**52.38**	**55.73**	**53.49**	**38.56**	**43.86**	
Overall Students per FTE			9.6:1	9.3:1	9.6:1	8.7:1	7.5:1	

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	29.00	30.70	30.70	17.70	21.20	
		Gen Fund Equity	2.00	2.10	2.60	0.50	0.50	
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	
		Foundation						
		Title I						
		SIA/M98			0.50	2.00	2.00	
		Other				2.00		
	Classified/ Non-Rep	Gen Fund	4.50	6.08	3.81	2.00	3.92	
		Gen Fund Equity	3.00		1.00	1.60	1.66	
		Foundation						
		Title I						
		SIA/M98						
		Other		0.35	0.44	1.78	2.29	
	Admin.	Gen Fund	2.00	2.36	2.70	1.50	1.50	
		Gen Fund Equity		0.64	0.30	0.50	0.50	
		Other						
School Total			**41.50**	**43.23**	**43.05**	**30.58**	**34.57**	

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	35.50	38.80	38.30	25.20	28.00	0.00
	Classified/ Non-Rep	14.88	13.93	12.19	11.36	13.86	0.00
	Admin.	2.00	3.00	3.00	2.00	2.00	0.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Bridger

7910 SE Market St
503-916-6336
Principal: Kristy Mize

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,688,211	$ 2,997,845	$ 3,289,775	$ 2,418,778	$ 2,441,639	
Associated Payroll Costs	$ 1,309,584	$ 1,616,640	$ 1,767,350	$ 1,230,324	$ 1,313,639	
Purchased Services	$ 15,107	$ 9,296	$ 30,256	$ 26,738	$ 13,116	
Supplies and Materials	$ 49,635	$ 19,255	$ 35,948	$ 29,796	$ 34,025	
Capital		$ 70			$ 372	
Other Objects	$ 200	$ 1,049	$ 916			
Total	**$ 4,062,738**	**$ 4,644,156**	**$ 5,124,245**	**$ 3,705,636**	**$ 3,802,790**	
Dollars per Student	**$ 8,061 :1**	**$ 9,000 :1**	**$ 9,969 :1**	**$ 10,996 :1**	**$ 11,559 :1**	

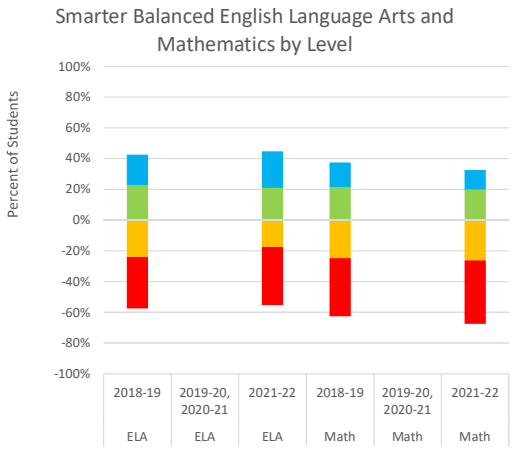
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	64%	65%	64%	63%	59%
*Students with Disabilities	12%	14%	13%	12%	10%
*English Language Learners	16%	16%	15%	16%	14%
*Free-Direct Certification	25%	25%	24%	27%	25%
*Black	5%	7%	6%	7%	5%
*Latino	39%	39%	37%	34%	30%
*Native American	0%	0%	0%	1%	1%
*Pacific Islander	2%	1%	1%	2%	2%
*Multi-Race - Other Ancestry	4%	4%	5%	6%	7%
Multi-Race - Asian/White	3%	4%	4%	3%	3%
Asian	7%	5%	4%	2%	2%
White	40%	40%	42%	45%	51%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impacts: losing neighborhood enrollment to Atkinson and Arleta. Merge with Creative Science. Bridger Spanish Immersion moved to Lent.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	20%		24%
ELA	Level 3	23%		21%
ELA	Level 2	24%		17%
ELA	Level 1	34%		38%
ELA Participation		97%		100%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	16%		13%
Math	Level 3	21%		20%
Math	Level 2	25%		26%
Math	Level 1	38%		41%
Math Participation		96%		100%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Bridger Creative Science

7910 SE Market St
503-916-6336
Principal: Kristy Mize

No longer designated TSI

K-5 *Constructed 1951*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Bridger Creative Science						567	566	549
Total						**567**	**566**	**549**

Capacity challenges in 2018-19, added portable and will hold Kindergarten at Holiday for 2019-20 SY. 2023-24 Merged with Creative Science

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers						25.80
		Counseling Services						2.00
		Library/Media Services						1.00
		Instructional Spec / Coach						3.00
		Other						1.00
	Classified/ Non-Rep	Clerical						2.00
		Ed. Assistant/ Paraeducator						2.50
		Library/Media Services						
		Other						1.00
	Admin.							2.00
School Total								**40.30**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education						3.90
		ESL						1.00
		Other						
	Classified/ Non-Rep	Special Education						0.94
		ESL						
		Nutrition Services						1.94
		Custodial						2.73
		Other						
CASR Total								**10.50**
Grand Total								**50.80**

Overall Students per FTE 11.2:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund						25.93
		Gen Fund Equity						1.88
		City Arts Tax						1.00
		Foundation						
		Title I						
		SIA/M98						4.00
		Other						
	Classified/ Non-Rep	Gen Fund						1.50
		Gen Fund Equity						1.25
		Foundation						
		Title I						
		SIA/M98						2.75
		Other						
	Admin.	Gen Fund						2.00
		Gen Fund Equity						
		Other						
School Total								**40.30**

School and CASR	**Licensed**	0.00	0.00	0.00	0.00	0.00	37.70
	Classified/ Non-Rep	0.00	0.00	0.00	0.00	0.00	11.10
	Admin.	0.00	0.00	0.00	0.00	0.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Bridger Creative Science

7910 SE Market St
503-916-6336
Principal: Kristy Mize

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries						$ 3,459,621
Associated Payroll Costs						$ 1,800,120
Purchased Services						$ 19,680
Supplies and Materials						$ 41,870
Capital						
Other Objects						$ 564
Total						**$ 5,321,855**
Dollars per Student						**$ 9,386 :1**

Note: historical data is not directly comparable to 2023-24 data due to SEGC impacts: losing neighborhood enrollment to Atkinson and Arleta. Merge with Creative Science. Bridger Spanish Immersion moved to Lent.

Bridlemile

4300 SW 47th Dr
503-916-6292
Principal: Katherine Hu Sasaki
K-5 *Constructed 1956*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	518	508	437	435	458	468	476	480
Total	**518**	**508**	**437**	**435**	**458**	**468**	**476**	**480**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.90	20.90	21.40	20.90	20.40	20.40
		Counseling Services	1.50	1.50	1.50	1.50	1.50	1.66
		Library/Media Services	1.00	0.50	0.50	0.50	0.50	1.00
		Instructional Spec / Coach		0.50		0.50	0.50	1.50
		Other	0.50					
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	2.00	1.75	1.75
		Ed. Assistant/ Paraeducator	1.44	2.40	0.48			
		Library/Media Services		0.50	0.50	0.50	0.50	
		Other		1.00				
	Admin.		2.00	1.00	1.00	1.00	1.00	1.00
School Total			**31.34**	**29.80**	**26.88**	**26.90**	**26.15**	**27.31**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	3.00	3.00	4.40	4.90
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	8.75	8.44	6.57	5.63	6.57	5.63
		ESL						
		Nutrition Services	0.88	0.75	0.88	1.31	1.31	1.31
		Custodial	2.00	2.00	2.00	2.73	3.00	3.73
		Other					0.50	0.50
CASR Total			**15.13**	**14.69**	**12.94**	**13.17**	**16.28**	**16.57**
Grand Total			**46.47**	**44.49**	**39.82**	**40.07**	**42.43**	**43.88**
Overall Students per FTE			11.1:1	11.4:1	11.0:1	10.9:1	10.8:1	10.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	23.90	21.90	20.90	18.90	20.90	22.15
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	1.00	0.50	1.00	1.00	0.50	0.26
		Title I						
		SIA/M98			0.50	2.50	0.50	0.50
		Other						0.65
	Classified/ Non-Rep	Gen Fund	2.00	2.00	2.00	2.00	2.00	1.50
		Gen Fund Equity						
		Foundation	1.44	2.40	0.48	0.50	0.25	0.25
		Title I						
		SIA/M98						
		Other		1.00				
	Admin.	Gen Fund	2.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**31.34**	**29.80**	**26.88**	**26.90**	**26.15**	**27.31**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	29.40	26.90	26.90	26.90	27.80	29.96
	Classified/ Non-Rep	15.07	16.59	11.92	12.17	13.63	12.92
	Admin.	2.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Bridlemile

4300 SW 47th Dr
503-916-6292
Principal: Katherine Hu Sasaki

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

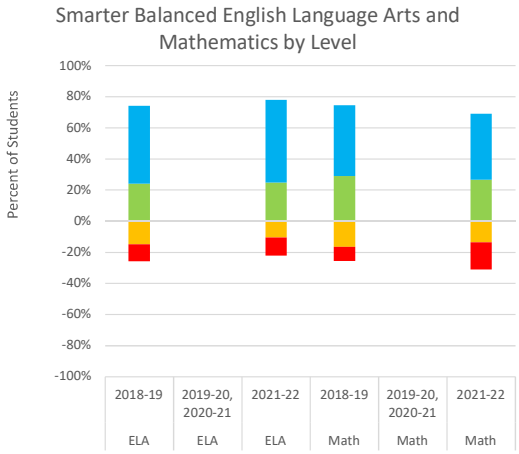
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,311,239	$ 2,119,890	$ 2,159,977	$ 2,102,811	$ 2,144,190	$ 2,343,875
Associated Payroll Costs	$ 1,087,136	$ 1,051,516	$ 1,081,992	$ 1,035,076	$ 1,069,389	$ 1,229,879
Purchased Services	$ 9,224	$ 5,993	$ 1,821	$ 5,604	$ 15,852	$ 16,920
Supplies and Materials	$ 19,504	$ 12,219	$ 10,743	$ 21,456	$ 16,290	$ 17,497
Capital					$ 456	
Other Objects						$ 480
Total	**$ 3,427,103**	**$ 3,189,619**	**$ 3,254,534**	**$ 3,164,947**	**$ 3,246,177**	**$ 3,608,651**
Dollars per Student	**$ 6,616 :1**	**$ 6,279 :1**	**$ 7,447 :1**	**$ 7,276 :1**	**$ 7,088 :1**	**$ 7,711 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	27%	27%	34%	35%	35%
*Students with Disabilities	11%	12%	16%	16%	16%
*English Language Learners	4%	3%	5%	5%	6%
*Free-Direct Certification	6%	7%	8%	9%	7%
*Black	2%	2%	1%	2%	2%
*Latino	9%	9%	10%	7%	9%
*Native American	1%	1%	1%	0%	0%
*Pacific Islander				1%	1%
*Multi-Race - Other Ancestry	4%	4%	5%	5%	5%
Multi-Race - Asian/White	6%	7%	9%	7%	8%
Asian	5%	5%	3%	5%	4%
White	74%	74%	71%	72%	71%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	50%		53%
ELA	Level 3	24%		25%
ELA	Level 2	15%		11%
ELA	Level 1	11%		12%
	ELA Participation	95%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	46%		43%
Math	Level 3	29%		27%
Math	Level 2	17%		14%
Math	Level 1	9%		17%
	Math Participation	94%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Buckman

320 SE 16th Ave
503-916-6230
Principal: Fred Locke

K-5 *Constructed 1922*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Buckman	450	427	446	400	395	389	382	372
Total	**450**	**427**	**446**	**400**	**395**	**389**	**382**	**372**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.90	20.40	21.40	21.40	21.40	19.40
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach						1.00
		Other			1.50	1.50	0.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	1.60	1.60	1.80	2.00
		Ed. Assistant/ Paraeducator	1.75	0.60				
		Library/Media Services						
		Other		0.94				
	Admin.		1.00	1.00	1.00	2.00	2.00	2.00
School Total			**27.65**	**26.94**	**27.50**	**28.50**	**27.70**	**26.90**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	4.50	4.50	4.50	4.50	5.50	5.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.50
		Other						
	Classified/ Non-Rep	Special Education	7.00	7.50	8.44	10.32	8.44	7.50
		ESL						
		Nutrition Services	1.25	1.13	1.13	1.25	1.38	1.38
		Custodial	2.73	3.00	4.00	3.00	3.00	3.00
		Other				0.88	0.75	0.88
CASR Total			**15.73**	**16.38**	**18.32**	**20.19**	**19.32**	**18.75**
Grand Total			**43.38**	**43.32**	**45.82**	**48.69**	**47.02**	**45.65**
Overall Students per FTE			10.4:1	9.9:1	9.7:1	8.2:1	8.4:1	8.5:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.20	20.15	21.15	19.15	18.20	18.95
		Gen Fund Equity	1.12	1.25	2.00	2.00	2.00	1.30
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.58		0.09	0.17	0.59	0.58
		Title I						
		SIA/M98			0.50	0.50	2.00	0.50
		Other			0.16	2.08	0.11	0.57
	Classified/ Non-Rep	Gen Fund	2.00	1.50	1.50	1.50	1.00	1.50
		Gen Fund Equity	1.75	0.50				
		Foundation		1.54	0.10		0.80	0.10
		Title I						
		SIA/M98						
		Other				0.10		0.40
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	2.00	1.50
		Gen Fund Equity						0.50
		Other				1.00		
School Total			**27.65**	**26.94**	**27.50**	**28.50**	**27.70**	**26.90**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	27.65	27.15	29.65	29.65	29.65	28.90
	Classified/ Non-Rep	14.73	15.17	15.17	17.04	15.37	14.75
	Admin.	1.00	1.00	1.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Buckman

320 SE 16th Ave
503-916-6230
Principal: Fred Locke

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

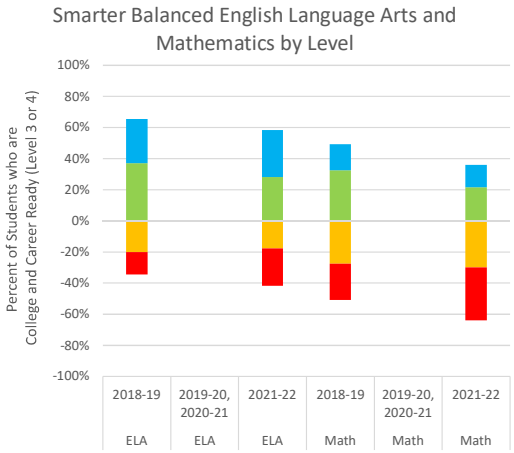
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,935,688	$ 1,889,775	$ 2,106,052	$ 2,331,294	$ 2,450,251	$ 2,462,065
Associated Payroll Costs	$ 929,205	$ 941,119	$ 1,107,962	$ 1,146,656	$ 1,176,164	$ 1,245,918
Purchased Services	$ 6,678	$ 6,160	$ 4,792	$ 6,130	$ 15,312	$ 14,676
Supplies and Materials	$ 34,172	$ 5,031	$ 29,024	$ 45,928	$ 26,563	$ 33,064
Capital					$ 432	
Other Objects						$ 420
Total	**$ 2,905,744**	**$ 2,842,085**	**$ 3,247,830**	**$ 3,530,007**	**$ 3,668,722**	**$ 3,756,143**
Dollars per Student	**$ 6,457 :1**	**$ 6,656 :1**	**$ 7,282 :1**	**$ 8,825 :1**	**$ 9,288 :1**	**$ 9,656 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	43%	45%	46%	46%	49%
*Students with Disabilities	17%	19%	18%	20%	19%
*English Language Learners	2%	2%	2%	2%	3%
*Free-Direct Certification	16%	19%	21%	19%	23%
*Black	4%	3%	4%	6%	3%
*Latino	14%	14%	14%	13%	13%
*Native American		0%	0%	1%	1%
*Pacific Islander	0%				
*Multi-Race - Other Ancestry	7%	8%	9%	8%	8%
Multi-Race - Asian/White	5%	5%	5%	5%	5%
Asian	2%	1%	1%	1%	1%
White	68%	69%	68%	68%	69%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	29%		30%
ELA	Level 3	37%		28%
ELA	Level 2	20%		18%
ELA	Level 1	15%		24%
ELA Participation		92%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	17%		14%
Math	Level 3	33%		22%
Math	Level 2	27%		30%
Math	Level 1	23%		34%
Math Participation		91%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Capitol Hill

8401 SW 17th Ave
503-916-6303
Principal: Mike Sauers
K-5 *Constructed 1917*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	443	416	346	324	333	344	336	327
Total	**443**	**416**	**346**	**324**	**333**	**344**	**336**	**327**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.20	20.40	16.00	17.00	16.00	15.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.80	0.75
		Instructional Spec / Coach						1.00
		Other			0.50	0.50	0.50	1.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	1.50	1.50
		Ed. Assistant/ Paraeducator	0.94	0.99				0.44
		Library/Media Services	0.50	0.50	0.50	0.50		
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**26.14**	**26.39**	**21.50**	**22.50**	**20.80**	**21.69**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	1.00	1.60	1.60
		ESL	0.50	0.50	0.50	0.50	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	1.75	1.88		0.94	0.94	0.94
		ESL						
		Nutrition Services	1.31	1.00	1.00	1.00	1.00	1.00
		Custodial	2.73	2.73	3.45	2.73	3.73	3.73
		Other						
CASR Total			**7.29**	**7.10**	**5.95**	**6.16**	**7.51**	**7.51**
Grand Total			**33.43**	**33.49**	**27.45**	**28.66**	**28.31**	**29.20**
Overall Students per FTE			13.3:1	12.4:1	12.6:1	11.3:1	11.8:1	11.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.70	20.70	16.50	17.50	15.80	16.75
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation		0.20				
		Title I						
		SIA/M98			0.50	0.50	0.50	0.50
		Other					1.00	0.50
	Classified/ Non-Rep	Gen Fund	2.18	2.00	2.00	2.00	1.50	1.50
		Gen Fund Equity						
		Foundation	0.94	0.99		0.50		
		Title I						
		SIA/M98						
		Other	0.32	0.50	0.50			0.44
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**26.14**	**26.39**	**21.50**	**22.50**	**20.80**	**21.69**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	23.20	23.40	19.50	20.50	20.15	20.60
	Classified/ Non-Rep	9.23	9.09	6.95	7.16	7.16	7.60
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Capitol Hill

8401 SW 17th Ave
503-916-6303
Principal: Mike Sauers

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

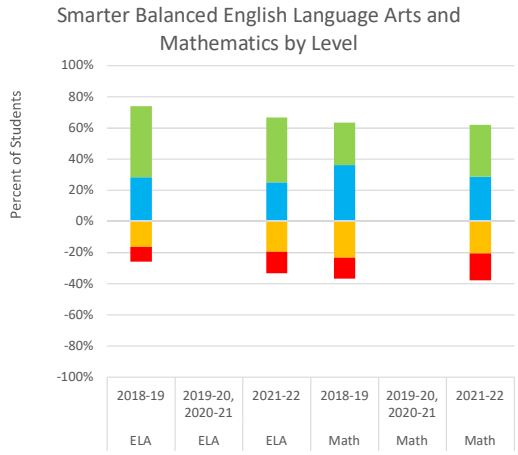
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,939,870	$ 1,898,207	$ 1,829,935	$ 1,884,967	$ 1,862,811	$ 2,011,027
Associated Payroll Costs	$ 910,975	$ 959,625	$ 916,296	$ 924,848	$ 891,058	$ 1,015,683
Purchased Services	$ 6,043	$ 3,872	$ 1,438	$ 3,014	$ 12,624	$ 13,368
Supplies and Materials	$ 41,047	$ 27,860	$ 13,634	$ 28,508	$ 13,601	$ 14,016
Capital	$ 75				$ 360	
Other Objects	$ 82					$ 384
Total	**$ 2,898,092**	**$ 2,889,564**	**$ 2,761,303**	**$ 2,841,337**	**$ 2,780,454**	**$ 3,054,478**
Dollars per Student	**$ 6,542 :1**	**$ 6,946 :1**	**$ 7,981 :1**	**$ 8,770 :1**	**$ 8,350 :1**	**$ 8,879 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	31%	31%	30%	29%	32%
*Students with Disabilities	9%	7%	7%	8%	10%
*English Language Learners	4%	3%	3%	4%	3%
*Free-Direct Certification	11%	10%	12%	9%	12%
*Black	4%	3%	3%	4%	3%
*Latino	11%	10%	10%	7%	8%
*Native American	0%	0%	1%	0%	
*Pacific Islander		0%	0%	0%	
*Multi-Race - Other Ancestry	4%	5%	4%	7%	8%
Multi-Race - Asian/White	4%	3%	4%	4%	4%
Asian	4%	4%	3%	3%	2%
White	73%	75%	76%	75%	74%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	46%		42%
ELA	Level 3	28%		25%
ELA	Level 2	16%		20%
ELA	Level 1	10%		14%
ELA Participation		98%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	27%		33%
Math	Level 3	36%		29%
Math	Level 2	23%		21%
Math	Level 1	13%		17%
Math Participation		98%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

César Chávez

5103 N Willis Blvd
503-916-5666
Principal: Risa Munoz Nabielski
K-8 *Constructed 1927*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Students with Disabilities, LatinX. Title I School for 2023-24 Designation changed from CSI to TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	259	230	236	176	169	154	147	136
Spanish Immersion	291	319	308	309	298	301	293	291
Total	**550**	**549**	**544**	**485**	**467**	**455**	**440**	**427**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	30.00	30.80	32.70	30.30	32.00	30.10
		Counseling Services	2.00	2.00	2.00	2.00	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.50	2.00	2.00	3.50	3.50	2.95
		Other	1.00	1.00	1.00	1.00	1.50	1.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	3.00
		Ed. Assistant/ Paraeducator	5.07	4.78	4.26	4.13	4.00	3.13
		Library/Media Services						
		Other	5.00	4.63	3.63	4.63	3.88	2.00
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**49.57**	**50.21**	**50.58**	**50.56**	**51.88**	**47.18**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.00	2.00	2.00	3.20	3.20
		ESL	3.50	3.50	3.50	3.50	4.00	4.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	0.88	0.94	0.94	0.94	0.94	0.94
		ESL	2.63	2.63	1.75	1.75	1.75	1.75
		Nutrition Services	2.69	2.94	2.50	2.88	2.88	2.88
		Custodial	3.73	3.73	3.73	3.73	3.73	3.73
		Other						
CASR Total			**16.41**	**16.73**	**15.41**	**15.79**	**17.49**	**17.49**
Grand Total			**65.98**	**66.94**	**66.00**	**66.35**	**69.37**	**64.67**
Overall Students per FTE			8.3:1	8.2:1	8.2:1	7.3:1	6.7:1	7.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	31.66	31.50	32.70	29.80	29.70	28.00
		Gen Fund Equity	2.09	4.30	4.00	4.00	4.30	4.00
		City Arts Tax	1.00	1.00	0.50	1.00	0.50	0.50
		Foundation						
		Title I						0.35
		SIA/M98			1.50	3.00	5.50	3.00
		Other	0.75					1.20
	Classified/ Non-Rep	Gen Fund	3.08	4.00	1.50	1.90	2.50	1.50
		Gen Fund Equity	5.40	2.40	1.50	1.25	0.40	
		Foundation						
		Title I	3.59	5.01	5.38	6.11	4.60	4.63
		SIA/M98						2.00
		Other			1.50	1.50	2.38	
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**49.57**	**50.21**	**50.58**	**50.56**	**51.88**	**47.18**

School and CASR	**Licensed**	42.00	43.30	45.20	44.30	48.20	45.25
	Classified/ Non-Rep	21.98	21.64	18.80	20.05	19.17	17.42
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

César Chávez

5103 N Willis Blvd
503-916-5666
Principal: Risa Munoz Nabielski

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

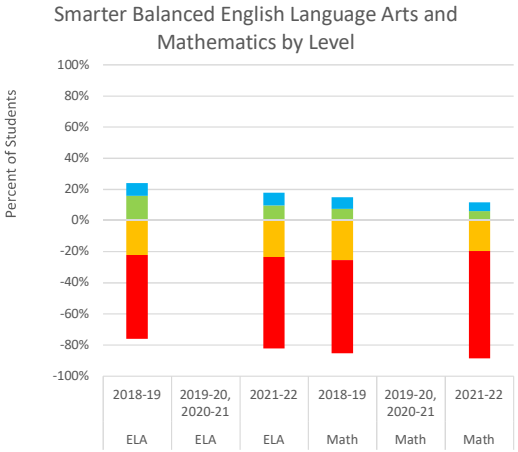
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,945,108	$ 2,964,658	$ 3,287,313	$ 3,529,103	$ 3,738,225	$ 3,748,502
Associated Payroll Costs	$ 1,479,286	$ 1,696,752	$ 1,833,907	$ 1,933,889	$ 2,022,771	$ 2,066,774
Purchased Services	$ 40,744	$ 16,320	$ 55,683	$ 136,205	$ 58,518	$ 16,572
Supplies and Materials	$ 105,898	$ 75,949	$ 55,739	$ 78,703	$ 62,659	$ 364,528
Capital	$ 4,527	$ 3,410	$ 485	$ 9,720		
Other Objects	$ 3,531	$ 800		$ 258	$ 480	$ 468
Total	**$ 4,579,094**	**$ 4,757,890**	**$ 5,233,127**	**$ 5,687,878**	**$ 5,882,653**	**$ 6,196,844**
Dollars per Student	**$ 8,326 :1**	**$ 8,666 :1**	**$ 9,620 :1**	**$ 11,728 :1**	**$ 12,597 :1**	**$ 13,619 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	87%	84%	85%	87%	86%
*Students with Disabilities	13%	11%	12%	13%	17%
*English Language Learners	34%	36%	35%	38%	40%
*Free-Direct Certification	50%	44%	47%	45%	46%
*Black	16%	15%	16%	13%	15%
*Latino	52%	53%	53%	58%	58%
*Native American	1%	1%	1%	0%	0%
*Pacific Islander	4%	3%	3%	2%	2%
*Multi-Race - Other Ancestry	7%	5%	6%	6%	5%
Multi-Race - Asian/White	1%	1%	1%	1%	0%
Asian	2%	2%	2%	1%	1%
White	18%	21%	21%	19%	19%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	8%		8%
ELA	Level 3	16%		10%
ELA	Level 2	22%		23%
ELA	Level 1	54%		59%
	ELA Participation	97%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	7%		6%
Math	Level 3	8%		6%
Math	Level 2	25%		20%
Math	Level 1	60%		69%
	Math Participation	96%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Chapman

1445 NW 26th Ave
503-916-6295
Principal: Pamela Van Der Wolf
K-5 *Constructed 1923*

Title I School for 2023-24 No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	484	484	375	341	350	336	338	334
Total	**484**	**484**	**375**	**341**	**350**	**336**	**338**	**334**

Kindergarten no longer at Ramona site as of middle 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.40	21.40	19.20	19.20	18.70	16.50
		Counseling Services	2.00	1.00	1.50	1.50	1.50	1.50
		Library/Media Services	0.75	0.80	0.50	0.75	0.75	0.75
		Instructional Spec / Coach			1.50	2.00	3.00	2.50
		Other						
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.75	1.50	1.50
		Ed. Assistant/ Paraeducator	3.38	2.40	0.88	2.30	4.68	3.80
		Library/Media Services	0.50	0.50	0.50	0.50		
		Other		0.88	1.00			
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**33.03**	**30.48**	**28.58**	**30.00**	**32.13**	**28.55**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	1.50	1.50	1.00	1.80	1.60
		ESL	1.00	1.00	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	2.63	2.81	2.81	0.94	0.94	0.94
		ESL	0.44					
		Nutrition Services	1.25	1.38	1.38	1.38	1.50	1.50
		Custodial	3.00	3.00	4.00	3.00	3.00	3.00
		Other					0.50	0.50
CASR Total			**9.81**	**9.69**	**10.19**	**6.81**	**8.24**	**8.04**
Grand Total			**42.84**	**40.17**	**38.77**	**36.81**	**40.37**	**36.59**
Overall Students per FTE			11.3:1	12.1:1	9.7:1	9.3:1	8.7:1	9.2:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	23.40	20.90	19.70	19.70	16.75	15.75
		Gen Fund Equity	0.75	0.30	1.00	1.25	1.80	2.00
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation		1.00				
		Title I					0.20	
		SIA/M98			1.00	1.50	3.00	2.50
		Other					1.20	
	Classified/ Non-Rep	Gen Fund	3.50	2.88	2.13	2.00	1.50	1.50
		Gen Fund Equity	0.50	1.60	1.47	1.10		
		Foundation	0.94	0.80		1.20	0.80	0.80
		Title I					3.00	2.25
		SIA/M98						
		Other	0.94		0.28	0.25	0.88	0.75
	Admin.	Gen Fund	2.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity		0.64	0.50	0.50	0.50	0.50
		Other						
School Total			**33.03**	**30.48**	**28.58**	**30.00**	**32.13**	**28.55**

School and CASR		**Licensed**	27.65	25.70	24.70	24.95	26.25	23.35
		Classified/ Non-Rep	13.19	12.47	12.07	9.86	12.12	11.24
		Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Chapman

1445 NW 26th Ave
503-916-6295
Principal: Pamela Van Der Wolf

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

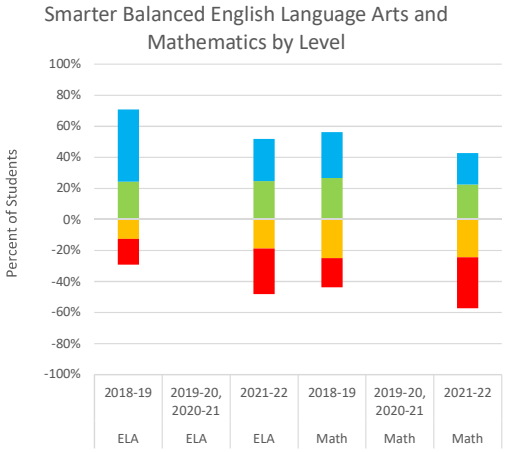
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,199,153	$ 2,051,789	$ 2,135,448	$ 2,250,399	$ 2,443,031	$ 2,388,886
Associated Payroll Costs	$ 1,054,349	$ 1,068,286	$ 1,144,555	$ 1,144,158	$ 1,251,145	$ 1,245,498
Purchased Services	$ 43,982	$ 20,841	$ 11,396	$ 64,434	$ 35,860	$ 13,152
Supplies and Materials	$ 31,368	$ 44,639	$ 12,219	$ 33,718	$ 82,431	$ 205,273
Capital		$ 25,000				
Other Objects					$ 384	$ 372
Total	**$ 3,328,851**	**$ 3,210,556**	**$ 3,303,619**	**$ 3,492,709**	**$ 3,812,850**	**$ 3,853,181**
Dollars per Student	**$ 6,878 :1**	**$ 6,633 :1**	**$ 8,810 :1**	**$ 10,243 :1**	**$ 10,894 :1**	**$ 11,468 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	42%	45%	51%	54%	59%
*Students with Disabilities	9%	9%	10%	10%	10%
*English Language Learners	6%	5%	6%	7%	9%
*Free-Direct Certification	21%	25%	27%	33%	39%
*Black	3%	4%	7%	8%	6%
*Latino	10%	12%	14%	16%	17%
*Native American	0%	1%	2%	1%	1%
*Pacific Islander	0%			0%	0%
*Multi-Race - Other Ancestry	7%	7%	8%	7%	9%
Multi-Race - Asian/White	6%	6%	5%	7%	7%
Asian	6%	4%	4%	4%	4%
White	68%	66%	60%	58%	55%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	47%		27%
ELA	Level 3	24%		25%
ELA	Level 2	13%		19%
ELA	Level 1	17%		29%
	ELA Participation	91%		93%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	30%		20%
Math	Level 3	27%		22%
Math	Level 2	25%		24%
Math	Level 1	19%		33%
	Math Participation	91%		92%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Chief Joseph

2409 N Saratoga St
503-916-6255
Principal: Amber Gerber
K-5 *Constructed 1949*

No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	358	351	305	269	261	251	241	218
Total	**358**	**351**	**305**	**269**	**261**	**251**	**241**	**218**

Converted to K-5 in 2017-18, feeding Ockley Green MS.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	16.00	15.50	16.50	15.50	14.30	14.30
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach			0.50	1.00	1.00	1.50
		Other	1.00	1.00	1.50	1.50	1.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	1.00	1.75	1.75
		Ed. Assistant/ Paraeducator	0.98	0.50	0.90	0.90	1.38	0.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**22.98**	**22.00**	**24.40**	**22.90**	**22.93**	**22.55**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	0.50	1.30	1.80
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	1.75	1.88	1.88	1.88	1.88	1.88
		ESL						
		Nutrition Services	1.38	1.00	1.00	1.00	1.00	1.00
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
		Other	0.50					
CASR Total			**7.13**	**6.38**	**6.38**	**5.88**	**6.68**	**7.18**
Grand Total			**30.10**	**28.38**	**30.78**	**28.78**	**29.60**	**29.73**
Overall Students per FTE			11.9:1	12.4:1	9.9:1	9.3:1	8.8:1	8.4:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	16.50	16.00	17.00	14.10	14.80	14.30
		Gen Fund Equity	1.00	1.00	1.00	1.00	1.00	1.00
		City Arts Tax	1.00	1.00	1.00	0.50	0.50	0.50
		Foundation						
		Title I						
		SIA/M98			1.00	3.90	2.00	2.70
		Other						0.30
	Classified/ Non-Rep	Gen Fund	2.00	2.00	2.40	1.40	2.40	2.00
		Gen Fund Equity	1.00	1.00	1.00	1.00		
		Foundation						
		Title I						
		SIA/M98						
		Other	0.48				1.23	0.75
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**22.98**	**22.00**	**24.40**	**22.90**	**22.93**	**22.55**

School and CASR	**Licensed**	20.00	19.50	21.50	20.50	20.10	21.10
	Classified/ Non-Rep	9.10	7.88	8.28	7.28	8.50	7.63
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Chief Joseph

2409 N Saratoga St
503-916-6255
Principal: Amber Gerber

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

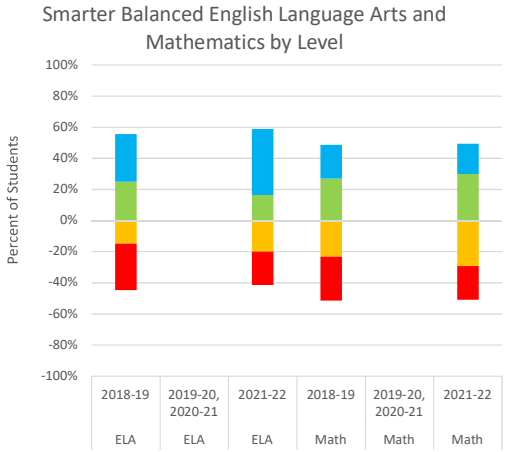
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,602,644	$ 1,597,537	$ 1,790,413	$ 1,859,373	$ 1,747,561	$ 1,998,701
Associated Payroll Costs	$ 745,244	$ 815,054	$ 924,268	$ 891,442	$ 885,810	$ 1,033,088
Purchased Services	$ 5,606	$ 6,401	$ 3,161	$ 5,371	$ 11,580	$ 10,692
Supplies and Materials	$ 11,393	$ 6,161	$ 9,997	$ 33,893	$ 31,983	$ 25,004
Capital					$ 324	
Other Objects						$ 300
Total	**$ 2,364,887**	**$ 2,425,153**	**$ 2,727,839**	**$ 2,790,079**	**$ 2,677,258**	**$ 3,067,785**
Dollars per Student	**$ 6,606 :1**	**$ 6,909 :1**	**$ 8,944 :1**	**$ 10,372 :1**	**$ 10,258 :1**	**$ 12,222 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	47%	47%	42%	40%	44%
*Students with Disabilities	13%	13%	13%	11%	11%
*English Language Learners	5%	7%	7%	6%	8%
*Free-Direct Certification	22%	23%	19%	17%	21%
*Black	9%	7%	4%	6%	6%
*Latino	11%	11%	10%	10%	14%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	2%	1%	2%	2%	2%
*Multi-Race - Other Ancestry	11%	10%	9%	8%	6%
Multi-Race - Asian/White	5%	5%	5%	5%	5%
Asian	4%	3%	4%	3%	2%
White	57%	62%	66%	66%	66%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	31%		42%
ELA	Level 3	25%		17%
ELA	Level 2	15%		20%
ELA	Level 1	30%		22%
	ELA Participation	95%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	22%		19%
Math	Level 3	27%		30%
Math	Level 2	23%		29%
Math	Level 1	28%		22%
	Math Participation	95%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Clark

1231 SE 92nd
TBD
Principal: TBD
K-5 Constructed 1955

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Black. Title I School for 2023-24 New TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood						378	384	383
Total						**378**	**384**	**383**

Re-opened in 2023-24

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers						22.00
		Counseling Services						1.00
		Library/Media Services						1.00
		Instructional Spec / Coach						1.00
		Other						2.50
	Classified/ Non-Rep	Clerical						2.00
		Ed. Assistant/ Paraeducator						4.38
		Library/Media Services						
		Other						0.88
	Admin.							1.50
School Total								**36.26**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education						2.30
		ESL						3.00
		Other						
	Classified/ Non-Rep	Special Education						
		ESL						0.88
		Nutrition Services						
		Custodial						
		Other						0.88
CASR Total								**7.05**
Grand Total								**43.31**

Overall Students per FTE 8.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund						21.20
		Gen Fund Equity						3.25
		City Arts Tax						1.00
		Foundation						
		Title I						
		SIA/M98						2.00
		Other						0.05
	Classified/ Non-Rep	Gen Fund						1.50
		Gen Fund Equity						0.50
		Foundation						
		Title I						3.28
		SIA/M98						1.50
		Other						0.48
	Admin.	Gen Fund						1.50
		Gen Fund Equity						
		Other						
School Total								**36.26**

School and CASR	**Licensed**	0.00	0.00	0.00	0.00	0.00	32.80
	Classified/ Non-Rep	0.00	0.00	0.00	0.00	0.00	9.01
	Admin.	0.00	0.00	0.00	0.00	0.00	1.50

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Clark

1231 SE 92nd
TBD
Principal: TBD

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries						$ 2,725,956
Associated Payroll Costs						$ 1,523,562
Purchased Services						$ 14,352
Supplies and Materials						$ 205,660
Capital						
Other Objects						$ 408
Total						**$ 4,469,938**
Dollars per Student						**$ 11,825 :1**

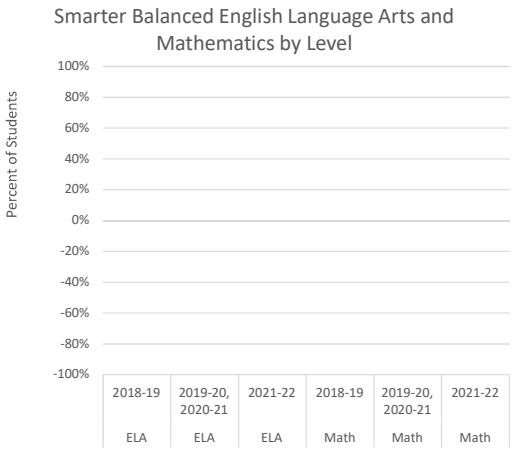
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*					
*Students with Disabilities					
*English Language Learners					
*Free-Direct Certification					
*Black					
*Latino					
*Native American					
*Pacific Islander					
*Multi-Race - Other Ancestry					
Multi-Race - Asian/White					
Asian					
White					

Note: re-opened in 2023-24 so no historical data available.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4			
ELA	Level 3			
ELA	Level 2			
ELA	Level 1			
ELA Participation				

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4			
Math	Level 3			
Math	Level 2			
Math	Level 1			
Math Participation				



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Cleveland

3400 SE 26th Ave
503-916-5120
Principal: JoAnn Wadkins

9-12 *Constructed 1929*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	1510	1427	1457	1493	1415	1395	1334	1317
Mandarin Immersion	141	133	124	130	132	149	144	142
Total	**1651**	**1560**	**1581**	**1623**	**1547**	**1544**	**1478**	**1459**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	70.68	71.92	67.41	70.06	72.08	69.08
		Counseling Services	6.00	6.00	5.00	5.50	5.50	5.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.01		3.51	3.59	1.75	1.75
		Other	2.89	2.17	1.92	1.17	1.00	1.00
	Classified/ Non-Rep	Clerical	10.35	8.95	8.15	8.90	9.53	8.38
		Ed. Assistant/ Paraeducator						
		Library/Media Services						
		Other	1.75	2.00	3.50	2.50	2.50	2.50
	Admin.		4.00	3.80	4.00	4.00	4.00	3.00
School Total			**97.68**	**95.84**	**94.48**	**96.72**	**97.36**	**91.71**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	9.00	9.00	9.00	9.00	10.80	10.80
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other	1.00	1.00	1.00	1.00		
	Classified/ Non-Rep	Special Education	11.38	10.32	10.32	11.26	11.26	12.19
		ESL						
		Nutrition Services	1.38	1.38	2.13	1.44	1.44	1.44
		Custodial	12.00	5.00	8.00	7.00	13.00	13.00
		Other	2.00	3.00	3.00	3.00	3.00	3.00
CASR Total			**37.25**	**30.19**	**33.94**	**33.19**	**39.99**	**40.93**
Grand Total			**134.93**	**126.04**	**128.43**	**129.91**	**137.35**	**132.64**
Overall Students per FTE			12.2:1	12.4:1	12.3:1	12.5:1	11.3:1	11.6:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	78.16	76.83	73.58	75.57	75.16	73.66
		Gen Fund Equity						
		City Arts Tax						
		Foundation	1.16	1.00	0.25	0.58	0.33	
		Title I						
		SIA/M98	2.26	3.09	5.01	4.50	4.50	4.17
		Other		0.17		0.67	1.33	
	Classified/ Non-Rep	Gen Fund	11.85	9.63	8.65	9.40	10.03	8.38
		Gen Fund Equity						
		Foundation						
		Title I						
		SIA/M98	0.25	0.83	3.00	2.00	2.00	2.00
		Other		0.50				0.50
	Admin.	Gen Fund	4.00	3.80	4.00	4.00	4.00	3.00
		Gen Fund Equity						
		Other						
School Total			**97.68**	**95.84**	**94.48**	**96.72**	**97.36**	**91.71**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	92.08	91.59	89.33	91.82	92.63	89.13
	Classified/ Non-Rep	38.85	30.65	35.09	34.09	40.72	40.51
	Admin.	4.00	3.80	4.00	4.00	4.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Cleveland

3400 SE 26th Ave
503-916-5120
Principal: JoAnn Wadkins

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

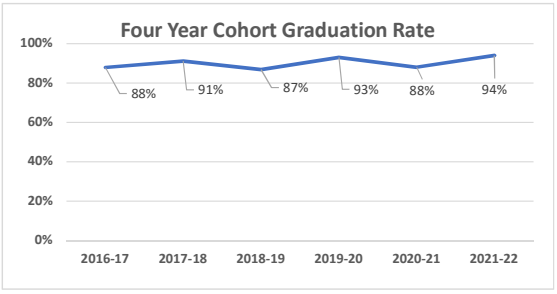
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 7,248,175	$ 7,189,282	$ 7,578,735	$ 8,173,958	$ 8,439,415	$ 8,362,420
Associated Payroll Costs	$ 3,451,362	$ 3,544,188	$ 3,844,720	$ 3,946,002	$ 4,068,484	$ 4,250,562
Purchased Services	$ 75,040	$ 53,029	$ 20,171	$ 42,440	$ 65,820	$ 63,960
Supplies and Materials	$ 101,630	$ 41,971	$ 211,960	$ 342,338	$ 146,691	$ 87,239
Capital	$ 4,890	$ 1,064	$ 4,306	$ 7,557	$ 6,884	
Other Objects	$ 73,227	$ 37,131	$ 20,517	$ 75,261		$ 1,824
Total	**$ 10,954,324**	**$ 10,866,665**	**$ 11,680,410**	**$ 12,587,555**	**$ 12,727,295**	**$ 12,766,005**
Dollars per Student	**$ 6,635 :1**	**$ 6,966 :1**	**$ 7,388 :1**	**$ 7,756 :1**	**$ 8,227 :1**	**$ 8,268 :1**

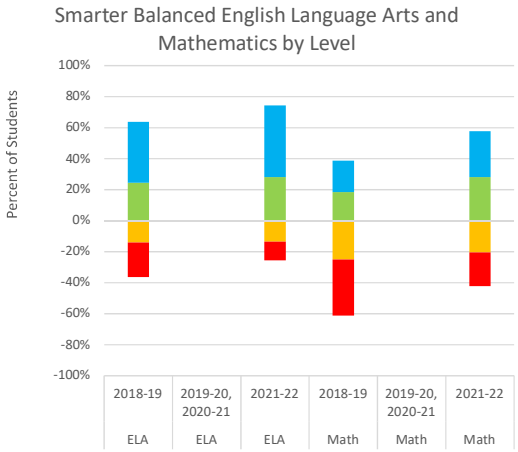
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	29%	29%	31%	31%	31%
*Students with Disabilities	11%	11%	11%	12%	11%
*English Language Learners	1%	1%	1%	1%	1%
*Free-Direct Certification	11%	9%	12%	11%	10%
*Black	3%	2%	3%	3%	2%
*Latino	8%	9%	9%	9%	9%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	5%	5%	5%	5%	5%
Multi-Race - Asian/White	5%	5%	7%	8%	7%
Asian	10%	10%	9%	9%	9%
White	69%	69%	67%	67%	68%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	39%		46%
ELA	Level 3	24%		28%
ELA	Level 2	14%		13%
ELA	Level 1	22%		12%
	ELA Participation	65%		23%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	20%		30%
Math	Level 3	18%		28%
Math	Level 2	25%		21%
Math	Level 1	36%		22%
	Math Participation	52%		22%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Creative Science

1231 SE 92nd
503-916-6431
Principal: Gene Bivens

K-8 *Constructed 1955*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Creative Science School	466	468	450	419	423			
Total	**466**	**468**	**450**	**419**	**423**			

2023-24 Merged with Bridger

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.50	20.27	20.30	20.30	21.17	
		Counseling Services	1.00	1.00	1.50	1.50	1.50	
		Library/Media Services	1.00	1.00	1.00	1.00	0.75	
		Instructional Spec / Coach				1.00	1.00	
		Other					0.13	
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	2.00	
		Ed. Assistant/ Paraeducator	0.88	0.75	0.75	0.75	0.75	
		Library/Media Services						
		Other						
	Admin.		2.00	2.00	2.00	2.00	2.00	
School Total			**26.88**	**26.53**	**27.05**	**28.05**	**29.30**	
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.00	2.00	2.00	3.20	
		ESL	0.50	0.25	0.50	0.50	0.50	
		Other						
	Classified/ Non-Rep	Special Education		0.94	0.94	2.81	2.81	
		ESL						
		Nutrition Services	2.06	1.44	2.19	1.25	1.25	
		Custodial	2.00	2.00	2.73	2.73	3.73	
		Other			0.88	1.75	1.75	
CASR Total			**6.56**	**6.63**	**9.23**	**11.04**	**13.24**	
Grand Total			**33.44**	**33.15**	**36.28**	**39.09**	**42.54**	
Overall Students per FTE			13.9:1	14.1:1	12.4:1	10.7:1	9.9:1	

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	22.00	21.77	21.80	21.80	21.92	
		Gen Fund Equity				1.00	1.00	
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	
		Foundation						
		Title I						
		SIA/M98			0.50	0.50	1.00	
		Other					0.13	
	Classified/ Non-Rep	Gen Fund	2.38	2.25	2.25	2.25	2.49	
		Gen Fund Equity						
		Foundation						
		Title I						
		SIA/M98						
		Other					0.26	
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	
		Gen Fund Equity						
		Other						
School Total			**26.88**	**26.53**	**27.05**	**28.05**	**29.30**	

School and CASR	**Licensed**	25.00	24.52	25.30	26.30	28.25	0.00
	Classified/ Non-Rep	6.44	6.63	8.98	10.79	12.29	0.00
	Admin.	2.00	2.00	2.00	2.00	2.00	0.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Creative Science

1231 SE 92nd
503-916-6431
Principal: Gene Bivens

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,045,484	$ 2,023,021	$ 2,199,544	$ 2,300,124	$ 2,466,415	
Associated Payroll Costs	$ 938,217	$ 1,039,382	$ 1,125,632	$ 1,095,025	$ 1,214,596	
Purchased Services	$ 13,345	$ 7,964	$ 3,762	$ 7,157	$ 18,174	
Supplies and Materials	$ 45,958	$ 10,546	$ 23,485	$ 52,155	$ 17,993	
Capital	$ 2,726			$ 2,222	$ 456	
Other Objects						
Total	**$ 3,045,731**	**$ 3,080,913**	**$ 3,352,423**	**$ 3,456,683**	**$ 3,717,634**	
Dollars per Student	**$ 6,536 :1**	**$ 6,583 :1**	**$ 7,450 :1**	**$ 8,250 :1**	**$ 8,789 :1**	

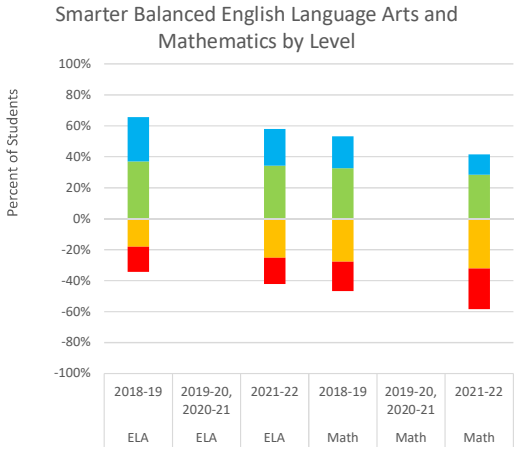
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	37%	37%	41%	41%	42%
*Students with Disabilities	18%	18%	20%	21%	20%
*English Language Learners	3%	3%	5%	3%	3%
*Free-Direct Certification	13%	12%	14%	12%	15%
*Black	2%	2%	3%	4%	2%
*Latino	6%	6%	8%	9%	10%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	0%	0%	0%	1%	0%
*Multi-Race - Other Ancestry	4%	5%	5%	6%	6%
Multi-Race - Asian/White	3%	3%	3%	4%	3%
Asian	10%	10%	10%	8%	10%
White	74%	73%	70%	70%	68%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: Merging with Bridger

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	29%		24%
ELA	Level 3	37%		34%
ELA	Level 2	18%		25%
ELA	Level 1	16%		17%
ELA Participation		92%		95%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	21%		13%
Math	Level 3	33%		29%
Math	Level 2	28%		32%
Math	Level 1	19%		26%
Math Participation		91%		96%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Creston

4701 SE Bush St
503-916-6340
Principal: Holly Altiero

K-5 *Constructed 1946*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	361	375	385	250	260	253	254	233
Total	**361**	**375**	**385**	**250**	**260**	**253**	**254**	**233**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.35	18.30	18.80	14.75	14.00	14.00
		Counseling Services	1.75	1.75	1.50		1.00	1.00
		Library/Media Services	0.50	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach			1.00		0.75	1.75
		Other		1.00		0.50	0.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	1.75	1.75	1.75
		Ed. Assistant/ Paraeducator	1.50	1.00	1.50	0.75	0.90	0.80
		Library/Media Services	0.50	0.50	0.50	0.50		
		Other						0.75
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**27.60**	**26.55**	**27.30**	**20.25**	**20.90**	**22.55**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.50	2.50	1.00	1.80	1.60
		ESL	1.00	0.50	1.00	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	1.75	5.63	4.69	0.94	0.94	0.94
		ESL	0.44	0.88	0.44			
		Nutrition Services	2.00	2.19	2.00	2.00	1.63	1.63
		Custodial	4.00	3.00	2.00	3.00	4.00	4.00
		Other						
CASR Total			**11.19**	**14.69**	**12.63**	**7.44**	**8.86**	**8.66**
Grand Total			**38.79**	**41.24**	**39.93**	**27.69**	**29.76**	**31.21**
Overall Students per FTE			9.3:1	9.1:1	9.6:1	9.0:1	8.7:1	8.1:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.60	20.80	19.80	13.80	14.75	15.75
		Gen Fund Equity	1.50	0.75	1.50	1.25	1.00	1.00
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation						
		Title I						
		SIA/M98			0.50	0.70	1.00	1.00
		Other						0.01
	Classified/ Non-Rep	Gen Fund	2.50	2.00	3.00	2.00	1.50	1.51
		Gen Fund Equity	1.50	1.50	1.00	0.50	1.00	
		Foundation						
		Title I						
		SIA/M98						
		Other				0.50	0.15	1.79
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**27.60**	**26.55**	**27.30**	**20.25**	**20.90**	**22.55**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	25.60	25.05	25.80	17.75	19.55	20.35
	Classified/ Non-Rep	12.19	15.19	13.13	8.94	9.21	9.86
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Creston

4701 SE Bush St
503-916-6340
Principal: Holly Altiero

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,934,932	$ 1,913,045	$ 2,056,540	$ 1,618,873	$ 1,693,709	$ 1,906,550
Associated Payroll Costs	$ 885,414	$ 951,615	$ 1,071,302	$ 854,310	$ 854,627	$ 1,012,162
Purchased Services	$ 26,450	$ 6,326	$ 7,116	$ 7,252	$ 10,800	$ 10,764
Supplies and Materials	$ 19,367	$ 9,791	$ 13,298	$ 39,904	$ 14,642	$ 32,067
Capital		$ 500			$ 312	
Other Objects	$ 130					$ 312
Total	**$ 2,866,293**	**$ 2,881,277**	**$ 3,148,256**	**$ 2,520,339**	**$ 2,574,090**	**$ 2,961,855**
Dollars per Student	**$ 7,940 :1**	**$ 7,683 :1**	**$ 8,177 :1**	**$ 10,081 :1**	**$ 9,900 :1**	**$ 11,707 :1**

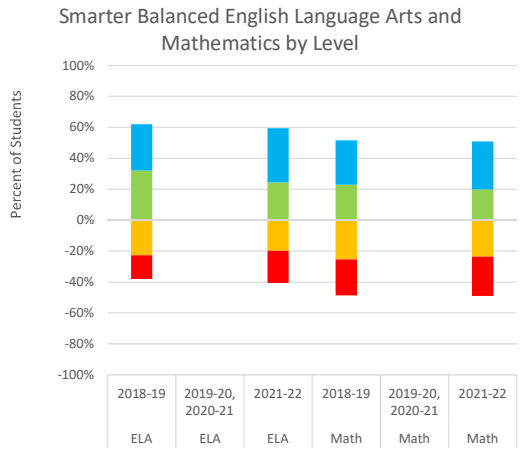
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	52%	51%	55%	48%	46%
*Students with Disabilities	23%	23%	23%	22%	20%
*English Language Learners	8%	8%	9%	6%	8%
*Free-Direct Certification	26%	21%	26%	26%	20%
*Black	4%	4%	4%	3%	3%
*Latino	17%	18%	20%	15%	14%
*Native American					2%
*Pacific Islander	2%	2%	1%	1%	1%
*Multi-Race - Other Ancestry	6%	8%	6%	6%	5%
Multi-Race - Asian/White	2%	2%	2%	2%	3%
Asian	7%	5%	5%	3%	4%
White	63%	62%	63%	70%	69%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: gaining neighborhood students from Arleta.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	30%		35%
ELA	Level 3	32%		25%
ELA	Level 2	23%		20%
ELA	Level 1	15%		21%
ELA Participation		94%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	29%		31%
Math	Level 3	23%		20%
Math	Level 2	26%		24%
Math	Level 1	23%		26%
Math Participation		93%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

da Vinci

2508 NE Everett St
503-916-5356
Principal: Robbie Davis
6-8 *Constructed 1928*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
DaVinci Arts M.S.	456	450	443	415	434	432	428	426
Total	**456**	**450**	**443**	**415**	**434**	**432**	**428**	**426**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	19.24	19.30	19.00	20.00	21.50	21.50
		Counseling Services	1.00	1.00	2.00	2.00	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	0.16	0.20			1.00	1.00
		Other						1.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	0.20	0.20	0.40	0.40	0.40	0.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**25.60**	**25.70**	**26.40**	**27.40**	**29.90**	**31.00**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.50	3.00	3.00	3.00	3.80	4.60
		ESL				0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	2.63	3.75	3.75	4.69	2.81	2.81
		ESL						
		Nutrition Services	0.63	0.88	0.69	0.69	0.75	0.75
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
		Other				0.88		
CASR Total			**8.75**	**10.63**	**10.44**	**12.50**	**10.61**	**11.41**
Grand Total			**34.35**	**36.33**	**36.84**	**39.90**	**40.51**	**42.41**
Overall Students per FTE			13.3:1	12.4:1	12.0:1	10.4:1	10.7:1	10.2:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	19.70	19.50	19.50	19.75	19.75	20.75
		Gen Fund Equity	1.00	1.00	1.00	1.25	1.75	1.75
		City Arts Tax						
		Foundation	0.20	0.50		0.25	0.25	0.25
		Title I						
		SIA/M98			1.00	1.00	3.00	2.80
		Other				0.25	0.25	0.45
	Classified/ Non-Rep	Gen Fund	2.10	2.50	2.50	2.00	2.00	2.00
		Gen Fund Equity				0.50	0.50	0.50
		Foundation	0.60	0.20	0.40	0.40	0.40	
		Title I						
		SIA/M98						
		Other						0.50
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**25.60**	**25.70**	**26.40**	**27.40**	**29.90**	**31.00**

School and CASR	**Licensed**	23.40	24.00	24.50	25.75	29.05	30.85
	Classified/ Non-Rep	8.95	10.33	10.34	12.15	9.46	9.56
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

da Vinci

2508 NE Everett St
503-916-5356
Principal: Robbie Davis

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

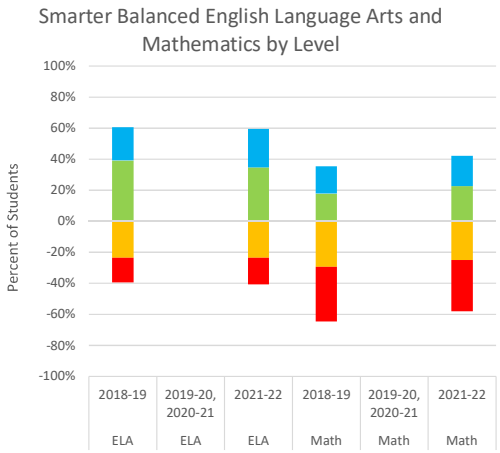
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,926,655	$ 1,915,554	$ 2,012,310	$ 2,162,156	$ 2,446,197	$ 2,670,936
Associated Payroll Costs	$ 918,647	$ 928,592	$ 973,315	$ 1,042,325	$ 1,220,729	$ 1,393,996
Purchased Services	$ 12,649	$ 6,811	$ 2,598	$ 5,701	$ 16,356	$ 15,900
Supplies and Materials	$ 15,598	$ 6,717	$ 13,636	$ 33,943	$ 23,167	$ 39,521
Capital						
Other Objects				$ 500	$ 468	$ 456
Total	**$ 2,873,549**	**$ 2,857,674**	**$ 3,001,860**	**$ 3,244,626**	**$ 3,706,917**	**$ 4,120,809**
Dollars per Student	**$ 6,302 :1**	**$ 6,350 :1**	**$ 6,776 :1**	**$ 7,818 :1**	**$ 8,541 :1**	**$ 9,539 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	41%	43%	45%	45%	47%
*Students with Disabilities	15%	15%	17%	16%	20%
*English Language Learners					2%
*Free-Direct Certification	13%	13%	15%	15%	20%
*Black	5%	6%	7%	6%	7%
*Latino	9%	9%	10%	12%	12%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander		0%			
*Multi-Race - Other Ancestry	8%	9%	11%	10%	8%
Multi-Race - Asian/White	4%	4%	6%	5%	6%
Asian	2%	2%	2%	2%	2%
White	72%	69%	65%	66%	65%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	22%		25%
ELA	Level 3	39%		35%
ELA	Level 2	24%		24%
ELA	Level 1	16%		17%
	ELA Participation	92%		86%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	18%		19%
Math	Level 3	18%		23%
Math	Level 2	29%		25%
Math	Level 1	35%		33%
	Math Participation	92%		87%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Duniway

7700 SE Reed College Pl
503-916-6343
Principal: Philip Rafferty
K-5 Constructed 1926

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	504	512	468	436	422	396	368	359
Total	**504**	**512**	**468**	**436**	**422**	**396**	**368**	**359**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.40	21.40	20.40	20.40	19.20	18.00
		Counseling Services	1.50	1.60	1.00	1.00	1.50	1.50
		Library/Media Services	0.85	0.80	0.85	0.80	0.75	0.75
		Instructional Spec / Coach				0.50		1.00
		Other	0.10		0.50	0.50		
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.75	1.75	1.75
		Ed. Assistant/ Paraeducator	1.96	2.94	3.43	2.94	2.94	0.98
		Library/Media Services						
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**29.31**	**29.24**	**28.68**	**28.89**	**27.14**	**24.98**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	1.50	1.50	1.50	2.70	2.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.94	0.94	1.88	2.81	2.81
		ESL						
		Nutrition Services	1.25	1.25	1.25	1.25	1.25	1.25
		Custodial	2.73	3.00	3.00	3.00	3.00	3.00
		Other	0.50	0.50				
CASR Total			**7.10**	**7.44**	**6.94**	**7.88**	**10.01**	**9.81**
Grand Total			**36.41**	**36.68**	**35.62**	**36.77**	**37.15**	**34.79**
Overall Students per FTE			13.8:1	14.0:1	13.1:1	11.9:1	11.4:1	11.4:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	22.65	21.65	20.95	20.95	18.95	18.75
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	1.20	1.15	0.30	0.75	1.00	1.00
		Title I						
		SIA/M98			0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Gen Fund	1.50	1.50	1.99	1.50	1.50	1.50
		Gen Fund Equity						
		Foundation	1.96	2.94	2.94	2.94	3.19	1.23
		Title I						
		SIA/M98						
		Other				0.25		
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**29.31**	**29.24**	**28.68**	**28.89**	**27.14**	**24.98**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	26.60	25.55	24.50	24.95	24.40	24.00
	Classified/ Non-Rep	8.81	10.13	10.12	10.82	11.75	9.79
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Duniway

7700 SE Reed College Pl
503-916-6343
Principal: Philip Rafferty

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

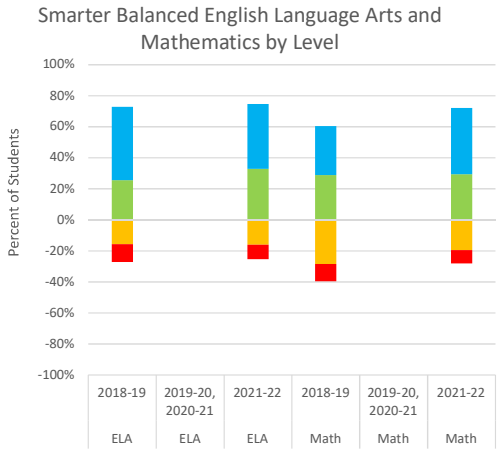
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,130,729	$ 2,174,089	$ 2,191,473	$ 2,332,022	$ 2,294,360	$ 2,318,710
Associated Payroll Costs	$ 986,187	$ 1,024,049	$ 1,061,112	$ 1,074,674	$ 1,073,740	$ 1,154,145
Purchased Services	$ 8,078	$ 13,012	$ 6,498	$ 4,930	$ 15,936	$ 14,856
Supplies and Materials	$ 35,364	$ 19,401	$ 24,957	$ 62,364	$ 22,965	$ 20,514
Capital				$ 805		
Other Objects					$ 456	$ 420
Total	**$ 3,160,358**	**$ 3,230,551**	**$ 3,284,040**	**$ 3,474,796**	**$ 3,407,457**	**$ 3,508,645**
Dollars per Student	**$ 6,271 :1**	**$ 6,310 :1**	**$ 7,017 :1**	**$ 7,970 :1**	**$ 8,075 :1**	**$ 8,860 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	28%	29%	28%	28%	30%
*Students with Disabilities	14%	15%	14%	16%	18%
*English Language Learners	2%	1%	2%	1%	3%
*Free-Direct Certification	6%	6%	5%	5%	6%
*Black	0%	1%	0%	0%	1%
*Latino	6%	6%	6%	6%	6%
*Native American					
*Pacific Islander					
*Multi-Race - Other Ancestry	3%	3%	3%	3%	3%
Multi-Race - Asian/White	5%	5%	5%	4%	5%
Asian	2%	3%	3%	3%	4%
White	83%	83%	83%	84%	82%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	47%		42%
ELA	Level 3	26%		33%
ELA	Level 2	16%		16%
ELA	Level 1	12%		9%
	ELA Participation	97%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	32%		43%
Math	Level 3	29%		29%
Math	Level 2	28%		20%
Math	Level 1	11%		8%
	Math Participation	97%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Faubion

3039 NE Rosa Parks Way
503-916-5686
Principal: Karmin Williams
PK-8 *Constructed 2017*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: English Learners, LatinX. Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	679	701	697	627	615	598	605	604
Total	**679**	**701**	**697**	**627**	**615**	**598**	**605**	**604**

New building opened start of 2017-18 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	33.94	37.00	38.00	38.50	38.50	38.50
		Counseling Services	3.00	3.00	3.00	3.00	3.00	3.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	1.00	3.00	4.00	4.00	3.00
		Other						
	Classified/ Non-Rep	Clerical	4.00	4.00	4.00	4.00	4.00	4.00
		Ed. Assistant/ Paraeducator	12.86	12.83	14.14	14.26	14.19	11.39
		Library/Media Services						
		Other	3.88	3.88	4.00	2.00	1.00	3.00
	Admin.		3.00	3.00	3.00	3.00	3.00	3.00
School Total			**62.67**	**65.71**	**70.14**	**69.76**	**68.69**	**66.89**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.50	3.50	3.00	4.40	3.90
		ESL	2.00	2.00	2.00	2.00	2.00	2.50
		Other	1.00		1.00	1.00	3.50	1.00
	Classified/ Non-Rep	Special Education	2.63	1.88	1.88	1.88	1.88	0.94
		ESL	0.88	0.44	0.88	0.88	1.75	0.87
		Nutrition Services	4.19	3.88	3.69	3.63	3.19	3.31
		Custodial	4.73	4.73	5.00	6.00	5.00	5.00
		Other	3.40	2.00	2.00	2.00	6.00	5.00
CASR Total			**21.81**	**18.42**	**19.94**	**20.38**	**27.71**	**22.53**
Grand Total			**84.49**	**84.12**	**90.08**	**90.14**	**96.41**	**89.41**
Overall Students per FTE			8.0:1	8.3:1	7.7:1	7.0:1	6.4:1	6.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	29.75	32.26	34.20	31.57	31.41	30.48
		Gen Fund Equity	2.95	2.68	4.30	3.10	4.60	3.60
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation						
		Title I	2.25	3.06	2.50	1.00	0.32	0.75
		SIA/M98			0.50	4.33	4.50	5.00
		Other	3.00	3.00	2.50	5.50	4.67	4.67
	Classified/ Non-Rep	Gen Fund	5.62	4.38	3.00	2.63	3.65	2.00
		Gen Fund Equity	2.31	3.05	0.80	1.50		
		Foundation						
		Title I	6.20	7.73	11.32	9.51	7.85	6.84
		SIA/M98						2.50
		Other	6.60	5.55	7.02	6.62	7.69	7.05
	Admin.	Gen Fund	2.00	2.36	2.00	2.00	2.00	2.00
		Gen Fund Equity	1.00	0.64	1.00	1.00	1.00	1.00
		Other						
School Total			**62.67**	**65.71**	**70.14**	**69.76**	**68.69**	**66.89**

School and CASR	**Licensed**	44.94	47.50	51.50	52.50	56.40	52.90
	Classified/ Non-Rep	36.55	33.62	35.58	34.64	37.01	33.51
	Admin.	3.00	3.00	3.00	3.00	3.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Faubion

3039 NE Rosa Parks Way
503-916-5686
Principal: Karmin Williams

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

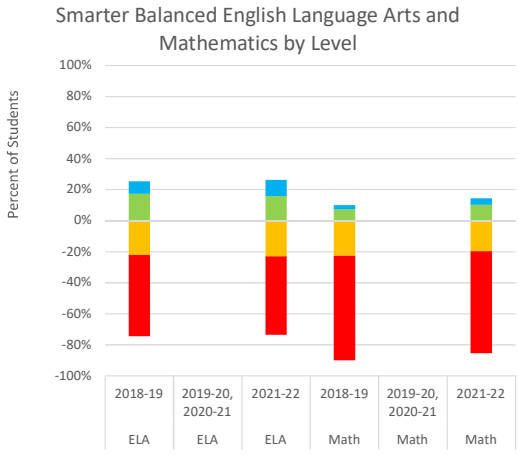
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 3,378,203	$ 3,689,098	$ 4,353,319	$ 4,610,931	$ 4,890,580	$ 5,240,274
Associated Payroll Costs	$ 1,641,699	$ 1,926,211	$ 2,336,769	$ 2,423,564	$ 2,627,163	$ 2,886,085
Purchased Services	$ 25,494	$ 14,787	$ 10,630	$ 87,815	$ 35,854	$ 20,712
Supplies and Materials	$ 125,946	$ 67,376	$ 56,712	$ 79,313	$ 74,547	$ 435,075
Capital	$ 683	$ 752	$ 886	$ 25	$ 626	
Other Objects		$ 100		$ 559		$ 588
Total	**$ 5,172,025**	**$ 5,698,325**	**$ 6,758,315**	**$ 7,202,207**	**$ 7,628,770**	**$ 8,582,734**
Dollars per Student	**$ 7,617 :1**	**$ 8,129 :1**	**$ 9,696 :1**	**$ 11,487 :1**	**$ 12,405 :1**	**$ 14,352 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	82%	83%	83%	80%	80%
*Students with Disabilities	16%	15%	16%	12%	15%
*English Language Learners	10%	11%	13%	13%	15%
*Free-Direct Certification	41%	42%	44%	44%	44%
*Black	28%	28%	28%	29%	27%
*Latino	27%	29%	30%	27%	28%
*Native American	2%	2%	2%	2%	2%
*Pacific Islander	1%	1%	2%	1%	2%
*Multi-Race - Other Ancestry	11%	12%	11%	12%	14%
Multi-Race - Asian/White	2%	2%	2%	2%	2%
Asian	2%	2%	2%	2%	2%
White	26%	25%	25%	25%	25%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	8%		10%
ELA	Level 3	18%		16%
ELA	Level 2	22%		23%
ELA	Level 1	53%		51%
	ELA Participation	95%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	3%		4%
Math	Level 3	7%		10%
Math	Level 2	23%		20%
Math	Level 1	67%		66%
	Math Participation	93%		95%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Forest Park

9935 NW Durrett St
503-916-5400
Principal: Aaron Martini
K-5 *Constructed 1998*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	418	402	348	333	328	328	318	295
Total	**418**	**402**	**348**	**333**	**328**	**328**	**318**	**295**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.40	17.70	15.00	16.00	15.00	14.50
		Counseling Services	1.00	1.00	1.50	1.50	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	0.50	0.50				1.00
		Other						
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	2.61	1.80	0.75	1.50	1.69	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other		1.00				
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**30.01**	**25.50**	**20.75**	**22.50**	**21.69**	**22.00**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	0.50	1.30	1.10
		ESL	0.50	0.50	0.50	1.00	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	3.50	3.75	2.81	0.94	1.88	1.88
		ESL						
		Nutrition Services	1.13	1.13	1.00	1.25	1.25	1.25
		Custodial	2.00	2.00	2.00	2.00	3.00	4.00
		Other						
CASR Total			**8.13**	**8.38**	**7.31**	**5.69**	**7.93**	**8.73**
Grand Total			**38.13**	**33.88**	**28.06**	**28.19**	**29.61**	**30.73**
Overall Students per FTE			11.0:1	11.9:1	12.4:1	11.8:1	11.1:1	10.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	21.90	18.20	15.50	15.50	15.50	15.50
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	0.50
		Foundation	1.00	0.50				
		Title I						
		SIA/M98			0.50	0.50	0.50	1.50
		Other	0.50			1.00		
	Classified/ Non-Rep	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation	2.61	1.80	0.75	1.50	1.69	1.05
		Title I						
		SIA/M98						
		Other		1.00				0.45
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**30.01**	**25.50**	**20.75**	**22.50**	**21.69**	**22.00**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	25.90	21.20	18.50	19.50	18.80	19.10
	Classified/ Non-Rep	11.23	11.68	8.56	7.69	9.81	10.63
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Forest Park

9935 NW Durrett St
503-916-5400
Principal: Aaron Martini

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

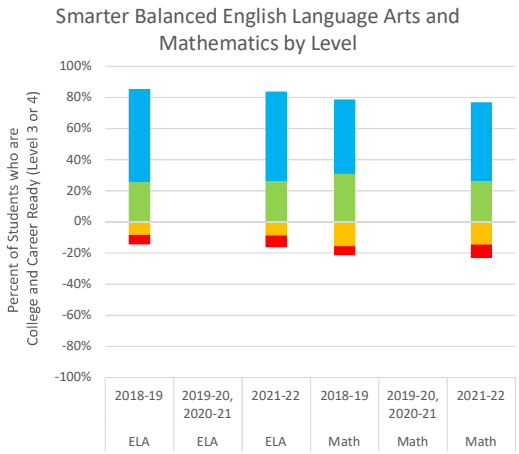
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,042,648	$ 1,761,125	$ 1,685,467	$ 1,796,047	$ 1,744,359	$ 1,864,939
Associated Payroll Costs	$ 941,391	$ 907,420	$ 868,722	$ 885,242	$ 874,783	$ 983,542
Purchased Services	$ 6,019	$ 4,625	$ 1,970	$ 5,013	$ 12,624	$ 12,924
Supplies and Materials	$ 23,569	$ 9,767	$ 12,939	$ 28,621	$ 13,099	$ 13,439
Capital					$ 360	
Other Objects						$ 372
Total	**$ 3,013,626**	**$ 2,682,937**	**$ 2,569,098**	**$ 2,714,922**	**$ 2,645,224**	**$ 2,875,216**
Dollars per Student	**$ 7,210 :1**	**$ 6,674 :1**	**$ 7,382 :1**	**$ 8,153 :1**	**$ 8,065 :1**	**$ 8,766 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	20%	24%	24%	27%	24%
*Students with Disabilities	8%	10%	10%	9%	10%
*English Language Learners	3%	5%	7%	9%	4%
*Free-Direct Certification		1%		1%	2%
*Black	3%	2%	2%	1%	2%
*Latino	4%	3%	5%	8%	5%
*Native American			0%		
*Pacific Islander					
*Multi-Race - Other Ancestry	2%	4%	3%	2%	2%
Multi-Race - Asian/White	10%	10%	9%	9%	11%
Asian	22%	20%	22%	24%	24%
White	59%	62%	60%	57%	56%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	60%		58%
ELA	Level 3	26%		26%
ELA	Level 2	8%		9%
ELA	Level 1	6%		8%
ELA Participation		97%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	48%		51%
Math	Level 3	31%		26%
Math	Level 2	16%		15%
Math	Level 1	6%		9%
Math Participation		97%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Franklin

5405 SE Woodward St
503-916-5140
Principal: Christopher Frazier
9-12 *Constructed 1915*

The Oregon Department of Education has identified this school as a TSI for the following Students: Black. New TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	1693	1769	1836	1835	1788	1669	1600	1529
Spanish Immersion	140	132	135	139	140	135	144	148
Russian Immersion	23	35	39	40	40	33	32	30
Total	**1856**	**1936**	**2010**	**2014**	**1968**	**1837**	**1776**	**1707**

New building opened 2017-18 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	85.17	86.50	88.67	93.67	92.00	90.00
		Counseling Services	7.00	6.80	7.00	7.00	7.00	6.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	2.83	3.00	2.33	2.33	1.00	1.00
		Other	1.50	1.50	3.50	3.00	4.50	4.50
	Classified/ Non-Rep	Clerical	9.75	10.75	11.75	12.75	12.50	10.50
		Ed. Assistant/ Paraeducator						
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Other	4.50	4.99	8.00	6.82	6.70	5.88
	Admin.		4.00	4.00	4.00	4.00	4.00	4.00
School Total			**116.75**	**119.54**	**127.25**	**131.57**	**129.70**	**123.88**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	9.00	11.50	11.50	11.50	13.50	13.50
		ESL	2.00	2.00	2.00	2.00	2.50	3.00
		Other	1.00	1.00	1.00	1.00		
	Classified/ Non-Rep	Special Education	7.00	10.32	12.19	12.19	12.19	13.13
		ESL	0.88	0.88	0.88	0.87	0.87	0.87
		Nutrition Services	4.00	2.75	3.63	3.50	4.13	4.13
		Custodial	10.45	7.73	10.73	9.73	8.73	8.73
		Other	3.00	1.00	1.00	3.00	4.00	4.00
CASR Total			**37.33**	**37.17**	**42.92**	**43.79**	**45.92**	**47.36**
Grand Total			**154.08**	**156.71**	**170.17**	**175.37**	**175.62**	**171.23**
Overall Students per FTE			12.0:1	12.4:1	11.8:1	11.5:1	11.2:1	10.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	86.75	88.68	89.24	95.44	91.79	89.42
		Gen Fund Equity	7.75	7.13	8.26	7.88	7.71	8.25
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98	3.00	3.00	5.00	3.00	5.00	4.83
		Other				0.69	1.00	
	Classified/ Non-Rep	Gen Fund	10.75	12.75	13.12	11.32	12.83	8.57
		Gen Fund Equity	4.50	3.75	4.48	7.25	5.38	5.50
		Foundation						0.55
		Title I						
		SIA/M98			3.00	2.00	2.00	2.00
		Other		0.24	0.15			0.76
	Admin.	Gen Fund	4.00	4.00	4.00	4.00	4.00	4.00
		Gen Fund Equity						
		Other						
School Total			**116.75**	**119.54**	**127.25**	**131.57**	**129.70**	**123.88**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	109.50	113.30	117.00	121.50	121.50	119.00
	Classified/ Non-Rep	40.58	39.41	49.17	49.87	50.12	48.23
	Admin.	4.00	4.00	4.00	4.00	4.00	4.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Franklin

5405 SE Woodward St
503-916-5140
Principal: Christopher Frazier

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

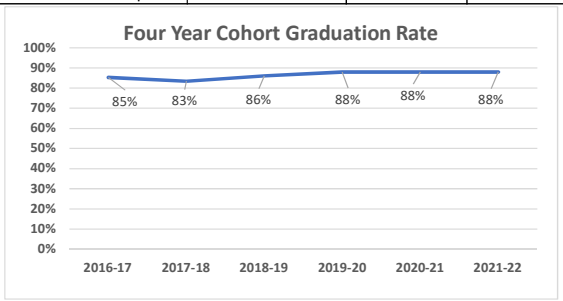
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 8,392,148	$ 8,777,936	$ 9,514,176	$ 10,765,354	$ 10,811,428	$ 10,895,011
Associated Payroll Costs	$ 3,948,457	$ 4,411,731	$ 4,926,534	$ 5,341,323	$ 5,363,914	$ 5,689,586
Purchased Services	$ 120,465	$ 161,282	$ 75,026	$ 88,221	$ 78,154	$ 72,780
Supplies and Materials	$ 159,234	$ 65,301	$ 126,333	$ 446,851	$ 108,033	$ 196,345
Capital	$ 6,420	$ 804		$ 12,359		
Other Objects	$ 7,003	$ 5,400	$ 7,427	$ 7,915	$ 2,232	$ 2,076
Total	**$ 12,633,727**	**$ 13,422,455**	**$ 14,649,496**	**$ 16,662,023**	**$ 16,363,762**	**$ 16,855,798**
Dollars per Student	**$ 6,807 :1**	**$ 6,933 :1**	**$ 7,288 :1**	**$ 8,273 :1**	**$ 8,315 :1**	**$ 9,176 :1**

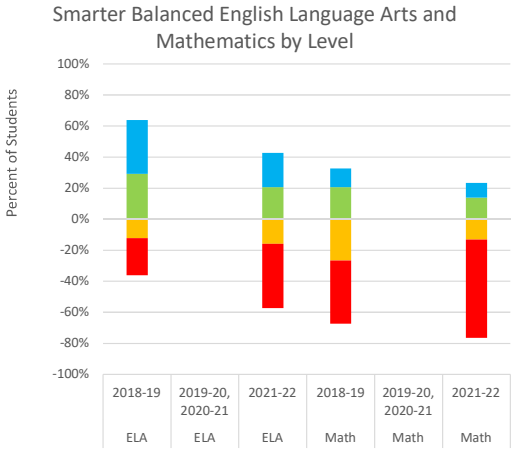
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	48%	46%	48%	48%	50%
*Students with Disabilities	13%	13%	12%	12%	13%
*English Language Learners	4%	5%	5%	6%	7%
*Free-Direct Certification	21%	18%	22%	21%	23%
*Black	5%	5%	4%	5%	5%
*Latino	20%	19%	19%	19%	20%
*Native American	1%	0%	1%	0%	0%
*Pacific Islander	1%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	5%	5%	6%	6%	6%
Multi-Race - Asian/White	3%	4%	4%	4%	4%
Asian	14%	13%	13%	12%	12%
White	51%	54%	53%	53%	52%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	35%		22%
ELA	Level 3	29%		21%
ELA	Level 2	12%		16%
ELA	Level 1	24%		41%
ELA Participation		90%		82%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	12%		10%
Math	Level 3	21%		14%
Math	Level 2	27%		13%
Math	Level 1	41%		63%
Math Participation		87%		66%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

George

10000 N Burr Ave
503-916-6262
Principal: Amy Whitney

6-8 *Constructed 1950*

The Oregon Department of Education has identified this school as a Comprehensive Supports for Improvement school (CSI). Title I School for 2023-24 Designation changed from TSI to CSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	421	438	396	315	268	255	254	241
Spanish Immersion			36	70	119	119	114	108
Total	**421**	**438**	**432**	**385**	**387**	**374**	**368**	**349**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.50	21.00	23.10	22.00	24.70	23.60
		Counseling Services	1.00	1.25	2.00	2.00	2.50	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	1.00	1.50	2.00	1.00	1.50
		Other	2.00	2.00	3.00	2.00	2.50	2.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	3.00	3.00
		Ed. Assistant/ Paraeducator					1.00	1.00
		Library/Media Services	0.70	0.70	0.63	0.70		
		Other	1.00	1.00	1.00	1.00	0.60	1.60
	Admin.		2.00	2.00	2.00	3.00	3.00	3.00
School Total			**31.20**	**31.95**	**36.23**	**35.70**	**39.30**	**38.70**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	5.50	6.00	6.00	6.50	7.50	7.40
		ESL	2.00	1.50	1.50	1.50	1.80	2.30
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	7.88	8.44	9.38	9.38	9.38	9.38
		ESL	0.88	0.44	0.88	0.44	1.27	1.27
		Nutrition Services	2.13	2.13	1.63	2.25	2.25	2.19
		Custodial	3.00	3.00	3.00	4.00	3.00	3.00
		Other				1.00	1.00	1.00
CASR Total			**22.38**	**22.51**	**23.38**	**26.07**	**27.21**	**27.54**
Grand Total			**53.58**	**54.46**	**59.61**	**61.77**	**66.51**	**66.24**
Overall Students per FTE			7.9:1	8.0:1	7.2:1	6.2:1	5.8:1	5.6:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.49	21.30	24.35	18.40	20.05	18.35
		Gen Fund Equity	4.50	4.25	4.25	3.10	2.30	2.80
		City Arts Tax						
		Foundation						
		Title I	0.51	0.70	0.70	2.00	2.35	0.85
		SIA/M98			1.30	5.00	6.50	6.90
		Other				0.50	0.50	1.20
	Classified/ Non-Rep	Gen Fund	2.63	1.50	1.50	2.00	2.50	2.50
		Gen Fund Equity		0.50	0.50		0.60	
		Foundation						
		Title I	1.08	1.45	1.63	0.70	0.50	2.10
		SIA/M98						1.00
		Other		0.25		1.00	1.00	
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.50
		Gen Fund Equity				1.00	1.00	0.50
		Other						
School Total			**31.20**	**31.95**	**36.23**	**35.70**	**39.30**	**38.70**

School and CASR	**Licensed**	34.00	34.75	39.10	38.00	42.00	40.80
	Classified/ Non-Rep	17.58	17.71	18.51	20.77	21.51	22.44
	Admin.	2.00	2.00	2.00	3.00	3.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

George

10000 N Burr Ave
503-916-6262
Principal: Amy Whitney

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

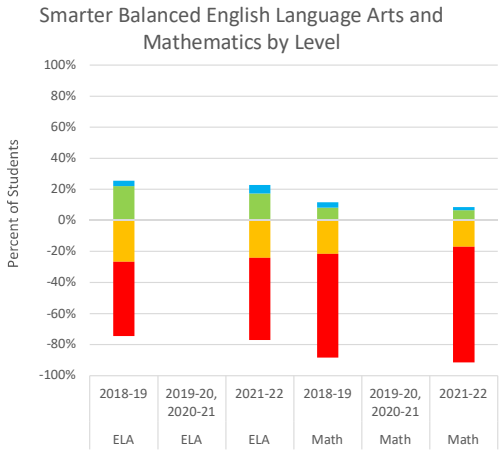
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,269,874	$ 2,229,862	$ 2,686,419	$ 2,923,525	$ 3,078,209	$ 3,356,023
Associated Payroll Costs	$ 1,021,285	$ 1,105,223	$ 1,349,684	$ 1,413,217	$ 1,620,399	$ 1,810,212
Purchased Services	$ 28,594	$ 20,668	$ 7,211	$ 21,141	$ 25,340	$ 14,244
Supplies and Materials	$ 77,432	$ 50,493	$ 60,912	$ 111,063	$ 67,793	$ 274,502
Capital	$ 633		$ 1,788	$ 1,001	$ 408	
Other Objects						$ 408
Total	**$ 3,397,819**	**$ 3,406,246**	**$ 4,106,015**	**$ 4,469,947**	**$ 4,792,149**	**$ 5,455,389**
Dollars per Student	**$ 8,071 :1**	**$ 7,777 :1**	**$ 9,505 :1**	**$ 11,610 :1**	**$ 12,383 :1**	**$ 14,587 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	88%	87%	89%	85%	85%
*Students with Disabilities	22%	20%	23%	20%	22%
*English Language Learners	19%	19%	18%	22%	26%
*Free-Direct Certification	54%	50%	56%	54%	51%
*Black	22%	21%	23%	21%	21%
*Latino	44%	41%	41%	41%	46%
*Native American	1%	2%	1%	1%	1%
*Pacific Islander	1%	2%	2%	2%	1%
*Multi-Race - Other Ancestry	9%	11%	11%	12%	9%
Multi-Race - Asian/White	0%	1%	1%	1%	1%
Asian	4%	4%	3%	3%	1%
White	17%	20%	19%	20%	20%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	4%		5%
ELA	Level 3	22%		17%
ELA	Level 2	27%		24%
ELA	Level 1	48%		53%
ELA Participation		99%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	3%		2%
Math	Level 3	8%		7%
Math	Level 2	22%		17%
Math	Level 1	67%		74%
Math Participation		99%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Glencoe

825 SE 51st Ave
503-916-6207
Principal: Sarah Waltrip
K-5 *Constructed 1923*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	451	449	395	373	394	385	371	353
Total	**451**	**449**	**395**	**373**	**394**	**385**	**371**	**353**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.70	20.70	19.70	21.20	19.70	18.70
		Counseling Services	1.00	1.00	1.50	1.50	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	0.50	0.50				1.00
		Other						
	Classified/ Non-Rep	Clerical	1.50	1.75	1.75	1.75	1.75	1.75
		Ed. Assistant/ Paraeducator						0.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**25.70**	**25.95**	**24.95**	**26.45**	**24.95**	**25.45**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	2.00	2.00	1.50	2.70	2.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.50
		Other						
	Classified/ Non-Rep	Special Education	1.75	1.88	0.94	2.81	2.81	2.81
		ESL						
		Nutrition Services	1.00	0.88	1.00	1.00	1.00	1.00
		Custodial	2.00	2.00	3.00	3.00	3.00	3.00
		Other						
CASR Total			**6.50**	**7.00**	**7.19**	**8.56**	**9.76**	**9.81**
Grand Total			**32.20**	**32.95**	**32.14**	**35.01**	**34.71**	**35.26**
Overall Students per FTE			14.0:1	13.6:1	12.3:1	10.7:1	11.3:1	10.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.70	21.20	19.70	18.70	18.70	17.50
		Gen Fund Equity				1.00		1.00
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.50	0.50	0.50		0.50	0.30
		Title I						
		SIA/M98			0.50	2.50	0.50	1.50
		Other	0.50				1.00	0.40
	Classified/ Non-Rep	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation		0.25	0.25	0.25	0.25	0.35
		Title I						
		SIA/M98						
		Other						0.40
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**25.70**	**25.95**	**24.95**	**26.45**	**24.95**	**25.45**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	24.45	24.95	23.95	24.95	24.65	24.70
	Classified/ Non-Rep	6.75	7.00	7.19	9.06	9.06	9.56
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Glencoe

825 SE 51st Ave
503-916-6207
Principal: Sarah Waltrip

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,046,702	$ 2,069,892	$ 2,175,320	$ 2,313,864	$ 2,190,343	$ 2,350,155
Associated Payroll Costs	$ 957,360	$ 1,023,929	$ 1,080,010	$ 1,097,378	$ 1,056,453	$ 1,186,453
Purchased Services	$ 7,380	$ 5,879	$ 5,098	$ 7,000	$ 14,424	$ 14,568
Supplies and Materials	$ 11,079	$ 10,047	$ 23,850	$ 32,686	$ 16,610	$ 17,260
Capital	$ 833	$ 7	$ 141	$ 1,608	$ 408	
Other Objects	$ 82			$ 150		$ 420
Total	**$ 3,023,436**	**$ 3,109,754**	**$ 3,284,419**	**$ 3,452,686**	**$ 3,278,238**	**$ 3,568,856**
Dollars per Student	**$ 6,704 :1**	**$ 6,926 :1**	**$ 8,315 :1**	**$ 9,257 :1**	**$ 8,320 :1**	**$ 9,270 :1**

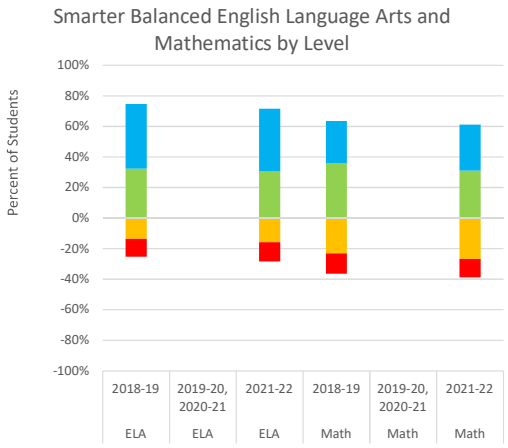
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	35%	36%	41%	38%	42%
*Students with Disabilities	13%	18%	18%	18%	18%
*English Language Learners	2%	2%	3%	3%	3%
*Free-Direct Certification	8%	7%	11%	10%	14%
*Black	2%	2%	3%	3%	5%
*Latino	11%	12%	11%	10%	10%
*Native American					
*Pacific Islander					
*Multi-Race - Other Ancestry	7%	7%	7%	5%	6%
Multi-Race - Asian/White	6%	5%	7%	7%	6%
Asian	3%	3%	3%	3%	2%
White	70%	72%	70%	72%	71%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: losing neighborhood students to Vestal.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	43%		41%
ELA	Level 3	32%		31%
ELA	Level 2	14%		16%
ELA	Level 1	12%		13%
ELA Participation		97%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	28%		30%
Math	Level 3	36%		31%
Math	Level 2	23%		27%
Math	Level 1	13%		12%
Math Participation		97%		96%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Gray

5505 SW 23rd Ave
503-916-5676
Principal: Lisa Newlyn
6-8 Constructed 1951

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	542	566	509	478	483	456	442	430
Total	**542**	**566**	**509**	**478**	**483**	**456**	**442**	**430**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.25	22.25	22.50	22.50	19.50	19.50
		Counseling Services	1.50	1.50	2.00	2.00	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	1.00	1.00
		Instructional Spec / Coach			0.50			1.00
		Other			0.80	0.85	1.00	
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	1.92	2.00
		Ed. Assistant/ Paraeducator	1.15	0.54				
		Library/Media Services	0.60	0.50	0.50	0.50		
		Other	0.20	1.00	0.50			
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**30.20**	**30.29**	**31.30**	**30.35**	**27.42**	**27.50**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	4.00	4.00	4.00	4.30	4.30
		ESL	0.25	0.25	0.25	0.25	0.25	0.50
		Other						
	Classified/ Non-Rep	Special Education	3.50	3.75	5.63	5.63	6.57	4.69
		ESL						
		Nutrition Services	0.75	0.75	0.75	0.75	0.75	0.75
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
		Other						
CASR Total			**11.00**	**11.75**	**13.63**	**13.63**	**14.87**	**13.24**
Grand Total			**41.20**	**42.04**	**44.93**	**43.98**	**42.29**	**40.74**
Overall Students per FTE			13.2:1	13.5:1	11.3:1	10.9:1	11.4:1	11.2:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	24.25	24.25	25.25	24.85	20.00	22.00
		Gen Fund Equity						
		City Arts Tax						
		Foundation			0.05			
		Title I						
		SIA/M98			1.00	1.00	1.50	1.00
		Other					2.00	0.50
	Classified/ Non-Rep	Gen Fund	3.50	3.50	2.50	2.30	1.50	1.50
		Gen Fund Equity						
		Foundation	0.45	0.04		0.20	0.42	
		Title I						
		SIA/M98						
		Other		0.50	0.50			0.50
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**30.20**	**30.29**	**31.30**	**30.35**	**27.42**	**27.50**

School and CASR	**Licensed**	28.00	28.50	30.55	30.10	28.05	28.30
	Classified/ Non-Rep	11.20	11.54	12.38	11.88	12.24	10.44
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Gray

5505 SW 23rd Ave
503-916-5676
Principal: Lisa Newlyn

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

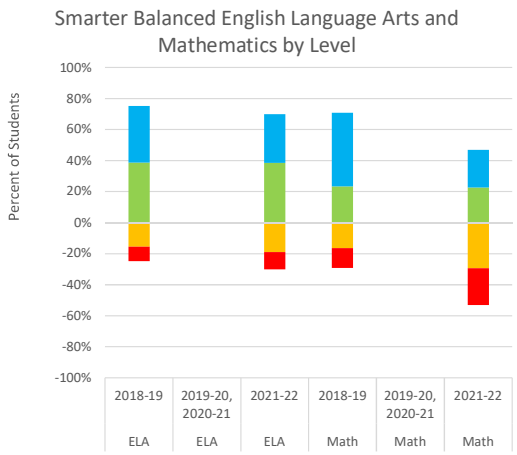
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,175,153	$ 2,231,685	$ 2,475,978	$ 2,512,322	$ 2,441,424	$ 2,597,522
Associated Payroll Costs	$ 989,440	$ 1,054,336	$ 1,204,239	$ 1,251,747	$ 1,170,901	$ 1,304,070
Purchased Services	$ 16,370	$ 10,877	$ 6,118	$ 18,322	$ 17,388	$ 16,572
Supplies and Materials	$ 33,559	$ 8,629	$ 9,661	$ 47,299	$ 17,796	$ 19,716
Capital	$ 110			$ 1,890	$ 492	
Other Objects	$ 1,589	$ 1,342				$ 468
Total	**$ 3,216,221**	**$ 3,306,868**	**$ 3,695,997**	**$ 3,831,582**	**$ 3,648,002**	**$ 3,938,348**
Dollars per Student	**$ 5,934 :1**	**$ 5,843 :1**	**$ 7,261 :1**	**$ 8,016 :1**	**$ 7,553 :1**	**$ 8,637 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	34%	32%	32%	31%	34%
*Students with Disabilities	13%	14%	14%	15%	14%
*English Language Learners	2%	1%	2%	1%	2%
*Free-Direct Certification	10%	9%	9%	8%	12%
*Black	2%	2%	3%	2%	4%
*Latino	9%	10%	9%	8%	8%
*Native American	1%	0%	0%		
*Pacific Islander	1%	0%			0%
*Multi-Race - Other Ancestry	7%	7%	6%	5%	5%
Multi-Race - Asian/White	6%	7%	8%	8%	6%
Asian	3%	3%	3%	3%	3%
White	72%	71%	71%	74%	74%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	37%		31%
ELA	Level 3	39%		39%
ELA	Level 2	15%		19%
ELA	Level 1	9%		11%
	ELA Participation	97%		95%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	47%		24%
Math	Level 3	23%		23%
Math	Level 2	16%		29%
Math	Level 1	13%		24%
	Math Participation	96%		95%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Grant

3905 SE 91st Ave
503-916-5160
Principal: James McGee
9-12 *Constructed 1923*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	1430	1589	1701	1849	1873	1867	1870	1794
Japanese Immersion	208	224	264	277	286	293	283	271
Total	**1638**	**1813**	**1965**	**2126**	**2159**	**2160**	**2153**	**2065**

Grant used Marshall as swing site for 2017-18 and 2018-19. New building to be opened 2019-20 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	68.21	75.93	80.52	84.97	92.90	92.90
		Counseling Services	5.00	6.00	6.50	7.00	7.00	7.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	3.26	3.26	3.00	3.00	1.00	1.00
		Other	2.28	2.56	2.73	2.45	1.00	1.00
	Classified/ Non-Rep	Clerical	6.50	6.50	7.80	8.50	8.63	8.63
		Ed. Assistant/ Paraeducator						0.50
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Other	3.00	4.00	6.00	4.50	5.00	5.00
	Admin.		4.00	4.00	4.00	4.00	4.00	4.00
School Total			**94.25**	**104.25**	**112.55**	**116.41**	**121.52**	**122.03**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	6.00	8.00	9.00	10.00	11.60	11.60
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other	1.00	0.50	1.00	1.00		
	Classified/ Non-Rep	Special Education	13.13	18.70	19.64	19.64	19.64	17.76
		ESL			0.44	0.44		
		Nutrition Services	1.25	1.81	1.81	2.13	2.00	2.00
		Custodial	7.00	7.73	11.00	13.00	12.00	12.00
		Other	2.00	2.00	2.00	2.50	3.50	3.50
CASR Total			**30.63**	**38.99**	**45.14**	**48.95**	**48.99**	**47.11**
Grand Total			**124.88**	**143.24**	**157.69**	**165.36**	**170.51**	**169.13**
Overall Students per FTE			13.1:1	12.7:1	12.5:1	12.9:1	12.7:1	12.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	76.15	84.43	88.25	93.91	98.56	97.55
		Gen Fund Equity						
		City Arts Tax						
		Foundation	0.10	0.32				
		Title I						
		SIA/M98	3.50	4.00	5.50	4.00	4.00	4.67
		Other				0.50	0.33	0.68
	Classified/ Non-Rep	Gen Fund	10.50	11.00	11.80	12.00	12.63	13.13
		Gen Fund Equity						
		Foundation		0.50				
		Title I						
		SIA/M98			3.00	2.00	2.00	2.00
		Other						
	Admin.	Gen Fund	4.00	4.00	4.00	4.00	4.00	4.00
		Gen Fund Equity						
		Other						
School Total			**94.25**	**104.25**	**112.55**	**116.41**	**121.52**	**122.03**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	87.00	97.50	104.00	109.66	114.75	114.75
	Classified/ Non-Rep	33.88	41.74	49.69	51.70	51.76	50.39
	Admin.	4.00	4.00	4.00	4.00	4.00	4.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Grant

3905 SE 91st Ave
503-916-5160
Principal: James McGee

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

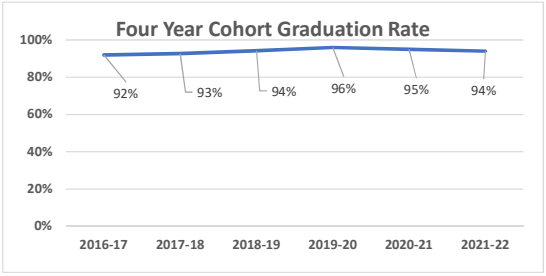
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 7,413,177	$ 7,786,538	$ 8,611,578	$ 9,731,201	$ 10,142,310	$ 10,721,128
Associated Payroll Costs	$ 3,388,128	$ 3,864,865	$ 4,360,920	$ 4,527,952	$ 4,966,842	$ 5,519,748
Purchased Services	$ 69,263	$ 41,213	$ 17,830	$ 33,023	$ 134,573	$ 119,512
Supplies and Materials	$ 115,531	$ 70,479	$ 274,108	$ 717,787	$ 122,980	$ 105,749
Capital			$ 377	$ 1,610		
Other Objects	$ 50	$ 900	$ 1,200	$ 1,200	$ 2,376	$ 2,352
Total	**$ 10,986,149**	**$ 11,763,995**	**$ 13,266,013**	**$ 15,012,773**	**$ 15,369,082**	**$ 16,468,489**
Dollars per Student	**$ 6,707 :1**	**$ 6,489 :1**	**$ 6,751 :1**	**$ 7,062 :1**	**$ 7,119 :1**	**$ 7,624 :1**

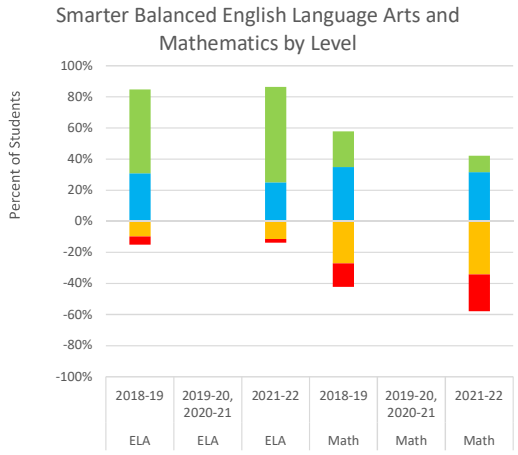
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	25%	25%	26%	27%	27%
*Students with Disabilities	7%	7%	8%	8%	9%
*English Language Learners					
*Free-Direct Certification	6%	6%	8%	8%	7%
*Black	6%	6%	6%	6%	6%
*Latino	7%	8%	8%	7%	7%
*Native American	1%	1%	1%	0%	0%
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	5%	5%	5%	5%	6%
Multi-Race - Asian/White	6%	6%	8%	8%	9%
Asian	3%	3%	3%	3%	3%
White	72%	71%	70%	70%	69%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	54%		61%
ELA	Level 3	31%		25%
ELA	Level 2	10%		11%
ELA	Level 1	5%		2%
ELA Participation		38%		9%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	23%		11%
Math	Level 3	35%		32%
Math	Level 2	27%		34%
Math	Level 1	15%		24%
Math Participation		36%		8%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Grout

3119 SE Holgate Blvd
503-916-6209
Principal: Denise Self
K-5 *Constructed 1927*

Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	382	370	350	340	316	312	319	321
Total	**382**	**370**	**350**	**340**	**316**	**312**	**319**	**321**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	19.20	18.70	16.20	16.70	15.50	14.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach			1.00	1.00	2.00	2.50
		Other	1.50	1.50	2.00	1.00	0.80	0.80
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	3.00	3.63	2.75	1.75	3.88	1.75
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other		0.88	1.00	1.00	0.94	0.94
	Admin.		1.00	2.00	2.00	2.00	2.00	2.00
School Total			**28.70**	**30.70**	**28.95**	**27.45**	**29.12**	**25.99**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.50	3.00	3.50	4.20	4.20
		ESL	1.50	1.50	1.00	1.00	1.00	1.50
		Other					1.00	
	Classified/ Non-Rep	Special Education	8.75	7.50	7.50	7.50	6.57	5.63
		ESL	0.44	0.44	0.44	0.44		0.44
		Nutrition Services	2.69	1.94	2.06	2.06	2.06	2.06
		Custodial	2.00	3.00	5.00	4.00	3.00	3.00
		Other						
CASR Total			**18.88**	**17.88**	**19.01**	**18.51**	**17.83**	**16.83**
Grand Total			**47.58**	**48.58**	**47.96**	**45.96**	**46.95**	**42.82**
Overall Students per FTE			8.0:1	7.6:1	7.3:1	7.4:1	6.7:1	7.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	19.20	18.20	16.70	14.70	15.50	14.50
		Gen Fund Equity	2.00	1.85	2.00	0.50	1.30	1.30
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	0.50
		Foundation						
		Title I		0.65				0.50
		SIA/M98			1.00	4.00	2.00	2.00
		Other						
	Classified/ Non-Rep	Gen Fund	3.50	3.50	2.00	2.00	2.00	2.00
		Gen Fund Equity	2.00	0.50	0.60	1.60	1.00	
		Foundation						
		Title I		2.13	3.65	1.36	3.44	2.05
		SIA/M98						
		Other		0.88		0.30	0.88	1.14
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity		0.64	0.50	0.50	0.50	0.50
		Other						
School Total			**28.70**	**30.70**	**28.95**	**27.45**	**29.12**	**25.99**

School and CASR	**Licensed**	27.20	26.70	24.70	24.70	26.00	24.50
	Classified/ Non-Rep	19.38	19.88	21.26	19.26	18.95	16.32
	Admin.	1.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Grout

3119 SE Holgate Blvd
503-916-6209
Principal: Denise Self

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

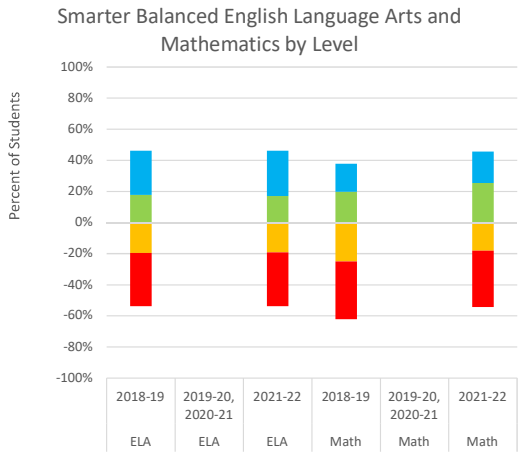
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,944,317	$ 2,079,187	$ 1,960,377	$ 2,052,197	$ 2,254,810	$ 2,280,053
Associated Payroll Costs	$ 940,293	$ 1,034,849	$ 1,006,418	$ 1,011,812	$ 1,144,420	$ 1,184,447
Purchased Services	$ 5,512	$ 13,457	$ 16,624	$ 32,452	$ 13,008	$ 12,468
Supplies and Materials	$ 27,978	$ 11,308	$ 32,145	$ 20,305	$ 66,404	$ 142,133
Capital			$ 3,563		$ 372	
Other Objects	$ 246	$ 164		$ 564		$ 360
Total	**$ 2,918,345**	**$ 3,138,965**	**$ 3,019,127**	**$ 3,117,330**	**$ 3,479,014**	**$ 3,619,461**
Dollars per Student	**$ 7,640 :1**	**$ 8,484 :1**	**$ 8,626 :1**	**$ 9,169 :1**	**$ 11,010 :1**	**$ 11,601 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	60%	56%	55%	54%	59%
*Students with Disabilities	19%	18%	19%	19%	21%
*English Language Learners	13%	13%	13%	11%	17%
*Free-Direct Certification	40%	35%	32%	33%	37%
*Black	10%	10%	10%	7%	4%
*Latino	11%	10%	9%	9%	12%
*Native American	1%	1%			1%
*Pacific Islander	1%	1%	1%	2%	2%
*Multi-Race - Other Ancestry	7%	6%	6%	8%	7%
Multi-Race - Asian/White	2%	3%	4%	4%	4%
Asian	10%	11%	9%	9%	12%
White	58%	59%	61%	62%	58%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	28%		29%
ELA	Level 3	18%		17%
ELA	Level 2	20%		19%
ELA	Level 1	34%		34%
	ELA Participation	94%		95%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	18%		20%
Math	Level 3	20%		26%
Math	Level 2	25%		18%
Math	Level 1	37%		36%
	Math Participation	93%		94%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Harriet Tubman

2231 N Flint Ave
503-916-5630
Principal: Trevor Greer
6-8 *Constructed 1952*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Economically Disadvantaged, English Learners, Black, LatinX. Title I School for 2023-24 New TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	491	417	417	353	332	295	283	302
Mandarin Immersion		13	26	35	29	34	36	38
Total	**491**	**430**	**443**	**388**	**361**	**329**	**319**	**340**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.77	22.00	23.00	23.70	22.70	19.70
		Counseling Services	1.00	1.00	2.00	2.00	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	0.50	1.00	2.50	2.00	2.25
		Other	2.00	1.50	1.00	0.80	2.80	3.30
	Classified/ Non-Rep	Clerical	2.50	2.63	2.50	2.50	3.50	3.00
		Ed. Assistant/ Paraeducator	1.50	2.70	2.50	2.50	2.00	1.00
		Library/Media Services						
		Other						
	Admin.		3.00	3.00	3.00	3.50	3.00	2.00
School Total			**34.77**	**34.33**	**36.00**	**38.50**	**39.00**	**34.25**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	4.00	3.50	3.50	4.00	4.00	4.00
		ESL	0.83	0.50	0.50	0.50	0.50	0.50
		Other	1.00	1.00	1.00	1.00	1.50	1.00
	Classified/ Non-Rep	Special Education	5.25	5.63	5.63	6.57	5.63	4.69
		ESL						
		Nutrition Services	1.50	1.69	2.63	1.75	1.75	1.75
		Custodial	4.00	4.00	4.00	4.00	4.00	4.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
CASR Total			**17.58**	**17.32**	**18.25**	**18.82**	**18.38**	**16.94**
Grand Total			**52.35**	**51.64**	**54.25**	**57.32**	**57.38**	**51.19**
Overall Students per FTE			9.4:1	8.3:1	8.2:1	6.8:1	6.3:1	6.4:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	24.77	22.40	22.40	21.50	20.00	16.90
		Gen Fund Equity	3.00	3.00	3.50	3.00	3.00	2.50
		City Arts Tax						
		Foundation						
		Title I		0.50	0.50	0.50	1.00	1.45
		SIA/M98			1.50	4.50	6.00	6.25
		Other		0.10	0.10	0.50	0.50	1.15
	Classified/ Non-Rep	Gen Fund	4.00	3.69	3.50	3.50	4.50	2.50
		Gen Fund Equity		0.13				
		Foundation						
		Title I		1.50	1.50	1.50	1.00	0.50
		SIA/M98						1.00
		Other						
	Admin.	Gen Fund	3.00	3.00	3.00	3.00	3.00	2.00
		Gen Fund Equity						
		Other				0.50		
School Total			**34.77**	**34.33**	**36.00**	**38.50**	**39.00**	**34.25**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	33.60	31.00	33.00	35.50	36.50	33.75
	Classified/ Non-Rep	15.75	17.64	18.25	18.32	17.88	15.44
	Admin.	3.00	3.00	3.00	3.50	3.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Harriet Tubman

2231 N Flint Ave
503-916-5630
Principal: Trevor Greer

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

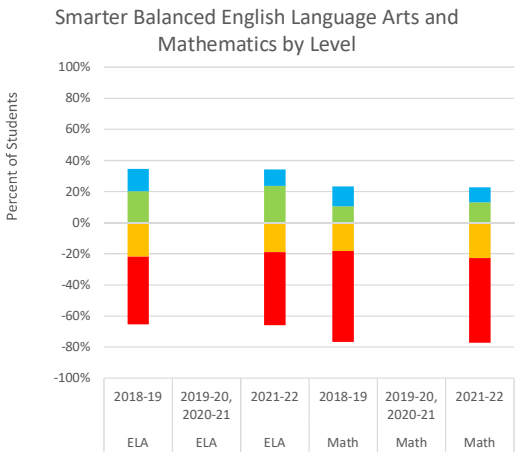
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,279,668	$ 2,388,909	$ 2,620,676	$ 2,962,002	$ 3,047,772	$ 2,905,203
Associated Payroll Costs	$ 1,009,196	$ 1,175,887	$ 1,272,975	$ 1,406,344	$ 1,560,993	$ 1,531,803
Purchased Services	$ 12,477	$ 9,043	$ 10,818	$ 12,972	$ 14,244	$ 12,948
Supplies and Materials	$ 27,067	$ 52,194	$ 79,684	$ 66,018	$ 72,223	$ 228,114
Capital					$ 408	
Other Objects				$ 65		$ 372
Total	**$ 3,328,408**	**$ 3,626,033**	**$ 3,984,153**	**$ 4,447,401**	**$ 4,695,639**	**$ 4,678,440**
Dollars per Student	**$ 6,779 :1**	**$ 8,433 :1**	**$ 8,994 :1**	**$ 11,462 :1**	**$ 13,007 :1**	**$ 14,220 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	73%	72%	70%	64%	67%
*Students with Disabilities	17%	15%	14%	14%	18%
*English Language Learners	6%	5%	5%	6%	5%
*Free-Direct Certification	36%	34%	35%	34%	35%
*Black	41%	38%	35%	32%	34%
*Latino	15%	16%	15%	13%	16%
*Native American	2%	1%	1%	1%	0%
*Pacific Islander	0%	0%	1%	0%	1%
*Multi-Race - Other Ancestry	9%	12%	11%	10%	8%
Multi-Race - Asian/White	1%	2%	3%	4%	4%
Asian	1%	1%	1%	1%	1%
White	31%	30%	34%	39%	37%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	14%		10%
ELA	Level 3	20%		24%
ELA	Level 2	22%		19%
ELA	Level 1	44%		47%
	ELA Participation	93%		74%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	13%		10%
Math	Level 3	11%		13%
Math	Level 2	18%		23%
Math	Level 1	58%		55%
	Math Participation	78%		71%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Harrison Park

2225 SE 87th Ave
503-916-5700
Principal: Kevin Crotchett

6-8 *Constructed 1949*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Black. Title I School for 2023-24 New TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	591	557	517	457	474	245	292	352
Mandarin Immersion	67	80	84	72	101	97	107	111
Total	**658**	**637**	**601**	**529**	**575**	**342**	**399**	**463**

2023-24, Converted to 6-8 from K-8. Gained Mandarin Immersion

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	33.55	34.78	35.00	37.75	33.90	20.25
		Counseling Services	2.00	2.00	2.00	2.00	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	
		Instructional Spec / Coach		0.50	1.00	1.00	1.00	1.00
		Other	2.00	1.50	2.00	1.00	4.00	1.50
	Classified/ Non-Rep	Clerical	3.00	3.00	3.00	3.00	2.75	3.00
		Ed. Assistant/ Paraeducator	3.00	2.63	3.50	3.50	6.13	
		Library/Media Services						0.88
		Other		0.50		1.75	2.75	0.88
	Admin.		2.00	3.00	2.00	2.00	2.00	2.00
School Total			**46.55**	**48.90**	**49.50**	**53.01**	**55.53**	**31.50**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	4.00	4.00	4.00	4.10	2.30
		ESL	3.50	3.50	3.50	4.00	4.00	2.00
		Other						1.00
	Classified/ Non-Rep	Special Education	3.50	2.81	3.75	3.75	1.88	1.88
		ESL	2.19	2.63	1.75	1.75	1.75	0.88
		Nutrition Services	3.56	3.00	2.94	2.56	3.50	3.13
		Custodial	4.00	5.00	4.00	4.00	4.00	4.00
		Other	1.88	3.88	3.88	2.88	2.88	2.88
CASR Total			**22.13**	**24.81**	**23.82**	**22.94**	**22.10**	**18.05**
Grand Total			**68.68**	**73.72**	**73.32**	**75.95**	**77.64**	**49.56**
Overall Students per FTE			9.6:1	8.6:1	8.2:1	7.0:1	7.4:1	6.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	28.75	30.63	32.70	33.95	32.85	16.68
		Gen Fund Equity	7.00	5.65	5.00	4.25	4.25	2.00
		City Arts Tax	1.00	1.00	1.00	1.00	0.50	
		Foundation	0.05					
		Title I	1.75	1.95	1.50	1.32		
		SIA/M98			0.50	1.50	4.00	5.75
		Other		0.55	0.30	0.73	0.30	0.33
	Classified/ Non-Rep	Gen Fund	3.86	4.34	3.00	2.00	3.20	2.25
		Gen Fund Equity	0.40			1.00	0.50	
		Foundation						
		Title I	1.50	1.13	2.00	3.76	5.51	1.24
		SIA/M98						1.00
		Other	0.24	0.66	1.50	1.50	2.43	0.26
	Admin.	Gen Fund	2.00	3.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**46.55**	**48.90**	**49.50**	**53.01**	**55.53**	**31.50**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	45.55	47.28	48.50	50.75	50.00	30.05
	Classified/ Non-Rep	21.13	23.44	22.82	23.20	25.64	17.51
	Admin.	2.00	3.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Harrison Park

2225 SE 87th Ave
503-916-5700
Principal: Kevin Crotchett

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 3,166,884	$ 3,287,832	$ 3,507,799	$ 3,764,487	$ 4,030,796	$ 2,773,053
Associated Payroll Costs	$ 1,503,341	$ 1,727,580	$ 1,885,487	$ 1,866,302	$ 2,165,179	$ 1,484,047
Purchased Services	$ 21,571	$ 13,155	$ 5,228	$ 43,419	$ 17,988	$ 13,152
Supplies and Materials	$ 40,624	$ 100,067	$ 60,603	$ 86,824	$ 160,243	$ 261,710
Capital	$ 835		$ 996	$ 280	$ 516	
Other Objects				$ 110		$ 372
Total	**$ 4,733,256**	**$ 5,128,633**	**$ 5,460,113**	**$ 5,761,422**	**$ 6,374,721**	**$ 4,532,334**
Dollars per Student	**$ 7,193 :1**	**$ 8,051 :1**	**$ 9,085 :1**	**$ 10,891 :1**	**$ 11,086 :1**	**$ 13,252 :1**

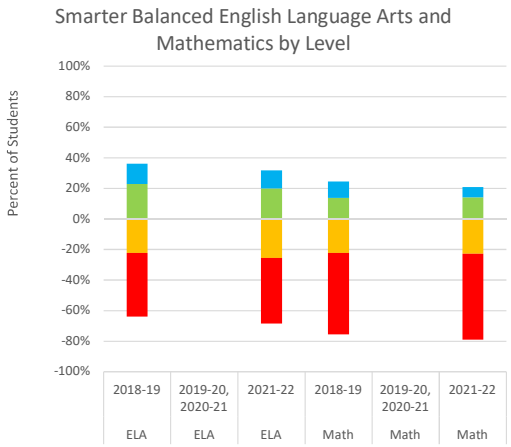
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	79%	80%	80%	81%	83%
*Students with Disabilities	14%	15%	17%	15%	14%
*English Language Learners	27%	31%	32%	32%	35%
*Free-Direct Certification	46%	44%	45%	47%	49%
*Black	21%	24%	22%	24%	24%
*Latino	17%	17%	17%	13%	16%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	1%	3%	4%	4%	6%
*Multi-Race - Other Ancestry	8%	6%	8%	12%	10%
Multi-Race - Asian/White	1%	1%	2%	2%	3%
Asian	27%	26%	26%	24%	23%
White	25%	22%	21%	21%	18%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: losing neighborhood students to Mt Tabor. School changed to 6-8 only. K-5 students moved to Clark. Gained Mandarin Immersion from Hosford.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	13%		12%
ELA	Level 3	23%		20%
ELA	Level 2	22%		26%
ELA	Level 1	42%		43%
ELA Participation		99%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	11%		7%
Math	Level 3	14%		14%
Math	Level 2	22%		23%
Math	Level 1	53%		56%
Math Participation		98%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Hayhurst

5037 SW Iowa St.
503-916-6300
Principal: Tara Bourland

K-5 *Hayhurst constructed 1954*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	390	396	380	351	350	341	335	310
Odyssey Program	239	244						
Total	**629**	**640**	**380**	**351**	**350**	**341**	**335**	**310**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	27.90	28.40	18.20	17.20	15.75	15.50
		Counseling Services	1.50	1.50	1.00	1.00	1.50	1.00
		Library/Media Services	0.50	1.00	0.50	0.50	0.50	0.50
		Instructional Spec / Coach			0.50			1.00
		Other			0.50	0.50	1.00	1.00
	Classified/ Non-Rep	Clerical	2.00	2.00	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	1.15	0.60		0.30	0.75	0.85
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
		Other	0.75					
	Admin.		2.00	2.00	1.00	2.00	2.00	2.00
School Total			**36.80**	**36.50**	**23.70**	**23.50**	**23.50**	**23.85**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	4.00	5.50	4.50	4.00	5.00	4.80
		ESL	0.50	0.50	0.50	0.50	0.25	0.50
		Other						
	Classified/ Non-Rep	Special Education	7.88	8.44	8.44	8.44	7.50	7.50
		ESL						
		Nutrition Services	1.31	1.31	0.88	0.88	0.88	0.88
		Custodial	4.00	4.00	2.00	2.00	2.00	2.00
		Other						
CASR Total			**17.69**	**19.76**	**16.32**	**15.82**	**15.63**	**15.68**
Grand Total			**54.49**	**56.26**	**40.02**	**39.32**	**39.13**	**39.53**
Overall Students per FTE			11.5:1	11.4:1	9.5:1	8.9:1	8.9:1	8.6:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	28.90	29.40	18.70	13.70	15.50	16.50
		Gen Fund Equity			0.50			0.50
		City Arts Tax	1.00	1.50	1.00	1.00	1.00	1.00
		Foundation						
		Title I						
		SIA/M98			0.50	4.50	2.00	0.50
		Other					0.25	0.50
	Classified/ Non-Rep	Gen Fund	4.90	3.60	2.00	2.00	2.00	2.00
		Gen Fund Equity				0.20	0.50	0.60
		Foundation						
		Title I						
		SIA/M98						
		Other				0.10	0.25	0.25
	Admin.	Gen Fund	2.00	2.00	1.00	1.00	1.00	1.50
		Gen Fund Equity				1.00		0.50
		Other					1.00	
School Total			**36.80**	**36.50**	**23.70**	**23.50**	**23.50**	**23.85**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	34.40	36.90	25.70	23.70	24.00	24.30
	Classified/ Non-Rep	18.09	17.36	13.32	13.62	13.13	13.23
	Admin.	2.00	2.00	1.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Hayhurst

5037 SW Iowa St.
503-916-6300
Principal: Tara Bourland

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

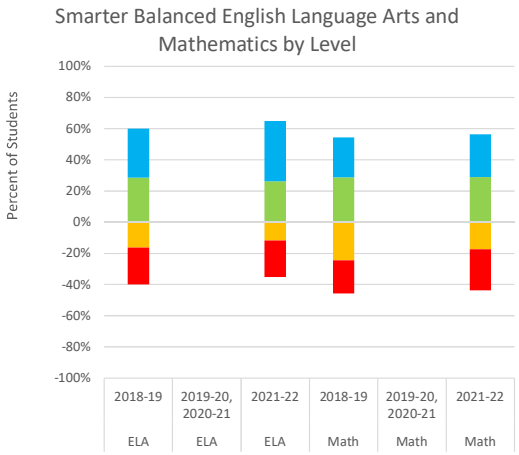
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,510,305	$ 2,529,872	$ 1,743,809	$ 1,811,296	$ 1,865,130	$ 2,018,634
Associated Payroll Costs	$ 1,201,210	$ 1,276,124	$ 886,693	$ 849,522	$ 936,422	$ 1,050,756
Purchased Services	$ 16,915	$ 8,961	$ 5,764	$ 5,349	$ 17,192	$ 13,296
Supplies and Materials	$ 47,861	$ 22,146	$ 12,673	$ 21,057	$ 13,586	$ 46,149
Capital	$ 11,867					
Other Objects					$ 384	$ 384
Total	**$ 3,788,158**	**$ 3,837,103**	**$ 2,648,939**	**$ 2,687,224**	**$ 2,832,714**	**$ 3,129,219**
Dollars per Student	**$ 6,023 :1**	**$ 5,995 :1**	**$ 6,971 :1**	**$ 7,656 :1**	**$ 8,093 :1**	**$ 9,177 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	32%	38%	40%	37%	41%
*Students with Disabilities	15%	17%	18%	14%	16%
*English Language Learners	3%	5%	5%	4%	6%
*Free-Direct Certification	12%	16%	20%	18%	21%
*Black	4%	6%	5%	4%	7%
*Latino	7%	7%	9%	9%	8%
*Native American		0%	0%	0%	1%
*Pacific Islander	0%	0%		1%	
*Multi-Race - Other Ancestry	5%	7%	8%	7%	8%
Multi-Race - Asian/White	6%	4%	5%	5%	6%
Asian	3%	2%	2%	2%	1%
White	76%	74%	72%	72%	69%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	31%		39%
ELA	Level 3	29%		26%
ELA	Level 2	16%		12%
ELA	Level 1	24%		23%
	ELA Participation	99%		94%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	26%		27%
Math	Level 3	29%		29%
Math	Level 2	24%		17%
Math	Level 1	21%		26%
	Math Participation	99%		93%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Hosford

2303 SE 28th Place
503-916-5640
Principal: Jill Liddle
6-8 Constructed 1925

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	476	523	537	513	470	480	483	482
Mandarin Immersion	112	128	139	116	96			
Total	**588**	**651**	**676**	**629**	**566**	**480**	**483**	**482**

2023-24, Removed Mandarin Immersion

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	26.00	26.25	27.75	30.25	24.00	21.50
		Counseling Services	1.50	2.00	2.50	3.00	3.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach						1.50
		Other	1.00	1.00	0.50	1.00	1.00	1.00
	Classified/ Non-Rep	Clerical	2.50	2.50	3.00	3.00	3.00	1.50
		Ed. Assistant/ Paraeducator						0.75
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other	0.50	0.50	0.50	0.50	0.50	0.50
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**34.50**	**35.25**	**37.25**	**40.75**	**34.50**	**31.75**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	4.00	4.50	4.50	3.50	4.80	4.50
		ESL	0.50	0.50	0.50	1.00	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	6.13	8.44	7.50	2.81	2.81	3.75
		ESL						
		Nutrition Services	1.88	1.13	1.13	1.50	2.13	2.13
		Custodial	2.00	3.73	3.00	3.00	4.00	4.00
		Other						
CASR Total			**14.50**	**18.29**	**16.63**	**11.81**	**14.24**	**14.88**
Grand Total			**49.00**	**53.54**	**53.88**	**52.56**	**48.74**	**46.63**
Overall Students per FTE			12.0:1	12.2:1	12.5:1	12.0:1	11.6:1	10.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	28.00	28.50	30.25	30.25	25.00	23.50
		Gen Fund Equity	1.00	1.00		3.00	1.00	2.00
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98			1.00	1.50	1.50	1.00
		Other		0.25			1.00	
	Classified/ Non-Rep	Gen Fund	3.50	3.50	4.00	4.00	4.00	2.50
		Gen Fund Equity						
		Foundation						0.09
		Title I						
		SIA/M98						
		Other						0.66
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**34.50**	**35.25**	**37.25**	**40.75**	**34.50**	**31.75**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	33.50	34.75	36.25	39.25	33.80	31.50
	Classified/ Non-Rep	13.50	16.79	15.63	11.31	12.94	13.13
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Hosford

2303 SE 28th Place
503-916-5640
Principal: Jill Liddle

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,326,022	$ 2,406,457	$ 2,678,990	$ 3,210,526	$ 2,787,875	$ 2,755,068
Associated Payroll Costs	$ 1,068,803	$ 1,217,318	$ 1,430,849	$ 1,573,338	$ 1,409,452	$ 1,448,891
Purchased Services	$ 17,997	$ 10,320	$ 4,328	$ 12,274	$ 55,772	$ 17,280
Supplies and Materials	$ 23,504	$ 17,489	$ 12,138	$ 50,133	$ 60,080	$ 36,492
Capital	$ 1,738					
Other Objects					$ 576	$ 492
Total	**$ 3,438,065**	**$ 3,651,584**	**$ 4,126,304**	**$ 4,846,272**	**$ 4,313,755**	**$ 4,258,223**
Dollars per Student	**$ 5,847 :1**	**$ 5,609 :1**	**$ 6,104 :1**	**$ 7,705 :1**	**$ 7,621 :1**	**$ 8,871 :1**

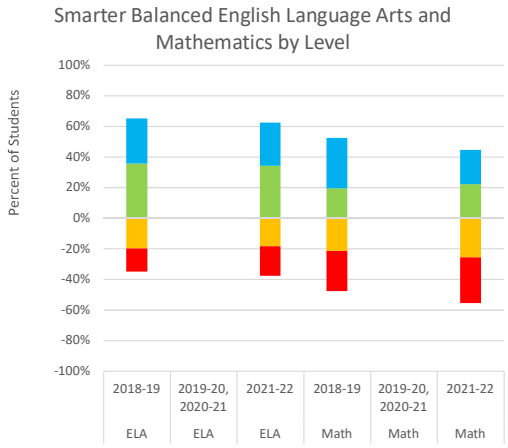
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	37%	35%	41%	38%	37%
*Students with Disabilities	14%	15%	18%	14%	14%
*English Language Learners	2%	2%	4%	5%	4%
*Free-Direct Certification	16%	14%	20%	18%	18%
*Black	3%	3%	4%	5%	3%
*Latino	10%	10%	10%	8%	7%
*Native American	0%	1%	0%	0%	1%
*Pacific Islander	1%	1%	0%	1%	
*Multi-Race - Other Ancestry	7%	5%	5%	5%	6%
Multi-Race - Asian/White	7%	8%	8%	7%	8%
Asian	14%	12%	13%	12%	10%
White	59%	62%	60%	63%	65%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: gaining neighborhood students from Kellogg. Mandarin Immersion moved to Harrison Park. Woodstock Neighborhood now feeds to Lane.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	29%		28%
ELA	Level 3	36%		34%
ELA	Level 2	20%		18%
ELA	Level 1	15%		19%
ELA Participation		96%		93%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	33%		22%
Math	Level 3	20%		22%
Math	Level 2	21%		26%
Math	Level 1	26%		30%
Math Participation		96%		91%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Ida B. Wells-Barnett

1151 SW Vermont St
503-916-5280
Principal: Filip Hristic

9-12 *Constructed 1954*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	1535	1558	1540	1597	1558	1633	1649	1621
Total	**1535**	**1558**	**1540**	**1597**	**1558**	**1633**	**1649**	**1621**

Boundary Expansion in 2016-17 SY to support overcrowding in West Sylvan, Chapman and Lincoln.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	68.26	65.41	66.42	70.17	69.95	70.78
		Counseling Services	5.50	5.75	5.75	6.00	6.00	6.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	5.34	3.69	5.21	4.71	3.10	2.27
		Other	1.50	1.46	1.50	1.00	1.00	1.50
	Classified/ Non-Rep	Clerical	6.88	7.01	8.00	7.20	8.00	8.00
		Ed. Assistant/ Paraeducator						
		Library/Media Services	0.20	1.00	1.00	0.50	0.70	0.70
		Other	3.30	3.25	3.75	3.80	3.80	3.80
	Admin.		4.00	4.00	4.00	4.00	4.00	4.00
School Total			**95.98**	**92.57**	**96.63**	**98.38**	**97.55**	**98.05**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	9.00	8.00	8.50	8.50	9.40	10.60
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other	1.00	1.00	1.00	1.00		
	Classified/ Non-Rep	Special Education	10.50	9.38	11.26	13.13	12.19	15.95
		ESL						
		Nutrition Services	1.31	1.38	1.31	1.31	1.44	1.44
		Custodial	11.00	8.73	10.00	8.00	14.00	15.00
		Other	2.00	2.00	2.00	2.00	2.50	2.50
CASR Total			**35.31**	**30.98**	**34.57**	**34.45**	**40.03**	**45.98**
Grand Total			**131.29**	**123.55**	**131.20**	**132.83**	**137.58**	**144.03**
Overall Students per FTE			11.7:1	12.6:1	11.7:1	12.0:1	11.3:1	11.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	77.93	73.22	74.47	77.55	75.65	76.71
		Gen Fund Equity						
		City Arts Tax						
		Foundation		1.10	0.17	0.50	0.23	
		Title I						
		SIA/M98	3.67	2.99	5.25	4.50	4.67	4.84
		Other				0.33	0.50	
	Classified/ Non-Rep	Gen Fund	10.19	10.39	9.75	8.50	9.50	9.68
		Gen Fund Equity						
		Foundation	0.19	0.37				
		Title I						
		SIA/M98			3.00	3.00	3.00	2.00
		Other		0.50				0.82
	Admin.	Gen Fund	4.00	4.00	4.00	4.00	4.00	4.00
		Gen Fund Equity						
		Other						
School Total			**95.98**	**92.57**	**96.63**	**98.38**	**97.55**	**98.05**

School and CASR	**Licensed**	92.10	86.81	89.88	92.88	90.95	92.65
	Classified/ Non-Rep	35.19	32.74	37.32	35.95	42.63	47.38
	Admin.	4.00	4.00	4.00	4.00	4.00	4.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Ida B. Wells-Barnett

1151 SW Vermont St
503-916-5280
Principal: Filip Hristic

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

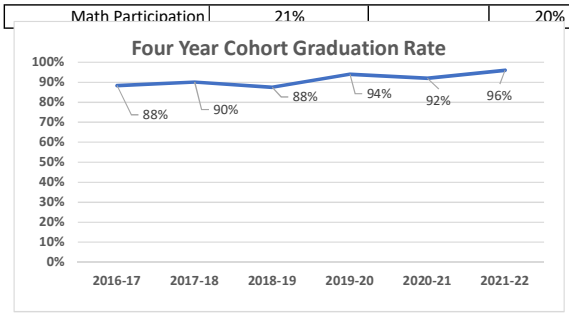
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 7,253,136	$ 7,195,109	$ 7,553,096	$ 8,124,715	$ 8,070,882	$ 8,581,925
Associated Payroll Costs	$ 3,316,850	$ 3,519,048	$ 3,842,680	$ 3,859,691	$ 3,978,368	$ 4,448,457
Purchased Services	$ 44,873	$ 40,496	$ 37,313	$ 62,323	$ 86,661	$ 66,660
Supplies and Materials	$ 97,687	$ 70,714	$ 251,063	$ 546,430	$ 73,871	$ 70,571
Capital	$ 1,837		$ 130	$ 516	$ 2,009	
Other Objects		$ 900		$ 1,200		$ 1,908
Total	**$ 10,714,384**	**$ 10,826,267**	**$ 11,684,282**	**$ 12,594,875**	**$ 12,211,792**	**$ 13,169,521**
Dollars per Student	**$ 6,980 :1**	**$ 6,949 :1**	**$ 7,587 :1**	**$ 7,887 :1**	**$ 7,838 :1**	**$ 8,065 :1**

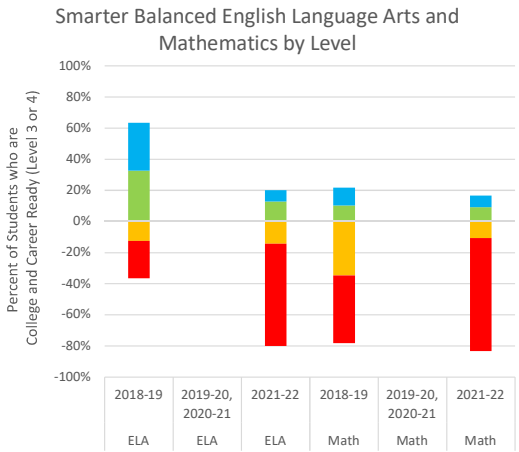
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	29%	29%	30%	29%	30%
*Students with Disabilities	10%	9%	10%	11%	10%
*English Language Learners	1%	1%	1%	1%	2%
*Free-Direct Certification	10%	10%	10%	9%	10%
*Black	5%	5%	4%	4%	4%
*Latino	9%	9%	8%	8%	9%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander	0%	1%	1%	0%	0%
*Multi-Race - Other Ancestry	5%	5%	6%	5%	6%
Multi-Race - Asian/White	4%	4%	5%	5%	6%
Asian	3%	3%	2%	3%	3%
White	75%	74%	74%	74%	72%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	31%		7%
ELA	Level 3	33%		13%
ELA	Level 2	13%		14%
ELA	Level 1	24%		66%
ELA Participation		28%		21%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	12%		8%
Math	Level 3	10%		9%
Math	Level 2	35%		11%
Math	Level 1	44%		73%
Math Participation		21%		20%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Irvington

1320 NE Brazee St
503-916-6386
Principal: Gary Gregoricka
K-5 *Constructed 1932*

No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	339	325	320	248	228	220	216	210
Total	**339**	**325**	**320**	**248**	**228**	**220**	**216**	**210**

Converted from a K-8 to K-5 Feeding Harriet Tubman MS, Boundary change with Beverly Cleary, both starting 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	18.20	16.00	14.10	14.00	14.50	14.50
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	1.00	1.00
		Instructional Spec / Coach			0.50	1.00	1.00	1.00
		Other	0.10	1.00	1.50	1.50	1.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	1.50
		Ed. Assistant/ Paraeducator					0.88	0.88
		Library/Media Services	0.50	0.50	0.50	0.50		
		Other						
	Admin.		2.00	1.00	0.80	1.00	1.00	1.00
School Total			**24.30**	**22.00**	**20.90**	**21.50**	**22.88**	**22.38**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.00	2.00	2.00	1.80	1.60
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	3.50	4.69	4.29	3.75		
		ESL						
		Nutrition Services	1.06	1.13	1.13	1.13	1.13	1.13
		Custodial	3.00	2.73	2.73	2.73	1.73	1.73
		Other						
CASR Total			**9.81**	**10.79**	**10.39**	**9.85**	**4.90**	**4.70**
Grand Total			**34.11**	**32.79**	**31.29**	**31.35**	**27.78**	**27.08**
Overall Students per FTE			9.9:1	9.9:1	10.2:1	7.9:1	8.2:1	8.1:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	18.62	16.00	16.10	15.30	14.45	13.75
		Gen Fund Equity	0.18	1.50		0.70	0.75	1.00
		City Arts Tax	1.00	1.00	0.50	0.50	0.50	0.50
		Foundation					0.30	
		Title I						
		SIA/M98			1.00	1.50	3.00	3.70
		Other						0.05
	Classified/ Non-Rep	Gen Fund	2.00	2.00	2.00	2.00	1.50	1.50
		Gen Fund Equity				0.50	0.50	
		Foundation	0.50	0.50	0.50			
		Title I						
		SIA/M98						
		Other					0.88	0.88
	Admin.	Gen Fund	1.00	1.00	0.80	1.00	1.00	1.00
		Gen Fund Equity	1.00					
		Other						
School Total			**24.30**	**22.00**	**20.90**	**21.50**	**22.88**	**22.38**

School and CASR	**Licensed**	22.05	20.75	19.85	20.25	21.05	20.85
	Classified/ Non-Rep	10.06	11.04	10.64	10.10	5.73	5.23
	Admin.	2.00	1.00	0.80	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Irvington

1320 NE Brazee St
503-916-6386
Principal: Gary Gregoricka

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

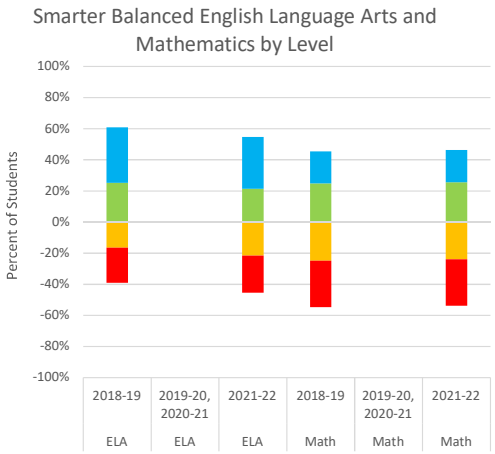
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,812,167	$ 1,596,237	$ 1,653,544	$ 1,667,005	$ 1,790,323	$ 1,877,045
Associated Payroll Costs	$ 829,870	$ 761,749	$ 801,569	$ 786,449	$ 909,550	$ 991,294
Purchased Services	$ 6,308	$ 4,204	$ 5,001	$ 4,144	$ 10,440	$ 9,804
Supplies and Materials	$ 20,420	$ 4,879	$ 10,984	$ 12,156	$ 31,914	$ 24,272
Capital						
Other Objects					$ 300	$ 276
Total	**$ 2,668,765**	**$ 2,367,069**	**$ 2,471,097**	**$ 2,469,754**	**$ 2,742,527**	**$ 2,902,691**
Dollars per Student	**$ 7,872 :1**	**$ 7,283 :1**	**$ 7,722 :1**	**$ 9,959 :1**	**$ 12,029 :1**	**$ 13,194 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	48%	39%	45%	45%	43%
*Students with Disabilities	14%	13%	18%	16%	18%
*English Language Learners	2%	3%	3%	4%	3%
*Free-Direct Certification	18%	14%	20%	16%	16%
*Black	19%	13%	12%	13%	7%
*Latino	12%	9%	10%	10%	12%
*Native American	0%				
*Pacific Islander			0%		
*Multi-Race - Other Ancestry	8%	8%	7%	7%	8%
Multi-Race - Asian/White	7%	9%	8%	9%	6%
Asian	2%	1%	1%	1%	1%
White	53%	61%	61%	61%	67%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	36%		33%
ELA	Level 3	25%		22%
ELA	Level 2	16%		22%
ELA	Level 1	23%		24%
ELA Participation		91%		100%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	21%		21%
Math	Level 3	25%		26%
Math	Level 2	25%		24%
Math	Level 1	30%		30%
Math Participation		89%		100%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Jackson

10625 SW 35th Ave
503-916-5680
Principal: John Ferraro

6-8 *Constructed 1964*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	746	793	803	752	793	734	707	685
Total	**746**	**793**	**803**	**752**	**793**	**734**	**707**	**685**

Boundary Expansion in 2016-17 SY to support overcrowding in West Sylvan, Chapman and Lincoln.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	29.00	29.00	32.00	31.50	32.05	31.00
		Counseling Services	2.00	2.00	2.50	2.50	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach					1.00	1.00
		Other	1.00		2.00	2.00	1.00	2.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	1.75				0.88	1.38
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		1.00	3.00	3.00	3.00	3.00	3.00
School Total			**37.75**	**37.00**	**42.50**	**42.00**	**42.93**	**43.38**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	5.00	5.50	5.00	5.00	5.90	5.20
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	7.88	9.38	7.50	7.50	7.50	3.75
		ESL						
		Nutrition Services	1.06	1.38	1.31	1.31	2.00	2.00
		Custodial	6.73	7.00	9.00	10.73	11.00	11.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
CASR Total			**22.16**	**24.76**	**24.32**	**26.04**	**27.90**	**23.45**
Grand Total			**59.92**	**61.76**	**66.82**	**68.04**	**70.83**	**66.83**
Overall Students per FTE			12.5:1	12.8:1	12.0:1	11.1:1	11.2:1	11.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	31.50	31.50	35.50	33.50	32.55	34.50
		Gen Fund Equity	1.00			1.00	1.50	1.00
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98			1.50	2.00	2.50	1.00
		Other						
	Classified/ Non-Rep	Gen Fund	4.25	2.50	2.50	2.50	3.38	2.30
		Gen Fund Equity						
		Foundation						
		Title I						
		SIA/M98						
		Other						1.58
	Admin.	Gen Fund	1.00	3.00	3.00	3.00	2.00	3.00
		Gen Fund Equity						
		Other					1.00	
School Total			**37.75**	**37.00**	**42.50**	**42.00**	**42.93**	**43.38**

School and CASR	**Licensed**	38.00	37.50	42.50	42.00	42.95	42.20
	Classified/ Non-Rep	20.92	21.26	21.32	23.04	24.88	21.63
	Admin.	1.00	3.00	3.00	3.00	3.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Jackson

10625 SW 35th Ave
503-916-5680
Principal: John Ferraro

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

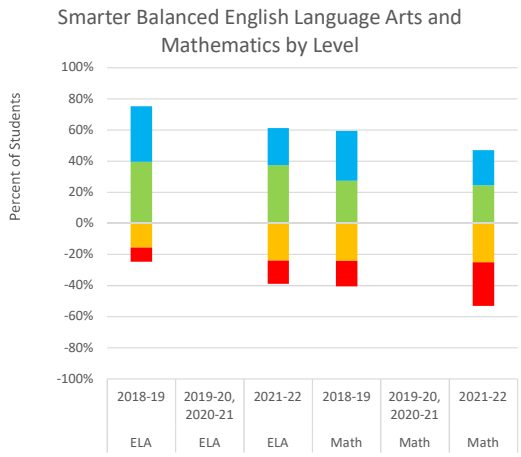
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,811,159	$ 2,977,689	$ 3,400,868	$ 3,526,693	$ 3,637,367	$ 3,850,670
Associated Payroll Costs	$ 1,300,086	$ 1,478,012	$ 1,699,416	$ 1,692,879	$ 1,792,189	$ 1,986,249
Purchased Services	$ 18,506	$ 14,020	$ 11,567	$ 104,433	$ 26,160	$ 24,552
Supplies and Materials	$ 63,264	$ 6,482	$ 34,801	$ 61,119	$ 44,980	$ 52,865
Capital			$ 18		$ 744	
Other Objects	$ 831	$ 79	$ 219			$ 696
Total	**$ 4,193,846**	**$ 4,476,282**	**$ 5,146,889**	**$ 5,385,125**	**$ 5,501,440**	**$ 5,915,032**
Dollars per Student	**$ 5,622 :1**	**$ 5,645 :1**	**$ 6,410 :1**	**$ 7,161 :1**	**$ 6,938 :1**	**$ 8,059 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	36%	37%	39%	38%	38%
*Students with Disabilities	15%	17%	14%	14%	14%
*English Language Learners	2%	2%	2%	2%	3%
*Free-Direct Certification	12%	12%	15%	15%	16%
*Black	6%	6%	7%	7%	7%
*Latino	9%	9%	9%	9%	10%
*Native American	1%	0%	0%	0%	0%
*Pacific Islander	0%	0%	1%	1%	1%
*Multi-Race - Other Ancestry	5%	6%	6%	6%	6%
Multi-Race - Asian/White	4%	4%	4%	4%	4%
Asian	2%	4%	4%	4%	3%
White	73%	71%	69%	69%	69%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	36%		24%
ELA	Level 3	40%		37%
ELA	Level 2	16%		24%
ELA	Level 1	9%		15%
	ELA Participation	97%		93%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	32%		23%
Math	Level 3	27%		25%
Math	Level 2	24%		25%
Math	Level 1	17%		28%
	Math Participation	96%		89%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

James John

7439 N Charleston Ave
503-916-6266
Principal: John Melvin

K-5 *Constructed 1929*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: English Learners, LatinX. Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	237	224	191	208	208	203	194	184
Spanish Immersion	110	127	125	124	129	131	143	140
Total	**347**	**351**	**316**	**332**	**337**	**334**	**337**	**324**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	18.00	17.80	18.70	21.15	20.90	20.90
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	0.75	1.00	0.80	1.00
		Instructional Spec / Coach	1.50	1.50	1.50	1.91	2.50	3.20
		Other	1.00	1.00	1.50	1.50	1.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	3.75	3.00	3.44	3.37	3.80	3.50
		Library/Media Services	0.45		0.50	0.75	0.75	
		Other						
	Admin.		1.00	1.00	2.00	2.00	2.00	2.00
School Total			**29.70**	**28.30**	**31.39**	**34.68**	**35.25**	**35.10**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	4.00	4.50	3.00	4.50	4.00
		ESL	1.50	1.50	1.50	1.50	2.00	2.50
		Other		1.00	1.00	1.00	1.00	
	Classified/ Non-Rep	Special Education	6.13	9.38	9.38	5.63	5.63	5.63
		ESL	0.88	0.44	0.44	0.44	0.87	0.87
		Nutrition Services	2.69	2.06	2.06	3.13	2.31	2.31
		Custodial	3.00	2.00	3.00	3.73	4.00	4.00
		Other		0.88	0.88	0.88	0.88	0.88
CASR Total			**17.19**	**21.26**	**22.76**	**19.29**	**21.19**	**20.19**
Grand Total			**46.89**	**49.56**	**54.15**	**53.97**	**56.44**	**55.29**
Overall Students per FTE			7.4:1	7.1:1	5.8:1	6.2:1	6.0:1	6.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	18.75	18.55	19.45	17.15	20.15	18.15
		Gen Fund Equity	2.25	2.25	1.55	1.55	2.30	1.80
		City Arts Tax	1.00	0.50	1.00	1.00	1.00	1.00
		Foundation						
		Title I	0.50	1.00	0.45	0.86	0.25	1.03
		SIA/M98			1.00	6.00	3.00	5.00
		Other						0.63
	Classified/ Non-Rep	Gen Fund	3.00	3.00	1.50	1.50	1.50	1.50
		Gen Fund Equity	0.50	0.50	0.50	0.50		
		Foundation						
		Title I	2.25	1.50	2.44	2.62	2.68	1.63
		SIA/M98						1.50
		Other	0.45		1.50	1.50	2.38	0.88
	Admin.	Gen Fund	1.00	1.00	1.50	1.50	1.50	1.50
		Gen Fund Equity			0.50	0.50	0.50	0.50
		Other						
School Total			**29.70**	**28.30**	**31.39**	**34.68**	**35.25**	**35.10**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	27.00	28.80	30.45	32.06	34.20	34.10
	Classified/ Non-Rep	18.89	19.76	21.70	19.91	20.24	19.19
	Admin.	1.00	1.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

James John

7439 N Charleston Ave
503-916-6266
Principal: John Melvin

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

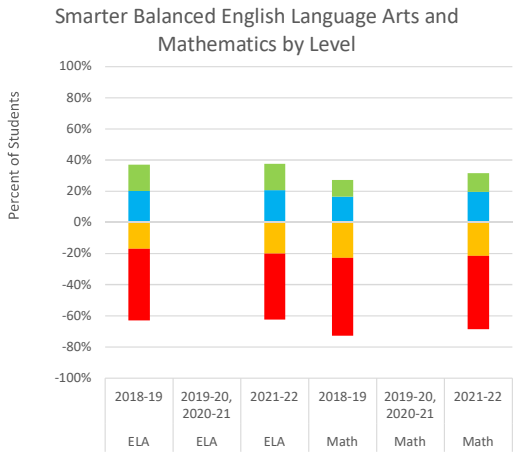
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,867,862	$ 1,905,207	$ 2,214,357	$ 2,442,390	$ 2,611,200	$ 2,836,404
Associated Payroll Costs	$ 918,728	$ 1,023,727	$ 1,208,338	$ 1,243,576	$ 1,366,243	$ 1,525,948
Purchased Services	$ 24,010	$ 13,948	$ 6,030	$ 16,538	$ 14,763	$ 13,116
Supplies and Materials	$ 78,890	$ 65,471	$ 25,071	$ 54,052	$ 47,691	$ 170,801
Capital	$ 22,395			$ 250	$ 3,242	
Other Objects				$ 13	$ 372	$ 372
Total	**$ 2,911,884**	**$ 3,008,353**	**$ 3,453,796**	**$ 3,756,819**	**$ 4,043,511**	**$ 4,546,641**
Dollars per Student	**$ 8,392 :1**	**$ 8,571 :1**	**$ 10,930 :1**	**$ 11,316 :1**	**$ 11,999 :1**	**$ 13,613 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	69%	67%	68%	71%	73%
*Students with Disabilities	19%	20%	23%	21%	19%
*English Language Learners	19%	20%	23%	24%	26%
*Free-Direct Certification	39%	35%	36%	38%	38%
*Black	7%	7%	5%	8%	9%
*Latino	34%	35%	38%	41%	42%
*Native American	1%	1%	1%	1%	0%
*Pacific Islander	2%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	7%	7%	8%	8%	8%
Multi-Race - Asian/White	1%	1%	2%	1%	1%
Asian	4%	3%	2%	2%	1%
White	44%	45%	43%	39%	37%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	17%		17%
ELA	Level 3	20%		21%
ELA	Level 2	17%		20%
ELA	Level 1	46%		42%
	ELA Participation	98%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	11%		12%
Math	Level 3	17%		20%
Math	Level 2	23%		22%
Math	Level 1	50%		47%
	Math Participation	97%		99%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Jefferson

5210 N Kerby Ave
503-916-5180
Principal: Drake Shelton

9-12 *Constructed 1909*

No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	656	641	620	588	595	590	576	541
Mandarin Immersion					12	29	38	47
Total	**656**	**641**	**620**	**588**	**607**	**619**	**614**	**588**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	40.40	37.33	36.92	37.42	39.53	37.00
		Counseling Services	2.50	3.00	2.00	1.50	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	2.17	1.94	2.00	1.50	1.00	2.00
		Other	3.63	2.33	3.33	2.83	2.13	4.00
	Classified/ Non-Rep	Clerical	4.80	4.55	5.55	5.80	5.80	5.80
		Ed. Assistant/ Paraeducator	0.40	0.40	0.40	0.40	0.40	
		Library/Media Services						
		Other	2.50	2.00	5.00	2.50	3.00	3.00
	Admin.		3.50	3.00	3.00	3.50	3.00	3.00
School Total			**60.90**	**55.55**	**59.20**	**56.45**	**57.86**	**57.80**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.00	2.50	3.00	3.60	3.10
		ESL	0.50	0.60	1.00	1.00	1.00	1.00
		Other	1.00	1.00	1.00	6.40	6.00	6.00
	Classified/ Non-Rep	Special Education	0.88	0.94	0.94	1.88	1.88	1.88
		ESL			0.44	0.44	0.44	
		Nutrition Services	2.00	1.50	1.50	1.50	1.50	1.50
		Custodial	9.73	9.73	11.00	8.00	11.73	11.73
		Other	5.80	6.80	7.80	7.80	7.46	6.80
CASR Total			**23.40**	**23.56**	**26.18**	**30.01**	**33.60**	**32.00**
Grand Total			**84.30**	**79.11**	**85.38**	**86.46**	**91.46**	**89.80**
Overall Students per FTE			7.8:1	8.1:1	7.3:1	6.8:1	6.6:1	6.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	40.87	36.54	36.25	34.41	34.49	33.83
		Gen Fund Equity	7.00	6.61	6.00	5.50	6.00	7.00
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98	1.84	1.95	3.00	4.00	5.00	5.17
		Other		0.50		0.33	0.17	
	Classified/ Non-Rep	Gen Fund	6.70	6.31	7.27	6.25	6.26	6.54
		Gen Fund Equity						
		Foundation						
		Title I						
		SIA/M98	1.00		3.00	2.00	2.00	2.00
		Other		0.64	0.68	0.45	0.94	0.26
	Admin.	Gen Fund	3.00	3.00	2.50	2.50	2.50	2.50
		Gen Fund Equity				0.50		
		Other	0.50		0.50	0.50	0.50	0.50
School Total			**60.90**	**55.55**	**59.20**	**56.45**	**57.86**	**57.80**

School and CASR	**Licensed**	54.70	50.20	49.75	54.65	56.26	56.10
	Classified/ Non-Rep	26.10	25.91	32.63	28.31	32.20	30.70
	Admin.	3.50	3.00	3.00	3.50	3.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Jefferson

5210 N Kerby Ave
503-916-5180
Principal: Drake Shelton

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

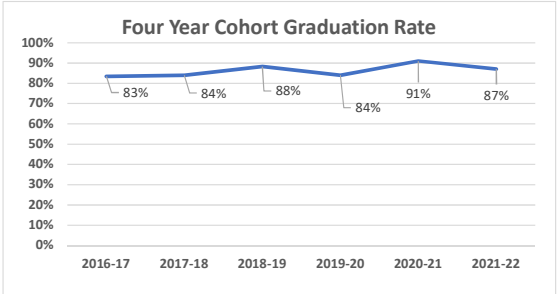
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 4,225,827	$ 3,914,549	$ 4,220,970	$ 4,350,746	$ 4,682,570	$ 4,887,123
Associated Payroll Costs	$ 1,911,010	$ 1,995,854	$ 2,182,637	$ 2,158,427	$ 2,333,800	$ 2,573,567
Purchased Services	$ 34,321	$ 41,598	$ 10,997	$ 17,154	$ 79,882	$ 36,132
Supplies and Materials	$ 82,557	$ 37,458	$ 48,758	$ 159,428	$ 109,152	$ 86,115
Capital	$ 1,764	$ 458	$ 2,612	$ 258	$ 16,844	
Other Objects	$ 1,921	$ 1,700	$ 514	$ 1,675		$ 1,032
Total	**$ 6,257,398**	**$ 5,991,616**	**$ 6,466,487**	**$ 6,687,688**	**$ 7,222,248**	**$ 7,583,969**
Dollars per Student	**$ 9,539 :1**	**$ 9,347 :1**	**$ 10,430 :1**	**$ 11,374 :1**	**$ 11,898 :1**	**$ 12,252 :1**

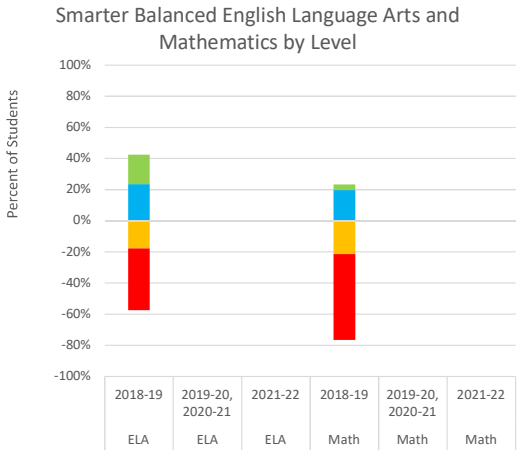
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	73%	71%	75%	79%	83%
*Students with Disabilities	13%	12%	12%	15%	13%
*English Language Learners	4%	5%	6%	7%	8%
*Free-Direct Certification	33%	28%	35%	39%	43%
*Black	34%	32%	33%	39%	42%
*Latino	19%	20%	22%	21%	22%
*Native American	1%	1%	0%	0%	0%
*Pacific Islander	2%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	11%	11%	12%	12%	11%
Multi-Race - Asian/White	2%	2%	2%	2%	2%
Asian	2%	1%	2%	1%	1%
White	31%	32%	29%	24%	21%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	19%		
ELA	Level 3	24%		
ELA	Level 2	18%		
ELA	Level 1	40%		
ELA Participation		84%		

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	4%		
Math	Level 3	20%		
Math	Level 2	22%		
Math	Level 1	55%		
Math Participation		85%		





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Kelly

9030 SE Cooper St
503-916-6350
Principal: Sarah Fish
K-5 *Constructed 1957*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: LatinX. Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	286	252	243	238	213	213	208	198
Russian Immersion	212	224	176	134	143	142	123	115
Total	**498**	**476**	**419**	**372**	**356**	**355**	**331**	**313**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	24.40	25.00	23.60	25.00	22.10	20.90
		Counseling Services	2.00	2.00	2.00	2.00	2.00	2.00
		Library/Media Services	0.50	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	2.00	2.00	2.80	4.00	3.50	4.00
		Other	1.00					
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	4.00	3.50	3.50	4.50	4.38	3.50
		Library/Media Services	0.50					
		Other	1.50	2.00	1.50	1.00	1.00	1.00
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**39.40**	**39.00**	**37.90**	**41.50**	**37.98**	**36.40**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	2.00	2.00	1.50	2.00	2.50
		ESL	4.00	4.00	3.50	3.50	4.00	4.50
		Other	0.50					
	Classified/ Non-Rep	Special Education	0.88	0.94	0.94			
		ESL	2.63	2.19	2.19	2.19	1.75	1.75
		Nutrition Services	3.69	2.88	2.88	2.88	2.81	2.81
		Custodial	4.00	3.73	4.00	3.00	4.00	4.00
		Other						
CASR Total			**17.19**	**15.73**	**15.50**	**13.07**	**14.56**	**15.57**
Grand Total			**56.59**	**54.73**	**53.40**	**54.57**	**52.54**	**51.97**
Overall Students per FTE			8.8:1	8.7:1	7.8:1	6.8:1	6.8:1	6.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	24.40	25.15	23.06	25.40	21.40	20.20
		Gen Fund Equity	4.50	3.10	2.80	3.30	2.54	2.80
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation						
		Title I		0.15	0.94	0.30	0.66	0.90
		SIA/M98			1.00	2.00	2.00	3.00
		Other		0.60	0.60		1.00	
	Classified/ Non-Rep	Gen Fund	4.00	3.50	2.38	1.50	1.50	1.50
		Gen Fund Equity					0.50	
		Foundation						
		Title I	3.50	3.50	2.62	4.00	3.00	2.43
		SIA/M98						1.50
		Other			1.50	2.00	2.38	1.08
	Admin.	Gen Fund	2.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity		0.64	0.50	0.50	0.50	0.50
		Other						
School Total			**39.40**	**39.00**	**37.90**	**41.50**	**37.98**	**36.40**

School and CASR	**Licensed**	35.90	36.00	34.90	37.00	34.60	34.90
	Classified/ Non-Rep	18.69	16.73	16.50	15.57	15.94	15.07
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Kelly

9030 SE Cooper St
503-916-6350
Principal: Sarah Fish

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

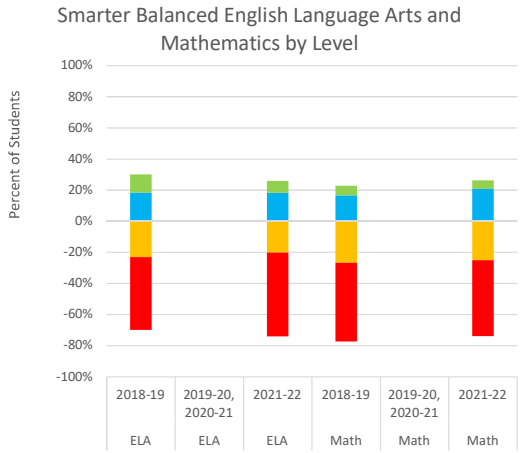
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,759,358	$ 2,555,329	$ 2,797,175	$ 3,055,748	$ 2,914,238	$ 3,030,949
Associated Payroll Costs	$ 1,304,015	$ 1,308,481	$ 1,438,872	$ 1,500,679	$ 1,494,784	$ 1,600,911
Purchased Services	$ 66,716	$ 51,489	$ 10,451	$ 20,144	$ 32,701	$ 13,692
Supplies and Materials	$ 87,082	$ 44,387	$ 47,351	$ 84,038	$ 89,531	$ 211,473
Capital	$ 427	$ 703	$ 216	$ 3,669	$ 23,353	
Other Objects		$ 9,833	$ 1,351	$ 0		$ 396
Total	**$ 4,217,598**	**$ 3,970,222**	**$ 4,295,416**	**$ 4,664,279**	**$ 4,554,607**	**$ 4,857,421**
Dollars per Student	**$ 8,469 :1**	**$ 8,341 :1**	**$ 10,252 :1**	**$ 12,538 :1**	**$ 12,794 :1**	**$ 13,683 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	78%	78%	84%	88%	88%
*Students with Disabilities	16%	15%	15%	16%	14%
*English Language Learners	38%	41%	43%	45%	46%
*Free-Direct Certification	41%	39%	46%	45%	47%
*Black	8%	7%	7%	11%	9%
*Latino	16%	16%	16%	18%	21%
*Native American	1%	1%	1%	2%	0%
*Pacific Islander	1%	2%	3%	3%	3%
*Multi-Race - Other Ancestry	6%	6%	7%	8%	6%
Multi-Race - Asian/White	1%	1%	1%	1%	1%
Asian	10%	9%	9%	9%	8%
White	57%	59%	56%	50%	51%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	12%		8%
ELA	Level 3	19%		18%
ELA	Level 2	23%		20%
ELA	Level 1	47%		54%
ELA Participation		98%		100%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	6%		5%
Math	Level 3	17%		21%
Math	Level 2	27%		25%
Math	Level 1	51%		49%
Math Participation		98%		99%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Kellogg

3330 SE 69TH AVE
503-916-5707
Principal: Richard Smith
6-8 *Constructed 2021*

No Longer Title-I

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood				533	502	467	405	383
Spanish Immersion				151	159	231	237	235
Total				**684**	**661**	**698**	**642**	**618**

2021-22 SY, Kellogg opened with a new building. 2023-24, gained Spanish Immersion

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers				37.50	34.00	35.00
		Counseling Services				3.00	3.00	3.00
		Library/Media Services				0.50	0.50	0.50
		Instructional Spec / Coach					1.00	1.00
		Other				1.00	2.50	1.50
	Classified/ Non-Rep	Clerical				2.00	2.00	3.00
		Ed. Assistant/ Paraeducator				1.76	3.07	
		Library/Media Services				1.00	1.00	0.60
		Other				3.00	3.00	1.00
	Admin.					3.00	3.00	3.00
School Total						**52.76**	**53.07**	**48.60**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education				6.00	7.20	7.40
		ESL				1.50	1.50	2.50
		Other					1.50	1.00
	Classified/ Non-Rep	Special Education				5.63	9.38	9.38
		ESL				0.44	0.44	0.88
		Nutrition Services				2.06	2.13	2.13
		Custodial				3.00	5.00	4.00
		Other					1.00	1.00
CASR Total						**18.63**	**28.14**	**28.29**
Grand Total						**71.39**	**81.21**	**76.89**
Overall Students per FTE						9.6:1	8.1:1	9.1:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund				31.78	28.75	34.05
		Gen Fund Equity				6.50	5.00	3.80
		City Arts Tax						
		Foundation						
		Title I				0.22	0.75	
		SIA/M98				3.00	6.00	2.75
		Other				0.50	0.50	0.40
	Classified/ Non-Rep	Gen Fund				4.00	6.00	3.60
		Gen Fund Equity						
		Foundation						
		Title I				3.76	3.07	
		SIA/M98						1.00
		Other						
	Admin.	Gen Fund				2.00	3.00	2.50
		Gen Fund Equity						0.50
		Other				1.00		
School Total						**52.76**	**53.07**	**48.60**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	0.00	0.00	0.00	49.50	51.20	51.90
	Classified/ Non-Rep	0.00	0.00	0.00	18.89	27.01	21.99
	Admin.	0.00	0.00	0.00	3.00	3.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Kellogg

3330 SE 69TH AVE
503-916-5707
Principal: Richard Smith

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries			$ 89,970	$ 3,937,218	$ 4,097,773	$ 4,334,864
Associated Payroll Costs			$ 8,443	$ 1,950,507	$ 2,151,046	$ 2,291,881
Purchased Services				$ 8,066	$ 22,356	$ 23,532
Supplies and Materials			$ 21,794	$ 100,898	$ 85,522	$ 137,625
Capital				$ 1,705	$ 636	
Other Objects				$ 48		$ 672
Total			**$ 120,207**	**$ 5,998,442**	**$ 6,357,333**	**$ 6,788,574**
Dollars per Student				**$ 8,770 :1**	**$ 9,618 :1**	**$ 9,726 :1**

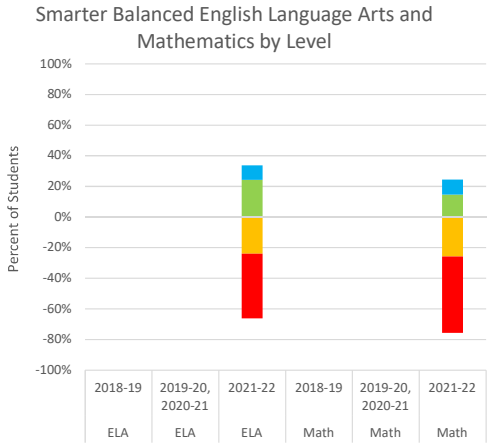
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*				65%	66%
*Students with Disabilities				18%	18%
*English Language Learners				12%	15%
*Free-Direct Certification				31%	32%
*Black				6%	4%
*Latino				30%	31%
*Native American				0%	1%
*Pacific Islander				2%	2%
*Multi-Race - Other Ancestry				5%	7%
Multi-Race - Asian/White				4%	4%
Asian				12%	9%
White				41%	43%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: losing neighborhood students to Hosford, Spanish Immersion moved from Mt. Tabor. Creston now feeds Hosford.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4			10%
ELA	Level 3			24%
ELA	Level 2			24%
ELA	Level 1			42%
ELA Participation				88%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4			10%
Math	Level 3			15%
Math	Level 2			26%
Math	Level 1			50%
Math Participation				93%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Lane

7200 SE 60th Ave
503-916-6355
Principal: Sherree Coleman
6-8 *Constructed 1926*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Black, LatinX. Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	380	385	367	322	302	358	411	439
Russian Immersion	53	47	49	41	34	31	32	37
Total	**433**	**432**	**416**	**363**	**336**	**389**	**443**	**476**

Lane shared site with ACCESS 6-8 from 2018-19 to 2021-22 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.00	21.00	21.00	22.75	22.00	21.00
		Counseling Services	2.00	2.00	2.00	2.00	2.50	2.00
		Library/Media Services	0.50	0.50	0.50	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	1.00	1.00	1.25	1.00	1.00
		Other		1.00	1.00	1.50	3.00	2.50
	Classified/ Non-Rep	Clerical	3.00	3.00	3.00	3.25	2.00	2.50
		Ed. Assistant/ Paraeducator						
		Library/Media Services	0.50	0.50	0.50			
		Other	2.75	3.55	2.75	2.00	2.00	
	Admin.		3.00	2.00	3.00	2.00	3.00	3.00
School Total			**34.75**	**34.55**	**34.75**	**35.75**	**36.50**	**33.00**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.50	4.00	4.50	4.80	6.50
		ESL	1.50	1.50	1.50	1.50	1.50	1.50
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	2.63	3.75	3.75	2.81	3.75	6.57
		ESL	0.44	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	4.06	2.06	2.19	2.19	2.19	2.19
		Custodial	3.00	3.73	4.00	5.00	4.00	4.00
		Other	0.50	0.50	0.50	1.00	2.00	2.00
CASR Total			**16.63**	**16.48**	**17.38**	**18.44**	**19.68**	**24.19**
Grand Total			**51.38**	**51.03**	**52.13**	**54.19**	**56.18**	**57.19**
Overall Students per FTE			8.4:1	8.5:1	8.0:1	6.7:1	6.0:1	6.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	22.98	22.50	21.00	19.75	19.25	19.20
		Gen Fund Equity	2.00	2.10	3.00	3.50	4.00	2.30
		City Arts Tax						
		Foundation						
		Title I	0.31	0.90		0.75	1.13	
		SIA/M98			1.50	4.00	5.00	6.00
		Other	0.22			0.50	0.13	
	Classified/ Non-Rep	Gen Fund	3.05	4.30	3.50	3.00	3.00	1.50
		Gen Fund Equity	1.20	1.00	1.00			
		Foundation						
		Title I	1.75	1.25	1.75	2.25	1.00	
		SIA/M98						1.00
		Other	0.25	0.50				
	Admin.	Gen Fund	2.00	1.36	3.00	2.00	2.00	2.50
		Gen Fund Equity	1.00	0.64				0.50
		Other					1.00	
School Total			**34.75**	**34.55**	**34.75**	**35.75**	**36.50**	**33.00**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	31.50	31.50	32.00	35.50	36.80	36.50
	Classified/ Non-Rep	16.88	17.53	17.13	16.69	16.38	17.69
	Admin.	3.00	2.00	3.00	2.00	3.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Lane

7200 SE 60th Ave
503-916-6355
Principal: Sherree Coleman

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,298,846	$ 2,122,511	$ 2,489,426	$ 2,701,611	$ 2,848,357	$ 2,986,884
Associated Payroll Costs	$ 1,100,317	$ 1,084,608	$ 1,284,096	$ 1,330,157	$ 1,475,595	$ 1,558,200
Purchased Services	$ 24,688	$ 11,635	$ 24,606	$ 56,021	$ 17,536	$ 14,676
Supplies and Materials	$ 35,088	$ 50,817	$ 69,416	$ 107,570	$ 72,071	$ 200,046
Capital	$ 57		$ 814	$ 480		
Other Objects			$ 553		$ 372	$ 420
Total	**$ 3,458,996**	**$ 3,269,570**	**$ 3,868,912**	**$ 4,195,839**	**$ 4,413,932**	**$ 4,760,226**
Dollars per Student	**$ 7,988 :1**	**$ 7,568 :1**	**$ 9,300 :1**	**$ 11,559 :1**	**$ 13,137 :1**	**$ 12,237 :1**

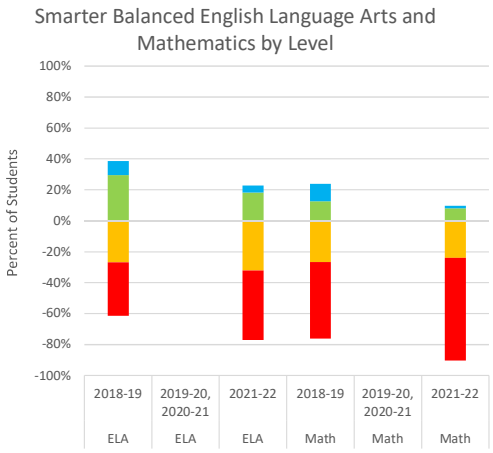
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	71%	71%	73%	73%	72%
*Students with Disabilities	17%	18%	20%	21%	23%
*English Language Learners	14%	13%	16%	20%	19%
*Free-Direct Certification	44%	41%	44%	42%	41%
*Black	9%	10%	12%	12%	10%
*Latino	26%	24%	22%	25%	26%
*Native American	2%	2%	1%	1%	
*Pacific Islander	2%	2%	2%	3%	2%
*Multi-Race - Other Ancestry	7%	7%	5%	6%	6%
Multi-Race - Asian/White	1%	1%	1%	2%	2%
Asian	19%	19%	18%	15%	16%
White	36%	36%	39%	37%	39%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: Woodstock now feeds Lane. Future increase in neighborhood students from other Elementary boundary changes.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	9%		5%
ELA	Level 3	30%		18%
ELA	Level 2	27%		32%
ELA	Level 1	35%		45%
ELA Participation		92%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	11%		2%
Math	Level 3	13%		8%
Math	Level 2	27%		24%
Math	Level 1	49%		66%
Math Participation		93%		95%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Laurelhurst

840 NE 41st Ave
503-916-6210
Principal: Alyson Brant
K-8 *Constructed 1923*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	692	698	688	649	674	665	651	621
Total	**692**	**698**	**688**	**649**	**674**	**665**	**651**	**621**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	30.00	31.00	31.00	30.50	30.00	31.20
		Counseling Services	1.50	2.00	2.00	2.60	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	0.75
		Instructional Spec / Coach	1.35			1.00	0.60	1.80
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	2.90	3.20	3.30	3.20	2.88	2.40
		Library/Media Services						
		Other						
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**40.75**	**41.20**	**41.30**	**42.30**	**40.48**	**42.15**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.00	2.00	1.50	3.20	2.70
		ESL				0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	2.19	2.32	2.32	2.32	2.32	1.88
		ESL						
		Nutrition Services	1.31	1.00	1.00	1.63	1.56	1.56
		Custodial	3.73	3.00	3.73	3.00	3.00	3.00
		Other						
CASR Total			**9.23**	**8.32**	**9.04**	**8.69**	**10.33**	**9.39**
Grand Total			**49.98**	**49.52**	**50.34**	**50.99**	**50.81**	**51.54**
Overall Students per FTE			13.8:1	14.1:1	13.7:1	12.7:1	13.3:1	12.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	32.05	32.40	32.50	32.50	30.45	33.45
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.80	0.60		0.60	0.10	0.30
		Title I						
		SIA/M98			0.50	1.00	1.00	1.00
		Other					1.05	
	Classified/ Non-Rep	Gen Fund	2.80	3.10	2.90	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation	2.10	2.10	2.40	3.20	2.88	2.40
		Title I						
		SIA/M98						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**40.75**	**41.20**	**41.30**	**42.30**	**40.48**	**42.15**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	35.85	36.00	36.00	36.85	37.05	38.70
	Classified/ Non-Rep	12.13	11.52	12.34	12.14	11.76	10.84
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Laurelhurst

840 NE 41st Ave
503-916-6210
Principal: Alyson Brant

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

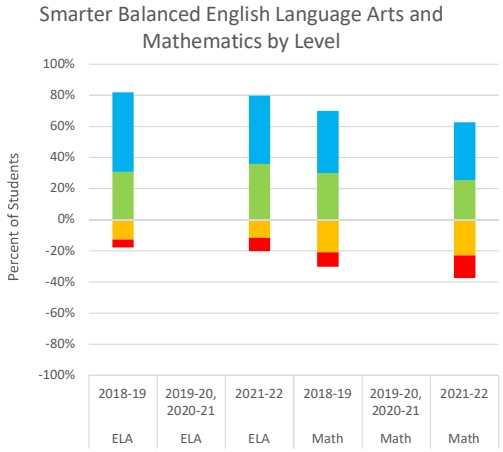
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 3,042,833	$ 3,042,867	$ 3,217,674	$ 3,279,822	$ 3,378,387	$ 3,722,885
Associated Payroll Costs	$ 1,327,545	$ 1,453,729	$ 1,577,617	$ 1,522,002	$ 1,607,341	$ 1,872,749
Purchased Services	$ 13,368	$ 13,661	$ 3,854	$ 8,877	$ 21,516	$ 22,584
Supplies and Materials	$ 38,981	$ 19,258	$ 19,890	$ 42,789	$ 23,691	$ 24,740
Capital					$ 612	
Other Objects						$ 648
Total	**$ 4,422,727**	**$ 4,529,515**	**$ 4,819,035**	**$ 4,853,489**	**$ 5,031,547**	**$ 5,643,606**
Dollars per Student	**$ 6,391 :1**	**$ 6,489 :1**	**$ 7,004 :1**	**$ 7,478 :1**	**$ 7,465 :1**	**$ 8,487 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	23%	22%	24%	23%	24%
*Students with Disabilities	10%	10%	10%	10%	11%
*English Language Learners					
*Free-Direct Certification	6%	4%	6%	6%	6%
*Black	2%	2%	2%	1%	2%
*Latino	7%	6%	7%	6%	6%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander			0%		
*Multi-Race - Other Ancestry	5%	5%	5%	4%	5%
Multi-Race - Asian/White	5%	5%	6%	6%	7%
Asian	2%	2%	2%	3%	2%
White	79%	79%	79%	80%	78%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	51%		44%
ELA	Level 3	31%		36%
ELA	Level 2	13%		12%
ELA	Level 1	5%		9%
	ELA Participation	99%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	40%		37%
Math	Level 3	30%		26%
Math	Level 2	21%		23%
Math	Level 1	9%		15%
	Math Participation	99%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Lee

2222 NE 92nd Ave
503-916-6144
Principal: Alma Velazquez
K-5 *Constructed 1952*

Title I School for 2023-24 No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	276	269	262	236	276	280	288	286
Total	**276**	**269**	**262**	**236**	**276**	**280**	**288**	**286**

Converted from a K-8 to K-5 Feeding Roseway Heights MS, Boundary change with Rose City Park, both starting 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	15.60	14.60	14.90	14.00	14.00	14.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	1.00	1.00	1.50	1.50	2.50	2.00
		Other			0.50	0.50	0.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	5.50	2.75	2.75	2.25	2.63	3.50
		Library/Media Services		0.50	0.50	0.50	0.50	0.50
		Other				0.50	0.50	0.50
	Admin.		2.00	2.00	2.00	2.00	2.00	1.00
School Total			**28.10**	**24.35**	**25.65**	**24.75**	**26.13**	**26.50**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	3.00	3.00	4.20	4.20
		ESL	1.50	1.00	1.50	1.50	1.50	1.50
		Other						
	Classified/ Non-Rep	Special Education	5.25	6.57	6.57	7.50	7.50	7.50
		ESL	0.44	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	2.63	1.88	1.88	1.81	2.13	1.94
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
		Other						
CASR Total			**15.81**	**15.88**	**16.38**	**17.26**	**18.77**	**18.58**
Grand Total			**43.91**	**40.23**	**42.03**	**42.01**	**44.90**	**45.08**
Overall Students per FTE			6.3:1	6.7:1	6.2:1	5.6:1	6.1:1	6.2:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	16.10	14.60	14.80	11.60	12.50	14.80
		Gen Fund Equity	1.00	0.93	1.10	1.30	2.00	1.70
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation						
		Title I		0.07		0.20	0.50	
		SIA/M98			1.00	3.90	3.00	2.00
		Other	1.00	1.00	1.00			
	Classified/ Non-Rep	Gen Fund	4.00	3.00	2.00	2.00	2.00	2.80
		Gen Fund Equity	0.20	0.34	0.40			0.50
		Foundation						
		Title I	3.00	1.75	1.75	2.00	1.25	2.13
		SIA/M98						1.00
		Other	0.30	0.16	1.10	1.25	2.38	0.08
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.00
		Gen Fund Equity	1.00	0.64	0.50	0.50		
		Other					0.50	
School Total			**28.10**	**24.35**	**25.65**	**24.75**	**26.13**	**26.50**

School and CASR	**Licensed**	23.10	21.10	22.90	22.00	24.20	24.70
	Classified/ Non-Rep	18.81	17.13	17.13	18.01	18.70	19.38
	Admin.	2.00	2.00	2.00	2.00	2.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Lee

2222 NE 92nd Ave
503-916-6144
Principal: Alma Velazquez

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

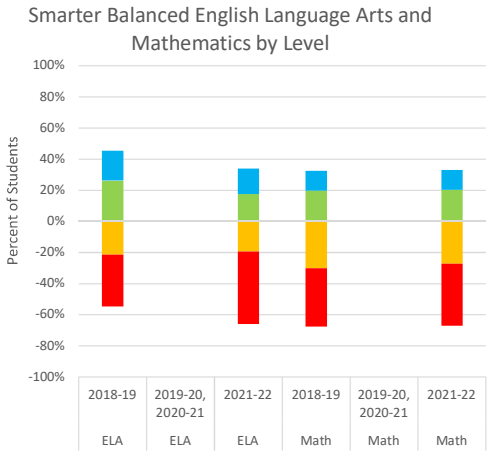
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,766,488	$ 1,631,103	$ 1,802,969	$ 1,796,218	$ 1,957,583	$ 2,023,145
Associated Payroll Costs	$ 879,384	$ 845,746	$ 917,309	$ 885,141	$ 1,013,167	$ 1,115,630
Purchased Services	$ 16,471	$ 34,827	$ 5,077	$ 9,648	$ 12,600	$ 14,028
Supplies and Materials	$ 23,761	$ 109,388	$ 20,515	$ 52,830	$ 17,964	$ 115,577
Capital	$ 100	$ 3,470	$ 395	$ 214	$ 13,088	$ 8,550
Other Objects	$ 1,295	$ 810				$ 4,586
Total	**$ 2,687,498**	**$ 2,625,344**	**$ 2,746,264**	**$ 2,744,051**	**$ 3,014,402**	**$ 3,281,516**
Dollars per Student	**$ 9,737 :1**	**$ 9,760 :1**	**$ 10,482 :1**	**$ 11,627 :1**	**$ 10,922 :1**	**$ 11,720 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	72%	72%	74%	72%	74%
*Students with Disabilities	19%	19%	16%	15%	20%
*English Language Learners	17%	23%	25%	25%	22%
*Free-Direct Certification	38%	37%	40%	33%	38%
*Black	13%	13%	15%	15%	12%
*Latino	16%	18%	19%	20%	21%
*Native American	1%	2%	1%	0%	
*Pacific Islander	1%	2%	0%	2%	3%
*Multi-Race - Other Ancestry	11%	9%	9%	9%	8%
Multi-Race - Asian/White	2%	2%	3%	2%	1%
Asian	17%	15%	15%	16%	16%
White	39%	39%	39%	38%	39%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	19%		17%
ELA	Level 3	26%		18%
ELA	Level 2	21%		19%
ELA	Level 1	33%		47%
ELA Participation		98%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	13%		13%
Math	Level 3	20%		20%
Math	Level 2	30%		27%
Math	Level 1	37%		40%
Math Participation		98%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Lent

5105 SE 97th Ave
503-916-6322
Principal: Olgamar Amor
K-5 *Constructed 1948*

Title I School for 2023-24 No longer designated CSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	298	273	269	151	122			
Spanish Immersion	209	202	207	126	129	310	293	285
Total	**507**	**475**	**476**	**277**	**251**	**310**	**293**	**285**

2023-24, Gained Spanish immersion

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	31.00	29.50	28.00	19.70	19.75	18.00
		Counseling Services	2.00	2.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.50	1.50	1.00	1.00	3.25	1.00
		Other	1.00	1.00	1.50	1.50	2.00	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	5.38	5.69	5.26	3.94	8.01	6.38
		Library/Media Services						
		Other					1.94	
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**45.88**	**44.69**	**41.76**	**32.14**	**40.94**	**32.88**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.00	2.00	1.00	2.00	1.30
		ESL	3.00	2.50	2.50	2.00	2.50	2.50
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	2.63	2.81	2.81	2.81	0.94	0.94
		ESL	1.31	0.88	0.88	0.44	0.87	0.88
		Nutrition Services	3.50	3.81	2.81	3.25	1.88	1.88
		Custodial	5.00	3.00	4.00	2.00	4.00	4.00
		Other						
CASR Total			**18.44**	**16.00**	**16.00**	**12.50**	**13.19**	**12.49**
Grand Total			**64.32**	**60.70**	**57.76**	**44.64**	**54.13**	**45.37**
Overall Students per FTE			7.9:1	7.8:1	8.2:1	6.2:1	4.6:1	6.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	30.70	29.50	27.50	16.50	16.00	15.75
		Gen Fund Equity	4.80	4.10	4.00	1.50	2.18	1.25
		City Arts Tax	1.00	0.50	0.50	0.50	1.00	0.50
		Foundation						
		Title I					0.25	
		SIA/M98			0.50	5.70	5.50	3.00
		Other		0.90			2.07	2.00
	Classified/ Non-Rep	Gen Fund	2.98	3.00	1.50	1.50	4.19	1.50
		Gen Fund Equity	0.40	0.80		0.50	0.24	0.10
		Foundation						
		Title I	4.00	3.89	3.76	2.44	2.89	3.28
		SIA/M98						1.50
		Other			2.00	1.50	4.63	2.00
	Admin.	Gen Fund	2.00	2.00	2.00	1.50	1.50	1.50
		Gen Fund Equity				0.50	0.50	0.50
		Other						
School Total			**45.88**	**44.69**	**41.76**	**32.14**	**40.94**	**32.88**

School and CASR	**Licensed**	42.50	40.50	38.00	28.20	32.50	27.30
	Classified/ Non-Rep	19.82	18.20	17.76	14.44	19.63	16.07
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Lent

5105 SE 97th Ave
503-916-6322
Principal: Olgamar Amor

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,946,593	$ 2,847,493	$ 2,758,372	$ 2,185,686	$ 2,799,959	$ 2,430,433
Associated Payroll Costs	$ 1,347,703	$ 1,467,453	$ 1,448,792	$ 1,149,435	$ 1,556,946	$ 1,359,998
Purchased Services	$ 44,669	$ 54,189	$ 5,046	$ 8,234	$ 11,400	$ 12,408
Supplies and Materials	$ 55,892	$ 119,131	$ 17,960	$ 73,478	$ 151,592	$ 205,070
Capital						
Other Objects					$ 324	$ 360
Total	**$ 4,394,857**	**$ 4,488,265**	**$ 4,230,171**	**$ 3,416,833**	**$ 4,520,221**	**$ 4,008,269**
Dollars per Student	**$ 8,668 :1**	**$ 9,449 :1**	**$ 8,887 :1**	**$ 12,335 :1**	**$ 18,009 :1**	**$ 12,930 :1**

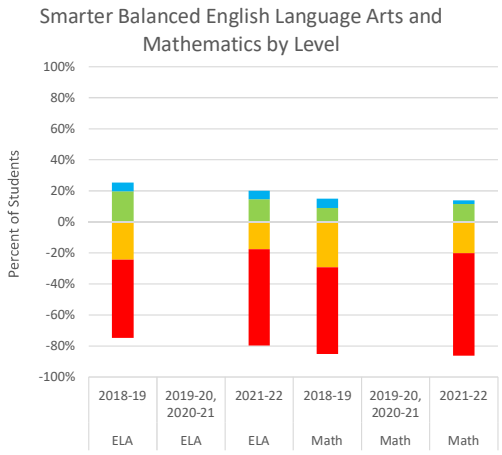
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	83%	84%	85%	82%	82%
*Students with Disabilities	15%	17%	17%	15%	15%
*English Language Learners	24%	25%	27%	39%	29%
*Free-Direct Certification	47%	41%	47%	50%	50%
*Black	9%	9%	9%	8%	10%
*Latino	49%	51%	50%	47%	49%
*Native American	1%	2%	1%	0%	0%
*Pacific Islander	0%	2%	2%	1%	0%
*Multi-Race - Other Ancestry	4%	4%	4%	4%	6%
Multi-Race - Asian/White	1%	1%	1%	2%	3%
Asian	13%	12%	11%	9%	7%
White	23%	20%	23%	29%	24%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: Bridger Spanish Immersion added to Lent.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	6%		6%
ELA	Level 3	20%		15%
ELA	Level 2	24%		18%
ELA	Level 1	50%		62%
ELA Participation		90%		93%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	6%		2%
Math	Level 3	9%		11%
Math	Level 2	29%		20%
Math	Level 1	56%		66%
Math Participation		92%		93%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Meriwether Lewis Elementary School

Lewis

4401 SE Evergreen St
503-916-6360
Principal: Deanne Froehlich
K-5 *Constructed 1952*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	390	410	368	337	320	292	263	259
Total	**390**	**410**	**368**	**337**	**320**	**292**	**263**	**259**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	17.25	17.20	18.20	17.20	16.00	14.00
		Counseling Services	1.00	1.00	1.00	1.00	0.80	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach			0.50	0.50	0.50	1.00
		Other	0.50	0.50	0.50	0.50	0.67	0.50
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator		1.00	0.50	0.50		
		Library/Media Services	0.50				0.50	0.50
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**22.25**	**22.70**	**23.70**	**22.70**	**21.47**	**20.00**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.50	3.50	2.50	2.50	3.70	3.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	5.25	8.44	6.57	4.69	3.75	3.75
		ESL						
		Nutrition Services	1.06	1.06	1.31	1.31	1.31	1.31
		Custodial	2.00	2.00	3.00	2.73	2.73	2.73
		Other						
CASR Total			**11.06**	**15.26**	**13.63**	**11.48**	**11.74**	**11.54**
Grand Total			**33.31**	**37.96**	**37.33**	**34.18**	**33.21**	**31.54**
Overall Students per FTE			11.7:1	10.8:1	9.9:1	9.9:1	9.6:1	9.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	18.25	18.20	18.70	17.70	16.47	15.50
		Gen Fund Equity			0.50	0.50	0.50	
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	0.50
		Foundation						0.25
		Title I						
		SIA/M98			0.50	0.50	0.50	0.50
		Other						0.25
	Classified/ Non-Rep	Gen Fund	1.50	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation	0.33	0.50				
		Title I						
		SIA/M98						
		Other	0.17					
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**22.25**	**22.70**	**23.70**	**22.70**	**21.47**	**20.00**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	22.00	22.95	23.45	22.45	22.42	20.75
	Classified/ Non-Rep	10.31	14.01	12.88	10.73	9.79	9.79
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Lewis

4401 SE Evergreen St
503-916-6360
Principal: Deanne Froehlich

Meriwether Lewis Elementary School

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,698,794	$ 1,671,590	$ 1,895,496	$ 1,934,014	$ 1,878,783	$ 1,834,841
Associated Payroll Costs	$ 787,684	$ 856,489	$ 985,648	$ 965,540	$ 903,907	$ 925,372
Purchased Services	$ 11,658	$ 6,275	$ 5,386	$ 6,303	$ 13,116	$ 11,868
Supplies and Materials	$ 25,387	$ 11,337	$ 15,478	$ 22,284	$ 24,168	$ 39,721
Capital					$ 372	
Other Objects						$ 336
Total	**$ 2,523,522**	**$ 2,545,691**	**$ 2,902,007**	**$ 2,928,141**	**$ 2,820,346**	**$ 2,812,138**
Dollars per Student	**$ 6,471 :1**	**$ 6,209 :1**	**$ 7,886 :1**	**$ 8,689 :1**	**$ 8,814 :1**	**$ 9,631 :1**

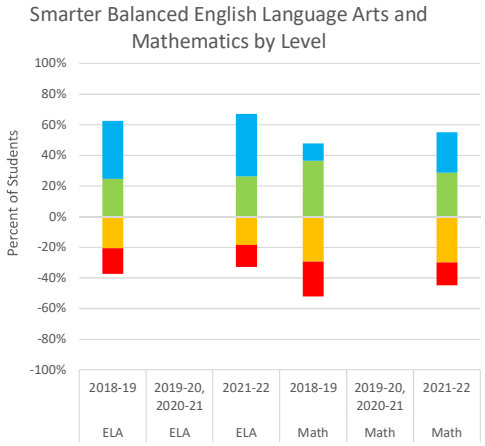
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	35%	38%	36%	39%	39%
*Students with Disabilities	16%	18%	16%	18%	20%
*English Language Learners	1%	1%	1%	2%	2%
*Free-Direct Certification	13%	15%	15%	15%	13%
*Black	0%	1%	1%	1%	1%
*Latino	7%	8%	9%	9%	9%
*Native American	0%	0%			
*Pacific Islander		1%	0%		
*Multi-Race - Other Ancestry	6%	6%	4%	6%	7%
Multi-Race - Asian/White	5%	5%	6%	5%	5%
Asian	1%	2%	3%	3%	3%
White	80%	77%	77%	76%	75%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: losing neighborhood students to Whitman.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	38%		41%
ELA	Level 3	25%		26%
ELA	Level 2	21%		18%
ELA	Level 1	17%		14%
ELA Participation		92%		95%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	11%		26%
Math	Level 3	37%		29%
Math	Level 2	29%		30%
Math	Level 1	23%		15%
Math Participation		92%		95%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Lincoln

1750 SW Salmon St
503-916-5200
Principal: Peyton Chapman
9-12 *Constructed 1950*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	1533	1429	1318	1284	1342	1340	1327	1342
Spanish Immersion	165	159	163	178	186	192	185	169
Total	**1698**	**1588**	**1481**	**1462**	**1528**	**1532**	**1512**	**1511**

New building opens 2022-23 SY. Phase II continues, expected to be completed summer of 2023. Boundary change with Ida. B. Wells-Barnett explains enrollment decline up to

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	79.01	74.21	69.09	68.09	70.26	69.34
		Counseling Services	6.00	5.50	5.00	5.00	5.00	5.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.70	2.37	2.37	2.83	1.00	0.50
		Other	2.10	2.15	2.20	1.00	2.00	2.50
	Classified/ Non-Rep	Clerical	6.80	6.80	6.20	6.90	7.30	6.05
		Ed. Assistant/ Paraeducator						
		Library/Media Services	0.80			0.60	0.75	0.60
		Other	2.80	3.50	4.50	3.50	4.00	4.00
	Admin.		4.00	5.00	4.00	4.00	4.00	4.00
School Total			**104.21**	**100.52**	**94.36**	**92.92**	**95.31**	**92.99**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.50	2.50	3.00	2.50	5.60	6.80
		ESL	1.00	1.00	1.00	1.00	0.50	0.50
		Other	1.00	1.00	1.00	1.00		
	Classified/ Non-Rep	Special Education	1.75	1.88	2.81	1.88	5.63	8.44
		ESL	0.44					
		Nutrition Services	0.63	0.63	0.69	1.69	2.06	2.06
		Custodial	9.73	10.00	11.00	13.73	14.00	14.00
		Other	2.00	2.00	2.00	3.00	3.00	3.00
CASR Total			**19.04**	**19.00**	**21.50**	**24.79**	**30.79**	**34.81**
Grand Total			**123.25**	**119.52**	**115.86**	**117.71**	**126.10**	**127.79**
Overall Students per FTE			13.8:1	13.3:1	12.8:1	12.4:1	12.1:1	12.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	82.50	77.34	72.57	71.95	71.22	72.18
		Gen Fund Equity						
		City Arts Tax						
		Foundation	3.56	3.56	2.15	1.04	1.91	1.66
		Title I						
		SIA/M98	3.15	3.62	4.04	3.83	4.50	4.17
		Other	0.60	0.70	0.90	1.10	1.63	0.33
	Classified/ Non-Rep	Gen Fund	9.10	9.30	7.70	8.40	9.05	7.65
		Gen Fund Equity						
		Foundation	0.30			0.60		
		Title I						
		SIA/M98	1.00		3.00	2.00	2.00	2.00
		Other		1.00			1.00	1.00
	Admin.	Gen Fund	4.00	5.00	4.00	4.00	4.00	4.00
		Gen Fund Equity						
		Other						
School Total			**104.21**	**100.52**	**94.36**	**92.92**	**95.31**	**92.99**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	94.31	89.72	84.66	82.42	85.36	85.64
	Classified/ Non-Rep	24.94	24.80	27.20	31.29	36.74	38.16
	Admin.	4.00	5.00	4.00	4.00	4.00	4.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Lincoln

1750 SW Salmon St
503-916-5200
Principal: Peyton Chapman

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

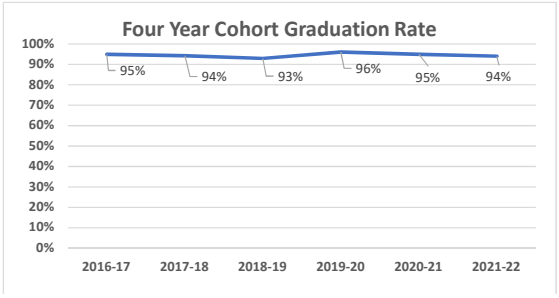
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 7,614,357	$ 7,415,183	$ 7,438,355	$ 8,042,766	$ 8,246,566	$ 8,607,064
Associated Payroll Costs	$ 3,512,641	$ 3,760,713	$ 3,698,696	$ 3,791,347	$ 3,992,707	$ 4,348,826
Purchased Services	$ 120,400	$ 80,047	$ 43,547	$ 55,310	$ 194,648	$ 156,600
Supplies and Materials	$ 20,321	$ 24,576	$ 291,682	$ 549,350	$ 245,898	$ 184,973
Capital	$ 3,762	$ 5,375	$ (300)			
Other Objects	$ 56,107	$ 35,094	$ 12,850	$ 37,824	$ 6,764	$ 1,812
Total	**$ 11,327,588**	**$ 11,320,988**	**$ 11,484,830**	**$ 12,476,597**	**$ 12,686,583**	**$ 13,299,275**
Dollars per Student	**$ 6,671 :1**	**$ 7,129 :1**	**$ 7,755 :1**	**$ 8,534 :1**	**$ 8,303 :1**	**$ 8,681 :1**

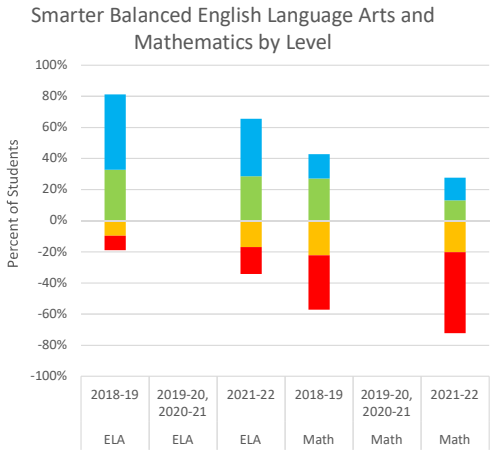
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	21%	21%	23%	24%	27%
*Students with Disabilities	4%	5%	5%	5%	6%
*English Language Learners	1%	2%	1%	1%	1%
*Free-Direct Certification	5%	3%	4%	5%	7%
*Black	1%	1%	2%	2%	3%
*Latino	10%	10%	11%	12%	11%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	4%	3%	4%	4%	5%
Multi-Race - Asian/White	5%	6%	7%	7%	8%
Asian	10%	10%	10%	9%	10%
White	70%	69%	66%	65%	63%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	48%		37%
ELA	Level 3	33%		29%
ELA	Level 2	10%		17%
ELA	Level 1	9%		17%
ELA Participation		87%		58%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	16%		15%
Math	Level 3	27%		13%
Math	Level 2	22%		20%
Math	Level 1	35%		52%
Math Participation		77%		37%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Llewellyn

6301 SE 14th Ave
503-916-6216
Principal: Pamela Gwynn
K-5 *Constructed 1928*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	484	509	460	395	415	419	411	402
Total	**484**	**509**	**460**	**395**	**415**	**419**	**411**	**402**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.30	20.40	20.40	20.50	18.40	20.40
		Counseling Services	1.00	1.00	2.00	2.00	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach						1.00
		Other						
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator		1.96			1.40	
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**26.80**	**26.86**	**25.90**	**26.00**	**24.80**	**26.40**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.50	3.50	3.50	4.40	4.90
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	7.88	8.44	7.50	7.50	5.63	5.63
		ESL						
		Nutrition Services	1.25	1.25	1.25	1.31	1.31	1.31
		Custodial	2.00	2.73	2.73	2.73	2.73	2.73
		Other	0.88	0.88	0.88	0.88	0.88	0.88
CASR Total			**15.75**	**17.04**	**16.11**	**16.17**	**15.19**	**15.69**
Grand Total			**42.55**	**43.90**	**42.01**	**42.17**	**39.99**	**42.09**
Overall Students per FTE			11.4:1	11.6:1	11.0:1	9.4:1	10.4:1	10.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	21.80	20.90	21.40	21.00	18.70	19.90
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	1.00			0.50	0.20	0.37
		Title I						
		SIA/M98			0.50	0.50	0.50	1.50
		Other						0.63
	Classified/ Non-Rep	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation		1.96			1.40	
		Title I						
		SIA/M98						
		Other						
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**26.80**	**26.86**	**25.90**	**26.00**	**24.80**	**26.40**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	27.55	25.65	26.65	26.75	25.05	28.55
	Classified/ Non-Rep	14.00	17.25	14.36	14.42	13.94	12.54
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Llewellyn

6301 SE 14th Ave
503-916-6216
Principal: Pamela Gwynn

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

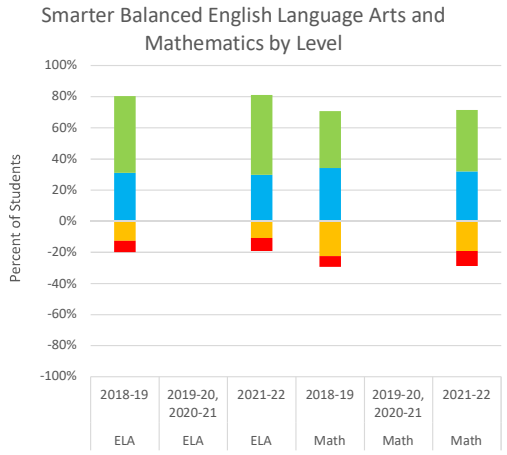
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,971,080	$ 1,915,974	$ 2,091,144	$ 2,163,021	$ 2,133,899	$ 2,446,949
Associated Payroll Costs	$ 923,800	$ 957,222	$ 1,087,013	$ 1,080,555	$ 1,016,337	$ 1,230,778
Purchased Services	$ 8,669	$ 7,415	$ 4,042	$ 7,097	$ 15,204	$ 15,552
Supplies and Materials	$ 17,829	$ 10,147	$ 19,363	$ 49,957	$ 20,408	$ 22,338
Capital				$ 10,717	$ 432	
Other Objects	$ 59					$ 444
Total	**$ 2,921,437**	**$ 2,890,758**	**$ 3,201,563**	**$ 3,311,347**	**$ 3,186,281**	**$ 3,716,061**
Dollars per Student	**$ 6,036 :1**	**$ 5,679 :1**	**$ 6,960 :1**	**$ 8,383 :1**	**$ 7,678 :1**	**$ 8,869 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	29%	33%	34%	34%	37%
*Students with Disabilities	14%	17%	18%	17%	19%
*English Language Learners	1%		1%	1%	1%
*Free-Direct Certification	7%	7%	7%	8%	9%
*Black	1%	0%	0%	1%	1%
*Latino	7%	10%	10%	12%	12%
*Native American	0%	1%			0%
*Pacific Islander	2%	1%	0%		
*Multi-Race - Other Ancestry	4%	5%	5%	6%	4%
Multi-Race - Asian/White	6%	6%	5%	5%	7%
Asian	1%	1%	1%	2%	1%
White	78%	76%	77%	74%	75%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	49%		51%
ELA	Level 3	31%		30%
ELA	Level 2	13%		11%
ELA	Level 1	7%		8%
	ELA Participation	89%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	36%		39%
Math	Level 3	34%		32%
Math	Level 2	22%		19%
Math	Level 1	7%		10%
	Math Participation	90%		96%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Maplewood

7452 SW 52nd Ave
503-916-6308
Principal: Kathryn Galloway
K-5 *Constructed 1948*

No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	383	374	347	291	310	308	300	288
Total	**383**	**374**	**347**	**291**	**310**	**308**	**300**	**288**

Facility improvement to support more capacity starting 2019-20 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	16.50	18.00	15.50	15.00	14.50	13.50
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.50
		Library/Media Services	1.00	1.00	1.00	1.00	0.80	0.75
		Instructional Spec / Coach			0.50	1.00	1.50	1.00
		Other			0.50	0.50	0.50	
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	1.80	1.50
		Ed. Assistant/ Paraeducator	3.25	0.50	0.15	1.30	1.50	1.47
		Library/Media Services						
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**24.75**	**23.50**	**21.65**	**22.80**	**22.60**	**20.72**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	1.00	1.60	1.60
		ESL	0.25	0.25	0.25	0.25	0.25	0.50
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.94	0.94	0.94	2.81	2.81
		ESL						
		Nutrition Services	0.94	0.94	0.94	0.94	0.94	0.94
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
		Other						
CASR Total			**5.06**	**5.13**	**5.13**	**5.13**	**7.60**	**7.85**
Grand Total			**29.82**	**28.63**	**26.78**	**27.93**	**30.20**	**28.57**
Overall Students per FTE			12.8:1	13.1:1	13.0:1	10.4:1	10.3:1	10.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	17.25	18.75	16.45	16.00	15.10	14.80
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	0.50	0.25
		Foundation	0.25	0.25	0.05			
		Title I						
		SIA/M98			1.00	1.50	1.50	1.50
		Other					1.20	0.20
	Classified/ Non-Rep	Gen Fund	3.84	1.50	1.50	2.40	1.80	1.50
		Gen Fund Equity						
		Foundation	1.41	1.00	0.65	0.90	0.62	0.61
		Title I						
		SIA/M98						
		Other					0.88	0.86
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**24.75**	**23.50**	**21.65**	**22.80**	**22.60**	**20.72**

School and CASR	**Licensed**	19.75	21.25	19.75	19.75	20.15	18.85
	Classified/ Non-Rep	9.07	6.38	6.03	7.18	9.05	8.72
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Maplewood

7452 SW 52nd Ave
503-916-6308
Principal: Kathryn Galloway

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

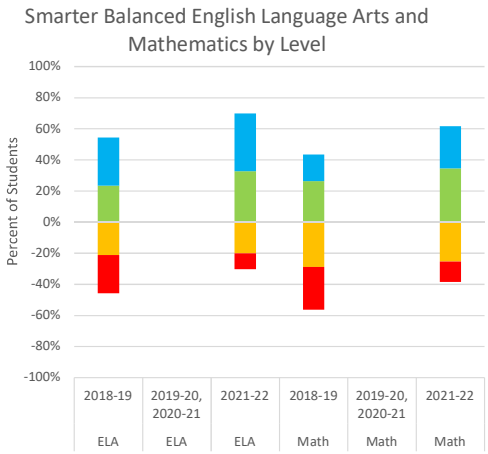
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,651,662	$ 1,684,672	$ 1,738,923	$ 1,815,141	$ 1,843,183	$ 1,851,491
Associated Payroll Costs	$ 757,708	$ 867,656	$ 904,424	$ 874,968	$ 921,443	$ 919,991
Purchased Services	$ 5,173	$ 4,116	$ 1,543	$ 4,169	$ 11,364	$ 12,336
Supplies and Materials	$ 24,682	$ 8,254	$ 19,785	$ 58,401	$ 31,625	$ 12,696
Capital						
Other Objects					$ 324	$ 348
Total	**$ 2,439,224**	**$ 2,564,698**	**$ 2,664,675**	**$ 2,752,680**	**$ 2,807,939**	**$ 2,796,862**
Dollars per Student	**$ 6,369 :1**	**$ 6,857 :1**	**$ 7,679 :1**	**$ 9,459 :1**	**$ 9,058 :1**	**$ 9,081 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	28%	28%	29%	28%	32%
*Students with Disabilities	10%	10%	11%	9%	11%
*English Language Learners	2%	2%	2%	2%	3%
*Free-Direct Certification	10%	10%	10%	11%	13%
*Black	2%	1%	2%	2%	1%
*Latino	7%	6%	6%	9%	12%
*Native American	0%	0%			
*Pacific Islander	1%	1%	1%	0%	
*Multi-Race - Other Ancestry	4%	5%	4%	4%	3%
Multi-Race - Asian/White	5%	5%	8%	8%	8%
Asian	2%	1%	1%	2%	2%
White	79%	80%	78%	76%	74%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	31%		37%
ELA	Level 3	23%		33%
ELA	Level 2	21%		20%
ELA	Level 1	25%		10%
	ELA Participation	94%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	17%		27%
Math	Level 3	26%		35%
Math	Level 2	29%		25%
Math	Level 1	28%		13%
	Math Participation	93%		99%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Markham

10531 SW Capitol Hwy
503-916-5681
Principal: Traniece Brown-Warrens
K-5 *Constructed 1950*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	445	430	416	424	426	429	444	443
Total	**445**	**430**	**416**	**424**	**426**	**429**	**444**	**443**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	21.95	20.40	19.20	23.20	21.36	21.90
		Counseling Services	1.00	1.00	1.00	1.50	1.55	1.50
		Library/Media Services	1.00	1.00	1.00	1.00	0.80	1.00
		Instructional Spec / Coach					0.50	1.00
		Other			0.50			1.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	3.00	2.00	0.50	0.50		
		Library/Media Services						
		Other						
	Admin.		1.00	1.00	1.00	1.00	2.00	1.00
School Total			**29.95**	**27.40**	**25.20**	**29.20**	**28.21**	**29.40**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.50	2.50	2.50	4.70	3.70
		ESL	1.50	1.50	1.50	1.50	2.00	2.00
		Other						
	Classified/ Non-Rep	Special Education	8.75	8.44	4.69	7.50	6.57	3.75
		ESL	0.88	0.88	0.44	0.44	0.44	0.44
		Nutrition Services	1.69	1.44	1.69	1.69	2.00	2.00
		Custodial	3.00	3.00	3.00	4.00	3.00	3.00
		Other						
CASR Total			**19.31**	**18.76**	**13.82**	**17.63**	**18.70**	**14.89**
Grand Total			**49.26**	**46.16**	**39.02**	**46.83**	**46.91**	**44.29**
Overall Students per FTE			9.0:1	9.3:1	10.7:1	9.1:1	9.1:1	9.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.95	19.90	17.70	21.53	18.95	20.65
		Gen Fund Equity	2.00	1.50	2.50	2.42	1.59	2.25
		City Arts Tax	1.00	1.00	1.00	1.00	0.96	1.00
		Foundation						
		Title I						
		SIA/M98			0.50	0.75	1.50	2.00
		Other					1.21	0.50
	Classified/ Non-Rep	Gen Fund	3.00	2.00	2.00	2.00	1.50	1.50
		Gen Fund Equity	2.00	2.00		0.16	0.50	0.50
		Foundation			0.15	0.14		
		Title I						
		SIA/M98						
		Other			0.35	0.20		
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity					0.50	
		Other					0.50	
School Total			**29.95**	**27.40**	**25.20**	**29.20**	**28.21**	**29.40**

School and CASR	**Licensed**	28.95	27.40	25.70	29.70	30.91	32.10
	Classified/ Non-Rep	19.31	17.76	12.32	16.13	14.00	11.19
	Admin.	1.00	1.00	1.00	1.00	2.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Markham

10531 SW Capitol Hwy
503-916-5681
Principal: Traniece Brown-Warrens

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

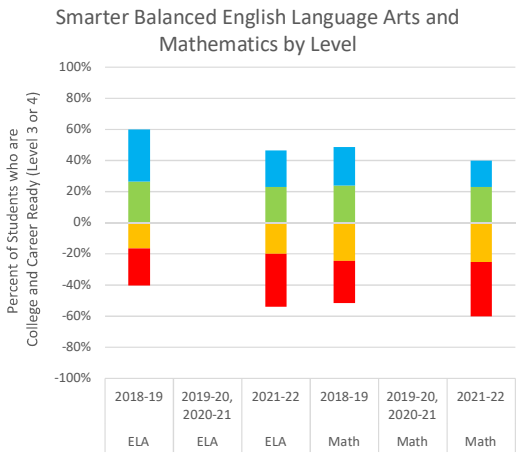
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,949,228	$ 1,844,469	$ 1,917,256	$ 2,187,990	$ 2,244,641	$ 2,454,211
Associated Payroll Costs	$ 977,158	$ 1,003,313	$ 1,016,923	$ 1,104,800	$ 1,124,517	$ 1,304,923
Purchased Services	$ 6,830	$ 5,904	$ 3,115	$ 82,191	$ 15,876	$ 15,828
Supplies and Materials	$ 12,573	$ 36,442	$ 62,531	$ 50,879	$ 19,121	$ 35,899
Capital				$ 100		
Other Objects					$ 456	$ 456
Total	**$ 2,945,788**	**$ 2,890,128**	**$ 2,999,825**	**$ 3,425,959**	**$ 3,404,611**	**$ 3,811,317**
Dollars per Student	**$ 6,620 :1**	**$ 6,721 :1**	**$ 7,211 :1**	**$ 8,080 :1**	**$ 7,992 :1**	**$ 8,884 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	55%	55%	56%	54%	56%
*Students with Disabilities	12%	14%	14%	15%	17%
*English Language Learners	14%	13%	15%	16%	17%
*Free-Direct Certification	32%	26%	31%	28%	26%
*Black	17%	17%	17%	18%	16%
*Latino	13%	11%	10%	9%	11%
*Native American	0%	1%	1%	0%	1%
*Pacific Islander	2%	2%	2%	2%	2%
*Multi-Race - Other Ancestry	8%	8%	8%	6%	8%
Multi-Race - Asian/White	2%	2%	3%	4%	4%
Asian	4%	4%	5%	5%	5%
White	55%	56%	53%	56%	56%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	33%		23%
ELA	Level 3	26%		23%
ELA	Level 2	16%		20%
ELA	Level 1	24%		34%
	ELA Participation	97%		95%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	25%		17%
Math	Level 3	24%		23%
Math	Level 2	25%		25%
Math	Level 1	27%		35%
	Math Participation	94%		93%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Marysville

7733 SE Raymond
503-916-6363
Principal: Catherine Murray
PK-5 *Constructed 1921*

Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	392	383	402	248	286	407	400	395
Total	**392**	**383**	**402**	**248**	**286**	**407**	**400**	**395**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.25	20.55	20.25	14.25	16.00	22.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.50	1.70	2.10	1.50	2.00	4.00
		Other	1.00	1.00	1.50	0.50	1.00	1.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	3.00	3.00
		Ed. Assistant/ Paraeducator	3.44	3.19	2.32	3.19	7.13	4.44
		Library/Media Services						
		Other					1.00	1.00
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**32.19**	**32.44**	**32.17**	**25.44**	**34.13**	**39.44**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	5.00	5.00	5.00	4.00	4.80	5.30
		ESL	1.50	1.50	1.50	1.00	1.00	1.50
		Other						
	Classified/ Non-Rep	Special Education	7.88	9.38	8.44	7.50	6.57	6.57
		ESL	0.44	0.44	0.44			0.44
		Nutrition Services	2.25	2.25	2.25	2.25	2.31	2.31
		Custodial	2.73	3.45	2.73	2.73	2.73	2.73
		Other						
CASR Total			**19.79**	**22.02**	**20.36**	**17.48**	**17.40**	**18.84**
Grand Total			**51.98**	**54.46**	**52.52**	**42.92**	**51.54**	**58.28**
Overall Students per FTE			7.5:1	7.0:1	7.7:1	5.8:1	5.5:1	7.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.85	21.35	20.35	13.85	14.75	18.20
		Gen Fund Equity	2.75	2.35	3.25	0.68	1.68	2.80
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	1.00
		Foundation						
		Title I	0.30	1.05	1.00	0.32	0.08	0.45
		SIA/M98			0.50	2.90	2.00	4.00
		Other	0.35		0.25		2.00	2.55
	Classified/ Non-Rep	Gen Fund	2.50	2.50	1.50	1.50	2.00	1.40
		Gen Fund Equity	0.50	0.50	0.50	0.24	0.25	
		Foundation						
		Title I	2.44	2.19	1.29	2.19	4.63	2.35
		SIA/M98						1.00
		Other			1.03	1.26	4.25	3.69
	Admin.	Gen Fund	2.00	1.36	2.00	1.50	1.50	1.50
		Gen Fund Equity		0.64		0.50	0.50	0.50
		Other						
School Total			**32.19**	**32.44**	**32.17**	**25.44**	**34.13**	**39.44**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	31.25	31.75	32.35	23.25	26.80	35.80
	Classified/ Non-Rep	18.73	20.71	18.17	17.67	22.74	20.48
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Marysville

7733 SE Raymond
503-916-6363
Principal: Catherine Murray

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,177,777	$ 2,139,460	$ 2,293,874	$ 1,994,926	$ 2,444,870	$ 3,310,244
Associated Payroll Costs	$ 1,000,262	$ 1,081,992	$ 1,191,274	$ 957,396	$ 1,283,855	$ 1,760,779
Purchased Services	$ 52,434	$ 38,237	$ 4,723	$ 10,198	$ 11,232	$ 15,180
Supplies and Materials	$ 30,415	$ 111,518	$ 30,062	$ 69,285	$ 145,065	$ 246,420
Capital				$ 188	$ 312	
Other Objects						$ 432
Total	**$ 3,260,889**	**$ 3,371,206**	**$ 3,519,934**	**$ 3,031,993**	**$ 3,885,333**	**$ 5,333,055**
Dollars per Student	**$ 8,319 :1**	**$ 8,802 :1**	**$ 8,756 :1**	**$ 12,226 :1**	**$ 13,585 :1**	**$ 13,103 :1**

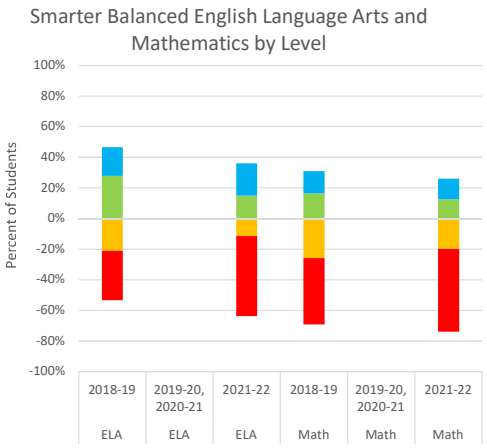
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	73%	68%	72%	69%	65%
*Students with Disabilities	21%	22%	20%	19%	18%
*English Language Learners	12%	13%	12%	14%	12%
*Free-Direct Certification	43%	38%	47%	49%	45%
*Black	12%	10%	9%	4%	7%
*Latino	22%	19%	20%	23%	21%
*Native American	3%	1%	2%	2%	2%
*Pacific Islander	4%	3%	3%	2%	3%
*Multi-Race - Other Ancestry	8%	8%	9%	10%	10%
Multi-Race - Asian/White	3%	5%	5%	3%	4%
Asian	18%	18%	16%	10%	9%
White	31%	36%	37%	47%	44%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: gaining neighborhood students from Arleta. Losing neighborhood students to Whitman.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	19%		21%
ELA	Level 3	28%		15%
ELA	Level 2	21%		12%
ELA	Level 1	32%		52%
ELA Participation		96%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	15%		14%
Math	Level 3	16%		13%
Math	Level 2	26%		20%
Math	Level 1	43%		54%
Math Participation		94%		94%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

McDaniel

2735 NE 82nd Ave
503-916-5220
Principal: Adam Skyles

9-12 *Constructed 1955*

The Oregon Department of Education has identified this school as a TSI for the following Students: Black. New TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	1089	1011	1086	1199	1228	1333	1278	1199
Spanish Immersion	68	68	87	130	161	207	228	209
Vietnamese Immersion				39	54	50	56	60
Portland International Scholars				40	54	44	39	29
Total	**1157**	**1079**	**1173**	**1408**	**1497**	**1634**	**1601**	**1497**

Boundary change with Grant starting 2019-20 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	55.33	58.21	56.37	67.39	73.86	79.03
		Counseling Services	4.00	4.00	4.00	5.00	5.00	5.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	3.67	3.09	4.08	2.75	2.30	2.50
		Other	2.00	3.20	3.55	4.20	4.00	4.00
	Classified/ Non-Rep	Clerical	6.50	7.00	7.50	7.50	9.50	10.50
		Ed. Assistant/ Paraeducator				0.50		
		Library/Media Services	1.18	0.50			0.50	0.50
		Other	1.50	5.00	6.50	6.50	7.44	7.44
	Admin.		3.00	3.00	3.00	4.00	3.00	4.00
School Total			**78.18**	**85.00**	**86.00**	**98.85**	**106.60**	**113.97**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	8.00	8.00	10.00	10.50	13.00	13.40
		ESL	2.50	2.50	3.00	5.50	9.09	8.72
		Other	2.00	1.00	1.00	1.00		
	Classified/ Non-Rep	Special Education	9.63	9.38	14.07	13.13	14.07	15.01
		ESL	1.31	0.88		1.38	1.38	1.38
		Nutrition Services	4.00	2.63	2.69	3.56	4.13	4.13
		Custodial	11.73	8.73	13.00	10.73	12.73	12.73
		Other	2.00	3.00	3.00	4.50	4.00	4.00
CASR Total			**41.17**	**36.11**	**46.76**	**50.30**	**58.39**	**59.35**
Grand Total			**119.34**	**121.11**	**132.76**	**149.14**	**164.99**	**173.32**
Overall Students per FTE			9.7:1	8.9:1	8.8:1	9.4:1	9.1:1	9.4:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	55.61	59.58	56.13	64.42	67.31	75.13
		Gen Fund Equity	8.39	7.00	8.00	7.41	8.47	8.80
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98	1.50	2.67	4.87	8.00	9.00	7.33
		Other	0.50	0.25		0.52	1.38	0.27
	Classified/ Non-Rep	Gen Fund	8.18	10.00	8.50	10.00	12.19	13.02
		Gen Fund Equity	1.00	2.00	2.00	2.00	3.25	3.42
		Foundation						
		Title I						
		SIA/M98			3.00	2.00	2.00	2.00
		Other		0.50	0.50	0.50		
	Admin.	Gen Fund	3.00	3.00	3.00	3.00	3.00	3.00
		Gen Fund Equity				1.00		1.00
		Other						
School Total			**78.18**	**85.00**	**86.00**	**98.85**	**106.60**	**113.97**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	78.50	81.00	83.00	97.35	108.25	113.65
	Classified/ Non-Rep	37.84	37.11	46.76	47.80	53.74	55.67
	Admin.	3.00	3.00	3.00	4.00	3.00	4.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

McDaniel

2735 NE 82nd Ave
503-916-5220
Principal: Adam Skyles

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

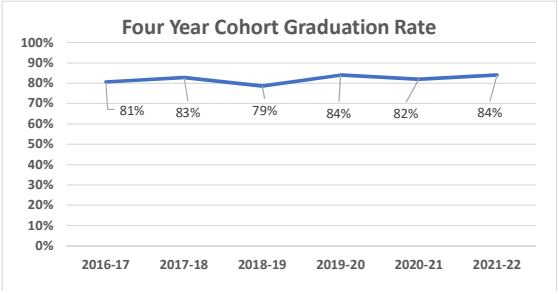
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 5,778,283	$ 5,978,068	$ 6,516,206	$ 8,088,257	$ 9,246,616	$ 10,309,772
Associated Payroll Costs	$ 2,685,586	$ 3,071,555	$ 3,395,419	$ 3,910,032	$ 4,661,480	$ 5,460,112
Purchased Services	$ 61,501	$ 43,312	$ 31,101	$ 84,495	$ 70,541	$ 65,556
Supplies and Materials	$ 106,354	$ 62,409	$ 131,036	$ 319,780	$ 136,874	$ 123,512
Capital				$ 51,410	$ 50,000	
Other Objects	$ 135	$ 7,353	$ 11,784	$ 11,970	$ 2,690	$ 1,872
Total	**$ 8,631,859**	**$ 9,162,697**	**$ 10,085,546**	**$ 12,465,943**	**$ 14,168,200**	**$ 15,960,824**
Dollars per Student	**$ 7,461 :1**	**$ 8,492 :1**	**$ 8,598 :1**	**$ 8,854 :1**	**$ 9,464 :1**	**$ 9,768 :1**

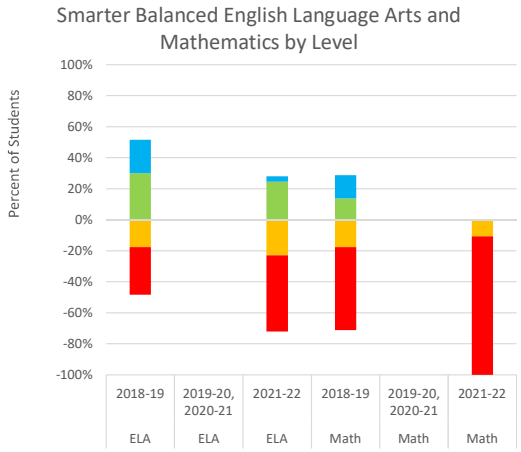
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	66%	65%	65%	64%	63%
*Students with Disabilities	15%	15%	14%	14%	14%
*English Language Learners	12%	13%	14%	14%	16%
*Free-Direct Certification	36%	32%	33%	29%	28%
*Black	16%	14%	14%	14%	12%
*Latino	24%	25%	25%	24%	26%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	2%	2%	2%	2%	2%
*Multi-Race - Other Ancestry	7%	7%	8%	9%	8%
Multi-Race - Asian/White	2%	2%	2%	2%	2%
Asian	14%	15%	13%	12%	12%
White	35%	34%	35%	37%	37%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	22%		3%
ELA	Level 3	30%		25%
ELA	Level 2	18%		23%
ELA	Level 1	31%		49%
ELA Participation		91%		30%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	15%		
Math	Level 3	14%		
Math	Level 2	18%		11%
Math	Level 1	53%		89%
Math Participation		76%		16%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Metro. Learning Center

2033 NW Glisan St
503-916-5737
Principal: Suezann Kitchens
K-12 *Constructed 1915*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Metro. Learning Center	404	390	377	341	348	359	363	358
Total	**404**	**390**	**377**	**341**	**348**	**359**	**363**	**358**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.48	20.78	21.00	21.36	21.67	22.00
		Counseling Services	1.00	1.00	1.50	1.50	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	1.19	0.63	1.00	0.75	1.19	1.00
		Other		2.00	1.50	1.00	1.00	1.00
	Classified/ Non-Rep	Clerical	1.50	1.75	3.00	2.50	3.00	2.50
		Ed. Assistant/ Paraeducator	1.60	0.84	0.60	0.50	0.50	0.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other	1.00	1.25	1.00	1.50	1.00	1.00
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**29.77**	**31.24**	**32.60**	**32.11**	**32.86**	**32.50**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	3.00	3.00	4.00	4.00
		ESL	0.25	0.25	0.25			
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.94	0.94	1.88	1.88	2.81
		ESL						
		Nutrition Services	0.69	0.69	0.69	0.81	0.81	0.81
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
		Other					1.00	1.00
CASR Total			**6.81**	**6.88**	**6.88**	**7.69**	**9.69**	**10.63**
Grand Total			**36.58**	**38.11**	**39.48**	**39.80**	**42.55**	**43.13**
Overall Students per FTE			11.0:1	10.2:1	9.6:1	8.6:1	8.2:1	8.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	21.00	21.53	20.50	19.88	20.11	21.25
		Gen Fund Equity			1.00	1.00	1.00	0.50
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation		0.25				
		Title I						
		SIA/M98	1.67	1.63	3.00	3.74	4.00	3.25
		Other		1.00	0.50		0.25	0.50
	Classified/ Non-Rep	Gen Fund	3.80	3.25	3.75	3.75	3.75	3.00
		Gen Fund Equity						0.50
		Foundation	0.50					0.08
		Title I						
		SIA/M98	0.30	1.09	1.35	0.75	0.75	0.50
		Other				0.50	0.50	0.42
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**29.77**	**31.24**	**32.60**	**32.11**	**32.86**	**32.50**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	26.42	28.15	28.75	28.11	29.86	30.00
	Classified/ Non-Rep	8.17	7.96	8.73	9.69	10.69	11.13
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Metro. Learning Center

2033 NW Glisan St
503-916-5737
Principal: Suezann Kitchens

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

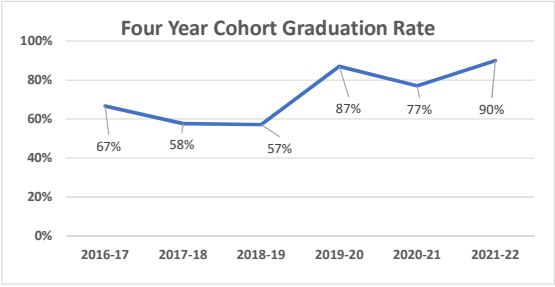
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,118,406	$ 2,265,723	$ 2,402,358	$ 2,485,332	$ 2,723,298	$ 2,865,440
Associated Payroll Costs	$ 960,972	$ 1,095,097	$ 1,213,311	$ 1,182,696	$ 1,341,512	$ 1,469,131
Purchased Services	$ 36,461	$ 7,472	$ 5,760	$ 29,045	$ 27,852	$ 27,804
Supplies and Materials	$ 31,960	$ 10,745	$ 19,594	$ 41,667	$ 28,506	$ 28,596
Capital		$ 249			$ 792	
Other Objects	$ 2,100					$ 792
Total	**$ 3,149,898**	**$ 3,379,286**	**$ 3,641,022**	**$ 3,738,740**	**$ 4,121,960**	**$ 4,391,763**
Dollars per Student	**$ 7,797 :1**	**$ 8,665 :1**	**$ 9,658 :1**	**$ 10,964 :1**	**$ 11,845 :1**	**$ 12,233 :1**

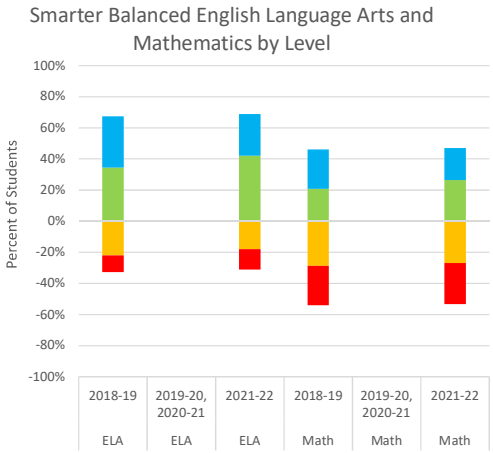
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	42%	41%	44%	46%	43%
*Students with Disabilities	24%	24%	23%	27%	25%
*English Language Learners					
*Free-Direct Certification	10%	8%	13%	9%	11%
*Black	1%	2%	1%	1%	3%
*Latino	13%	10%	11%	11%	11%
*Native American	1%	1%	0%	0%	0%
*Pacific Islander					
*Multi-Race - Other Ancestry	5%	5%	6%	8%	7%
Multi-Race - Asian/White	3%	3%	4%	7%	6%
Asian	3%	3%	2%	2%	2%
White	74%	77%	75%	71%	71%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	33%		27%
ELA	Level 3	35%		42%
ELA	Level 2	22%		18%
ELA	Level 1	11%		13%
ELA Participation		89%		86%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	25%		20%
Math	Level 3	21%		26%
Math	Level 2	29%		27%
Math	Level 1	25%		26%
Math Participation		88%		89%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

MLK Jr

4906 NE 6th Ave
503-916-6456
Principal: Teresa Seidel
PK-5 *Constructed 1925*

Title I School for 2023-24 No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	156	155	138	128	116	108	100	93
Mandarin Immersion	155	166	181	169	186	190	189	187
Total	**311**	**321**	**319**	**297**	**302**	**298**	**289**	**280**

Converted from a K-8 to K-5 Feeding Harriet Tubman MS starting 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	20.70	20.70	20.58	18.50	21.16	20.65
		Counseling Services	1.90	1.00	1.50	1.50	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.15	1.30	1.33	4.40	3.50	2.00
		Other	1.00	1.00	1.00	1.00	1.50	1.50
	Classified/ Non-Rep	Clerical	1.50	2.00	2.00	1.50	1.50	2.00
		Ed. Assistant/ Paraeducator	6.65	4.87	5.93	6.51	8.00	7.57
		Library/Media Services						
		Other	0.88	0.88	1.50	1.00	1.94	1.94
	Admin.		1.00	1.00	1.00	2.00	1.00	1.00
School Total			**35.78**	**33.74**	**35.83**	**37.41**	**40.60**	**38.66**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	1.00	1.60	1.40
		ESL	1.00	1.00	1.00	1.00	1.00	1.00
		Other						
	Classified/ Non-Rep	Special Education						
		ESL	0.44	0.44				0.44
		Nutrition Services	2.81	2.19	2.19	2.13	2.31	2.31
		Custodial	3.73	4.73	4.00	4.00	4.00	4.00
		Other				0.88		
CASR Total			**8.98**	**9.35**	**8.19**	**9.00**	**8.91**	**9.15**
Grand Total			**44.75**	**43.09**	**44.02**	**46.41**	**49.51**	**47.81**
Overall Students per FTE			6.9:1	7.4:1	7.2:1	6.4:1	6.1:1	6.2:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	21.00	20.25	20.15	18.45	19.31	18.90
		Gen Fund Equity	3.00	2.25	2.70	2.30	2.50	2.50
		City Arts Tax	0.50	0.50	0.50	1.00	1.00	0.50
		Foundation	0.10					
		Title I	1.15	1.50	0.68	1.65	0.35	
		SIA/M98			0.88	2.00	3.00	2.00
		Other		0.50	0.50	1.00	2.00	2.25
	Classified/ Non-Rep	Gen Fund	3.88	3.00	1.50	1.50	1.88	2.00
		Gen Fund Equity		0.50	0.50			
		Foundation						
		Title I	5.15	4.24	4.49	4.63	5.43	8.51
		SIA/M98						1.00
		Other			2.94	2.88	4.13	
	Admin.	Gen Fund	1.00	1.00	1.00	1.50	1.00	1.00
		Gen Fund Equity				0.50		
		Other						
School Total			**35.78**	**33.74**	**35.83**	**37.41**	**40.60**	**38.66**

School and CASR	**Licensed**	27.75	27.00	27.40	28.40	30.76	28.55
	Classified/ Non-Rep	16.00	15.09	15.62	16.01	17.75	18.26
	Admin.	1.00	1.00	1.00	2.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

MLK Jr

4906 NE 6th Ave
503-916-6456
Principal: Teresa Seidel

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

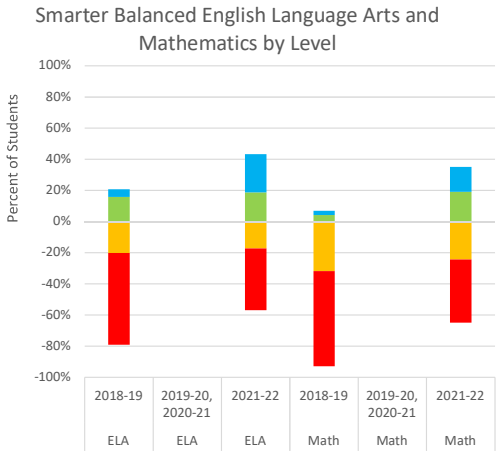
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,234,775	$ 2,181,491	$ 2,420,794	$ 2,643,303	$ 2,819,861	$ 2,899,868
Associated Payroll Costs	$ 1,033,483	$ 1,111,027	$ 1,289,243	$ 1,356,121	$ 1,502,300	$ 1,606,651
Purchased Services	$ 28,141	$ 19,810	$ 13,675	$ 40,696	$ 11,760	$ 12,084
Supplies and Materials	$ 108,260	$ 48,857	$ 28,869	$ 41,886	$ 53,601	$ 185,924
Capital			$ 2,184			
Other Objects					$ 336	$ 348
Total	**$ 3,404,659**	**$ 3,361,185**	**$ 3,754,765**	**$ 4,082,006**	**$ 4,387,859**	**$ 4,704,875**
Dollars per Student	**$ 10,947 :1**	**$ 10,471 :1**	**$ 11,770 :1**	**$ 13,744 :1**	**$ 14,529 :1**	**$ 15,788 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	77%	74%	71%	69%	65%
*Students with Disabilities	11%	12%	12%	9%	9%
*English Language Learners	15%	14%	16%	13%	12%
*Free-Direct Certification	46%	43%	45%	44%	41%
*Black	37%	35%	31%	31%	25%
*Latino	23%	21%	22%	18%	20%
*Native American	1%	1%	1%	1%	0%
*Pacific Islander	2%	2%	2%	2%	2%
*Multi-Race - Other Ancestry	6%	6%	6%	9%	8%
Multi-Race - Asian/White	5%	5%	6%	6%	8%
Asian	5%	6%	6%	6%	6%
White	21%	25%	28%	28%	31%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	5%		25%
ELA	Level 3	16%		19%
ELA	Level 2	20%		17%
ELA	Level 1	59%		40%
	ELA Participation	97%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	3%		16%
Math	Level 3	4%		19%
Math	Level 2	32%		24%
Math	Level 1	61%		41%
	Math Participation	99%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Mt Tabor

5800 SE Ash St
503-916-5646
Principal: Tonya Longo
6-8 *Constructed 1952*

No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	411	378	369	327	302	265	234	205
Japanese Immersion	266	277	274	249	240	246	244	238
Spanish Immersion	64	69	78	69	65			
Total	**741**	**724**	**721**	**645**	**607**	**511**	**478**	**443**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	30.50	29.40	30.00	28.65	27.85	23.45
		Counseling Services	2.00	2.00	2.80	3.00	3.00	2.00
		Library/Media Services	0.50	0.60	0.50	0.50	0.50	0.50
		Instructional Spec / Coach			0.50	0.50	1.00	1.50
		Other			1.00	1.50	1.50	1.60
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	3.00	2.80
		Ed. Assistant/ Paraeducator			0.50			
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other	1.00	2.00	0.50			
	Admin.		2.00	3.00	2.00	2.00	2.00	2.00
School Total			**38.50**	**39.50**	**40.30**	**38.65**	**39.35**	**34.35**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.50	3.50	3.50	4.50	3.50
		ESL	0.50	0.50	0.50	0.50	0.50	0.25
		Other						
	Classified/ Non-Rep	Special Education	3.50	3.75	3.75	3.75	3.75	3.75
		ESL						
		Nutrition Services	1.31	0.75	1.00	1.50	1.50	1.50
		Custodial	3.00	3.00	4.00	4.00	4.00	4.00
		Other						
CASR Total			**11.81**	**11.50**	**12.75**	**13.25**	**14.25**	**13.00**
Grand Total			**50.31**	**51.00**	**53.05**	**51.90**	**53.60**	**47.35**
Overall Students per FTE			14.7:1	14.2:1	13.6:1	12.4:1	11.3:1	10.8:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	33.00	32.00	33.50	32.00	28.95	26.15
		Gen Fund Equity						
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98			1.30	1.50	4.70	2.40
		Other				0.65	0.21	0.50
	Classified/ Non-Rep	Gen Fund	3.50	4.50	3.50	2.50	3.50	2.30
		Gen Fund Equity						
		Foundation						
		Title I						
		SIA/M98						1.00
		Other						
	Admin.	Gen Fund	2.00	3.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**38.50**	**39.50**	**40.30**	**38.65**	**39.35**	**34.35**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	37.00	36.00	38.80	38.15	38.85	32.80
	Classified/ Non-Rep	11.31	12.00	12.25	11.75	12.75	12.55
	Admin.	2.00	3.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Mt Tabor

5800 SE Ash St
503-916-5646
Principal: Tonya Longo

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

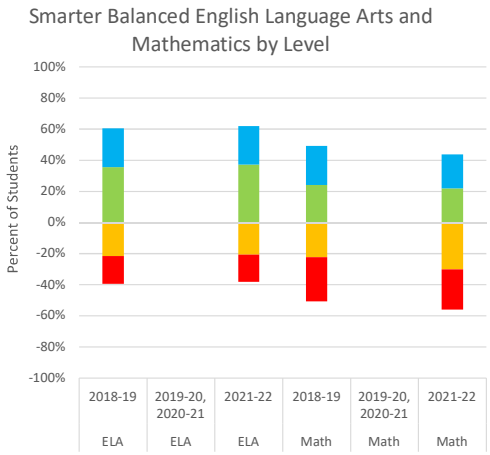
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,941,526	$ 2,928,470	$ 3,215,682	$ 3,337,835	$ 3,444,388	$ 3,185,909
Associated Payroll Costs	$ 1,361,085	$ 1,467,194	$ 1,636,297	$ 1,628,823	$ 1,680,025	$ 1,612,903
Purchased Services	$ 15,012	$ 25,375	$ 15,616	$ 13,433	$ 20,748	$ 27,714
Supplies and Materials	$ 48,766	$ 26,438	$ 22,714	$ 51,295	$ 60,373	$ 24,427
Capital	$ 1,642	$ 415	$ 11	$ 122	$ 4,318	
Other Objects	$ 710	$ 340	$ 249	$ 150	$ 588	$ 516
Total	**$ 4,368,741**	**$ 4,448,231**	**$ 4,890,568**	**$ 5,031,658**	**$ 5,210,439**	**$ 4,851,469**
Dollars per Student	**$ 5,896 :1**	**$ 6,144 :1**	**$ 6,783 :1**	**$ 7,801 :1**	**$ 8,584 :1**	**$ 9,494 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	33%	29%	32%	34%	33%
*Students with Disabilities	13%	12%	13%	15%	15%
*English Language Learners	2%	4%	3%	4%	3%
*Free-Direct Certification	9%	7%	9%	9%	8%
*Black	2%	2%	1%	1%	2%
*Latino	11%	11%	11%	12%	11%
*Native American	0%	0%			
*Pacific Islander	0%	0%	1%	1%	1%
*Multi-Race - Other Ancestry	5%	4%	5%	5%	6%
Multi-Race - Asian/White	13%	14%	13%	14%	16%
Asian	7%	7%	5%	5%	4%
White	62%	62%	64%	63%	61%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	25%		25%
ELA	Level 3	36%		37%
ELA	Level 2	22%		21%
ELA	Level 1	18%		18%
	ELA Participation	96%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	25%		22%
Math	Level 3	24%		22%
Math	Level 2	22%		30%
Math	Level 1	28%		26%
	Math Participation	95%		96%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Ockley Green

6031 N Montana Ave
503-916-5660
Principal: Julie Rierson
6-8 *Constructed 1925*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Black.

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	397	388	376	381	384	381	362	386
Spanish Immersion	108	99	111	104	99	91	82	78
Total	**505**	**487**	**487**	**485**	**483**	**472**	**444**	**464**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	24.50	24.25	24.75	25.25	24.90	22.50
		Counseling Services	1.50	1.00	2.00	2.00	2.80	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	0.50
		Instructional Spec / Coach	1.00	1.00	0.50		1.00	1.00
		Other	1.00	1.00	1.00	1.50	2.00	2.00
	Classified/ Non-Rep	Clerical	2.00	3.00	3.00	3.25	4.50	4.50
		Ed. Assistant/ Paraeducator					0.50	0.50
		Library/Media Services	0.50	0.50	0.50	0.25	1.00	0.75
		Other	1.00	0.50	0.50			
	Admin.		3.20	3.00	3.00	2.50	3.00	3.00
School Total			**35.70**	**35.25**	**36.25**	**35.75**	**40.70**	**36.75**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.50	3.50	3.50	3.80	4.00
		ESL	1.00	0.50	0.50	0.50	1.00	1.00
		Other	1.00	2.00	1.00	1.00	1.50	1.00
	Classified/ Non-Rep	Special Education	2.63	3.75	3.75	5.63	3.55	3.75
		ESL						
		Nutrition Services	2.00	1.75	1.63	1.38	1.69	1.69
		Custodial	3.00	2.73	4.00	4.00	3.00	3.00
		Other		1.00	1.00	1.00	1.00	1.00
CASR Total			**13.13**	**15.23**	**15.38**	**17.00**	**15.54**	**15.44**
Grand Total			**48.83**	**50.48**	**51.63**	**52.75**	**56.24**	**52.19**
Overall Students per FTE			10.3:1	9.6:1	9.4:1	9.2:1	8.6:1	9.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	25.50	24.75	25.63	22.88	19.70	22.15
		Gen Fund Equity	3.50	3.00	1.85	2.38	3.50	1.50
		City Arts Tax						
		Foundation						
		Title I		0.50	0.67			
		SIA/M98			1.00	4.00	6.50	4.35
		Other			0.11	0.50	2.00	
	Classified/ Non-Rep	Gen Fund	2.50	2.00	2.75	2.75	6.00	2.50
		Gen Fund Equity	1.00	1.00	0.50			0.80
		Foundation				0.50		
		Title I		1.00	0.75			
		SIA/M98						1.00
		Other				0.25		1.45
	Admin.	Gen Fund	3.20	3.00	2.00	2.00	2.00	2.50
		Gen Fund Equity			1.00			0.50
		Other				0.50	1.00	
School Total			**35.70**	**35.25**	**36.25**	**35.75**	**40.70**	**36.75**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	34.50	34.25	34.25	34.75	38.00	34.00
	Classified/ Non-Rep	11.13	13.23	14.38	15.50	15.24	15.19
	Admin.	3.20	3.00	3.00	2.50	3.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Ockley Green

6031 N Montana Ave
503-916-5660
Principal: Julie Rierson

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

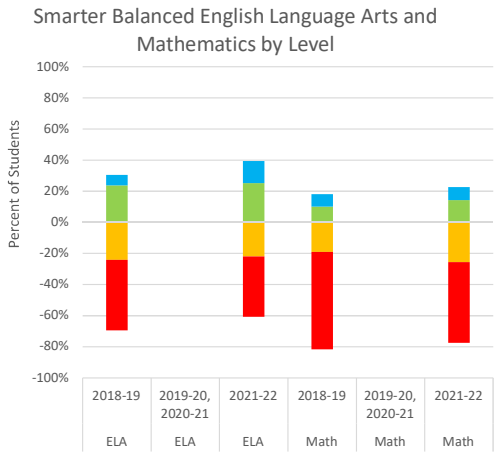
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,552,159	$ 2,384,959	$ 2,667,433	$ 2,716,440	$ 2,943,625	$ 2,942,904
Associated Payroll Costs	$ 1,075,728	$ 1,154,006	$ 1,356,901	$ 1,287,610	$ 1,574,987	$ 1,611,758
Purchased Services	$ 26,591	$ 16,677	$ 19,053	$ 31,008	$ 36,581	$ 17,052
Supplies and Materials	$ 48,738	$ 60,174	$ 19,788	$ 70,166	$ 119,415	$ 57,257
Capital		$ 1,684			$ 2,838	
Other Objects						$ 492
Total	**$ 3,703,217**	**$ 3,617,501**	**$ 4,063,175**	**$ 4,105,224**	**$ 4,677,446**	**$ 4,629,463**
Dollars per Student	**$ 7,333 :1**	**$ 7,428 :1**	**$ 8,343 :1**	**$ 8,464 :1**	**$ 9,684 :1**	**$ 9,808 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	69%	69%	68%	67%	63%
*Students with Disabilities	17%	17%	17%	15%	12%
*English Language Learners	8%	7%	5%	7%	7%
*Free-Direct Certification	34%	30%	30%	30%	29%
*Black	24%	23%	23%	21%	20%
*Latino	24%	24%	23%	24%	22%
*Native American	1%	1%	0%	0%	0%
*Pacific Islander	2%	1%	2%	2%	1%
*Multi-Race - Other Ancestry	7%	9%	8%	9%	8%
Multi-Race - Asian/White	2%	2%	3%	4%	4%
Asian	4%	4%	3%	2%	1%
White	36%	36%	38%	38%	42%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	7%		14%
ELA	Level 3	24%		25%
ELA	Level 2	24%		22%
ELA	Level 1	46%		39%
	ELA Participation	88%		91%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	8%		8%
Math	Level 3	10%		14%
Math	Level 2	19%		26%
Math	Level 1	63%		52%
	Math Participation	81%		91%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Peninsula

8125 N Emerald St
503-916-6275
Principal: Claire Skelly
K-5 *Constructed 1952*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Combined Underserved Race/Ethnicity.

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	267	265	237	201	225	223	206	207
Total	**267**	**265**	**237**	**201**	**225**	**223**	**206**	**207**

Converted from a K-8 to K-5. Feeding Ockley Green MS starting 2016-17 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	14.00	14.69	14.60	16.00	14.50	13.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	1.00	1.50	1.00	1.00	1.50
		Other	0.50	0.50	1.00	0.50	1.25	0.50
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.75	1.75
		Ed. Assistant/ Paraeducator	2.00	1.00	1.00	1.00	2.25	2.00
		Library/Media Services						
		Other					0.94	0.94
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**22.00**	**21.69**	**22.60**	**23.00**	**24.69**	**22.69**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	3.50	3.50	4.50	4.70
		ESL	0.50	0.50	0.50	0.50	0.25	0.50
		Other						
	Classified/ Non-Rep	Special Education	7.88	8.44	6.57	8.44	7.50	7.50
		ESL						
		Nutrition Services	1.94	1.38	1.56	1.56	1.25	1.25
		Custodial	2.00	2.00	3.00	3.00	3.00	3.00
		Other	1.00	1.00	1.00			
CASR Total			**16.31**	**16.32**	**16.13**	**17.01**	**16.51**	**16.96**
Grand Total			**38.31**	**38.01**	**38.73**	**40.01**	**41.20**	**39.65**
Overall Students per FTE			7.0:1	7.0:1	6.1:1	5.0:1	5.5:1	5.6:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	15.55	16.25	15.95	15.75	14.45	13.25
		Gen Fund Equity	1.45	1.44	1.50	1.50	0.80	1.25
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation				0.05		
		Title I						
		SIA/M98			1.00	1.70	2.00	2.00
		Other			0.15		1.00	
	Classified/ Non-Rep	Gen Fund	2.50	2.50	2.50	1.50	1.50	1.50
		Gen Fund Equity	1.00				1.40	0.50
		Foundation						
		Title I						
		SIA/M98						1.00
		Other				1.00	2.04	1.69
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**22.00**	**21.69**	**22.60**	**23.00**	**24.69**	**22.69**

School and CASR	**Licensed**	21.00	21.69	23.10	23.50	23.50	22.20
	Classified/ Non-Rep	16.31	15.32	14.63	15.51	16.70	16.45
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Peninsula

8125 N Emerald St
503-916-6275
Principal: Claire Skelly

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

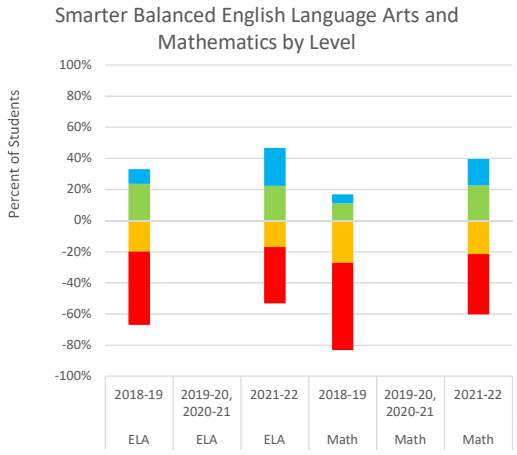
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,443,279	$ 1,484,189	$ 1,672,919	$ 1,776,582	$ 1,845,004	$ 1,850,767
Associated Payroll Costs	$ 641,055	$ 725,695	$ 835,476	$ 876,145	$ 971,147	$ 994,917
Purchased Services	$ 14,329	$ 4,375	$ 14,064	$ 5,112	$ 36,618	$ 18,397
Supplies and Materials	$ 27,348	$ 36,606	$ 32,825	$ 28,684	$ 47,481	$ 32,331
Capital			$ 6,765		$ 7,291	$ 6,765
Other Objects			$ 250			$ 538
Total	**$ 2,126,011**	**$ 2,250,865**	**$ 2,562,299**	**$ 2,686,523**	**$ 2,907,540**	**$ 2,903,715**
Dollars per Student	**$ 7,963 :1**	**$ 8,494 :1**	**$ 10,811 :1**	**$ 13,366 :1**	**$ 12,922 :1**	**$ 13,021 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	61%	65%	65%	63%	64%
*Students with Disabilities	24%	27%	29%	26%	27%
*English Language Learners	8%	8%	6%	5%	7%
*Free-Direct Certification	28%	26%	27%	26%	31%
*Black	13%	13%	12%	11%	11%
*Latino	18%	21%	19%	16%	17%
*Native American			0%	1%	1%
*Pacific Islander	2%	1%		1%	
*Multi-Race - Other Ancestry	9%	10%	13%	10%	13%
Multi-Race - Asian/White	2%	2%	4%	4%	4%
Asian	3%	4%	3%	4%	3%
White	53%	50%	49%	54%	52%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	9%		25%
ELA	Level 3	24%		22%
ELA	Level 2	20%		17%
ELA	Level 1	47%		36%
ELA Participation		91%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	6%		17%
Math	Level 3	11%		23%
Math	Level 2	27%		22%
Math	Level 1	56%		39%
Math Participation		92%		96%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Richmond

2276 SE 41st Ave
503-916-6220
Principal: Heather Gordon
K-5 *Constructed 1908*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Japanese Immersion	632	627	600	551	539	519	510	500
Total	**632**	**627**	**600**	**551**	**539**	**519**	**510**	**500**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	26.60	26.60	25.10	25.25	24.75	21.40
		Counseling Services	1.50	1.50	1.50	1.50	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach			1.00			1.50
		Other				0.50		
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	1.20	1.00	1.00	1.00	0.50	
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		2.00	2.00	2.00	2.00	2.00	1.00
School Total			**34.30**	**34.10**	**33.60**	**33.25**	**32.25**	**28.90**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	1.00	1.80	1.80
		ESL	1.00	1.00	0.50	0.50	1.00	1.50
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.94	0.94			
		ESL						0.44
		Nutrition Services	1.19	1.06	1.44	1.56	1.25	1.25
		Custodial	2.73	3.00	3.00	3.00	4.00	4.00
		Other						
CASR Total			**6.79**	**7.00**	**6.88**	**6.06**	**8.05**	**8.99**
Grand Total			**41.09**	**41.10**	**40.48**	**39.31**	**40.30**	**37.89**
Overall Students per FTE			15.4:1	15.3:1	14.8:1	14.0:1	13.4:1	13.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	27.10	25.60	25.10	24.25	23.25	23.40
		Gen Fund Equity						
		City Arts Tax	1.50	1.50	1.50	1.50	1.50	1.00
		Foundation		1.50	1.00	1.00	1.00	
		Title I						
		SIA/M98			0.50	0.50	1.50	0.50
		Other				0.50		0.50
	Classified/ Non-Rep	Gen Fund	2.50	2.50	3.50	3.00	2.30	2.00
		Gen Fund Equity						
		Foundation	1.20	1.00		0.50	0.70	0.50
		Title I						
		SIA/M98						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	1.00
		Gen Fund Equity						
		Other						
School Total			**34.30**	**34.10**	**33.60**	**33.25**	**32.25**	**28.90**

School and CASR	**Licensed**	30.60	30.60	29.60	29.25	30.05	28.70
	Classified/ Non-Rep	8.49	8.50	8.88	8.06	8.25	8.19
	Admin.	2.00	2.00	2.00	2.00	2.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Richmond

2276 SE 41st Ave
503-916-6220
Principal: Heather Gordon

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

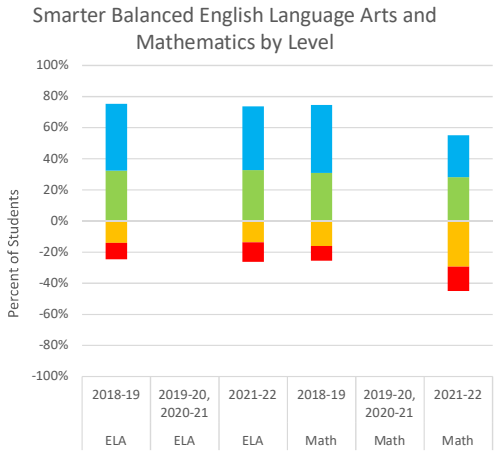
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,515,782	$ 2,508,505	$ 2,636,296	$ 2,555,685	$ 2,656,067	$ 2,546,269
Associated Payroll Costs	$ 1,173,423	$ 1,247,689	$ 1,338,881	$ 1,257,524	$ 1,319,176	$ 1,311,820
Purchased Services	$ 9,481	$ 7,202	$ 3,214	$ 7,152	$ 20,172	$ 18,396
Supplies and Materials	$ 28,896	$ 14,372	$ 19,138	$ 53,887	$ 29,914	$ 19,586
Capital	$ 35	$ 295				
Other Objects			$ 239	$ 239	$ 576	$ 528
Total	**$ 3,727,617**	**$ 3,778,062**	**$ 3,997,768**	**$ 3,874,488**	**$ 4,025,905**	**$ 3,896,599**
Dollars per Student	**$ 5,898 :1**	**$ 6,026 :1**	**$ 6,663 :1**	**$ 7,032 :1**	**$ 7,469 :1**	**$ 7,508 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	22%	24%	26%	26%	27%
*Students with Disabilities	8%	8%	7%	7%	7%
*English Language Learners	5%	7%	9%	9%	10%
*Free-Direct Certification	4%	3%	4%	3%	3%
*Black	1%	1%	1%	1%	1%
*Latino	3%	4%	4%	5%	5%
*Native American					
*Pacific Islander	0%	0%			
*Multi-Race - Other Ancestry	4%	4%	4%	4%	4%
Multi-Race - Asian/White	29%	31%	35%	35%	36%
Asian	10%	10%	9%	10%	9%
White	53%	50%	47%	45%	44%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	43%		41%
ELA	Level 3	32%		33%
ELA	Level 2	14%		14%
ELA	Level 1	11%		13%
ELA Participation		97%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	44%		27%
Math	Level 3	31%		28%
Math	Level 2	16%		29%
Math	Level 1	9%		16%
Math Participation		96%		99%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Rieke

1405 SW Vermont St
503-916-5768
Principal: Jon Jeans

K-5 *Constructed 1959*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	379	368	329	313	300	283	272	257
Total	**379**	**368**	**329**	**313**	**300**	**283**	**272**	**257**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	18.00	16.00	16.00	16.00	13.80	13.80
		Counseling Services	1.00	1.00	1.50	1.50	1.50	1.50
		Library/Media Services	1.00	1.00	0.75	0.50	0.50	0.50
		Instructional Spec / Coach					0.30	1.50
		Other						
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	0.50	0.98	0.20	0.60	0.95	
		Library/Media Services				0.50	0.50	0.50
		Other	0.30	0.40	0.40	0.40	0.40	0.30
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**23.30**	**21.88**	**21.35**	**22.00**	**20.45**	**20.60**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	1.50	1.00	1.00	1.40	1.40
		ESL	0.25	0.25	0.25	0.25	0.25	
		Other						
	Classified/ Non-Rep	Special Education	2.63	1.88	0.94			
		ESL						
		Nutrition Services	0.81	0.81	0.81	0.81	0.81	0.81
		Custodial	2.00	2.00	2.00	2.00	3.00	3.00
		Other		1.00	1.00			
CASR Total			**7.19**	**7.44**	**6.00**	**4.06**	**5.46**	**5.21**
Grand Total			**30.49**	**29.32**	**27.35**	**26.06**	**25.92**	**25.81**
Overall Students per FTE			12.4:1	12.6:1	12.0:1	12.0:1	11.6:1	11.0:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	18.75	16.75	16.75	16.50	14.30	15.30
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	0.50	0.50
		Foundation	0.25	0.25			0.30	0.50
		Title I						
		SIA/M98			0.50	0.50	0.50	0.50
		Other					0.50	0.50
	Classified/ Non-Rep	Gen Fund	1.50	1.50	1.50	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation	0.80	1.38	0.60	1.00	1.35	0.10
		Title I						
		SIA/M98						
		Other						0.20
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**23.30**	**21.88**	**21.35**	**22.00**	**20.45**	**20.60**

School and CASR	**Licensed**	21.75	19.75	19.50	19.25	17.75	18.70
	Classified/ Non-Rep	7.74	8.57	6.85	5.81	7.17	6.11
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Rieke

1405 SW Vermont St
503-916-5768
Principal: Jon Jeans

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

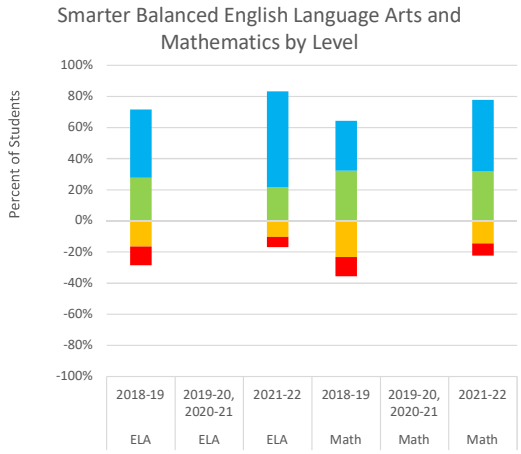
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,768,843	$ 1,624,779	$ 1,725,809	$ 1,781,677	$ 1,718,965	$ 1,868,008
Associated Payroll Costs	$ 831,870	$ 816,530	$ 916,819	$ 885,040	$ 840,512	$ 955,103
Purchased Services	$ 4,823	$ 3,741	$ 3,137	$ 4,714	$ 12,216	$ 11,628
Supplies and Materials	$ 27,611	$ 5,257	$ 9,379	$ 21,656	$ 13,773	$ 11,982
Capital						
Other Objects		$ 82			$ 348	$ 336
Total	**$ 2,633,148**	**$ 2,450,389**	**$ 2,655,145**	**$ 2,693,087**	**$ 2,585,814**	**$ 2,847,057**
Dollars per Student	**$ 6,948 :1**	**$ 6,659 :1**	**$ 8,070 :1**	**$ 8,604 :1**	**$ 8,619 :1**	**$ 10,060 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	29%	32%	30%	27%	29%
*Students with Disabilities	16%	17%	14%	11%	9%
*English Language Learners	1%	1%	1%	1%	1%
*Free-Direct Certification	5%	7%	6%	7%	10%
*Black	3%	4%	4%	4%	4%
*Latino	6%	7%	8%	8%	10%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander					
*Multi-Race - Other Ancestry	5%	4%	4%	4%	3%
Multi-Race - Asian/White	5%	3%	4%	5%	5%
Asian	2%	1%	2%	1%	1%
White	79%	81%	79%	78%	78%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	44%		62%
ELA	Level 3	28%		22%
ELA	Level 2	17%		10%
ELA	Level 1	12%		7%
	ELA Participation	93%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	32%		46%
Math	Level 3	32%		32%
Math	Level 2	23%		14%
Math	Level 1	12%		8%
	Math Participation	93%		99%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Rigler

5401 NE Prescott St
503-916-6451
Principal: Christopher Silvas
K-5 *Constructed 1931*

Title I School for 2023-24 No longer designated CSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Spanish Immersion	308	307	268	237	223	223	221	213
Total	**308**	**307**	**268**	**237**	**223**	**223**	**221**	**213**

Rigler non-immersion neighborhood program joins Scott starting 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	18.00	15.50	16.50	14.50	14.50	13.50
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	0.75	0.75
		Instructional Spec / Coach	1.00	1.80	2.50	3.00	3.00	2.50
		Other	0.60	0.50	0.50	0.50	0.50	0.50
	Classified/ Non-Rep	Clerical	1.50	1.25	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	3.00	3.63	2.63	2.63	2.63	1.75
		Library/Media Services						
		Other	2.00	1.00	1.00			
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**30.10**	**27.68**	**29.13**	**26.63**	**26.38**	**24.00**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.50	1.00	1.00	1.80	1.60
		ESL	2.50	3.00	3.00	3.00	2.50	2.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	0.88	0.94	0.94	0.94	0.94	0.94
		ESL	0.88	0.88			0.88	0.88
		Nutrition Services	2.63	2.25	2.13	1.88	2.13	2.13
		Custodial	3.45	2.73	3.00	3.00	3.00	3.00
		Other		1.00	1.00	0.50	0.50	1.00
CASR Total			**12.33**	**13.29**	**12.06**	**11.31**	**12.74**	**12.54**
Grand Total			**42.43**	**40.97**	**41.19**	**37.94**	**39.12**	**36.54**
Overall Students per FTE			7.3:1	7.5:1	6.5:1	6.2:1	5.7:1	6.1:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	18.50	17.10	17.95	14.90	13.55	12.55
		Gen Fund Equity	2.00	2.10	1.30	1.65	1.30	0.80
		City Arts Tax	1.00	0.50	0.50	0.50	0.50	0.50
		Foundation		0.10				
		Title I	0.10		0.25	0.55	0.66	0.65
		SIA/M98			1.50	2.40	3.50	3.00
		Other					0.24	0.75
	Classified/ Non-Rep	Gen Fund	3.00	3.00	1.00	1.50	1.50	1.50
		Gen Fund Equity	0.20		1.00	0.30		
		Foundation		0.05				
		Title I	3.30	2.83	2.13	1.63	1.25	0.93
		SIA/M98						1.00
		Other			1.50	1.20	1.88	0.32
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity	1.00	0.64	0.50	0.50	0.50	0.50
		Other						
School Total			**30.10**	**27.68**	**29.13**	**26.63**	**26.38**	**24.00**

School and CASR	**Licensed**	26.10	25.30	26.50	25.00	25.05	22.85
	Classified/ Non-Rep	14.33	13.67	12.69	10.94	12.07	11.69
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Rigler

5401 NE Prescott St
503-916-6451
Principal: Christopher Silvas

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

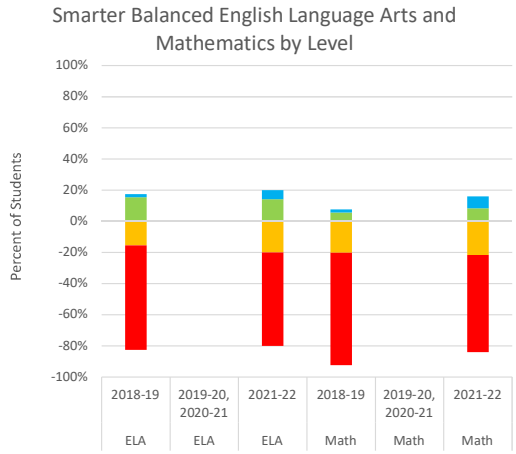
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,818,574	$ 1,784,941	$ 2,011,810	$ 1,898,070	$ 1,975,485	$ 2,055,560
Associated Payroll Costs	$ 867,553	$ 915,232	$ 1,081,303	$ 912,373	$ 1,012,437	$ 1,076,362
Purchased Services	$ 99,700	$ 30,816	$ 17,646	$ 8,475	$ 14,521	$ 9,912
Supplies and Materials	$ 104,196	$ 43,570	$ 53,006	$ 45,207	$ 46,420	$ 138,134
Capital		$ 99	$ 125	$ 463	$ 288	
Other Objects	$ 1,550	$ 750	$ 4,000	$ 499		$ 288
Total	**$ 2,891,572**	**$ 2,775,409**	**$ 3,167,891**	**$ 2,865,086**	**$ 3,049,151**	**$ 3,280,256**
Dollars per Student	**$ 9,388 :1**	**$ 9,040 :1**	**$ 11,820 :1**	**$ 12,089 :1**	**$ 13,673 :1**	**$ 14,710 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	87%	85%	85%	79%	72%
*Students with Disabilities	17%	14%	14%	11%	12%
*English Language Learners	39%	46%	47%	46%	42%
*Free-Direct Certification	47%	44%	46%	40%	37%
*Black	7%	7%	7%	4%	2%
*Latino	67%	69%	71%	68%	62%
*Native American	0%		0%		
*Pacific Islander	1%	1%	1%	1%	0%
*Multi-Race - Other Ancestry	6%	3%	2%	3%	3%
Multi-Race - Asian/White	1%	0%	0%	0%	1%
Asian	0%	1%	0%	1%	1%
White	19%	20%	18%	23%	31%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	2%		6%
ELA	Level 3	15%		14%
ELA	Level 2	15%		20%
ELA	Level 1	67%		60%
ELA Participation		98%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	2%		8%
Math	Level 3	6%		9%
Math	Level 2	20%		22%
Math	Level 1	72%		62%
Math Participation		99%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Roosevelt

6941 N Central St
503-916-5260
Principal: KD Parman

9-12 *Constructed 1921*

The Oregon Department of Education has identified this school as a TSI for the following Students: English Learners.

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	867	1016	1074	1137	1208	1175	1156	1141
Spanish Immersion	127	179	218	200	226	228	249	301
Total	**994**	**1195**	**1292**	**1337**	**1434**	**1403**	**1405**	**1442**

Roosevelt Bond improvements completed before start of 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	47.32	56.09	67.24	69.88	74.23	73.17
		Counseling Services	4.00	4.50	5.00	5.00	5.00	5.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	2.66	3.74	4.01	3.68	2.00	2.00
		Other	2.00	2.00	6.50	6.50	7.00	5.50
	Classified/ Non-Rep	Clerical	7.50	8.00	8.00	8.00	10.00	10.00
		Ed. Assistant/ Paraeducator		0.44				
		Library/Media Services					0.50	0.50
		Other	4.00	2.87	4.50	4.00	6.00	6.00
	Admin.		2.00	3.00	3.00	4.00	4.00	4.00
School Total			**70.48**	**81.64**	**99.25**	**102.06**	**109.73**	**107.17**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	8.00	11.00	11.50	12.00	13.50	13.50
		ESL	2.50	3.50	4.00	6.94	9.77	8.50
		Other	1.00	2.00	1.00	2.00	1.00	
	Classified/ Non-Rep	Special Education	11.38	15.01	15.95	15.01	14.07	15.01
		ESL	1.31	1.31	0.88	1.38	2.25	2.25
		Nutrition Services	3.38	2.50	1.75	2.63	3.00	2.69
		Custodial	10.00	9.73	8.00	8.00	9.73	9.73
		Other	2.00	3.00	3.00	3.00	3.00	3.00
CASR Total			**39.56**	**48.05**	**46.07**	**50.95**	**56.32**	**54.67**
Grand Total			**110.04**	**129.68**	**145.32**	**153.01**	**166.05**	**161.84**
Overall Students per FTE			9.0:1	9.2:1	8.9:1	8.7:1	8.6:1	8.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	47.31	55.43	66.85	68.46	70.35	70.86
		Gen Fund Equity	7.26	9.08	11.50	11.00	11.31	8.97
		City Arts Tax						
		Foundation						
		Title I						
		SIA/M98	2.00	2.42	5.00	5.50	6.50	6.84
		Other	0.40	0.40	0.40	1.10	1.07	
	Classified/ Non-Rep	Gen Fund	9.02	9.30	7.50	8.00	10.50	9.67
		Gen Fund Equity	1.47	2.00	2.00	2.00	3.00	3.83
		Foundation						
		Title I						
		SIA/M98			3.00	2.00	3.00	3.00
		Other	1.00					
	Admin.	Gen Fund	2.00	3.00	3.00	3.29	3.00	3.50
		Gen Fund Equity				0.72		0.50
		Other					1.00	
School Total			**70.48**	**81.64**	**99.25**	**102.06**	**109.73**	**107.17**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	68.48	83.83	100.25	107.00	113.50	108.67
	Classified/ Non-Rep	39.57	42.85	42.07	42.01	48.55	49.17
	Admin.	2.00	3.00	3.00	4.00	4.00	4.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Roosevelt

6941 N Central St
503-916-5260
Principal: KD Parman

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

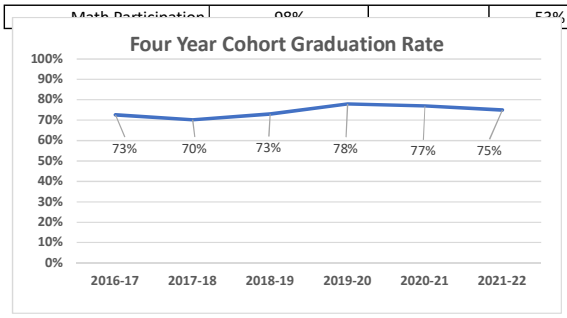
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 4,979,934	$ 5,548,822	$ 7,050,964	$ 8,091,610	$ 9,562,073	$ 9,843,160
Associated Payroll Costs	$ 2,336,282	$ 2,800,662	$ 3,632,693	$ 3,980,363	$ 4,831,501	$ 5,201,311
Purchased Services	$ 52,825	$ 48,767	$ 53,132	$ 40,161	$ 61,105	$ 60,840
Supplies and Materials	$ 116,349	$ 44,238	$ 109,821	$ 268,073	$ 165,828	$ 151,163
Capital	$ 940				$ 1,751	
Other Objects	$ 3,035	$ 1,891	$ 1,200	$ 2,200		$ 1,740
Total	**$ 7,489,364**	**$ 8,444,380**	**$ 10,847,811**	**$ 12,382,407**	**$ 14,622,258**	**$ 15,258,214**
Dollars per Student	**$ 7,535 :1**	**$ 7,066 :1**	**$ 8,396 :1**	**$ 9,261 :1**	**$ 10,197 :1**	**$ 10,875 :1**

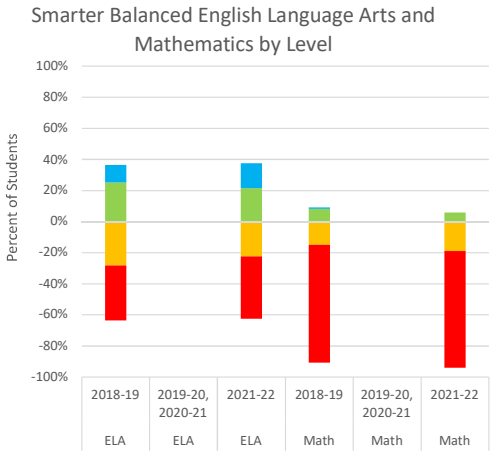
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	78%	75%	75%	73%	71%
*Students with Disabilities	20%	18%	18%	17%	16%
*English Language Learners	12%	15%	16%	18%	17%
*Free-Direct Certification	38%	35%	35%	34%	31%
*Black	18%	17%	16%	14%	12%
*Latino	35%	36%	36%	38%	38%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	3%	3%	3%	2%	2%
*Multi-Race - Other Ancestry	7%	7%	7%	8%	9%
Multi-Race - Asian/White	1%	1%	1%	1%	2%
Asian	4%	3%	3%	4%	3%
White	31%	33%	33%	32%	34%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	11%		16%
ELA	Level 3	25%		22%
ELA	Level 2	28%		22%
ELA	Level 1	35%		40%
ELA Participation		98%		73%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	1%		
Math	Level 3	8%		6%
Math	Level 2	15%		19%
Math	Level 1	76%		75%
Math Participation		98%		53%





Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Rosa Parks

8960 N Woolsey Ave
503-916-6250
Principal: Tina Turner

K-5 *Constructed 2006*

The Oregon Department of Education has identified this school as a Comprehensive Supports for Improvement school (CSI). Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	276	280	266	214	197	182	165	158
Total	**276**	**280**	**266**	**214**	**197**	**182**	**165**	**158**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	15.33	14.70	15.00	14.00	14.00	14.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.50
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	1.00	2.00	2.00	3.00	3.20
		Other	1.00	1.00	1.50	1.50	1.50	1.00
	Classified/ Non-Rep	Clerical	1.88	2.38	2.38	2.38	2.38	2.38
		Ed. Assistant/ Paraeducator	1.81	1.90	1.75	1.75	3.94	4.94
		Library/Media Services						
		Other	0.38	0.38	0.38	0.38		1.00
	Admin.		1.00	2.00	2.00	2.50	2.00	2.00
School Total			**24.39**	**25.36**	**27.01**	**26.51**	**28.82**	**31.02**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.50	1.50	1.50	2.10	2.10
		ESL	2.00	1.50	1.50	1.50	1.50	1.50
		Other		1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education						
		ESL	0.44	0.44	0.88	0.88	0.44	0.44
		Nutrition Services	2.63	1.38	1.50	1.50	1.50	1.50
		Custodial	3.00	2.73	2.73	3.00	3.00	3.00
		Other	1.00					
CASR Total			**11.06**	**9.54**	**9.10**	**9.38**	**9.54**	**9.54**
Grand Total			**35.46**	**34.90**	**36.11**	**35.88**	**38.36**	**40.56**
Overall Students per FTE			7.8:1	8.0:1	7.4:1	6.0:1	5.1:1	4.5:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	15.33	15.00	15.30	13.90	13.80	10.80
		Gen Fund Equity	3.00	2.32	2.55	2.05	2.30	1.80
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation						
		Title I	0.50	0.88	0.65	0.65	0.40	0.28
		SIA/M98			1.50	2.40	3.50	4.50
		Other						2.82
	Classified/ Non-Rep	Gen Fund	2.44	2.50	1.50	1.50	1.50	1.50
		Gen Fund Equity		0.55	0.50	0.50		
		Foundation						
		Title I	1.63	1.61	1.51	1.51	2.94	2.80
		SIA/M98						
		Other			1.00	1.00	1.88	4.02
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity		0.64	0.50	0.50	0.50	0.50
		Other				0.50		
School Total			**24.39**	**25.36**	**27.01**	**26.51**	**28.82**	**31.02**

School and CASR	**Licensed**	23.33	23.70	24.50	23.50	25.10	25.30
	Classified/ Non-Rep	11.13	9.20	9.61	9.88	11.26	13.26
	Admin.	1.00	2.00	2.00	2.50	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Rosa Parks

8960 N Woolsey Ave
503-916-6250
Principal: Tina Turner

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

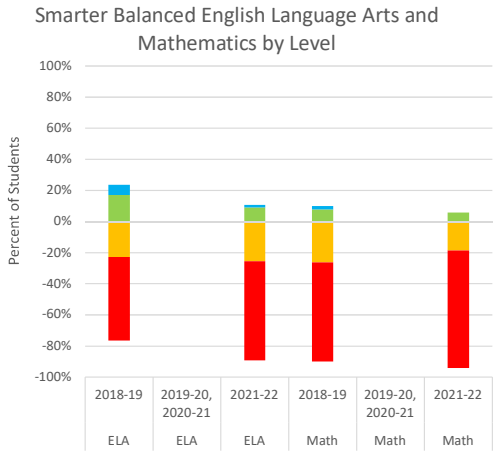
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,655,145	$ 1,844,663	$ 2,007,813	$ 2,103,687	$ 2,092,622	$ 2,389,863
Associated Payroll Costs	$ 765,857	$ 881,100	$ 1,041,367	$ 1,012,468	$ 1,087,383	$ 1,286,882
Purchased Services	$ 30,048	$ 16,101	$ 3,498	$ 33,251	$ 11,028	$ 8,724
Supplies and Materials	$ 20,821	$ 148,389	$ 53,172	$ 31,335	$ 113,199	$ 218,727
Capital	$ 1,155			$ 14,847	$ 31,973	
Other Objects						$ 252
Total	**$ 2,473,027**	**$ 2,890,253**	**$ 3,105,850**	**$ 3,195,588**	**$ 3,336,205**	**$ 3,904,448**
Dollars per Student	**$ 8,960 :1**	**$ 10,322 :1**	**$ 11,676 :1**	**$ 14,933 :1**	**$ 16,935 :1**	**$ 21,453 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	95%	95%	96%	98%	97%
*Students with Disabilities	14%	14%	16%	13%	19%
*English Language Learners	25%	26%	28%	33%	37%
*Free-Direct Certification	74%	68%	65%	71%	75%
*Black	44%	40%	41%	38%	34%
*Latino	26%	31%	28%	33%	39%
*Native American	0%	1%	2%	1%	1%
*Pacific Islander	2%	2%	3%	2%	3%
*Multi-Race - Other Ancestry	11%	10%	12%	13%	13%
Multi-Race - Asian/White	1%	1%			1%
Asian	2%	1%	1%	1%	1%
White	15%	13%	13%	12%	9%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	6%		2%
ELA	Level 3	17%		9%
ELA	Level 2	23%		26%
ELA	Level 1	54%		64%
	ELA Participation	99%		100%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	2%		
Math	Level 3	8%		6%
Math	Level 2	26%		19%
Math	Level 1	64%		76%
	Math Participation	100%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Rose City Park

2334 NE 57th Ave
503-916-6765
Principal: Michael Bacon
K-5 *Constructed 1921*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	386	360	329	285	285	271	264	253
Vietnamese Immersion	146	178	200	179	183	192	186	184
Total	**532**	**538**	**529**	**464**	**468**	**463**	**450**	**437**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	27.10	25.40	23.60	26.10	26.60	25.90
		Counseling Services	1.50	1.50	2.00	2.00	1.50	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	1.00	1.00	1.00	1.00	1.00
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	2.45	1.94	2.19	2.79		0.64
		Library/Media Services						
		Other						
	Admin.		2.00	2.00	2.00	2.00	2.00	1.00
School Total			**37.05**	**34.84**	**33.79**	**36.89**	**34.10**	**33.54**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	2.00	1.50	1.50	2.50	1.80
		ESL	2.00	2.00	1.50	1.50	1.50	2.50
		Other						
	Classified/ Non-Rep	Special Education	1.75	0.94	1.88	2.81	0.94	0.94
		ESL	0.88	0.88	0.88	0.87	0.44	0.88
		Nutrition Services	1.38	1.38	1.38	1.44	1.63	1.63
		Custodial	2.00	2.73	2.73	2.73	2.73	2.73
		Other				1.00	1.00	1.00
CASR Total			**9.50**	**9.91**	**9.85**	**11.85**	**10.73**	**11.46**
Grand Total			**46.55**	**44.75**	**43.64**	**48.74**	**44.83**	**45.00**
Overall Students per FTE			11.4:1	12.0:1	12.1:1	9.5:1	10.4:1	10.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	27.60	26.65	24.85	25.85	25.85	25.65
		Gen Fund Equity	1.50	1.25	1.25	1.25	1.75	1.75
		City Arts Tax	1.50	1.00	1.00	1.50	1.00	1.00
		Foundation					0.20	
		Title I						
		SIA/M98			0.50	0.50	1.00	1.00
		Other				1.00	0.30	0.50
	Classified/ Non-Rep	Gen Fund	2.00	1.50	1.70	1.50	1.50	1.90
		Gen Fund Equity	2.00	1.50	2.44	2.51	0.50	0.50
		Foundation	0.45	0.94	0.05			
		Title I						
		SIA/M98						
		Other				0.78		0.24
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	1.00	1.00
		Gen Fund Equity						
		Other					1.00	
School Total			**37.05**	**34.84**	**33.79**	**36.89**	**34.10**	**33.54**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	34.10	32.90	30.60	33.10	34.10	34.20
	Classified/ Non-Rep	10.45	9.85	11.04	13.64	8.73	9.80
	Admin.	2.00	2.00	2.00	2.00	2.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Rose City Park

2334 NE 57th Ave
503-916-6765
Principal: Michael Bacon

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

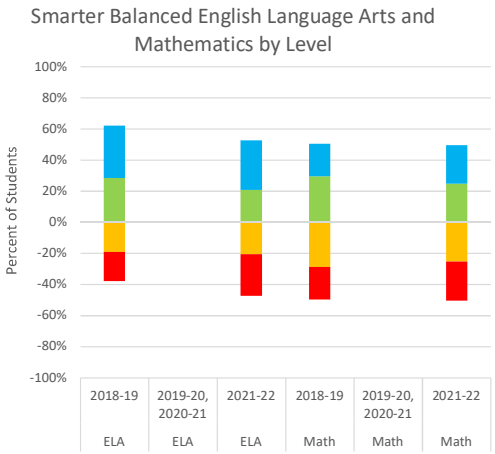
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,538,242	$ 2,438,689	$ 2,619,470	$ 2,741,990	$ 2,796,256	$ 2,905,432
Associated Payroll Costs	$ 1,205,558	$ 1,235,361	$ 1,318,634	$ 1,332,289	$ 1,389,889	$ 1,524,069
Purchased Services	$ 9,512	$ 6,353	$ 4,371	$ 69,790	$ 16,980	$ 16,788
Supplies and Materials	$ 47,405	$ 17,351	$ 41,091	$ 52,275	$ 17,926	$ 35,268
Capital		$ 4,512			$ 480	
Other Objects						$ 480
Total	**$ 3,800,717**	**$ 3,702,266**	**$ 3,983,567**	**$ 4,196,344**	**$ 4,221,531**	**$ 4,482,037**
Dollars per Student	**$ 7,144 :1**	**$ 6,882 :1**	**$ 7,530 :1**	**$ 9,044 :1**	**$ 9,020 :1**	**$ 9,680 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	45%	46%	47%	48%	47%
*Students with Disabilities	13%	13%	13%	13%	11%
*English Language Learners	14%	15%	17%	19%	19%
*Free-Direct Certification	18%	17%	17%	16%	19%
*Black	3%	3%	2%	4%	3%
*Latino	7%	8%	8%	8%	8%
*Native American					0%
*Pacific Islander	0%	1%	1%	1%	2%
*Multi-Race - Other Ancestry	6%	5%	6%	6%	6%
Multi-Race - Asian/White	3%	4%	5%	5%	5%
Asian	25%	24%	26%	25%	24%
White	57%	55%	54%	51%	52%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	34%		32%
ELA	Level 3	29%		21%
ELA	Level 2	19%		20%
ELA	Level 1	19%		27%
	ELA Participation	92%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	21%		25%
Math	Level 3	30%		25%
Math	Level 2	29%		25%
Math	Level 1	21%		25%
	Math Participation	90%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Roseway Heights

7334 NE Siskiyou St
503-916-5600
Principal: Phu Dao

6-8 *Constructed 1923*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Black, LatinX. Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	553	545	509	483	471	422	392	381
Spanish Immersion	35	69	93	80	74	81	85	99
Vietnamese Immersion				26	38	34	34	33
Total	**588**	**614**	**602**	**589**	**583**	**537**	**511**	**513**

Converted from at K-8 to a MS starting 2018-19. K-5 students going to Rose City Park.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	24.65	31.00	29.20	31.50	32.80	32.00
		Counseling Services	2.50	1.50	2.50	2.00	2.40	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	2.00		1.80	2.00	2.70	2.00
		Other	1.00	1.00	1.00	1.00	3.00	3.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	3.00
		Ed. Assistant/ Paraeducator	0.13	1.00	0.88	1.75	1.75	
		Library/Media Services	0.50					
		Other		1.00	1.00	1.00	1.00	
	Admin.		3.00	3.00	2.00	3.00	3.00	3.00
School Total			**36.78**	**41.50**	**41.38**	**45.25**	**49.65**	**46.00**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	4.00	4.50	4.50	4.50	5.70	5.50
		ESL	2.00	1.50	1.50	1.50	1.50	2.00
		Other	1.00	1.00	1.00	1.00	1.50	1.00
	Classified/ Non-Rep	Special Education	2.63	2.81	2.81	3.75	4.69	3.75
		ESL	0.88	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	2.44	2.38	2.06	2.06	2.13	2.13
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
		Other				1.00	1.00	1.00
CASR Total			**15.94**	**15.63**	**15.32**	**17.25**	**19.95**	**18.82**
Grand Total			**52.72**	**57.13**	**56.69**	**62.51**	**69.61**	**64.82**
Overall Students per FTE			11.2:1	10.7:1	10.6:1	9.4:1	8.4:1	8.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	26.50	29.25	28.85	28.75	30.50	26.70
		Gen Fund Equity	3.90	5.00	4.50	4.50	4.00	3.50
		City Arts Tax						
		Foundation						
		Title I	0.75	0.25	1.15	0.75	1.50	2.18
		SIA/M98			1.00	2.50	5.90	6.00
		Other				1.00		1.62
	Classified/ Non-Rep	Gen Fund	2.50	2.00	2.00	2.00	3.00	2.00
		Gen Fund Equity					0.15	
		Foundation						
		Title I	0.13	2.00	1.88	2.75	1.19	
		SIA/M98						1.00
		Other					0.41	
	Admin.	Gen Fund	3.00	3.00	2.00	2.00	3.00	3.00
		Gen Fund Equity						
		Other				1.00		
School Total			**36.78**	**41.50**	**41.38**	**45.25**	**49.65**	**46.00**

School and CASR	**Licensed**	38.15	41.50	42.50	44.50	50.60	48.50
	Classified/ Non-Rep	11.57	12.63	12.19	15.01	16.01	13.32
	Admin.	3.00	3.00	2.00	3.00	3.00	3.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Roseway Heights

7334 NE Siskiyou St
503-916-5600
Principal: Phu Dao

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

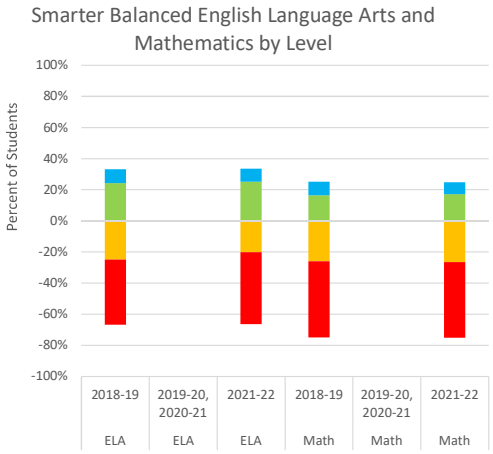
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,598,809	$ 2,968,082	$ 2,994,854	$ 3,509,271	$ 4,024,232	$ 4,140,551
Associated Payroll Costs	$ 1,171,483	$ 1,487,125	$ 1,516,569	$ 1,694,322	$ 2,056,471	$ 2,160,880
Purchased Services	$ 17,520	$ 29,344	$ 8,252	$ 18,114	$ 21,855	$ 18,912
Supplies and Materials	$ 44,234	$ 69,830	$ 13,075	$ 42,475	$ 39,912	$ 348,246
Capital		$ 62		$ 57	$ 576	
Other Objects						$ 540
Total	**$ 3,832,045**	**$ 4,554,443**	**$ 4,532,751**	**$ 5,264,240**	**$ 6,143,046**	**$ 6,669,129**
Dollars per Student	**$ 6,517 :1**	**$ 7,418 :1**	**$ 7,529 :1**	**$ 8,938 :1**	**$ 10,537 :1**	**$ 12,419 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	67%	62%	64%	58%	61%
*Students with Disabilities	15%	14%	16%	16%	17%
*English Language Learners	12%	12%	14%	13%	14%
*Free-Direct Certification	36%	33%	36%	33%	34%
*Black	13%	12%	13%	12%	11%
*Latino	24%	23%	23%	22%	22%
*Native American	1%	0%	1%	1%	1%
*Pacific Islander	2%	2%	1%	1%	1%
*Multi-Race - Other Ancestry	10%	10%	9%	6%	7%
Multi-Race - Asian/White	3%	2%	2%	2%	3%
Asian	11%	13%	13%	14%	12%
White	37%	39%	39%	43%	43%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	9%		9%
ELA	Level 3	24%		25%
ELA	Level 2	25%		20%
ELA	Level 1	42%		46%
	ELA Participation	91%		83%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	9%		8%
Math	Level 3	16%		17%
Math	Level 2	26%		27%
Math	Level 1	49%		49%
	Math Participation	89%		82%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Sabin

4013 NE 18th Ave
503-916-6482
Principal: Chrysanthius Lathan
K-5 *Constructed 1927*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: Black.

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	452	418	360	340	312	302	295	286
Total	**452**	**418**	**360**	**340**	**312**	**302**	**295**	**286**

Converted from a K-8 to K-5 Feeding Harriet Tubman MS starting 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	22.20	20.88	17.75	16.75	15.50	14.50
		Counseling Services	1.00	1.00	1.50	1.00	1.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach				2.00	1.00	1.00
		Other					1.00	1.00
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.75	1.75	1.75
		Ed. Assistant/ Paraeducator	0.75	0.75	1.50	1.50	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		1.00	2.00	2.00	2.00	2.00	2.00
School Total			**27.95**	**27.13**	**25.25**	**26.00**	**24.75**	**23.75**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	4.00	4.00	4.00	4.00	4.60	4.60
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	9.63	7.50	9.38	8.44	8.44	8.44
		ESL						
		Nutrition Services	1.31	1.69	1.38	1.38	1.38	1.38
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
		Other	0.88	0.88	0.88			
CASR Total			**19.06**	**17.32**	**18.88**	**17.07**	**17.67**	**17.67**
Grand Total			**47.01**	**44.44**	**44.13**	**43.07**	**42.42**	**41.42**
Overall Students per FTE			9.6:1	9.4:1	8.2:1	7.9:1	7.4:1	7.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	21.90	20.33	17.63	13.25	16.00	15.12
		Gen Fund Equity		0.50		0.50		0.25
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	0.50
		Foundation	0.80	0.55	0.13			0.17
		Title I						
		SIA/M98			1.00	2.50	2.00	1.50
		Other				3.00		0.46
	Classified/ Non-Rep	Gen Fund	3.00	1.75	2.15	2.90	2.00	1.50
		Gen Fund Equity		0.50	0.60	0.60	0.60	0.50
		Foundation	0.25	0.50	0.75	0.25	0.28	0.80
		Title I						
		SIA/M98						
		Other					0.88	0.95
	Admin.	Gen Fund	1.00	1.00	1.50	1.50	2.00	2.00
		Gen Fund Equity		1.00	0.50	0.50		
		Other						
School Total			**27.95**	**27.13**	**25.25**	**26.00**	**24.75**	**23.75**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	27.95	26.63	24.00	24.50	23.85	22.85
	Classified/ Non-Rep	18.06	15.82	18.13	16.57	16.57	16.57
	Admin.	1.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Sabin

4013 NE 18th Ave
503-916-6482
Principal: Chrysanthius Lathan

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

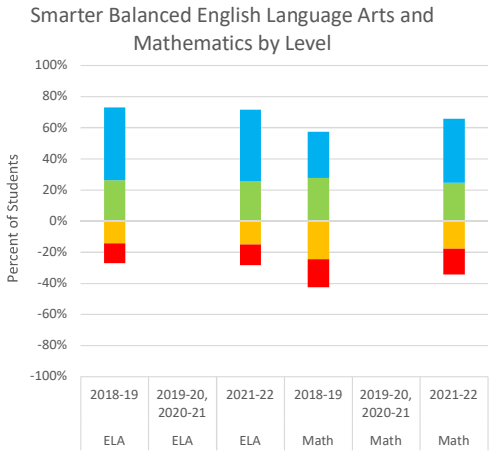
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,897,467	$ 1,935,323	$ 1,922,324	$ 1,958,830	$ 1,941,124	$ 1,992,516
Associated Payroll Costs	$ 880,928	$ 987,406	$ 995,843	$ 1,027,342	$ 991,538	$ 1,058,262
Purchased Services	$ 22,181	$ 13,858	$ 13,494	$ 7,550	$ 20,002	$ 12,192
Supplies and Materials	$ 25,411	$ 15,209	$ 37,655	$ 43,527	$ 37,840	$ 28,045
Capital					$ 384	
Other Objects						$ 348
Total	**$ 2,825,987**	**$ 2,951,796**	**$ 2,969,316**	**$ 3,037,250**	**$ 2,990,888**	**$ 3,091,363**
Dollars per Student	**$ 6,252 :1**	**$ 7,062 :1**	**$ 8,248 :1**	**$ 8,933 :1**	**$ 9,586 :1**	**$ 10,236 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	42%	42%	42%	37%	39%
*Students with Disabilities	11%	15%	15%	12%	16%
*English Language Learners	1%	2%	2%	2%	1%
*Free-Direct Certification	17%	14%	18%	17%	18%
*Black	16%	14%	16%	14%	14%
*Latino	9%	8%	7%	8%	9%
*Native American	1%	1%	0%	1%	1%
*Pacific Islander		0%			
*Multi-Race - Other Ancestry	6%	7%	6%	6%	7%
Multi-Race - Asian/White	1%	1%	2%	2%	2%
Asian	1%	1%	1%	2%	1%
White	66%	69%	68%	69%	66%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	47%		46%
ELA	Level 3	26%		26%
ELA	Level 2	14%		15%
ELA	Level 1	13%		13%
	ELA Participation	96%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	30%		41%
Math	Level 3	28%		25%
Math	Level 2	25%		18%
Math	Level 1	18%		17%
	Math Participation	96%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Scott

6700 NE Prescott St
503-916-6369
Principal: Jose Salinas

K-5 *Constructed 1949*

Title I School for 2023-24 No longer designated CSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	222	256	234	215	236	235	239	222
Spanish Immersion	237	229	226	214	217	225	226	225
Total	**459**	**485**	**460**	**429**	**453**	**460**	**465**	**447**

Converted from a K-8 to K-5 Feeding Roseway Heights MS, Rigler non-immersion neighborhood program joins Scott, both starting 2018-19 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	24.40	29.00	27.50	28.00	28.50	28.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	1.00
		Instructional Spec / Coach	1.00		2.00	1.20	2.00	4.00
		Other	1.00	1.00	1.50	2.00	2.00	1.00
	Classified/ Non-Rep	Clerical	2.00	1.50	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	4.38	4.38	5.26	5.26	5.26	4.38
		Library/Media Services	1.00	0.88	0.88	0.50	0.50	
		Other	2.00	0.80	0.75	0.88	1.00	1.88
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**39.28**	**41.06**	**43.38**	**43.33**	**44.76**	**45.25**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.50	3.00	3.00	2.50	4.60	4.40
		ESL	3.00	2.50	3.00	3.00	3.50	3.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	6.13	5.63	5.63	4.69	6.57	6.57
		ESL	1.31	1.75			0.88	0.88
		Nutrition Services	2.94	2.88	2.31	3.75	2.88	2.88
		Custodial	4.00	3.00	3.00	3.00	3.00	3.00
		Other						
CASR Total			**20.88**	**19.75**	**17.94**	**17.94**	**22.42**	**21.72**
Grand Total			**60.15**	**60.81**	**61.32**	**61.27**	**67.17**	**66.97**
Overall Students per FTE			7.6:1	8.0:1	7.5:1	7.0:1	6.7:1	6.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	24.90	26.40	26.60	26.70	23.10	23.55
		Gen Fund Equity	2.00	3.10	3.40	2.69	2.90	3.30
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation						
		Title I		0.50		0.41	1.50	0.40
		SIA/M98			1.50	1.90	4.50	6.50
		Other		0.50			1.00	0.25
	Classified/ Non-Rep	Gen Fund	3.82	4.00	2.00	2.00	2.00	1.50
		Gen Fund Equity	1.13		0.80	0.50	0.80	
		Foundation						
		Title I	4.07	3.56	4.08	4.13	3.08	3.75
		SIA/M98						2.00
		Other	0.36		2.00	2.00	2.88	1.00
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity	1.00	0.64	0.50	0.50	0.50	0.50
		Other						
School Total			**39.28**	**41.06**	**43.38**	**43.33**	**44.76**	**45.25**

School and CASR	**Licensed**		34.40	38.00	39.50	39.20	43.10	43.40
	Classified/ Non-Rep		23.75	20.81	19.82	20.07	22.07	21.57
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Scott

6700 NE Prescott St
503-916-6369
Principal: Jose Salinas

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

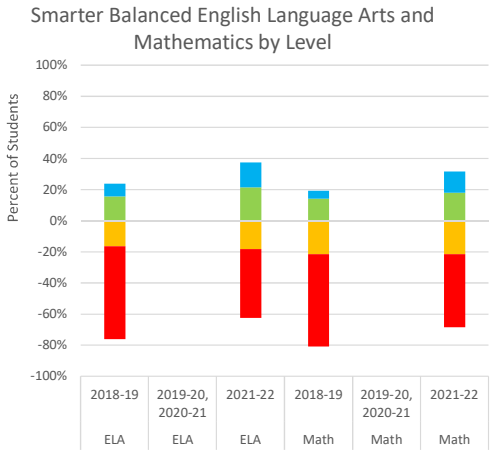
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,347,747	$ 2,576,450	$ 2,856,405	$ 3,030,164	$ 3,205,733	$ 3,535,936
Associated Payroll Costs	$ 1,079,001	$ 1,303,458	$ 1,515,284	$ 1,538,574	$ 1,687,270	$ 1,935,859
Purchased Services	$ 14,941	$ 13,266	$ 5,944	$ 83,368	$ 15,984	$ 16,728
Supplies and Materials	$ 40,016	$ 75,282	$ 73,283	$ 165,875	$ 165,172	$ 268,639
Capital				$ 6,974	$ 456	
Other Objects				$ 5,800		$ 480
Total	**$ 3,481,705**	**$ 3,968,456**	**$ 4,450,916**	**$ 4,830,755**	**$ 5,074,615**	**$ 5,757,642**
Dollars per Student	**$ 7,585 :1**	**$ 8,182 :1**	**$ 9,676 :1**	**$ 11,261 :1**	**$ 11,202 :1**	**$ 12,517 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	76%	75%	74%	72%	72%
*Students with Disabilities	18%	19%	18%	17%	18%
*English Language Learners	30%	29%	28%	30%	29%
*Free-Direct Certification	47%	45%	47%	48%	44%
*Black	16%	19%	15%	15%	12%
*Latino	41%	37%	37%	38%	37%
*Native American	2%	1%	1%	1%	1%
*Pacific Islander	2%	0%	2%	2%	2%
*Multi-Race - Other Ancestry	6%	5%	6%	5%	8%
Multi-Race - Asian/White	1%	1%	2%	2%	1%
Asian	3%	3%	4%	3%	4%
White	30%	33%	34%	35%	36%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	8%		16%
ELA	Level 3	16%		21%
ELA	Level 2	17%		18%
ELA	Level 1	60%		44%
	ELA Participation	99%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	5%		14%
Math	Level 3	14%		18%
Math	Level 2	22%		22%
Math	Level 1	59%		47%
	Math Participation	99%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Sellwood

8300 SE 15th Ave
503-916-5656
Principal: Jeandre Carbone
6-8 *Constructed 1913*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	612	588	549	553	563	561	540	541
Total	**612**	**588**	**549**	**553**	**563**	**561**	**540**	**541**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	23.00	23.00	24.50	23.50	23.50	24.50
		Counseling Services	1.50	1.50	2.50	2.50	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach						1.00
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator		0.50		0.50	0.75	1.25
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		2.00	2.00	2.00	3.00	3.00	2.00
School Total			**29.50**	**30.00**	**32.00**	**32.50**	**32.25**	**33.75**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	3.00	3.00	3.80	3.60
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	0.88			2.81	2.81	1.88
		ESL						
		Nutrition Services	1.13	0.81	0.81	0.88	0.88	0.88
		Custodial	4.00	3.73	3.73	5.00	4.00	4.00
		Other						
CASR Total			**9.25**	**7.79**	**7.79**	**11.94**	**11.74**	**10.60**
Grand Total			**38.75**	**37.79**	**39.79**	**44.44**	**43.99**	**44.35**
Overall Students per FTE			15.8:1	15.6:1	13.8:1	12.4:1	12.8:1	12.6:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	25.00	25.00	26.25	24.75	23.25	26.53
		Gen Fund Equity						
		City Arts Tax						
		Foundation			0.25	0.25	0.25	0.32
		Title I						
		SIA/M98			1.00	1.50	2.50	0.50
		Other						0.66
	Classified/ Non-Rep	Gen Fund	2.50	2.00	2.50	2.50	2.50	3.75
		Gen Fund Equity						
		Foundation		1.00		0.50	0.75	
		Title I						
		SIA/M98						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	3.00	2.00
		Gen Fund Equity						
		Other				1.00		
School Total			**29.50**	**30.00**	**32.00**	**32.50**	**32.25**	**33.75**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	28.25	28.25	30.75	29.75	30.05	31.85
	Classified/ Non-Rep	8.50	7.54	7.04	11.69	10.94	10.50
	Admin.	2.00	2.00	2.00	3.00	3.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Sellwood

8300 SE 15th Ave
503-916-5656
Principal: Jeandre Carbone

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

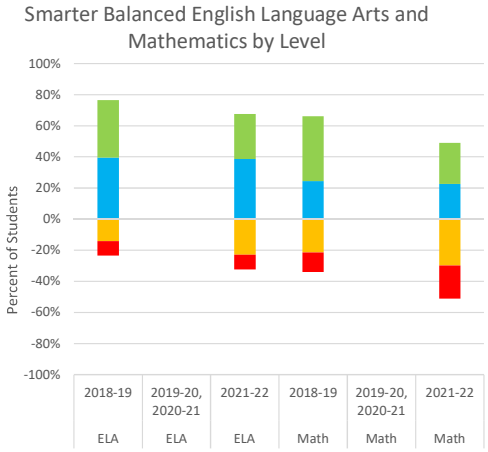
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,279,693	$ 2,291,393	$ 2,485,518	$ 2,945,486	$ 2,813,382	$ 2,988,634
Associated Payroll Costs	$ 1,025,796	$ 1,110,305	$ 1,246,079	$ 1,360,357	$ 1,360,203	$ 1,541,871
Purchased Services	$ 10,150	$ 10,739	$ 6,071	$ 9,060	$ 19,857	$ 19,608
Supplies and Materials	$ 18,091	$ 13,217	$ 34,931	$ 57,875	$ 20,543	$ 20,665
Capital		$ 138	$ 450	$ 154		
Other Objects				$ 13	$ 552	$ 564
Total	**$ 3,333,730**	**$ 3,425,792**	**$ 3,773,048**	**$ 4,372,944**	**$ 4,214,538**	**$ 4,571,342**
Dollars per Student	**$ 5,447 :1**	**$ 5,826 :1**	**$ 6,873 :1**	**$ 7,908 :1**	**$ 7,486 :1**	**$ 8,149 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	31%	31%	30%	30%	30%
*Students with Disabilities	15%	15%	15%	16%	16%
*English Language Learners		1%			
*Free-Direct Certification	8%	8%	9%	7%	8%
*Black	1%	1%	1%	1%	1%
*Latino	7%	7%	7%	7%	7%
*Native American			0%	0%	0%
*Pacific Islander	0%	1%	0%		
*Multi-Race - Other Ancestry	6%	6%	5%	5%	5%
Multi-Race - Asian/White	5%	6%	8%	7%	7%
Asian	2%	2%	2%	2%	2%
White	78%	78%	77%	78%	78%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	37%		29%
ELA	Level 3	40%		39%
ELA	Level 2	14%		23%
ELA	Level 1	9%		10%
	ELA Participation	96%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	42%		26%
Math	Level 3	24%		23%
Math	Level 2	21%		30%
Math	Level 1	13%		21%
	Math Participation	93%		96%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Sitton

9930 N Smith St
503-916-6277
Principal: Rebecca Berry

K-5 *Constructed 1949*

Title I School for 2023-24 No longer designated CSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	238	238	204	190	226	245	249	256
Spanish Immersion	129	136	133	117	120	123	119	118
Total	**367**	**374**	**337**	**307**	**346**	**368**	**368**	**374**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	18.60	20.10	20.40	21.10	19.90	21.40
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	0.75	0.75	2.50	2.50	2.50	3.70
		Other	0.70	0.70	1.50	1.50	1.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	1.50	2.00	1.80	1.80
		Ed. Assistant/ Paraeducator	7.00	4.88	2.63	3.13	3.50	3.50
		Library/Media Services						
		Other	0.85	1.50	0.50	0.50		
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**33.90**	**33.93**	**33.03**	**34.73**	**33.20**	**34.90**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.50	3.50	4.00	5.20	5.20
		ESL	2.00	2.00	2.00	2.00	2.00	2.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	7.88	8.44	7.50	7.50	8.44	7.50
		ESL	0.88				0.87	1.75
		Nutrition Services	2.56	3.38	3.56	2.56	3.38	3.38
		Custodial	2.73	2.00	3.73	2.73	2.73	2.73
		Other						
CASR Total			**20.04**	**20.32**	**21.29**	**19.79**	**23.62**	**23.56**
Grand Total			**53.94**	**54.25**	**54.32**	**54.52**	**56.82**	**58.46**
Overall Students per FTE			6.8:1	6.9:1	6.2:1	5.6:1	6.1:1	6.3:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	20.10	20.60	20.90	20.40	18.20	19.40
		Gen Fund Equity	0.70	1.60	2.55	2.05	2.80	2.80
		City Arts Tax	1.00	1.00	1.00	1.00	0.50	1.00
		Foundation	0.10					
		Title I	0.15	0.27	0.45	0.15	0.90	0.20
		SIA/M98			1.50	3.50	3.00	4.00
		Other		0.08			0.50	0.20
	Classified/ Non-Rep	Gen Fund	3.00	3.00	1.38	1.50	1.50	1.50
		Gen Fund Equity	2.80	2.00	0.50	0.50		
		Foundation						
		Title I	4.05	3.38	1.25	2.13	1.43	2.30
		SIA/M98						1.50
		Other			1.50	1.50	2.38	
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity	1.00	0.64	0.50	0.50	0.50	0.50
		Other						
School Total			**33.90**	**33.93**	**33.03**	**34.73**	**33.20**	**34.90**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	28.05	30.05	32.90	34.10	34.10	35.80
	Classified/ Non-Rep	23.89	22.20	19.42	18.42	20.72	20.66
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Sitton

9930 N Smith St
503-916-6277
Principal: Rebecca Berry

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

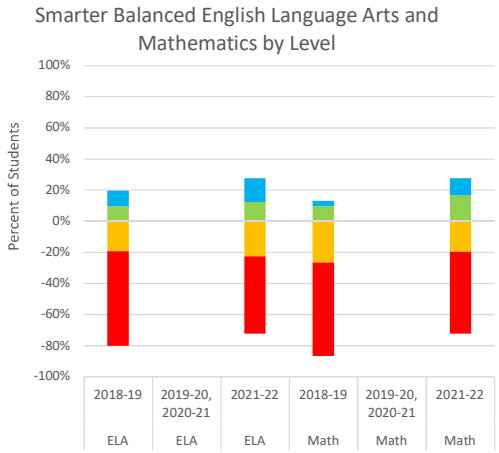
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,051,577	$ 2,056,650	$ 2,307,986	$ 2,480,954	$ 2,440,850	$ 2,733,021
Associated Payroll Costs	$ 988,889	$ 1,049,950	$ 1,109,165	$ 1,212,878	$ 1,299,653	$ 1,502,833
Purchased Services	$ 33,741	$ 38,978	$ 17,039	$ 43,274	$ 44,028	$ 14,100
Supplies and Materials	$ 116,793	$ 89,154	$ 70,012	$ 115,951	$ 106,540	$ 227,356
Capital						
Other Objects		$ 82			$ 360	$ 408
Total	**$ 3,191,000**	**$ 3,234,813**	**$ 3,504,203**	**$ 3,853,058**	**$ 3,891,431**	**$ 4,477,718**
Dollars per Student	**$ 8,695 :1**	**$ 8,649 :1**	**$ 10,398 :1**	**$ 12,551 :1**	**$ 11,247 :1**	**$ 12,168 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	85%	83%	83%	83%	83%
*Students with Disabilities	19%	20%	19%	20%	21%
*English Language Learners	23%	27%	26%	30%	30%
*Free-Direct Certification	53%	49%	49%	53%	52%
*Black	12%	10%	11%	12%	12%
*Latino	42%	46%	42%	43%	41%
*Native American	3%	2%	2%	2%	1%
*Pacific Islander	2%	2%	2%	1%	1%
*Multi-Race - Other Ancestry	12%	11%	12%	11%	14%
Multi-Race - Asian/White	1%	1%	1%	0%	
Asian	3%	2%	2%	3%	2%
White	26%	26%	29%	28%	30%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	10%		15%
ELA	Level 3	10%		12%
ELA	Level 2	19%		23%
ELA	Level 1	61%		50%
ELA Participation		97%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	4%		11%
Math	Level 3	10%		17%
Math	Level 2	27%		20%
Math	Level 1	60%		53%
Math Participation		97%		97%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Skyline

11536 NW Skyline Blvd
503-916-5212
Principal: Sheryl Malone
K-8 *Constructed 1939*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	274	248	181	205	215	224	227	231
Total	**274**	**248**	**181**	**205**	**215**	**224**	**227**	**231**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	14.00	14.50	13.22	12.00	12.50	12.00
		Counseling Services	1.00	1.00	1.78	2.00	1.50	1.50
		Library/Media Services	0.88	1.00	0.50	0.50	0.75	0.75
		Instructional Spec / Coach	0.50	0.50	0.50			1.75
		Other						
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	0.45	0.45		0.70	0.50	1.30
		Library/Media Services	0.38	0.38	0.38	0.50	0.50	
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**19.71**	**20.33**	**18.88**	**18.20**	**18.25**	**19.80**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	0.50	1.40	1.40
		ESL					0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	1.75	0.94	0.94	0.94	0.94	0.94
		ESL						
		Nutrition Services	0.75	0.75	0.75	0.75	0.75	0.75
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
		Other						
CASR Total			**5.50**	**4.69**	**4.69**	**4.19**	**5.34**	**5.34**
Grand Total			**25.21**	**25.01**	**23.56**	**22.39**	**23.59**	**25.14**
Overall Students per FTE			10.9:1	9.9:1	7.7:1	9.2:1	9.1:1	8.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	15.41	15.86	14.36	13.00	13.00	14.06
		Gen Fund Equity						
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation	0.47	0.64	0.64		0.20	
		Title I						
		SIA/M98			0.50	1.00	1.00	1.00
		Other					0.05	0.44
	Classified/ Non-Rep	Gen Fund	1.88	1.88	1.88	2.00	2.00	1.87
		Gen Fund Equity						
		Foundation	0.45	0.45		0.70	0.50	0.50
		Title I						
		SIA/M98						
		Other						0.43
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**19.71**	**20.33**	**18.88**	**18.20**	**18.25**	**19.80**

School and CASR	**Licensed**	17.38	18.00	17.00	15.00	16.40	17.65
	Classified/ Non-Rep	6.83	6.01	5.56	6.39	6.19	6.49
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Skyline

11536 NW Skyline Blvd
503-916-5212
Principal: Sheryl Malone

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

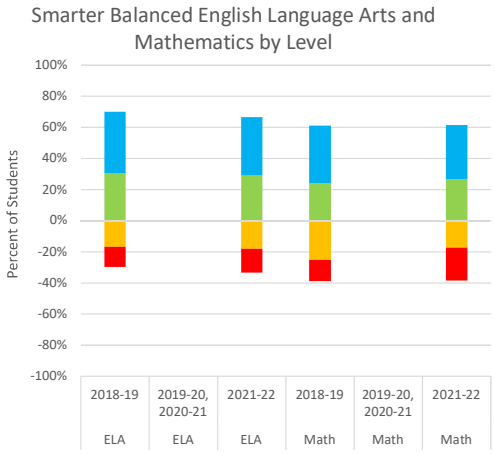
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,371,342	$ 1,486,844	$ 1,440,820	$ 1,412,702	$ 1,523,382	$ 1,713,340
Associated Payroll Costs	$ 629,086	$ 720,246	$ 730,374	$ 695,063	$ 751,846	$ 886,328
Purchased Services	$ 6,152	$ 5,164	$ 1,735	$ 2,789	$ 9,264	$ 9,948
Supplies and Materials	$ 15,701	$ 9,551	$ 4,680	$ 11,640	$ 9,488	$ 10,212
Capital	$ 120			$ 1,499	$ 264	
Other Objects		$ 707				$ 288
Total	**$ 2,022,400**	**$ 2,222,513**	**$ 2,177,609**	**$ 2,123,693**	**$ 2,294,245**	**$ 2,620,116**
Dollars per Student	**$ 7,381 :1**	**$ 8,962 :1**	**$ 12,031 :1**	**$ 10,359 :1**	**$ 10,671 :1**	**$ 11,697 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	31%	31%	31%	30%	32%
*Students with Disabilities	13%	13%	16%	12%	12%
*English Language Learners					1%
*Free-Direct Certification	5%	6%	7%	8%	9%
*Black	2%	2%			
*Latino	11%	10%	9%	13%	12%
*Native American	0%				1%
*Pacific Islander	0%	0%	1%		1%
*Multi-Race - Other Ancestry	3%	3%	2%	2%	4%
Multi-Race - Asian/White	6%	4%	8%	9%	9%
Asian	4%	4%	4%	3%	4%
White	73%	76%	76%	73%	70%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	40%		38%
ELA	Level 3	30%		29%
ELA	Level 2	17%		18%
ELA	Level 1	13%		15%
	ELA Participation	96%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	37%		35%
Math	Level 3	24%		27%
Math	Level 2	25%		17%
Math	Level 1	14%		21%
	Math Participation	95%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Stephenson

2627 SW Stephenson St
503-916-6318
Principal: Carlos Galindo
K-5 *Constructed 1964*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	347	371	322	320	307	297	279	275
Total	**347**	**371**	**322**	**320**	**307**	**297**	**279**	**275**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	18.00	16.00	16.00	17.20	15.00	13.50
		Counseling Services	1.00	1.00	1.50	1.50	1.50	1.50
		Library/Media Services	0.50	0.50	1.00	1.00	1.00	1.00
		Instructional Spec / Coach						1.00
		Other	0.50	0.50				
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	0.50	2.25	0.50	0.50	0.50	1.82
		Library/Media Services	0.50	0.50				
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**23.50**	**23.25**	**21.50**	**22.70**	**20.50**	**21.32**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.00	2.00	2.00	2.00	2.80	2.80
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	2.63	3.75	3.75	3.75	2.81	2.81
		ESL						
		Nutrition Services	0.75	1.50	0.75	0.88	0.88	0.88
		Custodial	2.00	2.00	2.00		2.00	2.00
		Other						
CASR Total			**7.63**	**9.50**	**8.75**	**6.88**	**8.74**	**8.74**
Grand Total			**31.13**	**32.75**	**30.25**	**29.58**	**29.24**	**30.06**
Overall Students per FTE			11.1:1	11.3:1	10.6:1	10.8:1	10.5:1	9.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	18.00	17.00	16.75	17.95	14.75	15.75
		Gen Fund Equity						
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	0.50
		Foundation	1.00		0.25	0.25	0.25	0.25
		Title I						
		SIA/M98			0.50	0.50	0.50	0.50
		Other					1.00	
	Classified/ Non-Rep	Gen Fund	2.50	2.50	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation		1.75				0.24
		Title I						
		SIA/M98						
		Other						1.08
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**23.50**	**23.25**	**21.50**	**22.70**	**20.50**	**21.32**

School and CASR	**Licensed**	22.25	20.25	20.75	21.95	20.55	20.05
	Classified/ Non-Rep	7.88	11.50	8.50	6.63	7.69	9.01
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Stephenson

2627 SW Stephenson St
503-916-6318
Principal: Carlos Galindo

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

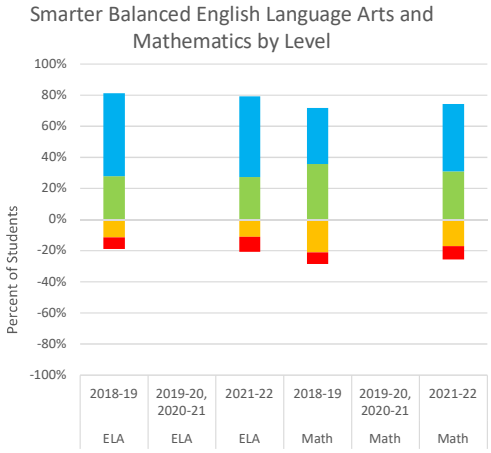
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,610,309	$ 1,575,047	$ 1,653,171	$ 1,816,620	$ 1,675,445	$ 1,752,337
Associated Payroll Costs	$ 750,131	$ 792,807	$ 841,058	$ 896,800	$ 832,381	$ 929,322
Purchased Services	$ 5,508	$ 3,463	$ 2,506	$ 4,691	$ 12,840	$ 12,036
Supplies and Materials	$ 38,328	$ 2,840	$ 17,438	$ 22,314	$ 13,207	$ 12,436
Capital						
Other Objects					$ 372	$ 348
Total	**$ 2,404,275**	**$ 2,374,156**	**$ 2,514,172**	**$ 2,740,425**	**$ 2,534,245**	**$ 2,706,479**
Dollars per Student	**$ 6,929 :1**	**$ 6,399 :1**	**$ 7,808 :1**	**$ 8,564 :1**	**$ 8,255 :1**	**$ 9,113 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	30%	30%	32%	30%	28%
*Students with Disabilities	14%	15%	16%	11%	15%
*English Language Learners	1%	3%	3%	4%	3%
*Free-Direct Certification	4%	5%	9%	7%	6%
*Black	3%	2%	2%	2%	2%
*Latino	8%	10%	8%	10%	7%
*Native American				0%	
*Pacific Islander				0%	0%
*Multi-Race - Other Ancestry	5%	5%	5%	4%	4%
Multi-Race - Asian/White	5%	5%	9%	9%	8%
Asian	3%	3%	2%	3%	3%
White	76%	76%	74%	71%	76%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	53%		52%
ELA	Level 3	28%		27%
ELA	Level 2	12%		11%
ELA	Level 1	7%		10%
	ELA Participation	99%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	36%		43%
Math	Level 3	36%		31%
Math	Level 2	21%		17%
Math	Level 1	7%		9%
	Math Participation	99%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Sunnyside Environmental

3421 SE Salmon St
503-916-6226
Principal: Eryn Berg

K-8 *Constructed 1925*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Sunnyside Environmental	581	549	522	469	465	449	437	430
Total	**581**	**549**	**522**	**469**	**465**	**449**	**437**	**430**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	25.50	25.75	23.50	23.75	23.25	22.75
		Counseling Services	1.50	1.50	1.50	1.50	1.50	1.50
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach		0.13				1.00
		Other			0.50	0.50		
	Classified/ Non-Rep	Clerical	2.90	2.90	2.83	2.90	2.90	2.85
		Ed. Assistant/ Paraeducator	0.50				0.50	
		Library/Media Services						
		Other						
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**33.40**	**33.28**	**31.33**	**31.65**	**31.15**	**31.10**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	2.50	2.50	2.50	2.50	3.70	3.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	3.50	3.75	2.81	2.81	2.81	1.88
		ESL						
		Nutrition Services	1.19	1.19	1.25	1.50	1.50	1.50
		Custodial	2.73	3.00	4.00	3.00	3.00	3.00
		Other						
CASR Total			**10.16**	**10.69**	**10.81**	**10.06**	**11.26**	**10.13**
Grand Total			**43.56**	**43.97**	**42.14**	**41.71**	**42.42**	**41.23**
Overall Students per FTE			13.3:1	12.5:1	12.4:1	11.2:1	11.0:1	10.9:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	27.00	26.25	25.50	23.75	21.75	23.23
		Gen Fund Equity		1.00		2.00	1.00	1.00
		City Arts Tax	1.00	1.00	0.50	0.50	0.50	0.50
		Foundation		0.13				
		Title I						
		SIA/M98			0.50	0.50	2.00	1.00
		Other					0.50	0.53
	Classified/ Non-Rep	Gen Fund	2.50	2.00	2.00	2.40	2.40	1.55
		Gen Fund Equity						
		Foundation	0.90	0.90	0.83	0.16	0.95	1.10
		Title I						
		SIA/M98						
		Other				0.34	0.05	0.20
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**33.40**	**33.28**	**31.33**	**31.65**	**31.15**	**31.10**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	30.75	31.13	29.25	29.50	29.70	30.00
	Classified/ Non-Rep	10.81	10.84	10.89	10.21	10.71	9.23
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Sunnyside Environmental

3421 SE Salmon St
503-916-6226
Principal: Eryn Berg

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

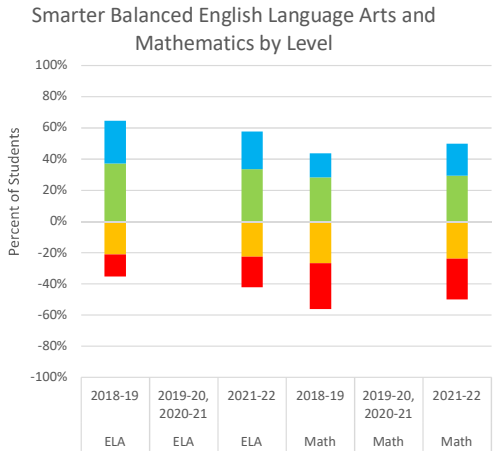
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,523,371	$ 2,497,991	$ 2,527,925	$ 2,657,475	$ 2,648,442	$ 2,820,481
Associated Payroll Costs	$ 1,116,759	$ 1,195,406	$ 1,232,752	$ 1,264,977	$ 1,279,980	$ 1,421,685
Purchased Services	$ 7,377	$ 5,215	$ 5,435	$ 4,650	$ 16,836	$ 16,380
Supplies and Materials	$ 27,627	$ 17,454	$ 33,583	$ 81,934	$ 17,712	$ 28,591
Capital				$ 1,599	$ 480	
Other Objects						$ 468
Total	**$ 3,675,134**	**$ 3,716,066**	**$ 3,799,695**	**$ 4,010,635**	**$ 3,963,450**	**$ 4,287,605**
Dollars per Student	**$ 6,326 :1**	**$ 6,769 :1**	**$ 7,279 :1**	**$ 8,551 :1**	**$ 8,524 :1**	**$ 9,549 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	41%	39%	45%	42%	41%
*Students with Disabilities	18%	17%	18%	17%	19%
*English Language Learners	1%			1%	1%
*Free-Direct Certification	14%	11%	17%	14%	12%
*Black	2%	2%	2%	2%	2%
*Latino	9%	10%	11%	11%	11%
*Native American	1%	1%	0%	0%	
*Pacific Islander			0%	0%	0%
*Multi-Race - Other Ancestry	7%	7%	7%	8%	7%
Multi-Race - Asian/White	6%	5%	6%	6%	7%
Asian	2%	2%	1%	1%	1%
White	74%	74%	72%	72%	72%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	27%		24%
ELA	Level 3	37%		34%
ELA	Level 2	21%		23%
ELA	Level 1	14%		20%
	ELA Participation	95%		90%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	15%		21%
Math	Level 3	28%		29%
Math	Level 2	27%		24%
Math	Level 1	29%		26%
	Math Participation	93%		87%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Vernon

2044 NE Killingsworth St
503-916-6415
Principal: Ben Keefer

K-8 *Constructed 1931*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	545	607	569	517	555	560	563	584
Total	**545**	**607**	**569**	**517**	**555**	**560**	**563**	**584**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	28.20	29.75	32.50	31.50	29.25	27.75
		Counseling Services	1.50	1.50	2.50	2.00	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	0.75			0.75	1.75
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	1.50	0.75	0.75	0.75		
		Library/Media Services						
		Other		1.25	1.25	0.75		1.00
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**37.20**	**39.00**	**42.00**	**40.00**	**37.00**	**37.50**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	2.00	2.00	2.00	3.00	3.20
		ESL	1.00	1.00	1.00	1.00	0.50	1.00
		Other						
	Classified/ Non-Rep	Special Education	0.88	1.88	1.88	1.88	1.88	2.81
		ESL						
		Nutrition Services	1.50	1.50	1.50	1.44	1.63	1.63
		Custodial	3.00	3.73	3.00	3.00	3.00	3.00
		Other						
CASR Total			**7.88**	**10.10**	**9.38**	**9.31**	**10.00**	**11.64**
Grand Total			**45.08**	**49.10**	**51.38**	**49.31**	**47.00**	**49.14**
Overall Students per FTE			12.1:1	12.4:1	11.1:1	10.5:1	11.8:1	11.4:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	27.70	29.25	30.95	27.95	26.25	27.25
		Gen Fund Equity	2.00	1.50	2.75	2.25	2.75	2.25
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation		0.25	0.30	0.30	0.13	
		Title I						
		SIA/M98			1.00	1.00	1.00	1.00
		Other	1.00	1.00		2.00	1.87	1.00
	Classified/ Non-Rep	Gen Fund	1.50	1.50	2.00	2.00	1.50	1.50
		Gen Fund Equity	2.00	2.00	1.50	1.50	0.50	1.50
		Foundation						
		Title I						
		SIA/M98						
		Other		0.50	0.50			
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**37.20**	**39.00**	**42.00**	**40.00**	**37.00**	**37.50**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	34.20	36.00	39.00	37.50	36.50	36.70
	Classified/ Non-Rep	8.88	11.10	10.38	9.81	8.50	10.44
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Vernon

2044 NE Killingsworth St
503-916-6415
Principal: Ben Keefer

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

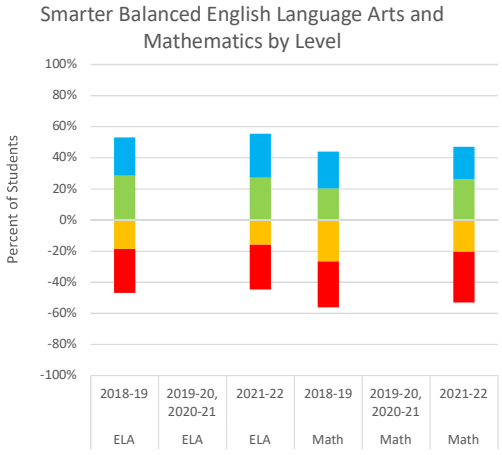
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,650,966	$ 2,694,897	$ 3,157,954	$ 3,223,427	$ 3,082,367	$ 3,309,123
Associated Payroll Costs	$ 1,248,088	$ 1,321,318	$ 1,639,297	$ 1,531,235	$ 1,517,661	$ 1,710,101
Purchased Services	$ 16,994	$ 11,339	$ 5,334	$ 13,459	$ 18,564	$ 19,572
Supplies and Materials	$ 15,057	$ 8,347	$ 8,058	$ 30,436	$ 70,311	$ 41,993
Capital	$ 1,655					
Other Objects		$ 2,255	$ 100	$ 435	$ 528	$ 564
Total	**$ 3,932,759**	**$ 4,038,155**	**$ 4,810,743**	**$ 4,798,992**	**$ 4,689,430**	**$ 5,081,353**
Dollars per Student	**$ 7,216 :1**	**$ 6,653 :1**	**$ 8,455 :1**	**$ 9,282 :1**	**$ 8,449 :1**	**$ 9,074 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	49%	51%	49%	49%	52%
*Students with Disabilities	12%	13%	11%	12%	13%
*English Language Learners	4%	4%	5%	5%	5%
*Free-Direct Certification	22%	27%	25%	23%	26%
*Black	19%	19%	17%	14%	14%
*Latino	13%	12%	13%	14%	14%
*Native American					1%
*Pacific Islander	0%	1%	0%	0%	0%
*Multi-Race - Other Ancestry	7%	7%	8%	9%	10%
Multi-Race - Asian/White	2%	3%	3%	3%	3%
Asian	1%	1%	1%	1%	1%
White	57%	58%	58%	59%	56%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	25%		28%
ELA	Level 3	29%		27%
ELA	Level 2	19%		16%
ELA	Level 1	28%		29%
	ELA Participation	87%		90%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	24%		21%
Math	Level 3	20%		26%
Math	Level 2	27%		20%
Math	Level 1	30%		33%
	Math Participation	87%		90%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Vestal

161 NE 82nd Ave
503-916-6437
Principal: Sabrina Flamoe
K-5 *Constructed 1929*

Title I School for 2023-24 No longer designated TSI

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	272	249	228	207	232	244	245	241
Total	**272**	**249**	**228**	**207**	**232**	**244**	**245**	**241**

Converted from a K-8 to K-5 Feeding Roseway Heights MS in 2018-19 SY; shared site with ACCESS 1-5 2018-19 to 2021-22 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	14.85	12.60	13.56	14.00	14.00	14.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	0.50		0.50	0.50	1.00	1.00
		Instructional Spec / Coach	2.00	0.50	1.04	1.00	1.00	1.00
		Other	0.50	1.00	1.00	2.00	1.50	1.50
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	4.80	3.25	3.25	4.73	5.50	5.50
		Library/Media Services	0.50					
		Other						
	Admin.		1.00	2.00	2.00	1.00	1.00	1.00
School Total			**26.65**	**21.85**	**23.85**	**25.73**	**26.50**	**26.50**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.50	3.00	3.00	4.20	4.00
		ESL	1.00	1.00	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	7.88	7.50	6.57	7.50	8.44	8.44
		ESL	0.44					
		Nutrition Services	2.25	2.25	2.25	2.31	1.63	1.63
		Custodial	2.73	2.73	4.73	3.00	3.00	3.00
		Other						
CASR Total			**17.29**	**16.98**	**17.04**	**16.32**	**17.77**	**17.57**
Grand Total			**43.94**	**38.83**	**40.89**	**42.05**	**44.27**	**44.07**
Overall Students per FTE			6.2:1	6.4:1	5.6:1	4.9:1	5.2:1	5.5:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	16.35	13.60	13.90	12.60	14.25	13.45
		Gen Fund Equity	2.00	1.00	1.30	1.30	1.75	1.55
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation						
		Title I			0.20	0.20		
		SIA/M98			1.00	1.90	2.00	3.00
		Other			0.20	2.00		
	Classified/ Non-Rep	Gen Fund	3.90	2.50	2.00	1.40	1.50	1.50
		Gen Fund Equity				1.40	0.50	0.88
		Foundation						
		Title I	2.90	2.25	1.75	2.43	2.78	2.25
		SIA/M98						1.00
		Other			1.00	1.00	2.23	1.38
	Admin.	Gen Fund	1.00	1.36	1.50	1.00	1.00	1.00
		Gen Fund Equity		0.64	0.50			
		Other						
School Total			**26.65**	**21.85**	**23.85**	**25.73**	**26.50**	**26.50**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	22.85	19.60	20.60	22.00	23.20	23.00
	Classified/ Non-Rep	20.09	17.23	18.29	19.05	20.07	20.07
	Admin.	1.00	2.00	2.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Vestal

161 NE 82nd Ave
503-916-6437
Principal: Sabrina Flamoe

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

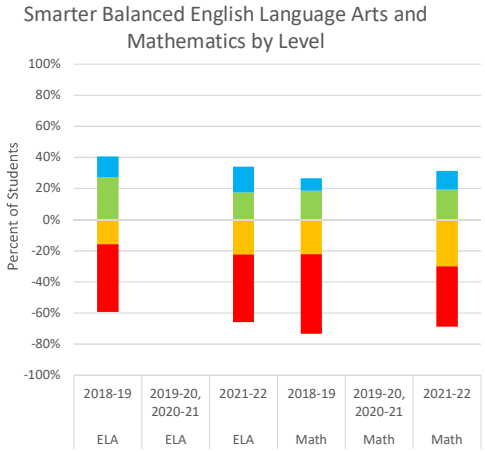
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,592,771	$ 1,421,423	$ 1,682,358	$ 1,760,569	$ 1,906,215	$ 2,057,546
Associated Payroll Costs	$ 741,455	$ 754,459	$ 880,692	$ 872,615	$ 1,016,728	$ 1,135,893
Purchased Services	$ 41,267	$ 20,853	$ 12,933	$ 47,244	$ 10,673	$ 10,500
Supplies and Materials	$ 44,462	$ 113,616	$ 27,490	$ 51,328	$ 19,357	$ 120,733
Capital						
Other Objects					$ 276	$ 300
Total	**$ 2,419,955**	**$ 2,310,351**	**$ 2,603,473**	**$ 2,731,757**	**$ 2,953,249**	**$ 3,324,972**
Dollars per Student	**$ 8,897 :1**	**$ 9,279 :1**	**$ 11,419 :1**	**$ 13,197 :1**	**$ 12,730 :1**	**$ 13,627 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	68%	69%	70%	69%	71%
*Students with Disabilities	23%	20%	20%	20%	24%
*English Language Learners	16%	13%	10%	10%	12%
*Free-Direct Certification	37%	34%	44%	44%	41%
*Black	12%	12%	16%	12%	12%
*Latino	14%	13%	13%	15%	16%
*Native American				1%	0%
*Pacific Islander	2%	2%	2%	2%	2%
*Multi-Race - Other Ancestry	10%	13%	11%	15%	15%
Multi-Race - Asian/White	2%	2%	2%	1%	3%
Asian	12%	10%	13%	9%	10%
White	47%	47%	43%	47%	42%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	13%		17%
ELA	Level 3	27%		18%
ELA	Level 2	16%		22%
ELA	Level 1	43%		44%
ELA Participation		97%		92%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	8%		12%
Math	Level 3	19%		19%
Math	Level 2	22%		30%
Math	Level 1	51%		39%
Math Participation		97%		89%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

West Sylvan

8111 SW West Slope Dr
503-916-5690
Principal: Jill Hunt
6-8 *Constructed 1953*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	679	688	655	599	626	614	607	612
Spanish Immersion	143	145	147	128	133	126	127	132
Total	**822**	**833**	**802**	**727**	**759**	**740**	**734**	**744**

Boundary change with Gray and Jackson starting 2016-17 SY.

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	35.75	34.50	35.00	34.25	32.75	31.25
		Counseling Services	2.00	2.00	3.50	3.00	3.00	3.00
		Library/Media Services	0.50	1.00	1.00	1.00	0.50	0.50
		Instructional Spec / Coach					0.50	1.50
		Other					1.00	1.50
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.75	1.75	2.00
		Ed. Assistant/ Paraeducator						
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.70
		Other		1.00	1.50			
	Admin.		3.00	3.00	3.00	3.00	2.00	2.00
School Total			**43.75**	**43.50**	**46.00**	**43.50**	**42.00**	**42.45**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	2.50	3.00	3.00	4.30	4.30
		ESL	0.25	0.50	0.50	0.50	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	0.88	4.69	3.75	5.63	5.63	4.69
		ESL						
		Nutrition Services	0.81	0.88	0.81	1.56	1.56	1.56
		Custodial	5.00	4.00	5.00	3.00	5.00	5.00
		Other					1.00	
CASR Total			**8.44**	**12.57**	**13.07**	**13.69**	**17.74**	**15.80**
Grand Total			**52.19**	**56.07**	**59.07**	**57.19**	**59.74**	**58.25**
Overall Students per FTE			15.8:1	14.9:1	13.6:1	12.7:1	12.7:1	12.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	37.25	36.25	36.75	36.00	34.75	36.25
		Gen Fund Equity						
		City Arts Tax						
		Foundation	0.50	0.75	0.75	0.25	0.50	
		Title I						
		SIA/M98			1.50	2.00	1.50	1.00
		Other	0.50	0.50	0.50		1.00	0.50
	Classified/ Non-Rep	Gen Fund	2.50	2.00	2.00	2.00	2.00	2.70
		Gen Fund Equity						
		Foundation				0.25	0.25	
		Title I						
		SIA/M98						
		Other		1.00	1.50			
	Admin.	Gen Fund	3.00	3.00	3.00	3.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total			**43.75**	**43.50**	**46.00**	**43.50**	**42.00**	**42.45**

School and CASR	**Licensed**	40.00	40.50	43.00	41.75	42.30	42.30
	Classified/ Non-Rep	9.19	12.57	13.07	12.44	15.44	13.95
	Admin.	3.00	3.00	3.00	3.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

West Sylvan

8111 SW West Slope Dr
503-916-5690
Principal: Jill Hunt

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

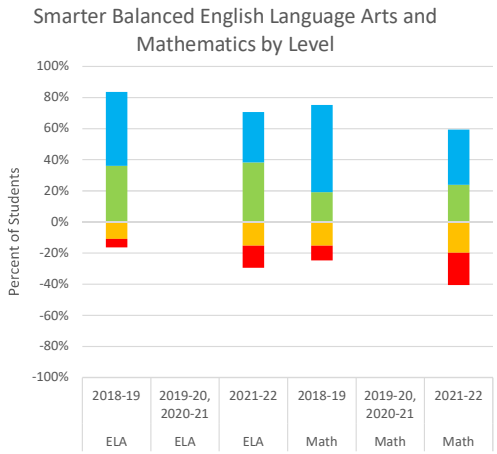
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 3,190,068	$ 3,182,586	$ 3,497,443	$ 3,559,421	$ 3,520,577	$ 3,719,092
Associated Payroll Costs	$ 1,500,258	$ 1,606,286	$ 1,833,926	$ 1,721,282	$ 1,742,231	$ 1,928,590
Purchased Services	$ 36,448	$ 23,577	$ 6,415	$ 21,732	$ 23,964	$ 24,744
Supplies and Materials	$ 14,783	$ 11,870	$ 35,190	$ 96,881	$ 39,306	$ 32,396
Capital				$ 899	$ 684	
Other Objects	$ 2,000	$ 2,255				$ 708
Total	**$ 4,743,557**	**$ 4,826,574**	**$ 5,372,974**	**$ 5,400,215**	**$ 5,326,761**	**$ 5,705,530**
Dollars per Student	**$ 5,771 :1**	**$ 5,794 :1**	**$ 6,699 :1**	**$ 7,428 :1**	**$ 7,018 :1**	**$ 7,710 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	23%	24%	26%	32%	32%
*Students with Disabilities	6%	7%	8%	10%	11%
*English Language Learners	1%	1%	1%	2%	2%
*Free-Direct Certification	4%	5%	7%	9%	9%
*Black	1%	2%	3%	4%	3%
*Latino	11%	9%	9%	11%	12%
*Native American	0%	0%	0%	1%	1%
*Pacific Islander	0%	0%	0%	0%	
*Multi-Race - Other Ancestry	4%	3%	3%	5%	5%
Multi-Race - Asian/White	7%	7%	8%	9%	8%
Asian	10%	10%	9%	9%	10%
White	68%	68%	67%	62%	62%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	48%		32%
ELA	Level 3	36%		38%
ELA	Level 2	11%		15%
ELA	Level 1	6%		14%
	ELA Participation	98%		96%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	56%		36%
Math	Level 3	19%		24%
Math	Level 2	15%		20%
Math	Level 1	9%		21%
	Math Participation	97%		93%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Whitman

7326 SE Flavel St
503-916-6370
Principal: Heather Thompson
PK-5 *Constructed 1954*

Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	238	220	185	152	153	149	152	161
Total	**238**	**220**	**185**	**152**	**153**	**149**	**152**	**161**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	13.60	14.10	11.60	12.00	10.25	9.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Spec / Coach	1.00	1.50	1.00	1.00	1.25	2.00
		Other	0.10		0.50	0.50	2.00	2.00
	Classified/ Non-Rep	Clerical	2.00	2.00	1.75	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	4.44	3.07	2.19	2.19	1.75	1.75
		Library/Media Services						
		Other						
	Admin.		1.00	2.00	2.00	2.00	1.00	1.00
School Total			**24.14**	**24.67**	**21.04**	**21.69**	**20.25**	**19.75**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.50	1.50	1.50	1.00	1.40	1.40
		ESL	1.50	1.00	1.00	1.00	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.94		0.94	0.94	0.94
		ESL	0.44	0.44	0.44	0.44		
		Nutrition Services	2.13	1.88	2.75	1.63	1.69	1.69
		Custodial	3.00	3.00	2.00	2.00	2.00	2.00
		Other						
CASR Total			**9.44**	**8.75**	**7.69**	**7.00**	**6.53**	**6.53**
Grand Total			**33.58**	**33.42**	**28.73**	**28.69**	**26.78**	**26.28**
Overall Students per FTE			7.1:1	6.6:1	6.4:1	5.3:1	5.7:1	5.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	14.65	15.03	12.33	12.65	9.05	10.05
		Gen Fund Equity	1.45	1.10	1.30	0.45	1.35	1.50
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation						
		Title I	0.10	0.48	0.38		0.10	0.55
		SIA/M98			0.50	0.90	1.50	1.50
		Other		0.50	0.10	1.00	3.00	0.90
	Classified/ Non-Rep	Gen Fund	2.50	2.95	1.75	1.50	1.50	1.50
		Gen Fund Equity	2.10			0.69	0.30	
		Foundation		0.73				
		Title I	1.84	1.39	1.00	1.00	0.58	1.25
		SIA/M98						1.00
		Other			1.19	1.00	1.38	
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.00	1.00
		Gen Fund Equity		0.64	0.50	0.50		
		Other						
School Total			**24.14**	**24.67**	**21.04**	**21.69**	**20.25**	**19.75**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	19.70	20.10	17.60	17.50	17.40	16.90
	Classified/ Non-Rep	12.88	11.32	9.13	9.19	8.38	8.38
	Admin.	1.00	2.00	2.00	2.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Whitman

7326 SE Flavel St
503-916-6370
Principal: Heather Thompson

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,535,709	$ 1,590,776	$ 1,486,053	$ 1,481,055	$ 1,502,584	$ 1,606,935
Associated Payroll Costs	$ 729,604	$ 829,437	$ 794,923	$ 731,647	$ 783,353	$ 858,999
Purchased Services	$ 36,602	$ 15,444	$ 13,678	$ 10,314	$ 9,653	$ 7,788
Supplies and Materials	$ 61,363	$ 66,510	$ 28,556	$ 47,252	$ 110,018	$ 120,336
Capital	$ 3,296	$ 994	$ 131	$ 620	$ 228	
Other Objects		$ 108				$ 228
Total	**$ 2,366,574**	**$ 2,503,269**	**$ 2,323,340**	**$ 2,270,888**	**$ 2,405,836**	**$ 2,594,286**
Dollars per Student	**$ 9,944 :1**	**$ 11,378 :1**	**$ 12,559 :1**	**$ 14,940 :1**	**$ 15,724 :1**	**$ 17,411 :1**

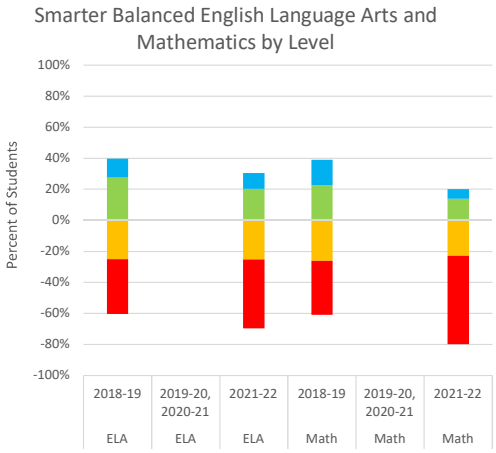
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	73%	79%	73%	75%	78%
*Students with Disabilities	17%	22%	17%	16%	18%
*English Language Learners	19%	18%	18%	23%	15%
*Free-Direct Certification	49%	48%	45%	41%	50%
*Black	10%	10%	9%	9%	7%
*Latino	27%	29%	28%	30%	29%
*Native American	2%	1%	1%	1%	3%
*Pacific Islander	1%			1%	3%
*Multi-Race - Other Ancestry	6%	11%	9%	7%	15%
Multi-Race - Asian/White	0%	1%	1%	1%	2%
Asian	15%	14%	16%	15%	10%
White	39%	34%	37%	36%	31%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: gaining neighborhood students from Lewis and Woodmere.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	12%		10%
ELA	Level 3	28%		20%
ELA	Level 2	25%		25%
ELA	Level 1	35%		44%
ELA Participation		98%		89%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	17%		6%
Math	Level 3	23%		14%
Math	Level 2	26%		23%
Math	Level 1	35%		57%
Math Participation		97%		89%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Winterhaven

3830 SE 14th Ave
503-916-6200
Principal: Mark Sandilands
K-8 *Constructed 1930*

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Winterhaven	321	299	291	292	313	323	329	335
Total	**321**	**299**	**291**	**292**	**313**	**323**	**329**	**335**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	14.50	14.50	14.50	14.50	15.00	15.00
		Counseling Services	1.00	1.00	1.50	1.50	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach						1.00
		Other						
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.00	1.00	1.00
		Ed. Assistant/ Paraeducator				0.50	0.50	0.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			**19.00**	**19.00**	**19.50**	**19.50**	**20.00**	**21.00**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	1.00	1.60	1.40
		ESL				0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education			0.94	0.94	0.94	0.94
		ESL						
		Nutrition Services	0.63	0.63	0.75	0.75	0.75	0.75
		Custodial	2.00	2.73	2.00	2.73	2.73	2.73
		Other				0.88	0.88	0.88
CASR Total			**3.63**	**4.35**	**4.69**	**6.54**	**7.14**	**6.94**
Grand Total			**22.63**	**23.35**	**24.19**	**26.04**	**27.14**	**27.94**
Overall Students per FTE			14.2:1	12.8:1	12.0:1	11.2:1	11.5:1	11.6:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	15.50	15.50	15.50	15.50	15.50	16.50
		Gen Fund Equity						
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation						
		Title I						
		SIA/M98			0.50	0.50	1.00	1.00
		Other						
	Classified/ Non-Rep	Gen Fund	1.80	1.90	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation	0.20	0.10				
		Title I						
		SIA/M98						
		Other						
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**19.00**	**19.00**	**19.50**	**19.50**	**20.00**	**21.00**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	17.00	17.00	17.50	17.75	18.85	19.65
	Classified/ Non-Rep	4.63	5.35	5.69	7.29	7.29	7.29
	Admin.	1.00	1.00	1.00	1.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Winterhaven

3830 SE 14th Ave
503-916-6200
Principal: Mark Sandilands

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

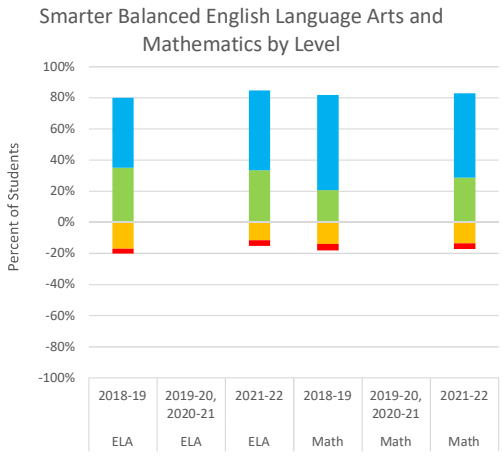
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,465,526	$ 1,436,599	$ 1,546,255	$ 1,610,811	$ 1,752,480	$ 1,931,594
Associated Payroll Costs	$ 676,139	$ 706,066	$ 798,760	$ 798,012	$ 843,320	$ 975,233
Purchased Services	$ 15,711	$ 2,758	$ 1,485	$ 3,569	$ 26,052	$ 26,772
Supplies and Materials	$ 26,960	$ 1,283	$ 14,575	$ 33,179	$ 26,655	$ 27,573
Capital					$ 744	
Other Objects						$ 768
Total	**$ 2,184,336**	**$ 2,146,706**	**$ 2,361,076**	**$ 2,445,571**	**$ 2,649,252**	**$ 2,961,940**
Dollars per Student	**$ 6,805 :1**	**$ 7,180 :1**	**$ 8,114 :1**	**$ 8,375 :1**	**$ 8,464 :1**	**$ 9,170 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	23%	26%	24%	21%	26%
*Students with Disabilities	11%	11%	9%	7%	8%
*English Language Learners		1%			
*Free-Direct Certification	5%	6%	8%	7%	10%
*Black	3%	1%	1%	1%	2%
*Latino	6%	6%	4%	5%	6%
*Native American	0%				
*Pacific Islander					
*Multi-Race - Other Ancestry	1%	2%	3%	2%	5%
Multi-Race - Asian/White	9%	7%	7%	8%	9%
Asian	3%	4%	3%	3%	4%
White	78%	80%	83%	81%	75%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	45%		51%
ELA	Level 3	35%		34%
ELA	Level 2	17%		12%
ELA	Level 1	3%		4%
ELA Participation		93%		99%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	61%		54%
Math	Level 3	21%		29%
Math	Level 2	14%		13%
Math	Level 1	4%		4%
Math Participation		96%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Woodlawn

7200 NE 11th Ave
503-916-6282
Principal: Andrea Porter-Lopez
PK-5 *Constructed 1926*

Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	335	308	315	283	288	281	262	255
Total	**335**	**308**	**315**	**283**	**288**	**281**	**262**	**255**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	15.80	16.20	15.50	16.70	15.50	15.00
		Counseling Services	1.00	1.00	1.50	1.50	1.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	2.00	2.00	2.00	2.00	2.00	2.50
		Other					0.50	0.60
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	1.50	1.50	2.50
		Ed. Assistant/ Paraeducator	4.45	3.45	2.19	3.50	3.33	1.75
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other	1.88	1.88	1.00	1.00	1.00	
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			**29.63**	**29.03**	**26.69**	**29.20**	**27.83**	**26.35**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.00	3.00	3.00	3.00	4.40	4.40
		ESL	1.00	1.00	1.00	1.00	1.00	0.50
		Other						
	Classified/ Non-Rep	Special Education	8.75	9.38	9.38	8.44	7.50	6.57
		ESL						
		Nutrition Services	2.63	2.13	2.00	2.25	2.25	2.25
		Custodial	2.73	2.73	3.73	2.00	3.00	3.00
		Other	1.00					
CASR Total			**19.10**	**18.23**	**19.11**	**16.69**	**18.15**	**16.72**
Grand Total			**48.73**	**47.26**	**45.79**	**45.90**	**45.98**	**43.07**
Overall Students per FTE			6.9:1	6.5:1	6.9:1	6.2:1	6.3:1	6.5:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	15.83	15.70	16.50	17.00	15.50	14.50
		Gen Fund Equity	2.00	2.00	1.80	1.00	1.00	1.30
		City Arts Tax	0.50	1.00	0.50	0.50	1.00	0.50
		Foundation						
		Title I	0.97	1.00	0.20			0.20
		SIA/M98			0.50	2.20	2.00	3.00
		Other						0.10
	Classified/ Non-Rep	Gen Fund	2.59	3.00	2.00	2.00	2.00	2.00
		Gen Fund Equity	1.00	0.10		0.80	0.30	
		Foundation						
		Title I	4.31	3.78	1.45	2.20	1.71	0.75
		SIA/M98						1.00
		Other	0.43	0.45	1.74	1.50	2.32	1.00
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity		0.64	0.50	0.50	0.50	0.50
		Other	1.00					
School Total			**29.63**	**29.03**	**26.69**	**29.20**	**27.83**	**26.35**

		2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School and CASR	**Licensed**	23.30	23.70	23.50	24.70	24.90	24.50
	Classified/ Non-Rep	23.43	21.56	20.29	19.20	19.08	16.57
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Woodlawn

7200 NE 11th Ave
503-916-6282
Principal: Andrea Porter-Lopez

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

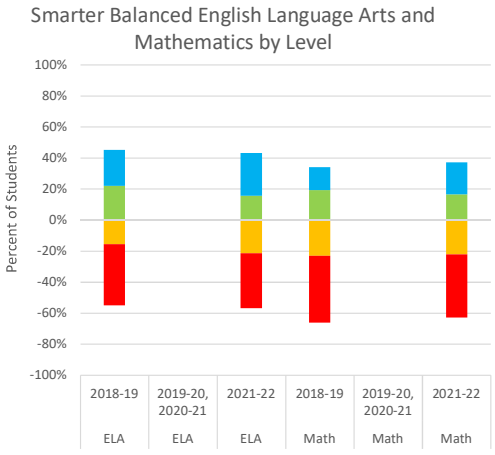
School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,962,879	$ 1,920,742	$ 1,920,054	$ 2,189,096	$ 2,130,389	$ 2,259,524
Associated Payroll Costs	$ 891,165	$ 976,621	$ 1,037,728	$ 1,133,229	$ 1,094,723	$ 1,174,976
Purchased Services	$ 21,350	$ 12,053	$ 4,071	$ 13,613	$ 22,584	$ 11,580
Supplies and Materials	$ 88,890	$ 52,303	$ 38,852	$ 94,116	$ 88,287	$ 138,379
Capital						
Other Objects					$ 336	$ 336
Total	**$ 2,964,283**	**$ 2,961,718**	**$ 3,000,704**	**$ 3,430,054**	**$ 3,336,320**	**$ 3,584,795**
Dollars per Student	**$ 8,849 :1**	**$ 9,616 :1**	**$ 9,526 :1**	**$ 12,120 :1**	**$ 11,584 :1**	**$ 12,757 :1**

Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	74%	75%	74%	72%	72%
*Students with Disabilities	18%	19%	23%	24%	23%
*English Language Learners	9%	10%	7%	10%	11%
*Free-Direct Certification	39%	39%	36%	31%	37%
*Black	34%	32%	30%	27%	25%
*Latino	20%	17%	17%	19%	19%
*Native American		1%	1%		
*Pacific Islander	2%	2%	1%	1%	1%
*Multi-Race - Other Ancestry	9%	10%	11%	10%	14%
Multi-Race - Asian/White	1%	1%	2%	4%	3%
Asian	1%	1%	2%	1%	1%
White	33%	36%	37%	38%	36%

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	23%		28%
ELA	Level 3	22%		16%
ELA	Level 2	16%		21%
ELA	Level 1	39%		35%
	ELA Participation	93%		97%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	15%		21%
Math	Level 3	19%		17%
Math	Level 2	23%		22%
Math	Level 1	43%		41%
	Math Participation	93%		96%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Woodmere

7900 SE Duke St
503-916-6373
Principal: Katherine Polizos
K-5 *Constructed 1954*

The Oregon Department of Education has identified this school as a Targeted Supports for Improvement (TSI) school for the following Students: LatinX. Title I School for 2023-24

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	301	273	269	253	235	253	262	266
Total	**301**	**273**	**269**	**253**	**235**	**253**	**262**	**266**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	14.10	14.10	14.80	13.80	14.00	14.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Spec / Coach	1.00			1.00	1.50	2.50
		Other	1.00	1.00	1.00	1.50	1.50	1.50
	Classified/ Non-Rep	Clerical	1.50	1.50	1.50	2.00	2.00	1.50
		Ed. Assistant/ Paraeducator	3.56	2.94	2.81	3.70	3.69	3.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.		1.00	2.00	2.00	2.00	2.00	2.00
School Total			**24.16**	**23.54**	**24.11**	**26.00**	**26.69**	**26.50**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	3.50	3.50	3.50	3.50	4.50	4.50
		ESL	1.00	1.50	1.50	1.50	1.50	1.50
		Other						
	Classified/ Non-Rep	Special Education	7.00	7.50	7.50	9.38	5.63	6.57
		ESL	0.44	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	2.00	1.88	2.00	2.25	2.25	2.25
		Custodial	2.00	2.00	3.00	2.73	3.00	3.00
		Other	1.00	1.00	1.00	1.00	1.00	
CASR Total			**16.94**	**17.82**	**18.94**	**20.79**	**18.32**	**18.26**
Grand Total			**41.10**	**41.36**	**43.06**	**46.79**	**45.01**	**44.76**
Overall Students per FTE			7.3:1	6.6:1	6.2:1	5.4:1	5.2:1	5.7:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	14.60	14.00	14.80	13.80	13.50	14.50
		Gen Fund Equity	2.50	1.60	1.00	1.30	1.00	1.80
		City Arts Tax	0.50	0.50	0.50	0.80	0.50	0.50
		Foundation						
		Title I		0.50			0.50	0.20
		SIA/M98			1.00	1.90	3.00	2.00
		Other						0.50
	Classified/ Non-Rep	Gen Fund	3.50	4.20	2.00	1.40	2.00	2.00
		Gen Fund Equity			0.60	1.00	0.60	
		Foundation				0.16		
		Title I	2.06	0.74	1.21	2.13	1.65	1.75
		SIA/M98						1.00
		Other			1.00	1.50	1.94	0.25
	Admin.	Gen Fund	1.00	1.36	1.50	1.50	1.50	1.50
		Gen Fund Equity		0.64	0.50	0.50	0.50	0.50
		Other						
School Total			**24.16**	**23.54**	**24.11**	**26.00**	**26.69**	**26.50**

School and CASR	**Licensed**	22.10	21.60	22.30	22.80	24.50	25.50
	Classified/ Non-Rep	18.00	17.76	18.76	21.99	18.51	17.26
	Admin.	1.00	2.00	2.00	2.00	2.00	2.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Woodmere

7900 SE Duke St
503-916-6373
Principal: Katherine Polizos

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 1,701,728	$ 1,688,019	$ 1,853,334	$ 1,994,052	$ 2,045,343	$ 2,219,901
Associated Payroll Costs	$ 801,538	$ 826,637	$ 922,572	$ 920,643	$ 1,044,533	$ 1,162,040
Purchased Services	$ 18,843	$ 42,690	$ 25,105	$ 31,064	$ 11,653	$ 10,764
Supplies and Materials	$ 52,471	$ 130,190	$ 75,887	$ 63,397	$ 98,128	$ 131,232
Capital	$ 1,340	$ 5,224	$ 4,003	$ 2,673	$ 35,538	
Other Objects	$ 91					$ 312
Total	**$ 2,576,011**	**$ 2,692,759**	**$ 2,880,900**	**$ 3,011,829**	**$ 3,235,195**	**$ 3,524,249**
Dollars per Student	**$ 8,558 :1**	**$ 9,864 :1**	**$ 10,710 :1**	**$ 11,904 :1**	**$ 13,767 :1**	**$ 13,930 :1**

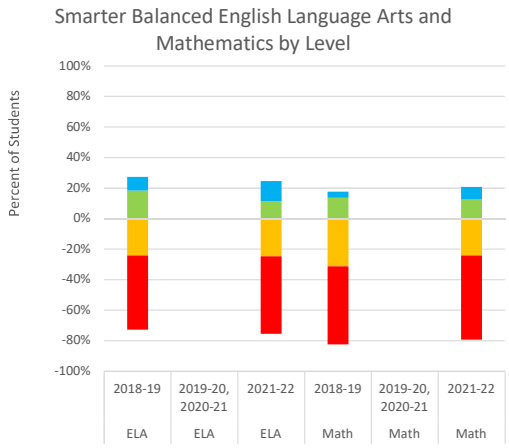
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	74%	72%	77%	74%	75%
*Students with Disabilities	24%	23%	25%	23%	24%
*English Language Learners	19%	20%	23%	21%	22%
*Free-Direct Certification	43%	38%	50%	45%	51%
*Black	7%	11%	10%	12%	10%
*Latino	22%	15%	18%	19%	23%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander	3%	4%	4%	2%	2%
*Multi-Race - Other Ancestry	9%	10%	11%	10%	8%
Multi-Race - Asian/White	3%	3%	2%	2%	0%
Asian	16%	18%	18%	16%	12%
White	39%	41%	36%	40%	44%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: gaining neighborhood students from Arleta, Marysville, and Woodstock. Losing neighborhood students to Whitman.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	9%		13%
ELA	Level 3	19%		12%
ELA	Level 2	24%		25%
ELA	Level 1	48%		51%
ELA Participation		97%		95%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	4%		8%
Math	Level 3	14%		13%
Math	Level 2	31%		24%
Math	Level 1	51%		55%
Math Participation		98%		95%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

Woodstock

5601 SE 50th Ave
503-916-6380
Principal: Seth Johnson

K-5 Constructed 1910

Enrollment Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Projected	2024-25 Projected	2025-26 Projected
Neighborhood	234	231	242	224	242	229	215	210
Mandarin Immersion	314	312	284	255	249	242	227	217
Total	**548**	**543**	**526**	**479**	**491**	**471**	**442**	**427**

	Staff Type	Position	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Position	**Licensed**	Teachers	25.80	26.10	25.80	26.10	27.10	26.60
		Counseling Services	1.50	1.50	2.00	2.00	1.50	1.50
		Library/Media Services	0.50	0.50	0.75	0.50	0.50	0.50
		Instructional Spec / Coach	0.50	0.50		1.00		1.50
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	1.90	2.00	1.50
		Ed. Assistant/ Paraeducator	2.00	1.75				2.80
		Library/Media Services	0.50	0.50		0.50	0.50	0.50
		Other						
	Admin.		2.00	2.00	1.00	2.00	1.00	1.00
School Total			**34.80**	**34.85**	**31.55**	**34.00**	**32.60**	**35.90**
Centrally Allocated School Resources (CASR)	**Licensed**	Special Education	1.00	1.00	1.00	1.00	2.00	2.00
		ESL	2.00	1.50	1.00	1.00	2.00	1.50
		Other						
	Classified/ Non-Rep	Special Education	0.88	1.88	1.88	0.94		
		ESL	0.88	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	1.50	1.50	1.50	2.50	1.44	1.44
		Custodial	2.73	3.00	3.00	3.00	3.00	3.00
		Other	0.50	0.75	0.50	0.50	0.50	
CASR Total			**9.48**	**10.06**	**9.31**	**9.38**	**9.38**	**8.38**
Grand Total			**44.28**	**44.91**	**40.86**	**43.38**	**41.98**	**44.28**
Overall Students per FTE			12.4:1	12.1:1	12.9:1	11.0:1	11.7:1	10.6:1

(Total Enrollment divided by Grand Total FTE)

	Staff Type	Funding Source	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Budget
School Allocated FTE by Funding Source (not CASR)	**Licensed**	Gen Fund	26.80	27.10	27.05	27.60	27.10	27.10
		Gen Fund Equity						
		City Arts Tax	1.00	1.50	1.00	1.50	1.50	1.00
		Foundation						
		Title I						
		SIA/M98			0.50	0.50	0.50	1.50
		Other	0.50					0.50
	Classified/ Non-Rep	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity	2.00	2.00				2.80
		Foundation				0.40		
		Title I						
		SIA/M98						
		Other	0.50	0.25			0.50	
	Admin.	Gen Fund	2.00	2.00	1.00	2.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			**34.80**	**34.85**	**31.55**	**34.00**	**32.60**	**35.90**

School and CASR	**Licensed**	31.30	31.10	30.55	31.60	33.10	33.60
	Classified/ Non-Rep	10.98	11.81	9.31	9.78	7.88	9.68
	Admin.	2.00	2.00	1.00	2.00	1.00	1.00

FTE and students per FTE shown on this report may not match other reports. This report has additional staff, which are Centrally Allocated School Resources (CASR FTE) such as Nutrition Service and Custodians. Unlike other reports in this budget document, all FTE displayed on this report as 1.00 FTE is equal to 40 hours per week for one position.

Woodstock

5601 SE 50th Ave
503-916-6380
Principal: Seth Johnson

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Estimated	2023-24 Budget
Salaries	$ 2,394,358	$ 2,453,288	$ 2,394,104	$ 2,840,061	$ 2,784,000	$ 3,087,579
Associated Payroll Costs	$ 1,146,976	$ 1,262,858	$ 1,234,856	$ 1,400,039	$ 1,365,090	$ 1,593,912
Purchased Services	$ 10,765	$ 9,609	$ 5,832	$ 7,437	$ 17,520	$ 17,028
Supplies and Materials	$ 29,822	$ 14,513	$ 17,802	$ 29,563	$ 28,149	$ 22,629
Capital		$ 24				
Other Objects		$ 110	$ 50		$ 504	$ 492
Total	**$ 3,581,921**	**$ 3,740,403**	**$ 3,652,643**	**$ 4,277,100**	**$ 4,195,263**	**$ 4,721,640**
Dollars per Student	**$ 6,536 :1**	**$ 6,888 :1**	**$ 6,944 :1**	**$ 8,929 :1**	**$ 8,544 :1**	**$ 10,025 :1**

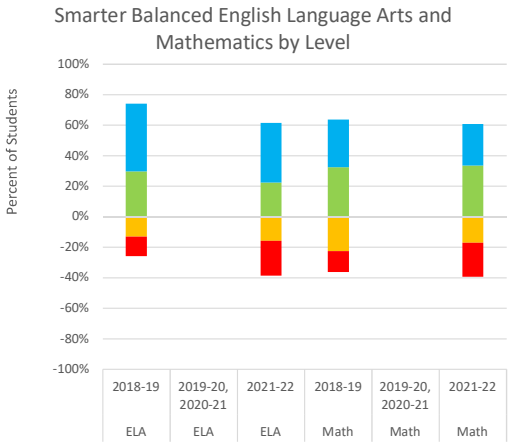
Demographic Data	2018-19	2019-20	2020-21	2021-22	2022-23
Combined Underserved*	37%	35%	38%	36%	41%
*Students with Disabilities	9%	9%	9%	10%	13%
*English Language Learners	13%	15%	15%	16%	16%
*Free-Direct Certification	17%	12%	13%	13%	13%
*Black	1%	0%	0%	0%	1%
*Latino	7%	5%	6%	4%	8%
*Native American			0%		
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	2%	3%	3%	3%	3%
Multi-Race - Asian/White	12%	13%	14%	16%	16%
Asian	26%	27%	25%	24%	23%
White	52%	52%	51%	52%	49%

Note: historical data is not directly comparable to 2023-24 data due to SEGC impact: Losing neighborhood students to Woodmere. Gaining neighborhood students from Arleta.

Oregon State Assessment System Data

Subject	ELA	2018-19	2019-20 2020-21	2021-22
ELA	Level 4	44%		39%
ELA	Level 3	30%		22%
ELA	Level 2	13%		16%
ELA	Level 1	13%		23%
ELA Participation		97%		98%

Subject	Math	2018-19	2019-20 2020-21	2021-22
Math	Level 4	31%		27%
Math	Level 3	32%		34%
Math	Level 2	23%		17%
Math	Level 1	14%		22%
Math Participation		97%		98%



Note on how to read the graph: 0% represents the base level of proficiency to be on track for college or career readiness. The green and blue bars represent the percent of students who are proficient. Math and ELA are not available for 2019-20 and 2020-21 due to the limitations from the pandemic.

PPS

RESOLUTION NO. 6712

Amendment No. 1 to the Fiscal Year 2022-23 Budget for
School District No. 1J, Multnomah County, Oregon

RECITALS

A. On June 14, 2022, the Board of Education ("Board"), by way of Resolution No. 6323, voted to adopt an annual budget for the Fiscal Year 2022-23 as required under Local Budget Law; and

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; and

C. Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines; and

D. This Amendment No 1. revises appropriations to align the budget with current projections. Changes in appropriation levels are summarized in Attachment B and include the following major components:
   i. $715,000 - General Fund (Fund 100)
      1. Increase resources in Other Local Sources
      2. Decrease requirements in Instruction
      3. Increase requirements in Support Services, Enterprise and Community Services, and Debt Service & PERS UAL
   ii. $0 - Special Revenue Fund (Fund 200)
      1. Decrease requirements in Instruction and Support Services
      2. Increase requirements in Enterprise and Community Services, Facilities Acquisition and Construction, and Transfers of Funds
   iii. $606,798,000 - Capital Projects Fund (Fund 400)
      1. Increase resources in Beginning Fund Balance, State Sources, and All Other Resources
      2. Increase requirements in Support Services, Facilities Acquisition and Construction, and Debt Service & PERS UAL

E. This resolution is to enable the Board to approve Amendment No. 1 to the annual budget for the Fiscal Year 2022-23, and is allowed under ORS 294.471(a) (b) (c) (d) & (h) which state that the budget may be amended at a regular meeting of the governing body.

F. The Superintendent recommends approval of this resolution.

RESOLUTION

BE IT RESOLVED that the Board of Directors of Portland Public Schools, hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment A for the fiscal year beginning July 1, 2022.

Nolberto Delgadillo
Chief Financial Officer

Portland Public Schools
Office of Chief Financial Officer
501 North Dixon Street • Portland, OR 97227
Office: (503) 916-5120
www.pps.net

Date: May 23, 2023

To: Portland Public Schools Board of Education

From: Nolberto Delgadillo, Chief Financial Officer

Subject: Resolution to Amend the 2022-23 Adopted Budget, Amendment No. 1

BACKGROUND

During the course of the year there are occasions and circumstances that require an entity to update their budget. This is a common and a routine best practice to ensure that proper spending levels are maintained in accordance with what has transpired throughout the school year. Oregon Local Budget Law allows budget changes after adoption under prescribed guidelines.

This proposed amendment is to adjust resources (i.e. revenues) within Fund 100 (General Fund) and Fund 400 (Capital Projects Fund) to recognize additional resources. The proposed amendment also adjusts requirements (i.e. expenses) within Fund 100 (General Fund), Fund 200 (Special Revenue Fund), and Fund 400 (Capital Projects Fund) to meet the projected spending requirements. The net total of the 2022-23 budget increase is $607.5 million, of which $606.8 million (99%) stems from bond dollars for capital projects.

100 - General Fund Adjustments
Resource (i.e. Revenue) Changes
Increase resources in Other Local Sources; specifically adjustment needed to recognize Athletics gate fees.
Requirement (i.e. Expense) Changes
Decrease requirements in Instruction and increase requirements in Support Services, Enterprise and Community Services, Debt Service & PERS UAL (Public Employee Retirement System unfunded actuarial liability). Adjustments are needed for expenditures related to: Athletics, South East Guiding Coalition support, Transportation, subscription-based information technology arrangements (SBITA), Multi-Tiered Systems of Support, and Racial Equity and Social Justice contracts.

200 - Special Revenue Fund Adjustments
Resource (i.e. Revenue) Changes
None
Requirement (i.e. Expense) Changes
Decrease requirements in Instruction and Support Services and increase requirements in Enterprise and Community Services, Facilities Acquisition and Construction, and Transfers of Funds. Adjustments are needed for expenditures related to changes of use of funds for: HB4030 Retention & Recruitment grant (i.e. aligning appropriation to more accurately reflect expenditures associated with the grant narrative), Fund 205, and Fund 251. Adjustments are also needed for expenditures related to subscription-based information technology

Nolberto Delgadillo
Chief Financial Officer

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arrangements (SBITA). These adjustments do not increase or decrease the Special Revenue Fund but instead adjusts the budgets within Fund 200 to more accurately reflect spending patterns.

400 - Capital Project Funds
Resource (i.e. Revenue) Changes
Increase resources in Beginning Fund Balance, State Sources, and All Other Resources. Adjustments are needed to recognize resources for beginning fund balance, Tubman Middle School relocation funds, and recent bond sale.
Requirement (i.e. Expense) Changes
Increase requirements in Support Services, Facilities Acquisition and Construction, and Debt service & PERS UAL. Adjustments are needed for expenditures related to: beginning fund balance, Tubman Middle School relocation, and recent bond sale.

RELATED POLICIES/BEST PRACTICES

Oregon Local Budget Law, Oregon Revised Statutes (ORS) 294.305 to ORS 294.565, allows budget changes after adoption under prescribed guidelines.

ANALYSIS OF SITUATION

Should the Board choose not to pass this resolution, appropriation levels may be exceeded and potentially in violation of Oregon Local Budget Law.

FISCAL IMPACT

No further impacts beyond that which have been outlined above.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

N/A

TIMELINE FOR IMPLEMENTATION / EVALUATION

N/A

BOARD OPTIONS WITH ANALYSIS

The Board may choose to pass or not pass the proposed budget amendment resolution. If passed, the District will move forward with its current spending plan for the Fiscal Year 2022-23. The consequences of non-passage would mean appropriations would not be available for anticipated expenditures and reductions would need to be made in order to stay within appropriations and remain in compliance with Oregon Local Budget Law.

Nolberto Delgadillo
Chief Financial Officer

Portland Public Schools
Office of Chief Financial Officer
501 North Dixon Street • Portland, OR 97227
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STAFF RECOMMENDATION

Staff recommends that the Board pass the proposed resolution to amend the 2022-23 budget.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

A. Resolution
B. Summary of Amendments to 2022-23 Budget - Amendment No. 1

Portland Public Schools
Summary of Amendments to 2022-23 Adopted Budget
Amendment #1
May 23, 2023

(in thousands)

	Adopted Budget	Adjustment	Amended Budget
100 - General Funds			
Resources			
Beginning Fund Balance	$ 99,978	$ -	$ 99,978
Local Property and Other Taxes	314,424	-	314,424
Local Option Taxes	109,951	-	109,951
Other Local Sources	18,736	715	19,451
County and Intermediate Souces	12,101	-	**12,101**
State School Fund	242,532	-	**242,532**
State Common School Fund	4,875	-	**4,875**
Federal and State Support	15	-	**15**
Interfund Transfers	0	-	**0**
Other	1,450	-	**1,450**
Total	$ 804,062	$ 715	$ 804,777
Requirements			
Instruction	$ 406,337	$ (10,588)	$ 395,749
Support Services	341,772	8,140	349,912
Enterprise and Community Svcs	3,100	1,000	4,100
Debt Service & PERS UAL	783	2,163	2,946
Transfers of Funds	1,302	-	1,302
Contingency	50,768	-	50,768
Total	$ 804,062	$ 715	$ 804,777
200 - Special Revenue Funds			
Resources			
Beginning Fund Balance	$ 43,351	$ -	$ 43,351
Property and Other Taxes	342	-	342
Other Revenue from Local Sources	17,929	-	17,929
Intermediate Sources	130	-	130
State Sources	102,985	-	102,985
Federal Sources	145,566	-	145,566
Interfund Transfers	75	-	75
All Other Resources	900	-	900
Total	$ 311,278	$ -	$ 311,278
Requirements			
Instruction	$ 130,278	$ (8,340)	$ 121,938
Support Services	116,322	(8,210)	108,112
Enterprise and Community Svcs	32,948	4,100	37,048
Facilities Acquisition and Construction	89	12,000	12,089
Transfers of Funds	199	450	649
Contingencies	0	-	0
Unappropriated Ending Fund Balance	31,442	-	31,442
Total	$ 311,278	$ -	$ 311,278

300 - Debt Service Funds

Resources			
Beginning Fund Balance	$ 13,061	$ -	$ 13,061
Property and Other Taxes	145,053	-	145,053
Other Revenue from Local Sources	83,052	-	83,052
Federal Sources	6	-	6
Interfund Transfers	1,238	-	1,238
Total	$ 242,410	$ -	$ 242,410
Requirements			
Debt Service & PERS UAL	$ 227,316	$ -	$ 227,316
Unappropriated Ending Fund Balance	15,094	-	15,094
Total	$ 242,410	$ -	$ 242,410

400 - Capital Projects Funds

Resources			
Beginning Fund Balance	$ 501,872	$ 19,967	$ 521,839
Other Revenue from Local Sources	7,441	-	7,441
Intermediate Sources	0	-	0
State Sources	6,941	120,000	126,941
Interfund Transfers	610	-	610
All Other Resources	0	466,831	466,831
Total	$ 516,865	$ 606,798	$ 1,123,663
Requirements			
Instruction	$ -	$ -	$ -
Support Services	2,282	3,326	5,608
Facilities Acquisition and Construction	513,962	602,530	1,116,492
Debt Service & PERS UAL	-	942	942
Transfers of Funds	621	-	621
Contingency	-	-	-
Unappropriated Ending Fund Balance	-	-	-
Total	$ 516,865	$ 606,798	$ 1,123,663

600 - Internal Service Funds

Resources			
Beginning Fund Balance	$ 5,066	$ -	$ 5,066
Other Revenue from Local Sources	3,580	-	3,580
State Sources	0	-	-
Total	$ 8,646	$ -	$ 8,646
Requirements			
Support Services	$ 3,390	$ -	$ 3,390
Contingency	5,256	-	5,256
Unappropriated Ending Fund Balance	-	-	-
Total	$ 8,646	$ -	$ 8,646
All Funds Total	$ 1,883,261	$ 607,513	$ 2,490,774

Certain numbers have been rounded up or down; there may be discrepancies between the actual totals of the individual amounts in the table and the total shown.

Portland Public Schools
Summary of Amendments to 2022-23 Adopted Budget
Amendment #1
May 23, 2023

(in thousands)

Adopted Resources:	**General Funds (100)**	**Revenue Funds (200)**	**All Other Funds**	**Total Funds**
	$ 804,062	**$ 311,278**	**$ 767,921**	**$ 1,883,261**
Adjustments:				
1. Gate Fees for Athletics	715			715
2. BFB True Up			19,967	19,967
3. Bond Sale			464,831	464,831
4. State grant for Harriet Tubman MS Relocation			122,000	5,785
Total Resource Changes	715	-	606,798	607,513
Recommended Amended Resource Budget	**$ 804,777**	**$ 311,278**	**$ 1,374,719**	**$ 2,490,774**

Adopted Requirements:		**General Funds (100)**	**Revenue Funds (200)**	**All Other Funds**	**Total Funds**
		$ 804,062	**$ 311,278**	**$ 767,921**	**$ 1,883,261**
Adjustments:	Function				
1. Athletics expenditures	1000	715			715
2. MTSS reallocation	1000	(24)			(24)
3. RESJ Contracts true up	1000	(1,000)			(1,000)
4. SBITA	1000	(180)			(180)
5. Transportation true up	1000	(10,000)			(10,000)
6. SEGC support	1000	(99)			(99)
7. MTSS reallocation	2000	24			24
8. SBITA	2000	(1,983)			(1,983)
9. Transportation true up	2000	10,000			10,000
10. SEGC support	2000	99			99
11. RESJ Contracts true up	3000	1,000			1,000
12. SBITA	5000	2,163			2,163
13. Fund 205 true up	1000		(2,500)		(2,500)
14. Fund 251 true up	1000		(1,100)		(1,100)
15. G2558 true up	1000		(4,740)		(4,740)
16. Fund 205 true up	2000		(12,000)		(12,000)
17. Fund 251 true up	2000		(500)		(500)
18. G2558 true up	2000		4,740		4,740
19. SBITA	2000		(450)		(450)
20. Fund 205 true up	3000		2,500		2,500
21. Fund 251 true up	3000		1,600		1,600
22. Fund 205 true up	4000		12,000		12,000
23. SBITA	5000		450		450
24. Bond Sale	2000			3,500	3,500
25. SBITA	2000			(174)	(174)
26. BFB true up	4000			19,967	19,967
27. Bond Sale	4000			461,331	461,331
28. SBITA	4000			(768)	(768)
29. State grant for Harriet Tubman MS Relocation	4000			122,000	122,000
30. SBITA	5000			942	942
					-
Total Requirement Changes		715	-	606,798	607,513
Recommended Amended Requirement Budget		**$ 804,777**	**$ 311,278**	**$ 1,374,719**	**$ 2,490,774**

Certain numbers have been rounded up or down; there may be discrepancies between the actual totals of the individual amounts in the table and the total shown.

PORTLAND PUBLIC SCHOOLS

501 North Dixon Street / Portland, OR 97227

Date: May 11, 2023

To: School Board

From: Dan Jung, Chief Operating Officer
Marina Cresswell, Senior Director, Office of School Modernization
Emily Courtnage, Director, Purchasing & Contracting

Subject: Award of Jefferson High School Modernization Project to Andersen Construction and MBE-General Contractor Consortium

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The May 23, 2023 Board Agenda includes in the Expenditure Contracts Resolution a Construction Manager/General Contractor (CM/GC) contract with Andersen Construction for the Jefferson High School Modernization Project. Given the intense interest of the Jefferson Community and the School Board in this project, and particularly the procurement methodology and business equity considerations, staff has prepared this memo to provide an in-depth overview of the procurement process and outcomes.

Contents:

1. Andersen Construction Proposal: Business Equity and Community Investment Highlights
    a. 20% of fee to Minority Business Enterprise General Contractor Partners
    b. 30% of fee to Community Investment Fund
    c. Professional Apprenticeship Program with Self Enhancement Inc.

2. Overview of the CM/GC Alternative Contracting Process and Rationale
    a. Business Equity Outcomes on Prior Modernization Projects Using the CM/GC Alternative Contracting Method

3. Jefferson High School Modernization Request for Proposals Process and Outcome
    a. Evaluation Criteria
    b. Evaluation Committee Demographics
    c. Evaluation Scoring Process and Results

4. Impacts of Non-Approval of Contract: Delay of Project and Cost Increases

Andersen Construction Proposal: Business Equity and Community Investment Highlights

Andersen Construction has proposed several actions to promote the use of minority contractors and benefit the Jefferson community:

a. Andersen proposes using an **Minority Business Enterprise General Contractor Consortium** for the Jefferson Modernization Project including:

- Crossover Construction (Black-owned)
- Professional Lath and Plaster (Black-owned)
- Northwest Infrastructure LLC (Black-owned)
- Professional Minority Group (Latina-owned)

- Faison Construction (Black-owned)

All of the general contractor consortium members are certified by the State of Oregon Certification Office for Business Inclusion and Diversity (COBID) as minority-owned businesses (MBEs). (As described in more detail below, the District's business equity goals are based on, and measured by, COBID certification status.)

The use of the consortium is unique in that it involves bringing on smaller general contractors from the outset to complete some of the general contracting scope under Andersen's mentorship. Andersen will **share 20% of its fee directly with the consortium partners**, as well as provide mentoring and growth opportunities. This fee-sharing commitment is memorialized in the contract document in Section 12(f).

b. **Andersen will direct an additional 30% of its fee to a Community Investment Fund managed through the Portland Opportunities Industrialization Center (POIC).** POIC will earmark the Community Investment Fund to support the placement of pre-apprentice labor into the project, food and services vendors that can support the project, and other community businesses and activities that support the Jefferson community based on POIC's discretion. This Community Investment Fund commitment is memorialized in the contract document in Section 12(f).

c. Andersen has been in partnership with Self Enhancement Inc for three years on a **professional apprenticeship program** that specifically recruits within Black and other Communities of Color. The program has led to Andersen currently employing three full-time Project Technicians (including one Jefferson HS alumnus) on NE Portland job sites. Andersen will hire a Jefferson graduate as a full-time Project Technician every year of the 4-year Jefferson HS project construction duration. After two years as Project Technicians, these employees become Project Engineers, a position that typically requires a 4-year college degree.

Overview of the Construction Manager/ General Contractor (CM/GC) Alternative Contracting Process and Rationale

State statute requires the use of a Design-Bid-Build low-bid contracting method for all public improvement projects unless an Alternative Contracting Method is supported by findings and approved by the public agency's Local Contract Review Board. In the Design-Bid-Build process, bidding occurs after design is fully complete and award is made to the general contractor submitting the lowest bid. Evaluative factors such as contractor experience, proposed contractor team, or equity strategies are not and cannot be considered in a low-bid process.

On November 15, 2022, the Board of Education, in its capacity as Local Contract Review Board, approved the use of an Alternative Contracting Method for the construction of the Jefferson High School Modernization project. Specifically, the Board approved use of a Construction Manager/General Contractor (CM/GC) Alternative Contracting Method procured by Request for Proposals.

The CM/GC contracting method has been successfully used in lieu of the standard Design-Bid-Build low bid process for all PPS high school modernization projects to date. It allows the District to award construction projects to contractors based on multiple scored evaluation criteria, including experience, project team, and business equity strategies, rather than simply awarding to the lowest bidder. As stated in the Staff Report to the Board:

> The CM/GC alternative contracting method is in alignment with the District's Equity in Public Purchasing & Contracting Policy and implementation plan. A benefit of the CM/GC method, as opposed to the standard design/bid/build low-bid contracting

method, is the District's ability to include evaluation criteria in the RFP to help ensure selection of a prime contractor with strong commitment to use and demonstrated success in using Certified minority owned, women owned, service-disabled veteran owned, and emerging small businesses ("Certified businesses") subcontractors or partners. The District will award points for demonstration of a history of Certified business utilization and a substantive plan of outreach to, partnership with, and/or inclusion of Certified subcontractors. The Request for Proposals will be open and publicly advertised. Purchasing & Contracting and Office of School Modernization will notify minority contracting communities about the solicitation and encourage Certified business participation. The selected contractor will be required to comply with the District's Workforce Equity and Career Learning requirements, as well as report on Certified business subcontractor utilization, during the course of the contract.

The CM/GC Alternative Contracting Method is also a "distributed-risk procurement model" in which a contractor is brought on early in the design process to maintain constructability and cost targets during the course of design. The Board materials for the CM/GC Alternative Contracting Method, including the staff report, draft findings and resolution, are available here.

a. Business Equity Outcomes on Prior Modernization Projects Using the CM/GC Alternative Contracting Method

Like other public agencies in Oregon, the District measures business equity outcomes by calculating the percentage of our construction, architecture, and engineering spend that goes to Certified Businesses, whether they are prime contractors or subcontractors. A Certified Businesses is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

Certified Business participation in the District's most recent high school modernization projects is as follows:

Modernization Project	**Construction Manager/General Contractor**	**Total paid to CM/GC**	**% of total paid to Certified Business Partners/ Subcontractors**	**Disaggregated Certified Business Spend - % paid to MBE/WBE/ESB**
Grant High School	Andersen/ Colas Construction	$134,509,344	22.46% ($30,213,119)	MBE 17.08% WBE 1.99% ESB 3.11%
McDaniel High School	Fortis Construction	$171,257,856	12.09% ($20,709,725)	MBE 5.18% WBE 4.88% ESB 1.36%
Lincoln High School (in process)	Hoffman Construction	$170,811,587 to date	20.30% ($34,676,864)	MBE 2.45% WBE 15.29% ESB 1.02%
Benson High School (in process)	Andersen Construction	$110,687,449 to date	19.31% ($21,372,437 to date)	MBE 5.25% WBE 9.59% ESB 3.69%
Cumulative HS Modernizations since 2013	Various	$770,915,843 to date	16.34% ($124,424,562 to date)	MBE 5.64% WBE 7.56% ESB 1.75%

Jefferson High School Modernization Request for Proposals Process and Outcome

A Request For Proposals (RFP) for CM/GC services was publicly posted and advertised on January 20, 2023, with proposals due February 23, 2023. Two proposals were received:

- Joint venture of Colas Construction and Hoffman Construction (Colas Hoffman)
- Andersen Construction with an MBE-General Contractor Consortium structure (Andersen/Consortium)

An evaluation committee reviewed and scored the written proposals in Phase 1 of the evaluation. In Phase 2, both proposers were interviewed. The interviews were also reviewed and scored by the evaluation committee. Per standard practice and to avoid the introduction of bias, evaluation committee members were required to score independently and not allowed to discuss proposals or interviews with each other or anyone else.

a. Request for Proposal (RFP) Criteria

The RFP included the following scoring criteria (starting on page 13 of the RFP linked above):

- Compliance statements
- Company History
- Company Project History
- Project Team
- Project Understanding and Approach
- Certified Business* Participation Strategy
- Workforce Diversity Efforts
- Price Proposal

The District cannot contractually require specific percentages of contractor workforce distribution by race or gender; nor can it legally select contractors or mandate use of certain subcontractors based on race or gender. However, in an effort to increase utilization of Certified Business partners and subcontractors, the District evaluates and scores points for the proposer's past performance and employment of effective strategies to maximize the use of Certified Contractors. These equity-related scoring criteria are copied below:

A. Certified Business Participation Strategy

It is the expectation of the District that the CM/GC will develop an effective, thorough, and thoughtful approach to the recruitment of smaller general contractors and Certified Business subcontractors to perform work on this project.

- **Partnering and Subcontracting Strategy:** What about your business practices and approach to partnering or subcontracting will aid in the recruitment of Certified Business contractors on this project?
- Identify the Certified Businesses you plan to engage on this project and any trades you will target for Certified Business participation.
- Describe your process of developing bid packages. How does this approach promote the ability of Certified Business contractors to bid on work?
- Specifically address the District's intention to provide opportunities for smaller general contractors.
- **Realistic and Achievable Utilization Percentage**: Based on your business practices and approach to partnering or subcontracting, and based on your knowledge of the current Portland Metro Area construction market, what is the percentage of Certified Business utilization (i.e., percent of total contract value

that will be paid to Certified Businesses) that is realistic and achievable for this project? Describe your comprehensive strategy to achieve that percentage of Certified Business utilization for this project.

- **Recent Project Examples:** Describe your two most recent projects of similar size (i.e., at least 50% of the proposed contract value for this project) that have tracked Certified Business utilization (not including Federal DBE) and list the project owner, proposer's Project Manager, and dates of work. Provide the stated original Certified Business utilization percentage goal, the Certified Business utilization percentage you achieved, the total construction value vs. the amount paid to Certified Business subcontractors, and the total number of subcontractors vs. the number of Certified Business subcontractors. Describe how you were successful in achieving this level of Certified Business utilization. If you were not successful in meeting the utilization percentage goal, explain the reasons and any lessons learned; what would you do differently now?
- If you have worked on one or more Portland Public Schools projects, include the most recent of these projects in your response.

An ideal proposal will demonstrate:

- Proposer has a comprehensive and detailed Certified Business utilization plan and has already engaged Certified Businesses as a significant part of the project team.
- Proposer has a realistic and attainable Certified Business utilization goal and plan for reaching that goal on this project.
- Proposer has a demonstrated history of successfully partnering and/or subcontracting with Certified Businesses to meet utilization goals.

B. Construction Workforce Diversity Efforts
Describe the efforts you will make to enhance the diversity of the workforce on the entire project. What strategies will you use to maximize apprenticeship opportunities for minority and female workers on the jobsite?

- Describe any workforce retention strategies, including any investment in on-the-job training, mentoring, or coaching, to help ensure training completion and success of registered apprentices.
- Describe any strategies you will use to engage community and industry partners to enhance participation of minority and female workers on the jobsite.
- The District's aspirational goal for construction workforce diversity is a minimum of 25% minority and 14% female hours, including both journey and apprentice level workers, on each eligible project. Describe any anticipated workforce gaps that may impede your ability to successfully achieve these goals, and include a brief description of potential strategies to overcome any challenges or gaps.

C. Internal Workforce Equity and Diversity Practices
Describe your local/regional workforce demographics and any measurable steps taken to ensure a diverse internal workforce (e.g., women and people of color).

- How do you approach internal on-the-job training, mentoring, technical training, and/or professional development opportunities for women and people of color?
- What strategies do you use to overcome any existing lack of regional or industry diversity in order to ensure a diverse internal workforce?

- List the top three actions/ongoing practices you have implemented to ensure a diverse workforce is represented at all levels (e.g., upper management, middle management and lower-level management). Reference implementation dates, timelines, and any performance metrics that characterize these achievements.

In addition, all proposers were asked to address these questions and the scenario, below, in the interview:

1. BIPOC students, staff, and community members can experience racialized harm in many contexts, including on school grounds. This can be compounded with harm on the basis of gender, sexuality, ability, national origin, and other aspects of identity and culture. How do you ensure that your team members do not behave in a manner that would cause this kind of harm? How do you address it and repair the harm if it does occur?
2. Racialized harm can also occur on a jobsite. How do you prevent, respond and repair on the jobsite, particularly when team members work for different companies?

SCENARIO: "It's a year into the Jefferson modernization project construction and your crews are in full activity. Suddenly, community members show up to protest the project. They claim that your company is not meeting business & workforce equity goals or providing enough economic opportunities to the community. The protests begin blocking your concrete trucks from accessing the site for a major foundation pour. Wet weather is on the horizon and any delays to this foundation pour will have a significant impact on the schedule. Just as your team starts to realize what is happening, you get another call: Students have left classes to join the protest. Even worse, some of them are trying to get onto the site. What do you do now?

You have 5 minutes to discuss among yourselves, then please come back and role play how you will address this situation. Panel members representing the principal, architect, project management team, and a well-connected community member are present and available to participate."

The Certified Business Participation Strategy and Workforce Diversity Efforts criteria are standardized across District CM/GC RFPs. They were developed over time by Purchasing & Contracting and Office of School Modernization staff, incorporating best practices from other public entities and the advice of our Equity in Contracting Advisory Committee, an informal advisory committee of local minority business owners and advocates. Specifically, a 2021 revision of the evaluation criteria incorporated some of the stronger language from other local public agency solicitations and was also shared with our Equity in Contracting Advisory Committee for input. This evaluation language has previously been shared with Board committees, as well, in the context of discussions about business equity practices at PPS.

b. Evaluation Committee Demographics

There were seven scoring members on the evaluation committee. The evaluation committee included:

- 4 female members and 3 male members
- 5 persons of color (4 of whom are Black)
- 2 community members

Committee members were chosen to represent a multiplicity of perspectives, including school staff, school neighbor, community business owner, architect, PPS parent (including in the Jefferson boundary), and construction project management.

c. Evaluation Scoring and Results

Each evaluator independently evaluated the proposals and submitted their scores for each evaluation category. These raw scores were then converted to ranks for each evaluator, as specified in the Request for Proposals document. (The conversion of scores to ranks prevents any one evaluator from having any greater influence than any other evaluator. Without this conversion, one evaluator could potentially skew the outcome of the evaluation by awarding vastly different points to the proposers. The District has used this ranking process across all RFPs since very early in the 2012 Bond, at the urging of our Bond performance auditor.)

The scoring and ranking process was repeated twice, once for the written portion of the evaluation and once for the interview portion of the evaluation. Per the Request for Proposals document, the interview evaluation was allocated twice the weight (i.e., twice the total points) of the written evaluation. The relative weights are reflected accordingly in the final calculation of ranks.

The outcome of this evaluator scoring process was this: **Andersen Construction was ranked first by five of the seven evaluators in the written evaluation and by five of the seven evaluators in the interview evaluation.** Andersen Construction also scored higher total points in both the written and interview evaluations, including in the business equity and workforce diversity evaluation categories. Accordingly, Andersen Construction was the clear winner of this open and competitive Request for Proposals process. A Notice of Intent to Award to Andersen Construction was issued on April 13, 2023.

Impacts of Non-Approval of Contract: Delay of Project and Cost Increases

Non-approval of the contract would create not only immediate impacts to schedule and budget, but also significant future risks. It would also have a chilling effect on any future procurements for construction by the District.

Starting a new construction procurement utilizing a CM/GC RFP would require a minimum of an additional five months, in addition to time spent revising the RFP itself and the attached contract documents. The current schedule for the project anticipates the CM/GC contractor providing, upon contract execution, preconstruction services including design assistance, constructability review, three milestone cost estimates, and a proposed GMP by November of this year, in order to begin demolition in 2024. That work needs to begin immediately upon contract execution to stay on schedule for the planned student occupancy in fall 2028. If the contract execution is delayed by five or more months, the project design would also need to be delayed by the same amount of time while the successful proposer is identified and contracted to perform those preconstruction services. Without the preconstruction services, which are integral to the distributed-risk model of a CM/GC procurement, there would no longer be sufficient justification for the CM/GC alternative procurement methodology and the District would need to revert to a Design-Bid-Build low-bid contracting method. **Delaying design by five or more months will delay construction and student occupancy by at least a year,** due to the need to time construction phasing with school years and occupancy.

The above schedule impacts will also impact project costs. Lengthening the project timeline creates a direct increase to fees by the design team, which are duration/participation-based, as well as District project staffing costs (which are also Bond-funded). These costs alone could increase the cost of the project by over $3 million. An additional year of price escalation would also add significant costs to the project. While estimating escalation has been especially challenging over the last three years, assuming an additional 6% escalation for a year's delay of construction start (based on the assumptions model used at the time of the Board's approval of the Jefferson Comprehensive Plan) would anticipate an additional $23 million in construction costs. **Total estimated cost of a year's delay is $26 million of 2020 Bond funds** that could

be used for other necessary infrastructure, educational improvements, or technology capital needs in the District.

The District should also assume that contractors considering proposing on future construction contracts, including any re-issued RFPs for this project, will be reluctant to invest the substantial amount of time and money on proposal development, a lengthy competitive process, partner engagement, and contract negotiation, to then not have the resulting contract be approved by the Board. The potential reputation of the District as an unpredictable Owner may diminish the number of contractors who are willing to compete for the District's work and, over time, lead to increased construction costs due to lack of competition. This could have significant impacts on upcoming modernization projects such as Cleveland High School and Ida B Wells High School, as well as impacts on low-bid, but still multi-million dollar, projects such as roof replacements, seismic upgrades, and mechanical upgrades.

RESOLUTION No. 6714

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 the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Andersen Construction	5/24/23 through 12/31/25	Construction Manager/General Contractor CMGC 93206	Jefferson High School Modernization CM'GC Pre-Construction services Request for Proposals 2023-003	$1,220,000	D. Jung Fund 458 Dept. 5511 Project DA011	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

PORTLAND PUBLIC SCHOOLS
OFFICE OF PLANNING AND REAL ESTATE

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-6544

Date: May 11, 2023

To: School Board

From: Mary Kane, Senior Legal Counsel

Subject : Policy Rescissions:
- 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
- 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)

BACKGROUND & ANALYSIS

Portland Public Schools (District) makes its facilities available for community use before and after school and on weekends through permits issued by its Civic Use of Buildings (CUB) office. This is an important service the District provides to the community, and the facilities and grounds are extensively used.

The Board is hearing the second reading of amendments to the 3.30.010-P Community Use of School Building and Facilities tonight. 3.30.020 Limitations On Use Of Facilities and Grounds-All Groups or Individuals Policy and 3.30.030 Limitations on Use of Facilities and Grounds-(Non-students) are related policies that set out protocols and limitations for use of District property.

Staff recommends incorporating the procedural language contained in these policies:
- 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
- 3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)

into a new Administrative Directive, 3.30.013-AD, as authorized by the revised CUB Policy 3.30.010-P Community Use of School Buildings and Facilities. The specific content of those policies is better suited for an Administrative Directive that maintains fidelity to the overarching policy. If the Board votes to rescind these two policies, staff will present the amended AD to the Superintendent for approval.

RELATED POLICIES/BEST PRACTICES

- Board Policy 3.30.010-P Community Use of School Buildings and Facilities
- Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no community engagement as the purpose of the rescission is to change the form and not the substance of the practices from a policy to an administrative directive. There will be at least 21 days for public comment after the First Reading of these proposed changes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The rescissions would be implemented immediately. As noted above, staff has drafted a proposed Administrative Directive incorporating the substance of the rescinded policies and will present them to the Superintendent for signature once the Board votes on the rescissions.

STAFF RECOMMENDATION

Staff further recommends that the Board rescind policies 3.30.020-P and 3.30.030-P as they outline procedural requirements better served in an Administrative Directive.

BOARD POLICY

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

The special requirements of the educational setting, school programs, and the welfare and safety of students and district personnel compel judicious utilization of school facilities and school grounds. Accordingly, all groups or individuals on district property shall be subject to the following requirements, in addition to other applicable Board policies, Administrative Directives and school rules designed to maintain public order in school buildings and on school grounds.

(1) Solicitation for Funds — Gifts.

(a) Gifts or Presentations. No person shall solicit, receive or permit to be solicited or received from students enrolled in public schools, or on any public school premises any subscription, donation of money or other things of value for presentation of testimonials to school officials or for any purpose except such as authorized by the Board. (ORS 339.880) All teachers and all other employees are expected to abide by both the letter and the spirit of state law. The only exceptions authorized by the Board must be those of educational value to the students, such as those stated below:

(A) Educational values may be more fully realized in gifts to the school rather than in gifts to the individual;

(B) Floral pieces for funerals;

(C) Gifts in case of illness.

(b) Acceptance of gratuities of any kind by any district personnel shall be prohibited.

(2) **Illegal Activities**. The use of buildings or properties of the district shall not be granted to any organization or individual if there is a prima facie showing that the organization or individual will use said facilities for or in the promotion of illegal activities.

(3) **Alcohol/Tobacco/Drugs**. The use of alcoholic liquors, tobacco and illegal drugs in any form shall be prohibited in school buildings and on school grounds.

(4) **Gambling.** Gambling of any sort including bingo, games of chance and raffles shall be prohibited in school buildings and on grounds at any time.

(5) **Motorized Equipment and Horses**. Because of the risk of injury and related district liability and because of disturbances of neighbors to school property, the operation of helicopters, mini-bikes, motorized airplanes and

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

similar motorized recreational equipment, horseback riding and pony rides on school grounds or school parking lots is prohibited.

(6) **Rocket Propulsion Devices/Fireworks**. The use of rockets and similar jet propulsion devices, including the use of such devices for instructional projects, is prohibited on school premises by students or student groups. The use of fireworks on school grounds is prohibited.

(7) **Advertising or Sale of Merchandise.** The advertising or sale of merchandise in the building or on the school grounds by non-students shall not be permitted except with the consent of the Board provided that this shall not apply to merchandise which is in whole or part the product of the student of any school and where such product is advertised and sold by students with the approval of the principal; provided further that the office of the superintendent may authorize the sale in school of certain articles deemed by him/her as essential to the successful operation of the educational program.

(a) Recycling projects are permitted on school grounds on designated days under supervision of school-sponsored groups (PTA's/PTO's, Dad's Club, etc.) or community schools. Dump boxes may not be placed on school grounds. Collected material cannot remain on school grounds unless secured. Sales of used clothing are not permitted.

(b) School (student) store are not to compete with existing businesses in the sale of merchandise other than that necessary to the successful operation of the schools.

(8) **Acknowledgment of Contributions**. Appropriate acknowledgment of cash or in-kind contributions may be allowed at the administrative discretion of the superintendent.

(9) **Discriminating Admissions**. Any activities to which admission may be prohibited on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation, shall not be conducted in the schools.

(10) **Unauthorized Parking**. Unlawfully parked motor vehicles on parking lots of the district may, upon the request of the administrative officer in charge of the respective parking lot, be towed to storage by various towing companies pursuant to provisions of ORS 98.805 - 98.992. Written permission to private towing companies to enter lots on behalf of the district for the purpose of towing vehicles as specified above shall be granted by the office of the superintendent.

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

(11) **Religious Activities**.

(a) A group may use a school building and facilities for a religious service (which includes a baccalaureate service) on the same basis school facilities and grounds are made available to other non-school groups and individuals if:

(A) The service is held after regular school hours;

(B) Attendance is voluntary; and

(C) The rental and other charges paid are in accordance with the schedule of charges established by the.

(b) These provisions shall not be interpreted to permit the use of school buildings or facilities for any other religious purpose after regular school hours or for any religious purpose as part of the public school program, and no religious service, exercise or program shall be conducted, sponsored or arranged by the school at any time. See also Administrative Regulation 4.40.061, Student Assembly.

(c) The distribution in any manner of any book, testament, pamphlet, tract or other printed matter of any religious character whatsoever on the school premises during the school day by non-students shall not be permitted. This rule, however, does not apply to the use of Bibles and other religious documents in either the school libraries or classrooms for their appropriate use in an instructional program. See also Board policy 4.40.050 (1) (d), Student Clubs and Assembly.

(12) **Gang Activity**. Individuals shall not in school buildings or on school grounds wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other items which are evidence of membership or affiliation in any gang; use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.

(13) **Weapons**. Possession of an unauthorized loaded or unloaded firearm or any other instrument used as a dangerous or deadly weapon as defined in law and Board Policy, unless otherwise specifically accepted by law and Board Policy, is prohibited in school buildings and on school grounds.

(14) **Disruptions.** Disrupting, impeding or otherwise interfering with the orderly conduct of district programs or any other authorized activity taking place in school buildings or on school grounds is prohibited.

3.30.020-P Limitations On Use Of Facilities and Grounds – All Groups or Individuals

(15) **Miscellaneous Activities**. For reasons of health, safety and appropriate use of school buildings, the following activities are prohibited: funerals, weddings; games of chance; dances by non-school groups; public dances, unless for senior citizens and sponsored by Community Schools; animal shows or obedience classes; barbecue classes. Memorials; wedding receptions; PTA/PTO and other school related group-sponsored barbecues and dances sponsored by such groups for district students may be permitted.

(16) **Attendance Limits**. The maximum number of people permitted in auditoriums in the various buildings shall be restricted to their seating capacity as specified by the Portland Fire Bureau.

Legal References: ORS 161.015; ORS 166.155 -166.165; ORS 164.245; ORS 166.210 -166.370; ORS 164.255; ORS 332.107; ORS 166.025; ORS 339.880

History: Adpt 6/71; Amd 9/24/73; Amd 6/23/80; Amd 9/12/91; Amd 7/95; Amd5/30/96; Amd 9/9/02; BA 2419

BOARD POLICY

3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

(1) **Political Activities:** Invitations to Address Students Extended to Public Officials, Candidates for Public Office and to Opposing Sides of Ballot Measure.

(a) In furtherance of their education for citizenship, students should have the opportunity in school to hear from opposing sides with respect to ballot measures. The Board welcomes the expression of diverse viewpoints on political issues and ballot measures.

(b) If a teacher intends to extend an invitation to a public official, candidate for public office or proponent or opponent of a ballot measure to appear before a class, the teacher shall proceed in accordance with Board policies and Administrative Directives for inviting resource speakers to speak to class and shall, to the extent practicable, offer reasonably equivalent opportunities to opposing candidates and sides.

(c) With respect to other invitations from either a teacher or a student, the teacher or student shall make arrangements with the principal or an established assembly committee of the student body, prior to extending the invitation, as to the time and place of the appearance and shall offer reasonably equivalent opportunities to opposing candidates and sides. Such a meeting shall not interfere with the school program, and attendance at such meetings shall be voluntary. Should the principal conclude that in unusual circumstances the appearance of a particular speaker would endanger the safety of students, they shall deny the request and report this decision immediately to the superintendent, the assembly committee involved, and the individual making the request.

(d) If the principal or the assembly committee extends an invitation, reasonably equivalent opportunities shall be offered opposing candidates and sides.

(e) There shall be no soliciting of funds, distribution of literature or other activities for political purposes by employees of the district while on duty.

(2) **Advertising Performances in Schools**. No material of any nature advertising the performance to be presented under the auspices of any person or organization shall be placed or distributed on school premises by persons not students, unless the proceeds of such performance are to be used for benefits of the schools of this district, except as provided below:

3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

(a) The offices of the superintendent may grant to organizations desiring to advertise concerts and similar activities the privilege of placing folders in the teachers' mail boxes in the various schools;

(b) In instances when the performance may be providing a significant educational experience for the students, the offices of the superintendent may grant permission to place announcements on hall bulletin boards designated by the principal of each school.

(3) **Cafeteria Service Facilities**.

(a) Organizations may be permitted to use the cafeteria and kitchen facilities in keeping with Civic Use of Buildings policy and application procedures and the following provisions:

(A) Nonprofit organizations (fraternal, church, community) may use the kitchen facilities for serving or assembling of food prepared outside.

(B) All functions requiring the use of an elementary, middle or high school kitchen and/or equipment for the preparation of foods shall be supervised by Nutrition Services staff. Employee costs shall be paid by the organization;

(C) Use of the facilities will be limited to the warming of food prepared outside, under the supervision of cafeteria employees.

(b) Elementary and middle school kitchen facilities may not be used for serving or assembling of food prepared outside the district without the supervision of Nutrition Services employees. Use of such facilities will be limited to warming of food prepared outside or foods determined by the Director of Nutrition Services which require minimal preparation such as making coffee or warming hot dogs. When major food preparation is required, such organizations will employ Nutrition Services staff to supervise the use of the facilities;

(c) Equipment may be operated only by Nutrition Services employees;

(d) All such applicants requesting use of cafeteria or kitchen facilities shall, following district facility approval, contact the Office of Nutrition Services to review use specifics, special needs and any additional requirements imposed by the district.

(4) **The Use of School Equipment**. In order to assure that equipment provided in the schools for the education of young people shall be most beneficially used for that purpose, school equipment shall not be loaned or rented for use outside the building or off the grounds of the school to non-

3.30.030-P Limitation On Use Of Facilities And Grounds – (Non-students)

school organizations with the exception of audiovisual equipment used to provide information about the Community School Program.

Legal References: ORS 260.432; ORS 260.605; ORS 294.100; ORS 329.125; ORS 332.107; ORS 332.172

History: Adpt 1/15/96; Adpt 6/71; Amd 8/28/72; Amd 6/23/80; Amd 11/10/83; Amd 7/95; Amd 1/15/96; Amd 9/9/02; BA 2419

PORTLAND PUBLIC SCHOOLS
Office of the General Counsel

501 North Dixon Street. Portland, OR 97227
Telephone: (503) 916-3274

Date: May 9, 2023

To: Portland Public Schools Board

From: Liz Large, Contracted General Counsel
Mary Kane, Senior Legal Counsel

Subject: Complaint Policy Revision–Second First Reading

Policy # and Name: Complaint Policy 4.50.030-P

REVISED

BACKGROUND

PPS undertook a major revision of this policy in 2018 to better align with our state obligations for addressing student and family complaints. Another revision was made in 2021 to incorporate community and family feedback on the District's complaint process. Recent input from users suggested that we needed to further clarify in policy the processes for complaints that are not "Formal Complaints" about Division 22 topics and not governed by a separately defined process/timeline. After the policy was first read on March 7, 2023, the Policy Committee recommended additional changes to the policy at the March 16 and April 27, 2023, meetings.

RELATED POLICIES/BEST PRACTICES

The District is committed to maintaining strong relationships with our families and our community. This includes having a fair, understandable, and accessible process in which complaints can be addressed in a timely manner. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students.

ANALYSIS OF SITUATION

The suggested revisions to this policy provides clearer expectations to the community and staff on what the complaint policy will address and how different types of complaints will be processed. In the latest recommended changes, District staff will provide additional annual reporting on complaints that are not within Division 22 or other legally required process, but that affect more than an individual student or school.

FISCAL IMPACT

These changes will incur no financial impact.

COMMUNITY ENGAGEMENT

The suggested revisions were before the Policy Committee in multiple meetings, and no public comment has been received during those meetings. There will be at least 21 days for public comment after the second First Reading of the policy.

RACIAL EQUITY AND SOCIAL JUSTICE LENS

A review of the total number of formal complaints filed since 2014 reveals that White families access the District's formal complaint process in vastly disproportionate numbers at the initial Step1 process, but the racial/ethnic distribution is not consistent at all three of the formal complaint steps. While some racial diversity was observed among the complainants who accessed the formal complaint process during recent years, it is likely that barriers exist for historically underserved and non-White populations. The proposed revisions to the policy do not reduce the availability of translation/interpretation services and assistance in completing complaints, which remain an important part of making the process more available to a more diverse community. District staff continue to work on other process improvements outside of the policy arena to make complaint resolution and access to the formal complaint process more accessible, transparent, and approachable.

TIMELINE FOR IMPLEMENTATION/EVALUATION and COMMUNICATION PLAN

The procedures for all complaints, including non-Division 22 complaints, are now more easily accessible on the District's Conflict Resolution Webpage, which was updated this fall. Staff will develop a communication plan to disseminate the revised policy to our community. Staff will also continue to work on internal processes and training to provide opportunities to address concerns early and to enhance the effectiveness of and experience for families with the complaint process.

STAFF RECOMMENDATION

Staff recommends approval of the revised policy.

ATTACHMENTS

A. Redline copy of Complaint Policy
B. Clean copy of Complaint Policy

Complaint Policy 4.50.030-P

~~11/10/22 Draft~~ 5/11/2023

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences.

Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a District and Family Liaison, who can help families access information, connect with District staff, and help resolve concerns.

We also have ~~a~~ several complaint ~~Formal Complaint~~ processes for PPS students, families, and all who reside within the PPS District community. ~~This policy and the accompanying administrative directive describe that process in greater detail~~. All parties to a District complaint ~~Formal Complaint~~ shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. ~~Formal~~ Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found here.

1. District Complaints

The District has a common complaint form (hyperlink here) for complaints that will be addressed by specific departments within the District, such as concerns or complaints regarding enrollment and transfer, transportation, educational records, Title IX, and 504 accommodations. Complainants will receive a final written decision from the Superintendent's designee within 60 days of receipt of the complaint.

Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as the PPS supervisor.

21. Division 22 **Formal Complaints**

Formal complaints under the Oregon Department of Education's Division 22 regulations [insert link to ODE website] include those about instructional standards and practices (class size, curriculum, etc.)~~.~~, special education programs (but not individual complaints), health and safety, equitable education opportunities, sports safety, restraint and/or seclusion, bias or discrimination in education, retaliation against a student or parent/guardian, and failure to investigate complaints of bias.

If a complainant is not satisfied after exhausting ~~local~~ the District's complaint procedures, the District fails to render a written decision within 30 days of submission of the complaint at any step, or the District fails to resolve the complaint within 60 days of the initial filing of the complaint, complainants~~they~~ may appeal the District's final decision to the Oregon Department of Education. An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

~~This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 complaints related to:~~

~~a) Instructional standards and practices~~

~~(1) Curriculum~~

~~(2) Teaching strategies~~

~~(3) Testing~~
~~(4) Counseling~~

~~(5) Class size~~

~~(6) Alternative education programs~~

~~(7) Instructional materials~~

~~(8) Compliance with state standards~~

~~b) Special education~~

~~c) Health and safety~~

~~d) Equitable education opportunities~~

~~e) Sports safety~~

~~f) Restraint and/or seclusion~~

~~g) Bias or discrimination in education~~

~~h) Retaliation against a student or parent/guardian~~
~~i) Failure to investigate complaints of bias~~

~~C~~b) ~~—~~Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on (1) Division 22 trends, emerging issues, and district responses, as well as an assessment of the formal complaint process; and (2) a summary of complaints that are not governed by a process that is required by statute or regulation (*e.g.*, Title IX) that have been filed using the District's complaint process concerning matters that affect more than an individual student or school.

c) The District shall provide training for designated District staff on how to handle Formal Complaints under Division 22.

II. TIMELINES FOR ALL COMPLAINTS

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful

incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in

nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

C. ~~The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.~~

C. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

III. FILING A DIVISION 22 FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the written complaint form. The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All Division 22 F~~f~~ormal C~~c~~omplaints processed under this policy will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline.

and ~~resolution~~ the decision will include information about next steps in the complaint process. ~~The resolution will include information about next steps in the complaint process.~~ District responses substantiating allegations raised in the complaint shall be considered final decisions and may be not be appealed to ODE~~the Board.~~

3. ~~PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916-3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.~~

IV. FILING AN APPEAL ~~FOR~~ OF A DIVISION 22 FORMAL COMPLAINT~~S UNDER DIVISION 22~~ DECISION

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If a Formal Complaint about a Division 22 matter is not substantiated ~~the issue is not resolved to the complainant's satisfaction~~, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B. The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision unless the parties agree to a longer time period. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, , the District will inform the complainant which PPS staff will be attending the hearing.

Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a Division 22 fFormal cComplaint has been filed. District staff will regularly notify Board members about new Division 22 fFormal cComplaints that are filed.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;

2. Not affirmedReversed in whole or in part and may direct the Superintendent to take alternative steps or other courses of action. To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or

With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The District will make all reasonable attempts to schedule a special meeting to consider the appeal of the Division 22 Formal Ccomplaint at a time that is convenient for the complainant. If, after multiple attempts and at least 90 days has passed since the appeal was made, it has not been

possible to coordinate a time for the meeting with the complainant, the Board may meet to consider the appeal on the written materials submitted and will give notice to the complainant that it is doing so.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the Oregon Department of Education (ODE) as permitted by OAR 581-022-2370(4)(b) and OAR 581-002-0005.

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants ~~through the Formal Complaint process~~. Legal advice is not a resource provided by the District.

2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest~~,~~ or the appearance of conflicts of interest.

3. ~~Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, , the District will inform the complainant which PPS staff will be attending the hearing~~.

4. Retaliation against any person who files or participates in ~~the~~a District complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.

5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.

6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.

~~7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For~~

~~example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.~~

8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the ~~complaint~~allegation.

11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed. ~~through the Formal Complaint process.~~

13. ~~Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.~~

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these

issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receiveDivision 22 ~~f~~Formal ~~c~~Complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward all other~~informal~~ complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581- 021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District~~-~~,or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-~~-~~002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022, / /2023

Legal Reference(s):

ORS 192.610 to 192.690
ORS 332.107
ORS 339.285 to 339.383

ORS 659.852

OAR 581-022-2370

Complaint Policy 4.50.030-P

We know that when families are engaged with their children's schools, children are more likely to have academic success, graduate from high school, develop self-confidence, and demonstrate strong social behaviors. When we put children at the center of our decisions and actions, we can deliver better experiences for all students and families. We also know that our school district can be complex and that families and students will have questions and sometimes concerns about our curriculum, classrooms, programs, and other experiences. Portland Public Schools welcomes expressions of concern as opportunities to learn, clarify our intentions, and engage in continuous improvement to benefit all students. We welcome those conversations and expect that all adults, including PPS educators and other staff, will model our core values--including respect, relationships, honesty and integrity, collaboration, and a strong commitment to racial equity and social justice--when we have those conversations.

When a student or family has a concern, we encourage a direct conversation with the educator or department directly involved in the issue. There are many other District staff who may be able to help, too, including administrators who oversee specific schools or departments. The District also has a District and Family Liaison, who can help families access information, connect with District staff, and help resolve concerns.

We also have a Formal Complaint process for PPS students, families, and all who reside within the PPS District community. This policy and the accompanying administrative directive describe that process in greater detail. All parties to a Formal Complaint shall be treated and treat others with respect and dignity, and the District will provide support to those making complaints so that the process is welcoming, accessible, transparent, and reflects our strong commitment to racial equity and social justice. The District will resolve complaints as quickly as possible and in compliance with state law.

I. Formal Complaints: Accessibility; Training; and Annual Reports

A. A full explanation of the complaint procedure, including all forms, shall be available at the District's administrative office and on the homepage of the District's website found here.

1. Formal Complaints

This policy provides a process for resolving complaints as required under Division 22 (Oregon Administrative Rule 581-022-2370), including, but not limited to, Division 22 complaints related to:

a) Instructional standards and practices
   (1) Curriculum
   (2) Teaching strategies
   (3) Testing
   (4) Counseling
   (5) Class size
   (6) Alternative education programs
   (7) Instructional materials
   (8) Compliance with state standards
b) Special education
c) Health and safety
d) Equitable education opportunities
e) Sports safety
f) Restraint and/or seclusion
g) Bias or discrimination in education
h) Retaliation against a student or parent/guardian
i) Failure to investigate complaints of bias

B. The District shall provide training for designated District staff on how to handle formal complaints under this policy, as well as the administrative directive 4.50.031-AD.

C. Because complaints can be an important indicator of the health of an organization, the Superintendent will provide to the Board at least annually data on trends, emerging issues, and district responses, as well as an assessment of the formal complaint process.

II. TIMELINES

A. In order to investigate a complaint while memories are recent and witnesses and documents are likely more available, a complaint must be filed within the following time limits:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limit runs from the date of the most recent incident; OR

2. Within one year after the affected student has graduated from, moved away from, or otherwise left the District, whichever is later.

B. The time limits for bringing formal complaints may be extended by the District for complaints about significant student safety issues, including those arising out of employee misconduct, sexual abuse or conduct, or other allegations of harm to students.

C. The receipt of a written complaint starts the 60-day timeline for resolution of complaints under this policy.

III. FILING A FORMAL COMPLAINT

A. STEP 1:

1. The written complaint must be filed with the District's complaint coordinator by letter, email, or the written complaint form. The written complaint should include the name and contact information for the complainant, a description of the concern, and the student's name, if applicable. It is helpful if the written complaint also includes the names of any other parties involved, including witnesses; a description of efforts to resolve the concern; and suggestions for resolution. The complainant shall receive a written acknowledgement of receipt of the complaint within 5 days of submitting the complaint.

2. All formal complaints will receive a decision in writing that addresses each concern raised and contains reasons for the District's decision within 30 days of receipt of the complaint, unless the parties agree to extend the deadline. The resolution will include information about next steps in the complaint process.

3. PPS accepts confidential anonymous formal complaints concerning Division 22 matters by email at anonymouscomplaints@pps.net and phone at 503-916- 3462. Those making complaints anonymously should provide as much information as possible when making the complaint. PPS will investigate any complaint, including anonymous complaints, as fully as it can.

IV. FILING AN APPEAL

A. STEP 2: APPEAL TO THE PPS SCHOOL BOARD

If the issue is not resolved to the complainant's satisfaction, the complainant may request a review by the PPS School Board. The request for review shall be submitted in writing within 10 days of the complainant receiving the decision in Step 1.

B.

The Board will vote on the appeal within 30 days of the written request to appeal the District's Step 1 decision. The Board will have the full written record of the decisions at Step 1. The complainant shall also have the full written record and any materials or information provided to Board members before the hearing about the complaint unless otherwise protected from disclosure by law.

District staff and the complainant shall exchange any other written background information they intend to present to the Board at the appeal hearing at least 24 hours before the hearing. If new information is offered less than 24 hours before the Board hearing, the complainant may ask for an extension of time.

To make the process as fair and transparent as possible, the District will provide a written overview of the structure and format of the hearing to the complainant, the ability to submit additional material 24 hours before the hearing, as well as whether the session is open or closed to the public and/or media. The complainant may provide testimony when the complaint is heard. The Board shall issue a final decision after the hearing that the District's Step 1 decision is:

1. Affirmed and no further action will be taken;

2. Reversed in whole or in part and may direct the Superintendent to take alternative steps or other course of action. To the extent the Board modifies the District's Step 1 decision, it will issue a final decision that addresses each concern raised in the complaint and contains reasons for the District's decision; or

   With agreement from the complainant, the Board may hold the complaint in abeyance until a certain date or event.

The Board's final decision shall be communicated to the complainant in writing. If the complainant is not satisfied with the decision of the Board, the complainant can file an appeal with the Oregon Department of Education (ODE) as permitted by OAR 581-022-2370(4)(b) and OAR 581-002-0005.

C. Other Types of Complaints

The District has separate processes for complaints or concerns that do not fall within Division 22 or this policy, such as:

- Special Education complaints (Individuals with Disabilities Education Act), which can

be filed with Oregon Department of Education Chapter 581, Division 15.

- **C**omplaints about Sexual Conduct and Sexual Discrimination should be directed to the Title IX Department here. Complaints or reports about child abuse should be directed immediately to the Child Abuse hotline at 1-855-503-SAFE, as well as to a PPS supervisor. More information about conflict resolution resources may be found here.

D. Other provisions

1. The District will provide translation and interpretation services and other reasonable accommodations to assist complainants through the Formal Complaint process. Legal advice is not a resource provided by the District.

2. The District representative assigning staff to investigate and respond to a complaint shall avoid any conflicts of interest, or the appearance of conflicts of interest.

3. Complainants may bring an advocate or support person to any meeting or proceeding. For hearings before the Board, , the District will inform the complainant which PPS staff will be attending the hearing.

4. Retaliation against any person who files or participates in the complaint process is strictly prohibited. Retaliation is any intentional action that would deter a reasonable person from participating in the process. Anyone who believes they have suffered retaliation should immediately report it to the Superintendent or PPS Board of Directors.

5. The District will share with complainants as much information as possible about the findings of the investigation and will, in all cases, share the outcome of its investigation of complaints. However, PPS is often prohibited from disclosing specific information about disciplinary action taken against an employee or student involved in the complaint.

6. The Board will hear appeals of complaints that involve confidential student records in a session closed to the public and media unless the student or family requests the appeal be heard in a session open to the public.

7. If the District fails to meet the timelines stipulated in this policy, the complainant may appeal to the PPS School Board or to the Oregon Department of Education. The timelines may be extended by agreement between the complainant and the District. For example, this may be needed if there are many witnesses to interview, key witnesses are unavailable because of holidays, medical leave, etc., or if a particular Board meeting does not work for the complainant.

8. As used in this policy, “days” will be counted as “calendar days.” Any period for response under this policy that falls on a weekend or legal holiday shall be

extended to the next business day.

9. The District may not be able to assure confidentiality of the names of persons who file complaints under this policy.

10. If a complaint alleges employee misconduct that is outside the scope of this policy, the complaint coordinator will notify the Superintendent in writing of that filing, and the District will endeavor to respond in a timely manner to the complaint.

11. Current and former employees may not bring a complaint under this policy regarding the terms, conditions, or status of their employment.

12. Complaints that have been previously filed by a complainant, investigated, and responded to and for which appeals have been exhausted or the time for appeal has expired cannot be refiled when the complaint is regarding a particular incident or issue that has already been addressed through the Formal Complaint process.

13. Because the Board makes the final decision at the Step 1 appeal, Board members should not knowingly initiate or continue contact with complainants about the topic of a complaint or independently investigate allegations in the complaint once they have notice that a formal complaint has been filed. District staff will regularly notify Board members about new formal complaints that are filed.

E. Complaints against the Superintendent or members of the Board of Education

Any complaint about alleged individual misconduct by the Superintendent (but not District action for which the Superintendent may have ultimate responsibility as the chief executive officer of the District) shall be overseen by the Board of Education.

Board members are volunteers serving in an elected capacity and are accountable to the citizens in the Portland Public Schools district for their actions and policy positions. Complaints alleging ethics violations or violations of the law against an individual Board member should be made to the Board Chair who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. Complaints related to ethics violations or violations of the law against the Board Chair should be made to the Board Vice-Chair(s) who will refer these issues to appropriate governmental jurisdictions or a third party if a majority of the Board approves of the referral. If a third party investigates a complaint, after receiving the results of the investigation, the Board shall decide, within 30 days, in open session what action, if any, is warranted.

F. Complaints submitted to members of the Board of Education

School board members who receive formal complaints from constituents or staff shall forward complaints to the District's complaint coordinator. Board members shall forward informal complaints to the appropriate school or department in order to address the concern.

V. FURTHER APPEAL RIGHTS

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the District ,or a person who resides in the District, may appeal a final decision by the District to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581- 002-0005.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination in Education), a complainant may appeal a final decision by the District to the Oregon Department of Education or may file a complaint directly with the U.S. Department of Education without having to exhaust District procedures under this policy.

In addition to using the District complaint procedure, Special Education complaints may be made directly to the Oregon Department of Education. The complainant must send a copy of the complaint to the District and the Department of Education at the same time.

Adopted 11/2014; Amended 6/12/18, 6/15/2021, 7/12/2022

Legal Reference(s):

ORS 192.610 to 192.690
ORS 332.107
ORS 339.285 to 339.383
ORS 659.852
OAR 581-022-2370

RESOLUTION No. 6709

Resolution to Adopt Revised Community Use of School Buildings Policy 3.30.010-P

RECITALS

A. On September 14, 2022, December 1, 2022, January 26, 2023 and February 16, 2023, the Board of Education's Policy Committee reviewed the proposed revisions to 3.30.010-P Community Use of School Buildings and Facilities.

B. On March 7, 2023, the Board presented the first reading of each of those policies for revision of 3.30.010-P.

C. The public comment period was open for at least 21 days for each of the policies. During this period, Director Hollands requested an amendment to 3:30.010-P and so the policy went back to the Policy Committee for discussion.

D. On March 16, 2023, the Policy Committee recommended adding back a paragraph that staff had proposed be deleted from the policy and sent it back to the full Board for a second first reading.

E. On April 25, 2023, the Board presented a second first reading of 3.30.010-P.

F. There has been no public comment on any of these policies in the 21-day comment period since the April 25, 2023 Board meeting.

RESOLUTION

The Board hereby adopts the revised Community Use of School Buildings and Facilities 3.30.010-P.

Portland Public School District 1st Reading

DATE OF FIRST READING: April 25, 2023

PUBLIC COMMENT FOR
Policy 3.30.010-P:
Community Use of Buildings and Facilities

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least: May 16, 2023

Summary: **Community Use of Buildings and Facilities**

1st Reading by: **Director Eilidh Lowery**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education
Policy Committee

Draft Policy Web Site: http://www.pps.net/draftpolicies

Contact: **Rosanne Powell,** Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: https://forms.gle/VqYbmVA36qqADj6n6

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Updated Staff Report	03
Draft Policy (Clean, as revised)	05
Redlined Policy (with revisions since original first reading only)	06
Original First Reading packet	07

PORTLAND PUBLIC SCHOOLS

OFFICE OF PLANNING

AND REAL ESTATE

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-6544

MEMO

Date: March 20, 2023

To: School Board

From: Dana White, Director of Planning and Real Estate Management
Dan Jung, Chief Operating Officer

Subject: Policy Revision - 3.30.010-P Community Use of School Buildings and Facilities

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UPDATE

The policy committee recommended additional changes on March 16, 2023 since it was put before the School Board on March 7, 2023. The second first reading will take place on April 25, 2023.

BACKGROUND & ANALYSIS

Portland Public Schools (District) makes its facilities available for community use before and after school and on weekends through permits issued by its Civic Use of Buildings (CUB) office. This is an important service the District provides to the community, and the facilities and grounds are extensively used.

District grounds are at times used during school and non-school hours without a permit and for prohibited activities, such as off-leash dog parks, consumption of alcohol, and other prohibited activities. In some cases, the situation has escalated to a point that fields must be closed to the public in order to protect the health and safety of our students and staff. Such intermittent closures are decided in concert with Principals, Security Services, Facility Operations Managers, and other District staff. The proposed revisions in 3.30.010-P clarify and update the policy to make clear that the Superintendent may craft rules and exercise and delegate discretion to maintain the safety of students and preserve assets.

Staff recommends incorporating the procedural language contained in these policies:
3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)
into a new Administrative Directive, 3.30.013-AD, as authorized by the revised CUB Policy 3.30.010-P Community Use of School Buildings and Facilities as proposed. The specific content of those policies is better suited for an Administrative Directive that maintains fidelity to the overarching policy. If the Board votes to rescind these two policies, staff will present the amended AD to the Superintendent for approval.

RELATED POLICIES/BEST PRACTICES

Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no public comment about the proposed changes to 3.30.010-P or the rescinding of 3.30.020-P or 3.30.030-P before the Policy Committee. There will be at least 21 days for public comment after the First Reading of these proposed changes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If the revisions to the CUB Policy receives Board support and standard protocols are followed for public comment, the revised policy would go into effect upon Board approval.

STAFF RECOMMENDATION

Staff recommends that the Board adopt the revisions of CUB Policy 3.30.010 P.

Staff further recommends that the Board rescind policies 3.30.020-P and 3.30.030-P as they outline procedural requirements better served in an Administrative Directive.

Revised Draft for Second First Reading

We believe that the primary use of our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.

The public is welcome to use the District's buildings and facilities for short-term use or rental through the Civic Use of Buildings process if such use does not conflict with District use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of District assets.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The Superintendent shall implement administrative directives that implement this policy create a custodial-fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I schools, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

The Superintendent shall provide information to the public regarding the CUB process in a manner that is equitable, accessible, and user friendly.

Legal References: ORS 332.172

History: Adopted; 9/24/73; Amd. 8/12/74; Amd 7/1/75; Amd 7/1/76; Amd, 7/1/77; Amd 6/26/78; Amd.8/28/79; Amd 4/12/82; Amd. 4/14/88; Amd 8/12/02, BA 2384; New Policy 8/2016; Amd 5/2019, Amd /2023

Board Policy 3.30.010-P

Community Use of School Buildings and Facilities

2nd First reading- changes recommended by the Board Policy Committee 3/16/2023

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History: Adopted; 9/24/73; Amd. 8/12/74; Amd 7/1/75; Amd 7/1/76; Amd, 7/1/77; Amd 6/26/78; Amd.8/28/79; Amd 4/12/82; Amd. 4/14/88; Amd 8/12/02, BA 2384; New Policy 8/2016; Amd 5/2019, Amd /2023

Portland Public School District 1st Reading

DATE OF FIRST READING: March 07, 2023

PUBLIC COMMENT FOR
Policy 3.30.010-P:
Community Use of Buildings and Facilities Policy

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

Public comment may be submitted in writing directly to the district or through the district website noted below. Written comments must be submitted by 5:00pm on the Last Date for Comment listed below.

Open for Comment until at least:
March 28, 2023

Summary: **Community Use of Buildings and Facilities Policy 3.30.010-P**

1st Reading by: **Director Eilidh Lowery**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education
Policy Committee

Draft Policy Web Site: http://www.pps.net/draftpolicies

Contact: **Rosanne Powell,** Senior Board Manager
Address: P.O. Box 3107, Portland, OR 97208-3107
Telephone: 503-916-3741
E-mail: schoolboard@pps.net

Draft Policy Comment Form: https://forms.gle/VqYbmVA36qqADj6n6

Included in Packet	Page
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Original Policy	08

Date: March 7, 2023

To: School Board

From: Dana White, Director of Planning and Real Estate Management
Dan Jung, Chief Operating Officer

Subject: Policy Revision - 3.30.010-P Community Use of School Buildings and Facilities

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BACKGROUND & ANALYSIS

Portland Public Schools (District) makes its facilities available for community use before and after school and on weekends through permits issued by its Civic Use of Buildings (CUB) office. This is an important service the District provides to the community, and the facilities and grounds are extensively used.

District grounds are at times used during school and non-school hours without a permit and for prohibited activities, such as off-leash dog parks, consumption of alcohol, and other prohibited activities. In some cases, the situation has escalated to a point that fields must be closed to the public in order to protect the health and safety of our students and staff. Such intermittent closures are decided in concert with Principals, Security Services, Facility Operations Managers, and other District staff. The proposed revisions in 3.30.010-P clarify and update the policy to make clear that the Superintendent may craft rules and exercise and delegate discretion to maintain the safety of students and preserve assets.

Staff recommends incorporating the procedural language contained in these policies: 3.30.020-P Limitations On Use Of Facilities and Grounds - All Groups or Individuals
3.30.030-P Limitation On Use Of Facilities And Grounds - (Non-students)
into a new Administrative Directive, 3.30.013-AD, as authorized by the revised CUB Policy 3.30.010-P Community Use of School Buildings and Facilities as proposed. The specific content of those policies is better suited for an Administrative Directive that maintains fidelity to the overarching policy. If the Board votes to rescind these two policies, staff will present the amended AD to the Superintendent for approval.

RELATED POLICIES/BEST PRACTICES

Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no public comment about the proposed changes to 3.30.010-P or the rescinding of 3.30.020-P or 3.30.030-P before the Policy Committee. There will be at least 21 days for public comment after the First Reading of these proposed changes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

If the revisions to the CUB Policy receives Board support and standard protocols are followed for public comment, the revised policy would go into effect upon Board approval.

STAFF RECOMMENDATION

Staff recommends that the Board adopt the revisions of CUB Policy 3.30.010 P.

Staff further recommends that the Board rescind policies 3.30.020-P and 3.30.030-P as they outline procedural requirements better served in an Administrative Directive.

Board Policy **3.30.010-P**

Community Use of School Buildings and Facilities

We believe that the primary use of our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

The public is welcome to use the District's buildings and facilities for short-term use or rental through the Civic Use of Buildings process if such use does not conflict with District use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of District assets.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The Superintendent shall implement administrative directives that implement this policy create a custodial-fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I schools, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

The Superintendent shall provide information to the public regarding the CUB process in a manner that is equitable, accessible, and user friendly.

Legal References: ORS 332.172

History: Adpt. 9/24/73; Amd. 8/12/74; Amd 7/1/75; Amd 7/1/76; Amd, 7/1/77; Amd 6/26/78; Amd.8/28/79; Amd 4/12/82; Amd. 4/14/88; Amd 8/12/02, BA 2384; New Policy 8/2016; Amd 5/2019, Amd ___/23

Board Policy **3.30.010-P**

Community Use of School Buildings and Facilities[1]

~~Portland Public Schools~~ We believe~~s~~ that the primary use of ~~its~~ our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

~~The District School Board has charge to preserve order, protect school property, and do all things necessary in its capacity to carry out the provisions of this policy, including the limitation or closure of a district property for public use. The District School Board authorizes the superintendent or their designee to make such determinations for closing or limiting access to specific District properties at its sole discretion in order to maintain the safety of our students and the preservation of our assets~~

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

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The ~~Board directs the~~ Superintendent ~~to~~shall implement administrative directives that implement this policy ~~through the Office of the Civic Use of Buildings (CUB), including procedures for reserving space in accordance with priority among users, rental rates, supervisory requirements, insurance, nondiscrimination, safety and security and other~~

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Portland Public School District 1st Reading

DATE OF FIRST READING: March 07, 2023

PUBLIC COMMENT FOR
Policy 3.30.010-P:
Community Use of Buildings and Facilities Policy

The Portland Public School District is providing Notice of Proposed Revised Policy and Public Comment to offer interested parties reasonable opportunity to submit data or comments on the proposed policies noted below.

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Open for Comment until at least:
March 28, 2023

Summary: **Community Use of Buildings and Facilities Policy 3.30.010-P**

1st Reading by: **Director Eilidh Lowery**
Portland Public School Board, Policy Committee Chair

Recommended for a 1st Reading by:
Portland Public Schools Board of Education
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Staff Report	03
Draft Policy	05
Redlined Policy with Proposed Changes	06
Original Policy	08

Date: March 7, 2023

To: School Board

From: Dana White, Director of Planning and Real Estate Management
Dan Jung, Chief Operating Officer

Subject: Policy Revision - 3.30.010-P Community Use of School Buildings and Facilities

---

BACKGROUND & ANALYSIS

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RELATED POLICIES/BEST PRACTICES

Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

FISCAL IMPACT

None.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

There was no public comment about the proposed changes to 3.30.010-P or the rescinding of 3.30.020-P or 3.30.030-P before the Policy Committee. There will be at least 21 days for public comment after the First Reading of these proposed changes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

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STAFF RECOMMENDATION

Staff recommends that the Board adopt the revisions of CUB Policy 3.30.010 P.

Staff further recommends that the Board rescind policies 3.30.020-P and 3.30.030-P as they outline procedural requirements better served in an Administrative Directive.

Board Policy **3.30.010-P**

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Board Policy **3.30.010-P**

Community Use of School Buildings and Facilities[1]

~~Portland Public Schools~~ We believe~~s~~ that the primary use of ~~its~~ our buildings and facilities should be for the support of the District's mission and its commitment to academic excellence and personal success for all its students.

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

~~The District School Board has charge to preserve order, protect school property, and do all things necessary in its capacity to carry out the provisions of this policy, including the limitation or closure of a district property for public use. The District School Board authorizes the superintendent or their designee to make such determinations for closing or limiting access to specific District properties at its sole discretion in order to maintain the safety of our students and the preservation of our assets~~

~~The District encourages the development of robust out-of-school-time programs for youth education, the mission of its schools, and the use of its buildings and facilities by these programs. Such out-of-school-time programs may be offered as a school program or by other organizations and community partners.~~

The public is welcome to use the District's buildings and facilities for short~~-~~term use or rental through the Civic Use of Buildings ~~UB~~ process if such use does not conflict with District ~~or school~~ use. The public shall be expected to reimburse the District for such use to ensure that funds intended for education are not used for other purposes and that the District receives fair value for the use of its buildings and facilities. The public use of school grounds may be limited or prohibited at the discretion of the District in order to maintain the safety of our students and the preservation of ~~our~~District assets.

Authorization for use of District buildings and facilities shall not be considered as endorsement of or approval of the activity or organization or for the purposes it represents.

The ~~Board directs the~~ Superintendent ~~to~~shall implement administrative directives that implement this policy ~~through the Office of the Civic Use of Buildings (CUB), including procedures for reserving space in accordance with priority among users, rental rates, supervisory requirements, insurance, nondiscrimination, safety and security and other~~

~~requirements as may be needed. Through administrative directive, the Superintendent shall~~ create a custodial ~~-~~fee waiver process for organizations (e.g., PTA, PTO, or Booster Clubs) directly affiliated with a PPS Title I schools, schools with a majority of historically underserved students, and schools identified for improvement as designated by the District that shall allow the District to grant a limited number of custodial waivers for community events as more fully defined in the administrative directive.

The ~~Board further directs the~~ Superintendent ~~to~~ shall provide information to the public regarding the CUB process in a manner that is equitable, accessible, and user ~~-~~friendly.

Legal References: ORS 332.172

History: Adpt. 9/24/73; Amd. 8/12/74; Amd 7/1/75; Amd 7/1/76; Amd, 7/1/77; Amd 6/26/78; Amd.8/28/79; Amd 4/12/82; Amd. 4/14/88; Amd 8/12/02, BA 2384; New Policy 8/2016; Amd 5/2019, Amd ___/23~~2~~

Board Policy 3.30.010-P

Community Use of School Buildings and Facilities

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RESOLUTION No. 6713

Calendar of Regular Board Meetings School Year 2023-2024

RESOLUTION

The Board of Education hereby adopts the below calendar as its schedule of Regular Board Meetings for the upcoming 2023-2024 school year:

Portland Public Schools
BOARD OF EDUCATION
Schedule of Regular Meetings
2023-2024 School Year

Board meetings are held at 501 North Dixon Street, Portland, Oregon, 97227, and begin at 6:00 pm on Tuesdays unless otherwise noted.

July 11, 2023

August 8, 2023

August 22, 2023*

September 5, 2023

September 19, 2023*

October 10, 2023

October 24, 2023*

November 7, 2023

November 28, 2023*

December 12, 2023

January 9, 2024

January 23, 2024*

February 6, 2024

February 20, 2024*

March 5, 2024

March 19, 2024*

April 2, 2024

April 23, 2024*

May 7, 2024

May 21, 2024*

June 11, 2024

June 25, 2024*

*Board Study Sessions

RESOLUTION No. 6704

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
6/2-6/3/23	Jackson Band, 24	Music in the Parks Festival	Seattle, WA	$350	N/A
6/11-6/17/23	Wells HS Speech & Debate, 3	Nationals Tournament	Phoenix, AZ	$1,200	N/A
6/11-6/15/23	Cleveland HS Speech & Debate, 8	Nationals Tournament	Phoenix, AZ	$450	N/A
6/21-6/25/23	Benson HS HOSA, 2	HOSA International Leadership Conference	Dallas, TX	$1,322.92	N/A

Revised

RESOLUTION No. 6705

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 the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
SAM Labs	5/24/23 through 8/30/23	Personal Services PS 93181	2023 Summer Programming Request for Proposals 2023-RESJ1	$200,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
REAP, Inc.	5/24/23 through 8/30/23	Personal Services PS 93182	2023 Summer Programming Request for Proposals 2023-RESJ1	$180,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Boys & Girls Club of Portland Metro	5/24/23 through 8/30/23	Personal Services PS 93183	2023 Summer Programming Request for Proposals 2023-RESJ1	$200,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Self Enhancement, Inc.	5/24/23 through 8/30/23	Personal Services PS 93184	2023 Summer Programming Request for Proposals 2023-RESJ1	$450,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Portland Playhouse	5/24/23 through 8/30/23	Personal Services PS 93185	2023 Summer Programming Request for Proposals 2023-RESJ1	$400,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
Horizon Consulting Services	5/24/23 through 8/30/23	Personal Services PS 93191	2023 Summer Programming Request for Proposals 2023-RESJ1	$220,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
Champions KCE, LLC	5/24/23 through 8/30/23	Personal Services PS 93193	2023 Summer Programming Request for Proposals 2023-RESJ1	$450,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No
Portland Opportunities Industrialization Center (POIC)	5/24/23 through 8/30/23	Personal Services PS 93201	2023 Summer Programming Request for Proposals 2023-RESJ1	$199,996	D. Ledezma Fund 205 Dept. 5432 Grant G2094	NA - Nonprofit
InLine Commercial Construction, Inc.	5/24/23 through 12/31/24	Construction C 93192	Harrison Park Middle School Conversion – Phase 2 Request for Proposals 2023-002	$27,558,550	D. Jung Fund 459 Dept. 5511 Project DS014	No
Vista Higher Learning	5/24/23 through 5/23/29	Digital Resource DR 93204	K-5 English Language Development curriculum Approved Special Class Procurement – Copyrighted Materials & Creative Works PPS-47-0288(4)	$341,316	K. Armstrong Fund 458 Dept. 5445 Project DC203	No

Unbounded Learning, Inc.	8/9/23 through 8/11/23	Personal Services PS 93235	In-person, two-day local summit during August Leadership for teachers, coaches, and leaders with emphasis on standards-based curricula and scaffolding support. Direct Negotiation – Unique Knowledge and Expertise PPS-46-0525(4)	$594,000	K. Armstrong Fund 205 Dept. 5445 Grant G2237	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No new cooperatives

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland State University	9/1/23 through 8/31/24	Intergovernmental Agreement IGA 93144	Year two of professional development of Wallace Foundation Equity Centered Pipeline Initiative.	$753,411	S. Reese Fund 299 Dept. 5449 Grant S0455

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount,Contract Amount	Responsible Admin, Funding Source	Certified Business
NW Bus Tours, LLC	8/22/19 through 8/21/24	Services S 68356 Amendment 1	Adds funds to existing contract for Special Pupil Activity Bus (SPAB) coach transportation services for athletic and field activity trips on an as-needed basis. SPAB transportation is regulated by OAR 581-05-0615; District may only contract with providers certified with the State as SPAB providers. Individual trips will be procured by quote.	$150,000 $250,000	D. Ledezma Fund 205 Dept. 5432 Grant G2094	No

MEMO

TO: Portland Public Schools Board of Education

FROM: Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

CC: Guadalupe Guerrero, PPS Superintendent

DATE: May 23, 2023

SUBJECT: Funding Recommendation - Summer Enrichment and Extended Learning RFP

This memo will provide an update on the competitive process for summer enrichment and safety programming and will give you information in advance of contract approval requests in the upcoming Board meeting scheduled for Tuesday, May 23, 2023.

Funded Proposals and Planning Process:
The RESJ team led a rigorous formal RFP process to arrive at this funding recommendation. Over a six week process, the team held three 1-hour information sessions to describe the goals of the RFP and to solicit the best possible recommendations from a wide array of community providers. From this robust recruiting and engagement process, we received fifty complete and eligible proposals by the published deadline. Those fifty proposals were scored by a diverse set of PPS staff across instructional and operational departments using the published scoring criteria in the formal solicitation process. Based on scoring and total budget available, only proposals with a total score of at least 135 out of 150 are recommended for funding. In analyzing all the scores, the difference between those scoring 135 and higher and those below represented a two point spread between proposals. From that scoring line of 135, the team reviewed the proposed budgets and programing goals and made recommendations for contracting amounts.

In total, 26 organizations are recommended to move into contract negotiations. Over the six weeks of scheduled programming, we estimate that 6,035 students will be served. The total estimated contract amount is $3,809,000. The chart below summarizes the recommended proposals by programming category and includes the estimated number of students served by category.

Recommended Proposals by Programming Category

Programming Category	Number of Programs	Estimated # of Students Served
Visual and Performing Arts	10	870
Youth Violence Prevention	9	955
Cultural Identity Development	13	820
Literacy	9	210
Childcare	4	1,150

STEM/STEAM	14	730
Youth Employment	18	325
Science and Outdoor	11	625
Sports/Athletics	6	350

The chart below provides another summary of recommended proposals by grade bands and estimated number of students served.

Recommended Proposals by Age Served

Ages Served	Number of Programs
K-5	19
Middle School	20
High School	16

Procurement: Business Equity Goals
Of the 26 organizations funded, 16 are defined as culturally specific, meaning that both the leadership and programs are accountable to the cultural communities they serve. The total investment into these organizations is $2,184,000, or 57% of the total award. This aligns with the PPS Board Policy Equity in Public Purchasing and Contracting and exceeds the district's 2020-21 Business Equity Goals and Outcomes as reported in the annual report.

The chart below captures all of the proposed funded programs and includes the proposed contract amount, the number of students served, and a brief description of summer programming. In total, 26 organizations will move into contract negotiations.

Recommended Summer Enrichment RFP Funded Programs Over $150,0000

Organization	Proposed Funding Amount	# of students served	Program Summary
BOYS & GIRLS CLUBS	200,000.00	150	Boys & Girls club of Portland Metropolitan Area (BGCP) will provide youth a three-month summer enrichment program that includes: unfinished learning, mentorship, the arts, sports & recreation, STEM/STEAM, workforce development, mental health & wellness, and more. Our summer program consists of 5 days/week of high quality 6-8 hours of programming for elementary age youth and teens. It will begin on June 21st and end on August 18th.
Champions	450,000.00	700	At Champ Camp students will have fun and build academic skills in a safe, welcoming setting. We'll have nutritious snacks, outdoor time, learn

			friendship skills, appreciate diversity, make new friends, and get ready for the 2023 school year. Local and/or in-house field trips will connect students to Portland's neighborhoods. Families can adjust their child's schedule weekly to accommodate summer plans. Champ Camp 2023 is themed "Mystery Awaits!" Weekly themes include: CAMP CONNECTION: Me, You, Us CAMP CREATE: The Art of Summer CAMP INNOVATE: Plan, Design, and Create Using STEM Mindsets! CAMP ACTIVE: Get Your Game On or Sports of all Sorts CAMP OUT! Into the Great Outdoors"
Horizon (YEP)	220,000.00	150	Our 6 week long Summer Program includes two three week camps focusing on various cultural and social emotional learning enrichment opportunities that will develop positive peer to peer interactions for both our YEP Campers, students ages 11-14 in grades 6-8, as well as diverse High School Peer Mentors (ages 16-19) serving in our College and Career Readiness program. YEP Campers will also have the opportunity to participate in various field trips and activities that allow them to explore their environment, arts, culture and various careers. Our Camp will run daily (M-F) from 8:30a-4:00p. Have your kid join us for a safe and FUN experience with YEP.
POIC	200,000.00	120	POIC+RAHS will provide robust summer engagement services available to all POIC+RAHS middle and high school students. We will provide a three-week program from June 26 – July 17, Monday – Friday, from 9:00am- 5:30pm for high school students, and 9:00am-3:00pm for Middle School students. Our students will choose from an array of options offered at three locations. POIC+RAHS implements an "Earn & Learn" model. Schedule will include academic content in morning for credit, internship placement in the afternoon for credit, or enrichment activities in the afternoon for middle school students.
Portland Playhouse	400,000.00	850	Create, Learn & Play with Portland Playhouse this summer! Incoming 2nd-5th graders can join PPH Teaching Artists for free, full-day Summer Theatre Camps, exploring collaborative, creative storytelling activities through acting, dance, music, and craft. Our teaching artists create a space where kids are empowered to create, learn, and play through an

			imaginative exploration of theater. Each week, kids will explore storytelling through a different book and work towards an end-of-summer show based on a musical such as Encanto, The Lion King, or Moana. Every session will guide students through fun and creative games and activities that foster joyful self-expression and encourage positive cultural identity, while building physical, social, intellectual, and emotional skills – and literacy. On-site para-educators will be available to support the needs of all students. Nutritious snacks will be provided for students throughout the day and bus passes will be available for students and guardians. Register for all six weeks, two week blocks, or one week at a time. Families welcome on the final day for a mini performance celebration.""""
REAP	180,000.00	100	REAP's summer program provides fun, safe, structured and engaging activities for culturally diverse students that enhance learning and foster leadership. Enrichment activities include field trips, youth-led service projects, and leadership opportunities that focus on academic learning, social emotional learning, physical activity, and leadership development.
SAM Labs	200,000.00	640	STEAM and Coding Maker Camp where students learn foundational coding skills, push the limits of creativity, and solve real world challenges through hands-on hardware. By the end of the week-long camp students will exhibit their foundational coding and engineering skills by coding and creating a physical solution to a real-world problem facing their communities. The camps will be run by a certified educator that will provide a balance of science and computer science learning, unplugged activities away from the computer, and built in lunch and snack breaks.
SEI	450,000.00	435	Self Enhancement, Inc. will provide free, fun, challenging, and high-energy all-day summer programming for grades 3-12 students through a four-week academics and enrichment program, and through two weeks of basketball and volleyball camps. Our four-week program, held for middle school students at our Center for Self Enhancement facility, and for high school students at Jefferson High School will focus on academics, emphasizing English language arts and mathematics. Our

			afternoon program will feature rotations through classes such as Art, Dance, Team Building, Recreation, Meditation and Mindfulness, Community Outreach, Financial Literacy. Rising seniors will attend a four-week College Prep program at Portland Community College. High school students can apply to participate in SEI's Youth Career Exploration program and earn a stipend for helping summer activities for their younger peers while job-shadowing and being mentored by SEI staff. A kick-off block party and ending student rally at the SEI Center will celebrate summer activities. Students/families can register online via the link provided on SEI's website, and with the assistance of their SEI in-school service coordinators and SUN Community School managers.
Total	**$2,300,000**		

Recommended Summer Enrichment RFP Funded Programs Under $150,0000

Organization	Proposed Funding Amount	# of students served	Program Summary
AYCO	70,000.00	200	Join the African Youth & Community Organization for a week long summer camp that will keep youth active physically, mentally, and socially! We will play math games and puzzles, explore environmental science and education, do arts & crafts, play sports, and have a weekly field trip for everyone at no cost. Everyone is welcome to our programming with the understanding that we are a culturally-specific organization led by and for the East African immigrant and refugee community.
BRAVO	145,000.00	250	BRAVO is proposing 4 programs for summer 2023, serving 200-250 students in grades pre-K-12: The curriculum will incorporate games, active play, watching videos, reading and student-led activities into our lesson plans in each rotation. The artistic skills students learn will be transferable to use in the classroom, specifically in mathematics and creative writing. Student cohorts of 15 each will rotate through general music, choir, musical theater, dance/movement, bucket band, and visual art.
CETI	145,000.00	100	"5 weeks of collaborative learning, play, and creative experiments using cutting edge technologies (xr, creative code, smart tech, interactive objects), art and music to craft delightful and imaginative

			interactive objects, stories, spaces, and experiences placed around the city. Our festival this year will be made up of institutes for Youth and Community: Enchanted Musical Objects; Wearables and Costumes; AI creation and Generative Art: and Augmented Storytelling followed by project creation (and an optional September community showcase). The participatory institutes, a series of formal and informal experiences are composed of workshops, inspiring speakers (demos/show and tell), project hours, mentoring, peer learning, collaborative idea generation, experimentation, and prototyping, creative experimentation in the lab and research "walks".
Chess for Success	50,000.00	360	Chess for Success Chess Camps are designed to provide students with a comprehensive learning experience that combines chess instruction, match play, strategic gameplay, team building activities, and workforce development. In summary, our chess camps offer a well-rounded learning experience that combines chess instruction, match play, strategic gameplay, team building activities, and workforce development. We believe that our campers and high school staffers will not only improve their chess skills but also develop valuable life skills that will serve them well beyond the camp experience.
COBM	28,000.00	20	This is a summer bridge program for students that are in our in school program where we will focus on reading and literacy and participate in experiential learning with field trips around the Portland metro area focused on ecological education, Black business, wellness and STEAM.
Girl Scouts	125,000.00	180	Girl Scouts Summer Adventure Days - a two-week, hands-on day camp held right at your neighborhood school! Whether you're building a solar oven, making art from natural materials, hiking a forest trail, or honoring change-makers like Dolores Huerta and Frida Kahlo through a service learning project, you'll discover something new — about your world and yourself — each day. Girl Scouts Summer Adventure Days' two-week sessions will run from 12pm to 5pm, Monday through Friday, for girls from second through fifth grade at three different school sites. Each session will be immersive, focused on hands-on activities ranging from STEM to creative self-expression to exploring her cultural identity to building healthy relationships. Girls will find their own leadership

			style, make friends in a safe, supportive environment, and appreciate the outdoors. The final Friday of each session will be a field trip to Girl Scouts' Homestead property near Mt. Hood. Girls will hike, make art, conduct experiments, and enjoy being outside!
Hand2Mouth	135,000.00	200	Our education programs are shaped around H2M's unique Dialogue and Differences model of collaborative theatre-making. This curriculum of healing-centered, culturally-responsive practices is rooted in the tenets of social/emotional learning, to help youth identify their own strengths, needs, and values in the communities where they live. The collaborative process helps uplift diverse perspectives in the group setting as students work as an ensemble to generate an original theatrical work of their own devising, in their own voices. Our Education Programs encourage youth to utilize their thinking and inquiry skills in the world, ask deep questions, explore multiple perspectives and ideas, engage in thoughtful decision-making, and make connections between their own lives and the world around them.
Hội Phụ Huynh	130,000.00	300	Trai He is a Vietnamese Dual Language Immersion Summer Camp and the only of its kind in the Portland Metro region. A typical week at camp would include Vietnamese culturally relevant enrichment classes such as cooking, art, music, and Vietnamese language with an end-of-week celebration for students and families. All of our staff and volunteers have either studied Vietnamese, are bi-lingual, native speakers or are of Vietnamese heritage, and come to us from local schools, universities and the community. The goal of the camp is to provide a safe, culturally and linguistically enriching environment for our underserved and underrepresented Vietnamese Dual Language Immersion students. Arts, dance, games, music, drama based stories, cooking, geography and History of Vietnam
Maurice Lucas	12,000.00	40	Students will create, innovate and find confidence through a STEAM-based character development curriculum, physical activity and project-based learning opportunities; engage in activities that turn summer from a time of high risk to an opportunity to learn more about themselves and their community; embrace health and wellness through physical activities, nutritional knowledge and sleep habits; and learn to practice self-regulation and use positive tools to improve their mental health and wellness.

NAYA	140,000.00	100	The Native American Youth and Family Center (NAYA) is excited to propose culturally specific activities braided together into a comprehensive summer program led by approximately two dozen NAYA staff members, along with student interns, youth workers, community partners and Native professionals that will serve approximately 100 youth and their families with in-person enrichment activities.
Play It Forward	45,000.00	150	Play It Forward Summer Songwriting Camp provides students with the tools they need to write their own songs including their own Kalimba to keep after camp is done! Students will write songs with their friends, learn to write music with their Kalimba, make arts & crafts and record their songs on Fridays. After all four weeks each student will receive their own songbook with their songs written out in a printed book for them to keep!
Samoan Pacific Development Corporation	34,000.00	120	In the Future PI Leaders through Samoa Pacific Development Corporation's Building Future PI Leaders Program, students will be paired with an SPDC staff member or volunteer who will help mentor them through a set of guided activities, including goal-setting, check-ins, reflection, and adjustment. The members of the Building Future PI Leaders cohort will work with an SPDC program coordinator to plan this year's 2nd Annual Portland-Vancouver Samoan Festival. Students will be involved in every aspect of planning, including budgets, contacting vendors and performers, creating contingency plans, marketing, set-up, on-site coordination, clean-up, collecting feedback from attendees, and evaluation of the program. This experience will be invaluable. Students will be trained in SPDC's PI curriculum and will facilitate weekly workshops and educational outings to their PI peers.
TiE Oregon	100,000.00	90	Hackers Hipster and Hustlers: Startup, Computer Science, and Technology Camp promotes and empowers young inventors to create valuable products that will solve the world's largest problems through computational thinking. In addition, this camp introduces students to entrepreneurship so they can create businesses around their inventions. During this two week camp, students will be guided into an entrepreneurial mindset of solving problems through invention. By the end of the week, students will have identified a problem, come up with a viable solution, prototyped their product, and will pitch their invention and business to their peers.

			Students will leave camp with: -A like-minded peer group interested in invention and entrepreneurship -Business mentors they can turn to for future assistance with business and invention ideas -An entrepreneurial mind-set that will help them solve problems in their communities -Presentation skills and confidence they can take with them throughout their lives -An understanding of how to address complex problems using technology.
Vibe of Portland	45,000.00	30	The Digital Story: Create Your Own World Through Puppets and Virtual Reality, will be offered for two 3 week sessions (6 weeks total programming), particularly for PPS students of color entering 6th grade through exiting 8th grade. Students will learn the basics of hand sewing, illustration, character design and more, which all will lead to making a puppet to keep forever! Students will have complete creative freedom and choose from various construction methods to create their own characters and art, whether a marionette, an art toy, or a shadow box, among others. Through storytelling, students will create and write down a story that will be the inspiration for the puppet as well as its environment.
Village Resiliency	50,000.00	60	Wellness Squad is a weeklong day camp where Black and brown youth can be with peers, explore self-expression & learn about mental health through the lens of art. Teenagers need education on what healthy life skills are and they need the space and time to actually build these skills in a safe and fun environment. Wellness Squad addresses both areas. Squad is divided into three distinct areas: 1) Social Skill-Building through facilitated competition, play and peer interactions; 2) Healthy Identity Development 3) Self Expression & Developing Our High School Wellness Squad has a unique focus on supporting rising 9th graders with a warm entry into high school and providing a dedicated space to support their transition mentally, socially and emotionally into high school. Each cohort will include a Q&A panel comprised of current PPS staff & students, where Squad members will be given the opportunity to talk with their future peers and teachers openly prior to formally meeting them in the fall.

Wild Diversity	55,000.00	150	Land and Paddle Adventures supports BIPOC youth in their discovery of nature, fostering a personal connection to the outdoors and creating a foundation for future stewards and outdoorists. BIPOC youth will participate for a full weeklong day camp (5 days total) in either land or paddle adventures. We'll start with the basics, gradually build skills and confidence during the week. Wild Diversity offers 6 separate weeklong camps. Three of the camps will be focused on paddling (kayaking and canoeing), and three of the camps will be focused on land adventures (field science, survival skills, overnight backpacking and camping). Participants will come away with knowledge of outdoor safety and self-rescue, beginning adventuring or kayaking skills, observing hazards and risks, minimizing impact in the outdoors and outdoor survival skills.
YMCA	100,000.00	300	YMCA Summer Day Camp - Get ready for a summer like no other with the YMCA! Each week has an engaging theme that allows youth to explore, create and play. Curriculum activities will focus on STEM, physical activity, arts and crafts, group games and other enriching social development activities. To provide the greatest amount of opportunity of choice for participants, activities will allow each child to follow their own interests and/or learn something new.YMCA Summer Enrichment Camp - Our Enrichment Camps are serve students ages 7-12 at our Southeast YMCA daily from 9:00am-3:00pm. These camps are specialized to allow children to deepen their knowledge and experience in subject areas of their choice. Each week has a different focused curriculum, intentionally designed to help students explore areas of interest, build basic skills, and take their learning to the next step. Each day, students would participate in skill building activities, focused on peer cooperation, creative thinking, and hands-on learning.
Young Audiences/Arts for Learning NW	100,000.00	240	Arts for Learning Northwest (previously Young Audiences) is excited to welcome campers for week long camp experiences this summer. In addition to a morning circle, breakfast, lunch and outdoor breaks, campers will interact with two professional teaching artists each day in "studio time" blocks. Each teaching artist will individually plan studio times to give hands-on exploration time and to highlight student voices. Teaching artists will facilitate experiences in both visual and performing art mediums and will be listed on the Arts for Learning registration page once they have been finalized.

Total	**$1,509,000**		

Proposals Not Recommended for Funding
Of the fifty proposals submitted, twenty-six organizations submitted proposals that scored below the funding threshold of 135 out of 150 points. This procurement process was oversubscribed by $5.3 million.

Background: RFP Goals and Timeline -
In February, PPS released a request for proposals asking our culturally specific and multiracial partners, licensed childcare providers, arts organizations, and youth development organizations to submit proposals for summer enrichment and safety programming funding. The RFP notice was released on January 25, 2023, proposals were due on February 28, 2023 and proposers will be notified of their awards on March 27, 2023. Three information sessions were held where over 50 people attended both.

The following goals were outlined in the RFP and proposers were asked to submit funding proposals that responded to these overarching goals. **:**

1. Provide robust, culturally responsive and engaging enrichment and extended learning programming programming for 5,000 PPS students throughout the summer of 2023 to complement Summer Acceleration Academy.
2. Reinforce partnerships with community based, culturally specific and multiracial organizations located at PPS identified schools
3. Provide youth employment opportunities through staffing in summer enrichment programs.
4. Support youth violence prevention through partnerships and programming proven to support safe and resilient communities.

Proposal Scoring Criteria and Process
Proposers were asked to submit a narrative proposal with attachments that included a Safety Plan (in alignment with RSSL guidelines for safety), a budget, staffing resumes and job descriptions and a logic model for program impact. Proposals were evaluated by a team of seventeen PPS staff from the following departments: Office of School Performance, Early Learning, College and Career Readiness, RESJ, Community Engagement, Language Access Services, Learning Acceleration, VAPA, and Office of Systems Performance. The evaluation team used the scoring criteria below to score and rate proposals.

Written Evaluation Criteria

1. Proposed Service and Program Design and Alignment with goals, RESJ Partner Investment Strategy #4: Enrichment and Extended Learning (2 pages) and number of students served **2. Logic Model (use template provided)** Describe the program(s) of services you plan to implement. If proposers are submitting multiple programs, proposers should submit a separate service and program design for each of the summer programs for which they are applying. Program description should Include grade level/age of students to be served, number of students to be served, duration of the program, facilities/outdoor space needs,examples of curriculum and culturally specific, educational activities targeted to meet the extended learning and enrichment needs of students including activities that support inquiry-based, hands on instruction, healthy and active lifestyle, physical activity, students' social and emotional well-being, attendance documentation plan, and program goals and outcomes. Programs are required to adhere to the current state summer camp guidance. Describe how your proposed service and program design incorporates the expectations set out in section 2.2 Statement of Work and tie goals of the RFP in page 7. Describe how your organization will achieve your stated goals and how you will engage underserved student populations. Complete and attach a Logic Model (Attachment F) The program goals and impact should align with the outlined summer program goals as well as PPS mission and vision. The proposal should provide clear examples of how the proposal intends to provide the scope of work as well as how success will be measured. Include any proposed partnerships with a clear description of roles and responsibilities, and how the partnerships support the goals and outcomes of programming. **An ideal proposal will demonstrate:** Program description is clear and provides opportunities for student extended learning and enrichment. There is clear alignment with outlined goals and the RESJ Partnership Investment Strategy #4. Services and programs respond to underserved students and are delivered in culturally specific and culturally responsive strategies. There is a clear correlation with proposed services and outcomes.	**Maximum Points Available: 50**
3. Proposed Key Staff, Staff Experience and Staff Capacity (1 page) Describe the capacity of your organization to perform the scope of work provided in Section 2. Please describe the racial/ethnic diversity of your organization. List the key staff proposed to perform the work. Describe the role of each key staff member proposed and the percentage of his or her time which will be allotted to the project. Attach the job description or resume for each staff member proposed. If a resume is not available, provide a short description of each of the key staff and how they are ideally suited to their role in the program. Include if you will employ youth in the program and describe their roles and how they will be trained and supported. An ideal proposal will demonstrate: Staff roles and responsibilities will be clearly defined and described The program will include youth employment opportunities. Staff experience and expertise will be highlighted and in alignment with articulated goals and the PPS RESJ Partnership Investment Strategy/#4 Enrichment and Extended Learning. Proposals will demonstrate staff diversity reflective of the student population to be served.	**Maximum Points Available: 15**

4. **Proposed Budget (Use provided template & 1 page narrative)** Provide a program specific budget for which you are applying. Use Attachment E to provide line item detail for the cost of the program proposed. Budget should include: staffing, youth employment, supplies, transportation, nutrition/food and administrative costs. Please provide a concise budget narrative that describes the rationale for costs of the program design and includes a description of funding leveraged for the program. The budget narrative should also include any efforts the proposer has undertaken to ensure costs are reasonable and in alignment with the market in Portland. **An ideal proposal will demonstrate:** Costs will be in alignment with program design and proposed outcomes and measures. There will be a clear articulation of how resources will be used to achieve success. The budget narrative and Attachment E will provide sufficient detail to illustrate funding and resources proposed are being utilized in an effective and efficient manner. Budget narrative includes a comprehensive list of leveraged funding and description of sources. Costs are reasonable and funding is directed to providing services for the maximum number of students (55% staff, 30% supplies, 15% admin). Budget should include cost per student	**Maximum Points Available: 35**
5. Program Safety Protocols Plan and Security (1 page narrative) All programs are required to adhere to the current state summer camp guidance. Your narrative should include your violence prevention plan, address how your program will prepare for emergency events (earthquake, lockdown, etc), your student tracking and attendance plan, and what is your process for maintaining confidential and FERPA-protected information regarding student and family information? **An ideal proposal will demonstrate:** Clear violence prevention and comprehensive student safety plan for attendance tracking and student and family confidentiality,adhere to the current state summer camp guidance, prepare for emergency events (earthquake, lockdown).	**Maximum Points Available: 15 points**
6. Culturally Specific and Multiracial Organization (1 page) See definition of culturally specific organization, and describe how your organization qualifies. Subcontracting: Please describe your organization's comprehensive plan to partner with certified business subconsultants to participate in the performance of this contract. **An ideal proposal will demonstrate:** Qualifying as a culturally specific organization; or have a plan to partner/subcontract with a culturally specific organization. The organization has significant experience planning and implementing culturally responsive programming.	**Maximum Points Available: 15**

7. Experience Past Performance (1 page) Describe two projects of similar scope and size, which the proposing organization has completed successfully. Provide the program start date and end dates, client and cost. An ideal proposal will demonstrate: Referenced programs are relevant and comparable to the proposed programs. Program	**Maximum Points Available: 20**

design, staffing and budget are relevant and comparable to the proposed programs. Success of the referenced programs is clearly defined and measured. If you were awarded for 2022 summer funds, include a summary of programming and include the following: enrollment, attendance, reporting, invoicing & student and family feedback	
Written Evaluation Criteria Total	**Total Points Available: 150**

Contract Management and Reporting

As part of the RFP design, we utilized the same logic model from our RESJ partnerships that was required in the RFP for proposers to submit. The logic model described proposers' theory of action for student impact as a result of the resources and services provided by the proposer. The logic model provided examples of how the proposer intends to meet the scope of work, as well as how success will be measured. This information has been integrated into the contract goals and activities. All contractors will be asked to report against the information in the scope of work upon completion of their summer programming. This summer staff from the RESJ team will provide onsite monitoring and support for programming in collaboration and coordination with the Learning Acceleration team.

Date: May 5, 2023

To: School Board

From: Dr. Kimberlee Armstrong, Chief Academic Officer
Dana Nerenberg, Interim Senior Director of Academic Programs
Alayna Papaiacovou, Program Administrator K-5 English Language Development
Jennifer Anderson, Program Administrator 6-12 English Language Development
Mary Wiener, Manager, Instructional Resource Adoption

Subject: K-12 English Language Development (ELD) Adoption

BACKGROUND

Portland Public Schools currently uses a variety of resources to provide English Language Development (ELD) services to our K-12 multilingual learners (MLLs) who are newcomers or at the Emergent Proficiency Level of English. A newcomer student is a child who has recently arrived to the United States and the educational system within the last two years. Our K-12 Instructional resources for newcomers are outdated, lack connection to core, support foundation literacy development only at the surface level, and have minimal student access to digital resources. Currently, many ELD teachers prefer to create their own materials or use a combination of supplemental materials, rather than use older adopted materials. As a result, each newcomer and multilingual learner receiving Designated ELD (separate, dedicated time for language development instruction, sometimes referred to as "pull-out") has a different scope of sequence, with varying levels of rigor and standards alignment. By adopting new, high quality materials, we would have an opportunity to align our scope and sequences across schools, define common assessments, and collaborate in a way that would benefit all newcomer and emergent MLLs across the district.

The lack of high quality instructional materials for ELD with a clear scope and sequence across the district have resulted in slow progress in ELD, specifically in the Reading and Writing domains. This is evident when reviewing student data for the English Language Proficiency Assessment (ELPA) Summative scores. Over the past four years the percentage of students who take the ELPA and have scored at the overall emergent level has remained at 16-18% with only 10-13% scoring proficient each year. We are still awaiting all scores for the 2022-23 school year, but the data that we have thus far does not show an improvement in this trend. Furthermore, our data shows that the number of newcomers that enrolled this year in PPS is double what the trend has been in past years. Hence, we are seeing more and more students entering at the emergent level.

RELATED POLICIES/BEST PRACTICES

Newcomers and students at the emergent levels of proficiency are required to receive Designated ELD, in addition to sheltered instruction in core. For all multilingual learners, the best practice in ELD instruction is to integrate ELP standards with core content throughout the day, everyday. Students develop language best when it is connected to content and knowledge. Also, instruction needs to be ELP standard aligned to ensure that students are developing skills and building proficiency across all four language domains- Reading, Writing, Listening, and Speaking. Students need ample opportunities to engage in academic conversations about high interest topics and content with their peers to build oracy and listening skills. Students with

interrupted formal education need additional support in developing foundational literacy skills. Furthermore, they need intentional scaffolding that ensures that they have access to grade level text, instruction, and learning activities. In order to close the opportunity and achievement gap that exists for many multilingual learners we need to ensure that we use instructional materials and strategies that demonstrate high engagement and productive struggle for language learners in all content areas. The curricular resources will align to ELP standards and Common Core standards to allow for Designated ELD for newcomers and students at the emerging level, and/or Integrated ELD simultaneously and interchangeably.

ANALYSIS OF SITUATION

Our multilingual newcomers need access to grade level content, instruction, and texts. In order for them to make gains in all domains of English Language Development, they need to receive both designated pullout time and Integrated ELD services during core Language Arts instruction. Furthermore, our teachers need curricular resources that align to ELP standards and Common Core standards to allow for designated pull out for newcomers and/or integrated simultaneously and interchangeably. PPS curricular resources must provide guidance on how to scaffold ELD instruction and core ELA content for Multilingual students so we can ensure that every Multilingual newcomer student receives grade level standards aligned instruction that addresses both ELP and ELA standards

FISCAL IMPACT

The purchases of Designated ELD curriculum will be paid for through the 2020 School Bond, as this is bond compensable. The hours for professional development and consumables will be paid for through non-bond funding. For the ease of two funding sources, these contracts were separated. The non-bond funded contracts do not meet the $150,000 threshold, and are currently being negotiated with vendors. Furthermore, our recommendation for K-12 includes 4 different contracts that are bond compensable. Of the 4 contracts 1 exceeds the $150,000 threshold, but we are including all in this memo to show the full scope.

- Vista Higher Learning Get Ready Sail/Soar for Grades 1-5: $341,315
- Vista Higher Learning Get Ready for 6-8 and 9-12: $120,345.27
- Benchmark Hello!: $122,970
- Benchmark Advancing Language Learning: $147,815

COMMUNITY ENGAGEMENT

The decision to fully adopt K-12 Vista Higher Learning, Benchmark Hello, and Benchmark Advancing Language Learning resources was a highly involved process including K-12 Instructional Resources (AIR) Committee (K-5 designated, integrated, and 6-12 designated members were split into subcommittees after the 3rd meeting) and field tests of K-12 instructional resources. A deep analysis of the instructional resources was completed to evaluate instructional resource alignment with K-12 ELP standards and Common Core State standards, our PPS RESJ lens, and our Graduate Portrait. A brief description of the K-12 ELD AIR processes and the field test are below.

- K-12 ELD AIR Committee - The committee held three online meetings between 12/7/22 and 1/11/23. These meetings were two hours in length and committee members learned about our ELD Academic Program vision, mission, connection to PPS Graduate Portrait and Instructional Framework, data review, instructional materials evaluations, and the consensus process.

- K-5 Designated ELD AIR Subcommittee - the subcommittee held three online meetings between January 11, 2023 and April 19, 2023 as well as three options to meet in person to evaluate vendor candidates for selection to field test. Families and the community

were offered two opportunities on 3/15/23 in person and 4/5/23 virtually to review the field test materials, ask questions of the vendors, and hear presentations from the vendors. Families, community members, non-field test teachers, building and district administrators, and support staff were emailed via district communication about the opportunity.

- K-5 Integrated ELD AIR Subcommittee - the subcommittee held five meetings between January 11, 2023 and May 10, 2023. In addition, the subcommittee members attended a full day of in person training from the English Success Forum. The subcommittee completed 15 hours of asynchronous work in order to gather data and evaluate materials.

- K-5 Designated ELD Field Test - The Field test occurred from March 6, 2023 to April 7, 2023. All field test teachers are able to use the materials through the end of the school year to minimize the disruption to student learning. Prior to the start of the field test, participating ELD Teachers received 2 hours of synchronous professional development virtually on March 1, 2023. During the field test, teachers were also provided an additional 4 hours of PD on March 8th and 16th. Participants also had access to an FAQ where they could ask questions of the vendors and receive timely responses.

- 6-12 Designated ELD AIR Subcommittee - The subcommittee held four virtual meetings and 3 in person review sessions between December 7, 2022 and May 3, 2023. At these sessions, the committee members connected the PPS Graduate Portrait, PPS Academic Framework, English Language Proficiency standards, and their own values and experience in order to create a common vision for the adoption. The committee co-created an evaluative tool for reviewing vendor options and reviewed all ODE approved ELD curricula in person, scoring each on our committee's rubric. 6-12 Designated ELD narrowed their choice from four approved vendors to one vendor program for field testing. The decision by the committee to move forward with VHL: GetReady! 6-8 and 9-12 as our only field test candidate was unanimous.

- 6-12 Designated ELD Field Test - The Field test preparation and teaching occurred from February 21, 2023 to April 21, 2023. All field test teachers are able to use the materials through the end of the school year to minimize the disruption to student learning. Prior to the official start of the field test teaching, participating ELD Teachers received a total of 6 hours of synchronous professional development virtually on February 21, 2023, March 1, 2023 and March 8, 2023. During the field test, teachers were also provided an option to attend a two hour vendor led office hours should they have questions on using the resources. Each participating field test teacher was observed using field test materials by a central office administrator or TOSA. Field test teachers' feedback on the materials were gathered via survey, reflecting our committee's original co-created evaluation tool.

K-12 Family and Community Data Collection: Families and the community were offered an opportunity to review the K-12 field test materials, ask questions of the vendors, and hear presentations from the vendors. Families, community members, non-field test teachers, building and district administrators, and support staff were emailed via district communication about the opportunity.

  - In-person Review - (March 15, 2023) Materials were available in the BESC foyer from 9 a.m. - 8 p.m. People who reviewed the materials were invited to complete a paper or electronic survey. Vendors were available from 2 p.m. to 5:30 p.m. to answer any questions. From 6:00 - 7:45 p.m. vendors provided 20 minute presentations about their materials in the

Mazama conference room.

- Virtual Review - (April 5, 2023) Videos of vendor presentations were made available via PPS YouTube and ELD Academic Program Administrators were available to answer questions. All stakeholders were invited to complete an electronic survey. The electronic survey was available on the adoption website until April 7th.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation begins with the purchase of the Vista Higher Learning and Benchmark instructional materials. As part of the purchase, ELD teachers will have full digital access to digital resources for the curriculum(s) they will support and use. The PPS K-12 English Language Development Academic program will be trained on the materials by the vendor before the end of the school year. The PPS K-12 ELD Academic Program will then revise our current Program Guidance documents to include the adopted materials. Over the summer ELD teachers will be able to attend between 1-2 days of professional development focused on the instructional pedagogy and materials for each curriculum they will utilize in June and August. All teacher materials will be available online starting at Summer Institute in June. The physical teacher and student materials will be ready to use by the end of August 2023.

This will be followed by a 3 year professional development (PD) plan with the vendor that will provide sessions over three years for teachers and administrators to engage in professional learning experiences around Vista Higher Learning and Benchmark instructional materials and best practices. Part of the goal of this three year PD timeline is to provide coaching and build capacity within lead teachers who will be experts that will facilitate district PD in the future. The PPS English Language Development Academic Program will continue to monitor student performance through the ELPA, MAP growth assessments, formative assessments, teacher and student feedback through surveys and focus groups, and classroom walkthroughs focused on language development.

BOARD OPTIONS WITH ANALYSIS

Our recommendation is to approve K-12 purchases to support language, literacy, and content growth for our Multilingual newcomer students. Bringing on Vista Higher Learning, Benchmark Hello! and Benchmark Advancing Language Learning to support this work means that we will be able to ensure that our ELD teachers have the materials and PD they need to provide high quality instruction that addresses the four domains of English and supports students as they engage in learning opportunities through academic discourse, interactive student practice, formal writing, and reading/word analysis strategies. In addition, using the newly adopted instructional resources will foster increased access to core instruction for our multilingual learners. This will help us move very quickly in meeting our school board goals for one of our most vulnerable populations.

If not approved, we will not be able to provide instruction that has intentional alignment to ELP standards to ensure language development is connected to core and supports foundational literacy skills for SIFE students, or equip teachers with the tools and instructional strategies to scaffold learning that guarantees multilingual learners engage with grade level texts and rigorous learning activities. Furthermore, without the approved contracts we will need to continue to use outdated instructional resources that lack rigor, connection to core, support foundation literacy development at the surface level, and have minimal student access to digital resources. Our multilingual learners will continue to struggle to engage with grade level learning, and teachers will resort to modifying the learning for them by lowering the cognitive load.

CONNECTION TO BOARD GOALS

Strong instructional materials and professional development for the implementation of designated ELD supports:

Board Goal #1- To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.

Board Goal #3 - By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC) and Board

If we have a Transformative Curriculum and Pedagogy (Educational System Shift) then we can support all teachers to be Knowledgeable and Committed Lifelong Learners, Inclusive and Responsive to Diverse learners, and are Self-aware and Reflective (Educator Essentials) which will result in students becoming Inquisitive Critical Thinkers with Deep Core Knowledge and Inclusive and Collaborative Problem Solvers (Graduate Portrait).

STAFF RECOMMENDATION

Approve K-5 contracts with Vista Higher Learning: Get Ready Sail/Soar, Benchmark Hello!, and Benchmark Advancing Language Learning. Approve 6-12 contracts with Vista Higher Learning: Get Ready! 6-12. Approve contracts for consumables and PD annually. The approval of all contracts will support language, literacy, and content growth of our newcomer students.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

A. Bond Funded:
    a. 6-12 VHL Contract
    b. K-5 VHL Contract
    c. Benchmark Hello
    d. Benchmark ALL
B. Non-Bond Funded:
    a. 6-12 VHL Consumables
    b. K-5 VHL Consumables
    c. Benchmark ALL Consumables
    d. Benchmark PD
    e. 6-12 VHL PD
C. Position Paper
D. K-5 Decision Paper
E. 6-12 Decision Paper

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Self Enhancement, Inc. (SEI)

1. Synopsis of Contractor's Work:

Portland's record levels of gun violence and homicides once again threaten the safety of local schools, and endanger the lives of our community's children, youth, and families. This unacceptable escalation in violence also exacerbates the disproportionate educational, economic, and social-emotional impacts of the pandemic in Portland's communities of color. The systemic injustices thrown into stark relief by the Black Lives Matter movement continue to be of paramount importance to our community. SEI staff involved in our RESJ collaboration are also supporting design of the PPS Center for Black Student Excellence, an historic effort to center and elevate the Black student experience, eliminate longstanding disparities, and improve academic and other outcomes.

Middle school courses will include Art, Dance, Recreation, Team Building, and SRB/BRB. The latter, which originated early in our history as "Sisters Reflecting Beauty" and "Brothers Reflecting Brotherhood" are SEI-developed Afrocentric classes exploring topics around gender, dating, bullying, healthy relationships, violence prevention, health (physical, sexual, social-emotional), and other student concerns. High school courses will also include SRB/BRB, Team Building, and Recreation, plus Community Outreach, Meditation and Mindfulness, and Financial Literacy. Summer courses and field trips will include activities that reinforce learning in STEAM/STEM, the arts, environmental and outdoor learning, career areas. In addition to the four-week program, SEI's two-week, six-hours-daily Basketball and Volleyball Camps are organized around SEI's "coaching for character" curriculum, which covers fundamental skills of the sport, plus those skills needed both on and off the court.

SEI's Youth Career Exploration curriculum teaches the importance of community-building, through mentorship, postsecondary education, and career exploration. Rising seniors will participate in a four-week College Prep 101 class at Jefferson High School, comprising hands-on workshops that introduce each senior to college classroom spaces, computer labs, and various campus resources while receiving instruction on "all-things-college" and scholarships. Topics covered will include Oregon Student Aid (OSAC) basics, proper SAT studying skills, applying for financial aid, and what is needed to successfully complete SEI's Youth Potential Realized Scholarship application process. They will receive folders with a Senior Year Checklist and College Prep Calendar. Rising seniors will also tour other area college/university campuses, visit with SEI college/university enrollees, and meet with various business/industry partners (e.g., Danner Boots, LAIKA film animation company, Andersen Construction, Bora Architecture & Interiors).

SEI will provide summer programming for up to 435 students in grades 3rd to 12th. Programming will be offered during these dates: June 20-Aug 4; Monday - Friday; 9 am - 4:30 pm

2. Ongoing collaboration, engagement and feedback with PPS leadership:

a. Engage with PPS staff and participate in meetings & site visit[s]. RESJ will need to be kept updated on field trip schedules, etc. in order to successfully schedule site visit[s];

b. In addition to the mandated contractor training (Section 8), all program staff will attend the Summer Safety and Enrichment Professional Development sessions offered by the RESJ team. Multiple sessions will be held and some will be in partnership with the Summer Acceleration Academy. Partners should hold their calendars during the weeks of June 12 - 16th and June 28-29th and July 5 - 7th. A more detailed schedule will be provided in Mid -May.

3. Performance Period/ Dates and Times of Service:

This Contract runs from May 24, 2023 – August 30, 2023 June 20-Aug 4; Monday - Friday; 9 am – 4:30 pm

4. Detailed Description of Goals and Activities:

Goals: • **Increased student access to positive adult & near-peer instructors, coaches, mentors able to deliver fun, safe, enriching culturally specific enrichment, support violence prevention, healthy social-emotional development** • **Strengthened partner-ships and system of student and family support connecting schools, SEI (a culturally specific community-based organization), SUN Community Schools, other providers of free and safe summer enrichment** • **Career Exploration mentoring & youth employment experiences**
Activities designed to help achieve this goal:
• Support PPS summer information dissemination (e.g., SEI website, social media, personal contacts); recruit students, assist with enrollment, track attendance • Daily AM academics, PM enrichment in arts, STEAM, careers, outdoor education, community, health, SEL; healthy meals • Sports Camps using SEI coaching for character curriculum • Positive mentoring, career exploration, career exploration & work-based learning experiences for selected high school students, SEI post-high students • 4 weeks of academic support and enrichment • 2-week summer sports camps

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Self Enhancement, Inc. (SEI)

5. Contract Conclusion Performance Measures (submitted with final report).

Number of students served (total: per grade, per school)	
Reporting against goals in section 4	
Staff attendance at RESJ Team Professional Development	
Youth Employment/Interns If so, how many students did you hire/intern?	
Extra credit earnings (if applicable): • Subject (Math, science, language arts) • Number of students successfully earned credits • Number of credits offered • Number of credits earned by subject area	
Describe summer highlights (student successes and student, parent, stuff testimonials)	
Describe some of the challenges/room for improvement	
Number of days offered	
Number of hours per day	
Staff Demographics	
Staff FTE	
Share videos/photos of your program	

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Self Enhancement, Inc. (SEI)

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$450,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking Template**. Actual invoicing/attendance tracking sheet[s] provided upon contract execution.

7. **Student Information Security Protocols**: Any email, google doc, spreadsheet, etc. containing student information must be stored and conveyed in alignment with PPS' security protocols in order to keep our students, data, and operations safe.

   Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

8. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students (Tier I or Tier II). Training may be completed as a group or individually, course completion form must be submitted by each individual. Without this training programming cannot begin. **Mandatory Contractor Training** & **course completion form**.

9. **Student Enrollment**: Work under this contract shall be with students currently enrolled in PPS.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

    Nonperformance includes, but is not limited to: site visits, mandatory training compliance, student enrollment, and student information security.

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
BOYS & GIRLS CLUBS OF PORTLAND METROPOLITAN AREA

1. **Synopsis of Contractor's Work:**
   Boys & Girls Club of Portland Metropolitan Area (BGCP) will provide nearly 150 youth a three-month summer enrichment program that includes: unfinished learning, mentorship, the arts, sports & recreation, STEM/STEAM, workforce development, mental health & wellness, and more. Our summer program consists of 5 days/week of high quality 6-8 hours of programming for elementary age youth and teens.

   It will begin on June 26th and end on August 18th in our three Portland locations: Regence (N. Portland), Wattles (SE Portland), and Blazers (NE Portland). BGCP's Portland club sites serve a demographic predominately made up of kids of color: 28% African America/Black, 23% LatinX, 2% Asian, 1% Native American, 25% Multiracial, 2% not answered, and 19% White. 80% of our members qualify for free/reduced lunch. These demographics include immigrant & refugee communities, undocumented communities, LGBTQIA+, children in the foster system, single-parent households, and families experiencing homelessness.

   BGCP serves communities primarily made up of low-income, underserved populations, such as the New Columbia community (located adjacent to the Regence Club), which consists of 297 units with public housing operating subsidy, 73 units with project based Section 8 subsidy and 186 additional units for households earning less than 60% MFI.

   BGCP is uniquely positioned to address critical needs such as historic under-resourcing of Portland's marginalized communities, opportunity deserts in which BGCP operates, unfinished learning, social emotional supports, and COVID recovery and healing with the resources and experiences we provide to families. Through caring, professional staff mentors, they work to meet these critical needs by providing everyday necessities such as healthy meals and snacks, academic support, counseling services, field trips and employment opportunities. Clubs open doors of opportunity for young people to achieve their great future.

2. **Ongoing collaboration, engagement and feedback with PPS leadership:**
   a. Engage with PPS staff and participate in meetings & site visit[s]. RESJ will need to be kept updated on field trip schedules, etc. in order to successfully schedule site visit[s];
   b. In addition to the mandated contractor training (Section 8), all program staff will attend the Summer Safety and Enrichment Professional Development sessions offered by the RESJ team. Multiple sessions will be held and some will be in partnership with the Summer Acceleration Academy. Partners should hold their calendars during the weeks of June 12 - 16th and June 28-29th and July 5 - 7th. A more detailed schedule will be provided in Mid -May.

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
BOYS & GIRLS CLUBS OF PORTLAND METROPOLITAN AREA

3. Performance Period/ Dates and Times of Service:
This Contract runs from May 24, 2023 – August 30, 2023
June 21st to August 18th, 2023

4. Detailed Description of Goals and Activities:

Goals: Youth are feeling emotionally and physically safe, increased positive relationships with adults, decreased incident reports, BGCP is leveraging culturally-specific organizations and community partners
Activities designed to help achieve this goal:
Athletics, Youth Violence Prevention programming for at-risk youth, STEAM/STEM, Literacy, and Childcare

5. Contract Conclusion Performance Measures (submitted with final report).

Number of students served (total: per grade, per school)	
Reporting against goals in section 4	
Staff attendance at RESJ Team Professional Development	
Youth Employment/Interns If so, how many students did you hire/intern?	
Extra credit earnings (if applicable): • Subject (Math, science, language arts) • Number of students successfully earned credits • Number of credits offered • Number of credits earned by subject area	
Describe summer highlights (student successes and student, parent, stuff testimonials)	

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
BOYS & GIRLS CLUBS OF PORTLAND METROPOLITAN AREA

Describe some of the challenges/room for improvement	
Number of days offered	
Number of hours per day	
Staff Demographics	
Staff FTE	
Share videos/photos of your program	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$200,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking Template**. Actual invoicing/attendance tracking sheet[s] provided upon contract execution.

7. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed in alignment with PPS' security protocols in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

8. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students (Tier I or Tier II). Training may be completed as a group or individually, course completion form must be submitted by each individual. Without this training programming cannot begin. **Mandatory Contractor Training** & **course completion form**.

9. **Student Enrollment**: Work under this contract shall be with students currently enrolled in PPS.

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10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to: site visits, mandatory training compliance, student enrollment, and student information security.

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Champions

1. Synopsis of Contractor's Work:

This summer, Champions will provide PPS Elementary School students who join Champ Camp with opportunities to build academic skills in a safe, welcoming setting. We'll have nutritious snacks, outdoor time, learn friendship skills, appreciate diversity, make new friends, and get ready for the 2023 school year. Local and/or in-house field trips will connect students to Portland's neighborhoods. Families can adjust their child's schedule weekly to accommodate summer plans.

Champions' Champ Camp is offered to students ages 5-12; June 26-Aug 4; Monday - Friday; 7:30 a.m. to 5:30 p.m.

Champ Camp 2023 is themed "Mystery Awaits!" Weekly themes include:

CAMP CONNECTION: Me, You, Us
CAMP CREATE: The Art of Summer
CAMP INNOVATE: Plan, Design, and Create Using STEM Mindsets!
CAMP ACTIVE: Get Your Game On or Sports of all Sorts
CAMP OUT! Into the Great Outdoors

Champions will do all of this with programming that meets PPS students' needs: providing culturally specific, educational activities targeted to meet the extended learning and enrichment needs of students, including activities that support inquiry-based, hands-on instruction, healthy and active lifestyles, physical activity, and students' social and emotional well-being. Champions is pleased to partner in helping PPS realize its Strategic Plan Theory of Action: to ensure every student, especially Black and Native American students who experience the greatest barriers, realize the Vision of the Graduate Portrait – to be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Every Monday, students choose at least two goals each week to accomplish and chart their progress each day. Through "Brain Booster" activities, students practice and expand on their SEL, STEM and language/ literacy skills and emerge from summer feeling confident and optimistic about the upcoming school year.

Additionally, showcase events allow children to show off their favorite project from camp during a family night. Family nights are designed to give kids opportunities to interact and lead their family members through their favorite activities from camp that week.

2. Ongoing collaboration, engagement and feedback with PPS leadership:

a. Engage with PPS staff and participate in meetings & site visit[s]. RESJ will need to be kept updated on field trip schedules, etc. in order to successfully schedule site visit[s];

b. In addition to the mandated contractor training (Section 8), all program staff will attend the Summer Safety and Enrichment Professional Development sessions offered by the RESJ team. Multiple sessions will be held and some will be in partnership with the Summer Acceleration Academy. Partners should hold their calendars during the weeks of June 12 - 16th and June 28-29th and July 5 - 7th. A more detailed schedule will be provided in Mid -May.

3. Performance Period/ Dates and Times of Service:

This Contract runs from May 24, 2023 – August 30, 2023
June 26-Aug 4; Monday - Friday; 7:30 a.m. to 5:30 p.m.

4. Detailed Description of Goals and Activities:

Goals: 1) Build confidence, curiosity, and community, 2) Develop key mindsets for each camp, 3) Grow physical and mental skills, and 4) Learn new things and be ready for their new school year
Activities designed to help achieve this goal: Friendship Camp: • Mystery relay races • Creating skits with friends • Composing mystery poems • Performing mysterious acts of kindness for self and others • Creating scavenger hunts • Creating friendship art • Using the power of STEM skills to solve problems together • Experiencing how nature contributes to their well-being Let's Make Art Camp: • Creating mosaic art, sculpture, collage, paper art, prints, paintings, recycled art, mixed media, and more • Designing mysterious costumes and building mystery sets • Making musical instruments with materials from nature and hosting a mystery concert • Drawing mystery comics • Weaving unique creations with plastic canvas and cardboard looms • Utilizing natural materials to create art for self-expression • Exercise their STEM skills in design • Using their art skills to create a new game, complete with logo, uniform design, and game aesthetics Innovation Camp: • Engineering radical racers • Inventing new tools for sleuthing

- Programming robots to solve friendship struggles
- Creating their own energy sources to power their mystery-solving machines
- Prototyping the equipment to go with a mysterious new sport
- Designing a new habitat for a creature whose habitat has been destroyed by weather
- Using art media to recreate mathematical mysteries found in nature
- Utilizing the design process to develop solutions for big feelings

Movement/Sports Camp:

- Obstacle course challenges to solve a mystery
- Creating workouts for sneaky detectives
- Playful practice with ball-handling skills
- Honing flexibility through whodunnit yoga
- Inventing their own sport
- Designing the best new ball for a mystery sport
- Creating works of art using sports equipment
- Developing cheers to motivate and lift up teammates

Outdoor Camp:

- Designing and constructing mystery hideouts
- Building fairy gardens and gnome homes
- Playing capture the flag to solve a mystery
- Photographing nature's mysteries
- Caring for small creatures as young ecologists
- Engineering new outdoor games
- Prototyping tools for outdoor exploration and survival
- Creating mandalas using materials found in nature
- Hiking and bouldering
- Creating a rope bridge and learning knot ties
- Learning survival skills for solving wilderness mysteries

5. Contract Conclusion Performance Measures (submitted with final report).

Number of students served (total: per grade, per school)	
Reporting against goals in section 4	
Staff attendance at RESJ Team Professional Development	

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Champions

Youth Employment/Interns If so, how many students did you hire/intern?	
Extra credit earnings (if applicable): ● Subject (Math, science, language arts) ● Number of students successfully earned credits ● Number of credits offered ● Number of credits earned by subject area	
Describe summer highlights (student successes and student, parent, stuff testimonials)	
Describe some of the challenges/room for improvement	
Number of days offered	
Number of hours per day	
Staff Demographics	
Staff FTE	
Share videos/photos of your program	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$450,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking Template**. Actual invoicing/attendance tracking sheet[s] provided upon contract execution.

7. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed in alignment with PPS' security protocols in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it

should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

8. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students (Tier I or Tier II). Training may be completed as a group or individually, course completion form must be submitted by each individual. Without this training programming cannot begin. **Mandatory Contractor Training** & **course completion form**.

9. **Student Enrollment**: Work under this contract shall be with students currently enrolled in PPS.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

    Nonperformance includes, but is not limited to: site visits, mandatory training compliance, student enrollment, and student information security.

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Horizon Counseling Services (HCS)/Youth Empowerment Project (YEP)

1. **Synopsis of Contractor's Work:**
   Horizon Counseling Services Youth Empowerment Project's (YEP) mission is to engage and empower youth so that they are active participants in their environments. This summer YEP will host Ubora (meaning Excellence in Swahili) Summer Camp.

   Ubora will serve up to 150 students in grades 6-8 (with an additional 15 high school peer mentors employed); June 20th-August 4th; Monday-Friday; 8:30 am-5:30 pm.

   Campers will be exposed to culturally specific literature, art, history, music and positive role models that will empower and affirm the cultural identity of each youth. The curriculum focuses on the following five themes to build a positive cultural identity for each youth including 1) Sankofa ("Go back to the past and bring forward that which is useful," 2) Nia (purpose), 3) Imani (faith in ourselves), 4) Ubuntu-Humanity (I am because of you, essentially to be humane and ensure that all human dignity is always the core of your actions, thoughts, and deeds when interacting with others. Responsibility to others, family, community and world.), and 5) Ujima (collective roots and responsibility).

   Braided into their curriculum is SEL skill development, promoting student learning of self-awareness, responsible decision making, social awareness and self-regulation/management. Students will learn to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers.

   Through field trips, guest presenters, spoken word, journals and cultural chest presentations, students can learn and practice new methods of self-expression in a safe and culturally affirming Environment. Field trips and Guest Presenters will include trips to museums, culturally specific events and activities offered by our community partners. Campers will also gain exposure to diverse speakers willing to share their personal experiences regarding leadership, scholarship, community, adversity, healing and resiliency.

2. **Ongoing collaboration, engagement and feedback with PPS leadership:**
   - **a.** Engage with PPS staff and participate in meetings & site visit[s]. RESJ will need to be kept updated on field trip schedules, etc. in order to successfully schedule site visit[s];
   - b. In addition to the mandated contractor training (Section 8), all program staff will attend the Summer Safety and Enrichment Professional Development sessions offered by the RESJ team. Multiple sessions will be held and some will be in partnership with the Summer Acceleration Academy. Partners should hold their calendars during the weeks of June 12 - 16th and June 28-29th and July 5 - 7th. A more detailed schedule will be provided in Mid -May.

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Horizon Counseling Services (HCS)/Youth Empowerment Project (YEP)

3. **Performance Period/ Dates and Times of Service:**

This Contract runs from May 24, 2023 – August 30, 2023
June 20th - August 4th, Monday-Friday from 8:30AM-5:30 PM

4. **Detailed Description of Goals and Activities:**

Goals: ● **Programming for 150 middle school Students creating physical safety and connectedness.** ● **Engage, support and develop 15 High School students in college and career readiness.** ● **Develop, strengthen and affirm student SEL Skill acquisition and positive cultural association.**
Activities designed to help achieve this goal:
● Implementation of Curriculum focuses on the following five themes to build a positive cultural identity for each youth: 1) Sankofa ("Go back to the past and bring forward that which is useful") 2) Nia (purpose) 3) Imani (faith in ourselves) 4) Ubuntu-Humanity (I am because of you, essentially to be humane and ensure that all human dignity is always the core of your actions, thoughts,and deeds when interacting with others. Responsibility to others, family, community and world.), and 5) Ujima (collective roots and responsibility) ● Provide robust, culturally specific, responsive and engaging enrichment and extended learning programming to historically racially marginalized and underserved PPS students.

5. **Contract Conclusion Performance Measures (submitted with final report).**

Number of students served (total: per grade, per school)	
Reporting against goals in section 4	
Staff attendance at RESJ Team Professional Development	
Youth Employment/Interns If so, how many students did you hire/intern?	

Extra credit earnings (if applicable): • Subject (Math, science, work-based learning) • Number of students successfully earned credits • Number of credits offered • Number of credits earned by subject area	
Describe summer highlights (student successes and student, parent, stuff testimonials)	
Describe some of the challenges/room for improvement	
Number of days offered	
Number of hours per day	
Staff Demographics	
Staff FTE	
Share videos/photos of your program	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$220,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking Template**. Actual invoicing/attendance tracking sheet[s] provided upon contract execution.

7. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed in alignment with PPS' security protocols in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access

PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

8. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students (Tier I or Tier II). Training may be completed as a group or individually, course completion form must be submitted by each individual. Without this training programming cannot begin. **Mandatory Contractor Training** & **course completion form**.

9. **Student Enrollment**: Work under this contract shall be with students currently enrolled in PPS.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

    Nonperformance includes, but is not limited to: site visits, mandatory training compliance, student enrollment, and student information security.

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Portland Opportunities Industrialization Center, Inc.
and Rosemary Anderson High School (POIC+RAHS)

1. **Synopsis of Contractor's Work:**

   Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC+RAHS) will provide robust summer engagement services available to all POIC+RAHS middle and high school students for a three-week program on these dates 6/26/23-7/14/23 POIC will provide summer programming and will serve approximately 120 students in grades 6-12) and take place across three sites.

   Internship opportunities coordinated through POIC+RAHS' Work Opportunities Training (WOT) Department.

   Credit-bearing academic course materials Credit-bearing enrichment courses POIC+RAHS' Natural Resource Pathway Program (NRP Program) will offer a summer program option focused on outdoor activities learning natural resource management and habitat restoration and weekly field trips.

   Outcomes include increased access to credit-bearing course material through academics and enrichment activities, direct workforce experience, prosocial activities, and mentorship during the summer months, among others.

2. **Ongoing collaboration, engagement and feedback with PPS leadership:**
   a. Engage with PPS staff and participate in meetings & site visit[s]. RESJ will need to be kept updated on field trip schedules, etc. in order to successfully schedule site visit[s];
   b. In addition to the mandated contractor training (Section 8), all program staff will attend the Summer Safety and Enrichment Professional Development sessions offered by the RESJ team. Multiple sessions will be held and some will be in partnership with the Summer Acceleration Academy. Partners should hold their calendars during the weeks of June 12 - 16th and June 28-29th and July 5 - 7th. A more detailed schedule will be provided in Mid -May.

3. **Performance Period/ Dates and Times of Service:**

   This Contract runs from May 24, 2023 – August 30, 2023

   June 26 – July 17; Monday – Friday;
   - 9:00am- 5:30pm for high school students
   - 9:00am-3:00pm for Middle School students

4. **Detailed Description of Goals and Activities:**

Goals:
1. Camp participants will receive .25 with some students working on credit recovery and earning up to .5 hours of learning opportunities during the POIC Summer Camp sessions.

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Exhibit A
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Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Portland Opportunities Industrialization Center, Inc.
and Rosemary Anderson High School (POIC+RAHS)

2. Participants will receive a variety of wraparound support services during the summertime Mental Health Therapists, Career Coaches, and Community Healing Initiative Case Managers will all be supporting students and their families
3. Decreased number of disciplinary actions required among participants during summer school
4. Increased academic achievement tracked via GPA and credits earned for the 2023-24 school year
5. Increased sense of belonging among students served, student surveys will be administered at the end of summer school
6. Rising HS Seniors in POIC summer Camp will graduate at higher rates than their peers who did not attend summer camp by tracking summer school students over the upcoming school year (2023-34)

Activities designed to help achieve this goal:

- Internship opportunities coordinated through POIC+RAHS'
- Work Opportunities Training (WOT) Department
- Credit-bearing academic course materials
- Credit-bearing enrichment courses
- POIC+RAHS' Natural Resource Pathway Program (NRP Program)
- Summer program option focused on outdoor activities learning natural resource management and habitat restoration
- Weekly field trips
- College exploration
- Career exploration
- Local history and culture (people, art, music)
- Mental and physical wellness
- Life skills (CPR training, financial literacy)

5. Contract Conclusion Performance Measures (submitted with final report).

Number of students served (total: per grade, per school)	
Reporting against goals in section 4	
Staff attendance at RESJ Team Professional Development	
Youth Employment/Interns If so, how many students did you hire/intern?	

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Portland Opportunities Industrialization Center, Inc.
and Rosemary Anderson High School (POIC+RAHS)

Extra credit earnings (if applicable): • Subject (Math, science, language arts) • Number of students successfully earned credits • Number of credits offered • Number of credits earned by subject area	
Describe summer highlights (student successes and student, parent, stuff testimonials)	
Describe some of the challenges/room for improvement	
Number of days offered	
Number of hours per day	
Staff Demographics	
Staff FTE	
Share videos/photos of your program	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$199,996.50** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking Template**. Actual invoicing/attendance tracking sheet[s] provided upon contract execution.

7. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed in alignment with PPS' security protocols in order to keep our students, data, and operations safe.

   Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access

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PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

8. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students (Tier I or Tier II). Training may be completed as a group or individually, course completion form must be submitted by each individual. Without this training programming cannot begin. **Mandatory Contractor Training** & **course completion form**.

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Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Portland Playhouse

1. **Synopsis of Contractor's Work:**

   This summer, Portland Playhouse is prepared to reach **850** unique students in grades **2-5** at three sites through creative arts camps. Their professional teaching staff will engage young people in Performing and Visual Arts, Literacy, and Healthy Relationship Development/SEL. Students will play, collaborate, engage in creative problem solving, and reflect on their own lives and selves as they create and perform live theater, build sets, make costumes, dance, and play music and games. Camps will be offered during these dates June 26th - August 4, 2023.

   Portland Playhouse operates on the premise that all students need the space, tools, practice and encouragement to develop their own voice, and have found that theater is one of the best ways to create this space.The theater practice is not just for "art students," but for ALL students. And when students learn how to express themselves emotionally, intellectually, with candor and with care they are less likely to act out violently.

   "Social Justice Theatre" - a way to intentionally disrupt systems of oppression through our Social Justice Theatre work. At the elementary level, students identify themes from an age-appropriate story which affirms positive cultural identity, then collaboratively create and perform a show/scenes using the information they learn, their personal experiences, and their imaginations.

2. **Ongoing collaboration, engagement and feedback with PPS leadership:**
   - **a.** Engage with PPS staff and participate in meetings & site visit[s]. RESJ will need to be kept updated on field trip schedules, etc. in order to successfully schedule site visit[s];
   - b. In addition to the mandated contractor training (Section 8), all program staff will attend the Summer Safety and Enrichment Professional Development sessions offered by the RESJ team. Multiple sessions will be held and some will be in partnership with the Summer Acceleration Academy. Partners should hold their calendars during the weeks of June 12 - 16th and June 28-29th and July 5 - 7th. A more detailed schedule will be provided in Mid -May.

3. **Performance Period/ Dates and Times of Service:**
   This Contract runs from May 24, 2023 – August 30, 2023
   June 27 - August 3; Monday - Friday; 9 am - 3 pm

4. **Detailed Description of Goals and Activities:**

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Portland Playhouse

Goals: 1. **Participants confidence will increase, measured by their willingness to participate in activities in beginning and end of camp** 2. **Students will Increase in use of accurate and descriptive words to identify their experiences, and grow capacity toward naming feelings measured by their playwriting** 3. **Empathy skills that will empower students to understand one another, act with compassion, which can be measured in their collaborating toward a shared goal** 4. **Confidence in speaking in front of others, measured by staff and student feedback** 5. **Ability to write, measured by creation of a personal story** 6. **Enjoyment of working with a group to make a project, measured by student feedback** 7. **Enjoyment of personal expression and sharing an opinion, measured by student feedback** 8. **Greater ease expressing, sharing, working through complex emotions including anger and frustration, measured by staff and student feedback**
Activities designed to help achieve this goal:
• Theatre games • Storytelling • Music • Creative writing and collaborative play • Dance and movement skills • Visual arts: mask making, visual storytelling, collage making, puppet making, and prop making • Students will work together to create a final show (project based learning with a tangible outcome); each student will be able to participate in ways interesting to them (self-directed learning) • "Check-in" • "Social Justice Theatre"

5. Contract Conclusion Performance Measures (submitted with final report).

Number of students served (total: per grade, per school)	
Reporting against goals in section 4	
Staff attendance at RESJ Team Professional Development	
Youth Employment/Interns If so, how many students did you hire/intern?	
Extra credit earnings (if applicable): • Subject (Math, science, language arts)	

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
Portland Playhouse

• Number of students successfully earned credits • Number of credits offered • Number of credits earned by subject area	
Describe summer highlights (student successes and student, parent, stuff testimonials)	
Describe some of the challenges/room for improvement	
Number of days offered	
Number of hours per day	
Staff Demographics	
Staff FTE	
Share videos/photos of your program	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$400,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking Template**. Actual invoicing/attendance tracking sheet[s] provided upon contract execution.

7. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed in alignment with PPS' security protocols in order to keep our students, data, and operations safe.

   Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

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Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
REAP

1. Synopsis of Contractor's Work:

The REAP model was designed to offer a year-round continuum of programs that provide holistic supports for schools, students, and families. They are excited by this opportunity to build on the partnership with PPS by expanding and enhancing opportunities for summer programming.

Students will participate in our Reflections program, engaging in upstream youth violence prevention by promoting problem solving skills and reinforcing de-escalation techniques. Students participate in interface activities with elected officials, business and community leaders and will participate in a four-day Institute of Purpose, a five-week Community Health Academy, a four-day Young Entrepreneurs Leadership Institute, and High School Students will participate in meaningful work experience.

REAP will provide summer programming for up to 100 students in grades 3rd to 12th; 9 am-3 pm; Tuesday-Friday; July 10th- August 4th.

2. Ongoing collaboration, engagement and feedback with PPS leadership:

a. Engage with PPS staff and participate in meetings & site visit[s]. RESJ will need to be kept updated on field trip schedules, etc. in order to successfully schedule site visit[s];
b. In addition to the mandated contractor training (Section 8), all program staff will attend the Summer Safety and Enrichment Professional Development sessions offered by the RESJ team. Multiple sessions will be held and some will be in partnership with the Summer Acceleration Academy. Partners should hold their calendars during the weeks of June 12 - 16th and June 28-29th and July 5 - 7th. A more detailed schedule will be provided in Mid -May.

3. Performance Period/ Dates and Times of Service:

This Contract runs from May 24, 2023 – August 30, 2023 July 10th- August 4th; Tuesday - Friday; 9 am - 3 pm

4. Detailed Description of Goals and Activities:

Goals:
• **Reduced youth violence**
• **Eliminate barriers between families and schools**

• **Eliminate the opportunity/access gaps for students of color** • **Decrease disciplinary disproportion between white students and students of color** • **Reduced racial disparities in academic performance** • **Increased educational equity**
Activities designed to help achieve this goal:

• Reflections program: upstream youth violence prevention by promoting problem solving skills and reinforcing de-escalation techniques
• interface activities with elected officials, business and community leaders
• 4-day Institute of Purpose
• 5-week Community Health Academy
• 4-day Young Entrepreneurs Leadership Institute
• Meaningful work experience
• Culturally affirming activities around topics including:
  ○ Relationship Skills
  ○ Social Awareness
  ○ Self-Awareness
  ○ Self-Management
  ○ Responsible Decision Making
  ○ Holistic Social-Emotional Learner
• Student-led group activities (youth listening sessions, online STOP THE KILL awareness campaigns, Next Wave of Leaders Group, etc.)

5. Contract Conclusion Performance Measures (submitted with final report).

Number of students served (total: per grade, per school)	
Reporting against goals in section 4	
Staff attendance at RESJ Team Professional Development	
Youth Employment/Interns If so, how many students did you hire/intern?	
Extra credit earnings (if applicable): • Subject (Math, science, language arts)	

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
REAP

• Number of students successfully earned credits • Number of credits offered • Number of credits earned by subject area	
Describe summer highlights (student successes and student, parent, stuff testimonials)	
Describe some of the challenges/room for improvement	
Number of days offered	
Number of hours per day	
Staff Demographics	
Staff FTE	
Share videos/photos of your program	

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$180,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. **Summer program invoicing/attendance tracking Template**. Actual invoicing/attendance tracking sheet[s] provided upon contract execution.

7. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed in alignment with PPS' security protocols in order to keep our students, data, and operations safe.

   Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

8. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students (Tier I or Tier II). Training may be completed as a group or individually, course completion form must be submitted by each individual. Without this training programming cannot begin. Mandatory Contractor Training & course completion form.

9. **Student Enrollment**: Work under this contract shall be with students currently enrolled in PPS.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

    Nonperformance includes, but is not limited to: site visits, mandatory training compliance, student enrollment, and student information security.

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
Summer Enrichment 2023
SAM Labs

1. Synopsis of Contractor's Work:

SAM Labs' activities will empower students to build a positive academic and cultural identity. With the increase of STEM-related jobs and the lack of representation of African American, Latino, Native Americans, and women in STEM workplaces, it is essential for students of color and girls to receive access to STEM learning at a young age. Learners need to have the opportunity to see themselves as mathematicians, scientists, engineers, and artists, and that this will only lead to more interest and access to STEM-related careers in the future.
SAM Labs is committed to provide PPS with a summer enrichment program aligned to the following outcome goals:

- Students will experience joy through hands-on, STEAM activities while simultaneously growing their 21st century skills: Our STEAM and Coding Maker Camp activities are designed to engage students with a hands-on approach to learning STEAM and coding. SAM Labs' bluetooth connected blocks will bring students' codes and their working models to life–creating an authentic learning experience. As seen in 2021's PPS SAM Labs Summer Camp Recap, students will not only build their 21st century skills, such as collaboration and critical thinking, but they will also have fun all while problem-solving and learning STEAM foundations. Student knowledge will build throughout the week and will culminate with a design challenge that is to build and code a solution to a local community problem.
- SAM Labs' activities will empower students to build a positive academic and cultural identity: With the increase of STEM-related jobs and the lack of representation of African American, Latino, Native Americans, and women in STEM workplaces, it is essential for students of color and girls to receive access to STEM learning at a young age. At SAM Labs, we know how important it is for learners to have the opportunity to see themselves as mathematicians, scientists, engineers, and artists, and that this will only lead to more interest and access to STEM-related careers in the future. Our STEAM and Coding Maker Camp activities are designed in a way for students to have a positive and fun learning experience with STEAM, while building their confidence as a learner. SAM Labs instructors will create a space that promotes dialogue, cooperative learning, and reflection, valuing all voices and encouraging students to acknowledge both their own unique interests, strengths, and learning habits and those of their peers.
  Additionally, we will be partnering with local organizations to hire student instructors from PPS to provide a paid job opportunity and real-world teaching and STEAM experience.
- Our SAM Labs' staff and on-site instructors will foster a safe and engaging STEAM learning community: STEAM teaching and learning provides access points for students to engage in academic conversations and social emotional learning. To optimize student engagement, we recognize how important student agency is in a STEAM learning environment. The maker camp activities follow a teacher modeling and student-led approach for the first two days, but ultimately release responsibility with a design challenge on the final three days. This will allow students to feel like they have a true sense of belonging within the learning community and agency to solve real-world problems in a transferable way. SEL strategies, such as welcoming routines, brain breaks, reflection, and highlighting strengths, will be integrated throughout the day to build a positive STEAM learning community.

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
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Summer Enrichment 2023
SAM Labs

SAM Labs will be partnering with local organizations to hire student instructors from PPS to provide a paid job opportunity and real-world teaching and STEAM experience.

SAM Labs will provide summer programming for up to 640 students in grades 2nd - 8th. Programming will be offered during these dates: June 26-July 28 (week off July 3-7); Monday - Friday; 9 am - 3 pm

2. Ongoing collaboration, engagement and feedback with PPS leadership:

a. Engage with PPS staff and participate in meetings & site visit[s]. RESJ will need to be kept updated on field trip schedules, etc. in order to successfully schedule site visit[s];

b. In addition to the mandated contractor training (Section 8), all program staff will attend the Summer Safety and Enrichment Professional Development sessions offered by the RESJ team. Multiple sessions will be held and some will be in partnership with the Summer Acceleration Academy. Partners should hold their calendars during the weeks of June 12 - 16th and June 28-29th and July 5 - 7th. A more detailed schedule will be provided in Mid -May.

3. Performance Period/ Dates and Times of Service:

This Contract runs from May 24, 2023 – August 30, 2023
June 26-July 28 (week off July 3-7); Monday - Friday; 9 am - 3 pm

4. Detailed Description of Goals and Activities:

Goals:
<u>Grades 2-5</u>
Day 1 -

- **Understand the flow-based platform, creating simple codes and learning how to pair the physical hardware blocks.**
- **Learn about inputs, outputs, and behaviors within systems.**
- **Create a program that represents a working campfire and a marshmallow roaster with the Campfire Cookout summer camp guide**
- **Explore additional SAM blocks in the Maker kit with SAM Space code-a-long stations**

Day 2 -

- **Understand the flow-based platform, creating simple codes and learning how to pair the physical hardware blocks.**
- **Learn about inputs, outputs, and behaviors within systems.**
- **Design a tent that can withstand various weather conditions and build a game spinner.**

Days 3 & 4 -

- **Identify the situation, define the problem statement, and empathize.**
- **Brainstorm, plan, and design a possible solution**
- **Create a working model to test, evaluate and iterate as necessary**
- **Create and practice final presentation**

Day 5 -

- **Create a working model to test, evaluate and iterate as necessary**
- **Practice and deliver final presentation**

Grades 6-8

Day 1 -

- **Understand the block-based platform, creating simple codes and learning how to pair the physical hardware blocks.**
- **Learn about inputs, outputs, and behaviors within systems.**
- **Explore additional blocks in the Maker kit with SAM Blockly code-a-long stations**
- **Create a program that represents a working campfire and a marshmallow roaster with the Campfire Cookout summer camp guide**

Day 2 -

- **Understand the block-based platform, creating simple codes and learning how to pair the physical hardware blocks.**
- **Learn about Actions, Events, and Values within systems.**
- **Design and Create a system that alerts when extreme weather is approaching with Day 2 guide.**

Day 3 & 4 -

- **Identify the situation, define the problem statement, and empathize.**
- **Brainstorm, plan, and design a possible solution**
- **Create a working model to test, evaluate and iterate as necessary**
- **Create and practice final presentation**

Day 5 -

- **Create a working model to test, evaluate and iterate as necessary**
- **Practice and deliver final presentation**

Activities designed to help achieve this goal:

Grades 2-5
Day 1 - Introduction to Coding with SAM Labs - Introduction Lessons to Flow-based coding: CS and NGSS
Day 2 - Introduction to Coding with SAM Labs - Deepening understanding of Flow-Based coding: CS and NGSS
Days 3 & 4 - Independent Work: Design Process
Day 5 - Independent Work: Design Process and Final Presentations
Grades 6-8
Day 1 - Introduction to Coding with SAM Labs - Introduction Lessons to Flow-based coding: CS and NGSS
Day 2 - Introduction to Coding with SAM Labs - Introduction Lessons to Block-based coding: CS and NGSS
Day 3 & 4 - Independent Work: Design Process
Day 5 - Independent Work: Design Process and Final Presentations

Exhibit A
Portland Public School
Student, Instructional, and Family Engagement Services Contracts:
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Summer Enrichment 2023
SAM Labs

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RESOLUTION No. 6706

The Following Index to the Minutes are offered for Adoption

- 05/09/2023 – Work Session with Consent Agenda
- 05/04/2023 – Special Meeting

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Work Session with a Consent Agenda

May 09, 2023

This document is a record of the actions taken by the Board of Education at the Work Session with a Consent Agenda held on May 09, 2023. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtu.be/nfwq4Qk_fTA

Board Member Attendance

Present: Chair Scott; Vice-Chair Hollands; Directors Brim-Edwards, DePass, Greene, Kohnstamm, and Lowery; Student Representative McMahon

Absent: None

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Actions Taken 02
Statements for the Record ..... NA

RESOLUTIONS

No.	Resolution Title	Page
6699	Authorizing Off-Campus Travel	03
6700	Adoption of the Index to the Minutes	04
6701	Election of Third-Year Probationary Teachers	05
6702	Expenditure Contracts	06
6703	Approving Head Start Policy Council Recommendation	07

ACTIONS TAKEN

- **Consent Agenda – Resolutions 6699 through 6703**

  Director Kohnstamm moved and Director Brim-Edwards seconded the motion to approve the Consent Agenda, including Resolutions 6699 through 6703. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Absent

RESOLUTION No. 6699

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
5/14-5/16/23	Sunnyside 7th grade marine biology, 62	Analyze human impact on environment & marine biology	Olympic National Park in Port Angeles, WA	$520	N/A
5/26-5/29/23	FHS Band, 73	Participate in Disney's Performing Arts Series	Anaheim, CA	$1,200	N/A
6/11/23	Athletics, 1	Obtain passport for student going to college in Canada next year	Seattle, WA	$0	N/A

RESOLUTION No. 6700

The Following Index to the Minutes are offered for Adoption

- 04/04/2023 – Work Session with Consent Agenda
- 04/25/2023 – Regular Meeting
- 04/25/2023 – Special Meeting

RESOLUTION No. 6701

Election of Third Year Probationary Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Third Year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Third Year Probationary teachers for the 2023-2024 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Valentine	Mark

RESOLUTION No. 6702

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 the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
LEGO Education	5/10/23	Purchase Order PO 164152	LEGO Education kits for Summer Acceleration Academy curriculum and program materials. Sole Source	$513,718	C. Proctor Fund 101 Dept. 5470	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6703

Approval of Head Start Policy Council Recommendation

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. Portland Public Schools Head Start Policy Council recommends the approval for PPS Head Start to apply for federal COLA and Quality Improvement (QI) funds in the amounts of $322,946 and $84,057 respectively, for a total of $407,003.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Special Meeting
May 04, 2023

This document is a record of the actions taken by the Board of Education at the Special Meeting held on May 04, 2023. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtu.be/ScSXHExMS_I

Board Member Attendance

Present: Chair Scott; Vice-Chair Hollands; Directors Brim-Edwards, Kohnstamm, and Lowery

Absent: Directors DePass and Greene; Student Representative McMahon

INDEX

Actions Taken..... 02

ACTIONS TAKEN

- The Board voted to affirm the Superintendent's Step 1 Decision on Complaint 2023-03, that the interpretation of the submission dated September 6, 2022 was a public records request and not a complaint was reasonable. The issue was put to a voice vote and passed.

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Herman Greene: Absent, Director Hollands: Abstain, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes

- The Board voted to affirm the Superintendent's Step 1 Decision on Complaint 2023-04, that Portland Public Schools does report on the outcomes listed in the RESJ partnership contracts. The issue was put to a voice vote and failed.

  The matter was held in abeyance until the full board is available to vote on whether to uphold the Superintendent's Step 1 Decision on Complaint 2023-04.

  Director Julia Brim-Edwards: No, Director Michelle DePass: Absent, Director Herman Greene: Absent, Director Hollands: No, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes

RESOLUTION No. 6707

Dismissal of a Contract Teacher

RECITALS

The Board has reviewed the evidence submitted along with the Superintendent's recommendations for dismissal. These documents are confidential and will be kept in the employee's personnel files.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to terminate the employee.

RESOLUTION No. 6708

Appointment of PPS Members to the Center For Black Excellence Board of Directors

RECITALS

A. On September 20, 2022, the PPS Board of Education adopted Resolution No. 6581, approving the agreement to collaborate with the Center for Black Excellence ("CBE") to advance Black student excellence at Portland Public Schools.

B. The CBE is a to-be-formed 501(c)(3) nonprofit organization envisioned and created by Black-led community organizations working together to unify and elevate the Black educational experience and improve outcomes for Black children, youth, and families. Its Board of Directors will include senior leaders from established, Black-led organizations serving the Black community, Black community leaders influencing change within the community, and leaders along the educational continuum, together, the "CBE Steering Committee."

C. As outlined in Resolution No. 6581, PPS is invited to identify up to six representatives to serve on the CBE Board of Directors, including the PPS Superintendent, two PPS Board of Education members, and three other members.

D. By partnering with the CBE, PPS is engaged in a robust governance structure designed to provide visionary leadership in the design and development of the PPS Center for Black Student Excellence (CBSE) and also offer full community engagement, fundraising, the synergy between CBE and CBSE, and, among other things, educational planning for CBSE and Albina schools, including the modernization of Jefferson High School and relocation of Harriet Tubman Middle School. This includes working with community leaders, families, students, educators, and staff to design and develop the CBSE and other investments in Albina, furthering the shared goals and commitment to Black student excellence.

RESOLVED

The Portland Public Schools Board of Education hereby:

1. Appoints the following individuals to the CBE Board of Directors:
    a. Guadalupe Guerrero, Superintendent
    b. Gary Hollands, Director
    c. Herman Greene, Director
    d. Dr. Cheryl Proctor, Deputy Superintendent of Instruction and School Communities and Executive Sponsor for the Center for Black Student Excellence

2. Authorizes the Superintendent or his designee to seek interested candidates from the PPS community and fill the remaining two seats by June 30, 2023. These seats will be defined as PPS community seats and will be appointed by the PPS Board of Education to a two-year term.