



BOARD OF
EDUCATION
Portland Public Schools
Regular Meeting
April 27, 2021

VIRTUAL MEETING

*In light of current public health concerns related to COVID-19, this meeting will take place virtually.**

Under the provision of ORS 192.670, the meeting will be streamed live:
<https://www.youtube.com/user/ppscmms/live>

To request to sign-up for public comment please send an email with your first and last name, and topic to PublicComment@pps.net, or call Kara Bradshaw at 503-916-3906. Requests for Public Comment will be processed in the order that they are received, and should be received by 12:00 pm on the day of the meeting. Once your spot is confirmed, instructions for addressing the board will be sent to you via email.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time. This meeting may be taped and televised by the media.

AGENDA

- I. 6:00 pm - Opening - 5 min.
- II. 6:05 pm - Resolution to Celebrate Teacher and School Administrator Appreciation Week of May 3, 2021 (*Resolution 6292*)

- III. 6:15 pm - Consent Agenda: Resolutions 6288 through 6291 and 6295
Vote- Public Comment Accepted
 - 1. Resolution 6288: Approval of the Index to the Minutes
 - 2. Resolution 6289: Expenditure Contracts
 - 3. Resolution 6290: Revenue Contracts
 - 4. Resolution 6291: Approval of the updated Bond Accountability Committee (BAC) Charter
 - 5. Resolution 6295: Service Employees International Union and School District No. 1J, Multnomah County, Oregon, Impact Bargaining Letter of Agreement
- IV. 6:20 pm - Student and Public Comment
- V. 6:25 pm - Student Representative's Report
- VI. 6:30 pm - Superintendent's Report
- VII. 6:40 pm - Board Committee and Conference Reports
- VIII. 6:50 pm - Approval of the Ida B. Wells-Barnett High School Mascot (*Resolution 6293*)
Vote - Public Comment Accepted
- IX. 7:20 pm - Approval of the 2021-2022 School Calendar (*Resolution 6294*)
Vote - Public Comment Accepted
- X. 7:35 pm - Update: Measure of Academic Progress (MAP)
- XI. 8:05 pm - Update: Summer Learning
- XII. 8:35 pm - Superintendent Delivers 2021-22 Proposed Budget Message and Presentation
- XIII. 9:35 pm - Other Business / Committee Referrals
- XIV. 9:40 pm - Adjourn

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

RESOLUTION No. 6292

Resolution to Celebrate Teacher and School Administrator Appreciation Week of May 3, 2021

RECITALS

- A. Over 3,700 Portland Public Schools administrators, teachers and professional educators, through their expertise and passion, prepare the nearly 50,000 students in Portland Public Schools to succeed in college and career and to become responsible members of our community.
- B. The Board of Education acknowledges the daily work of our administrators and teachers and their commitment to excellence in education for all students of Portland Public Schools.
- C. Every day, PPS administrators and teachers challenge students through engaging and rigorous curriculum and instruction that are relevant to their lives, spark their interests and help them to reach their full potential.
- D. Every day, administrators and teachers build relationships with students and families to develop teamwork and collaboration that supports active, engaged learners in school and at home.
- E. Every day, administrators and teachers collaborate with colleagues to strengthen their teaching practices, to identify and serve each student's individual learning styles and needs.
- F. Every day, administrators and teachers reach outside the classroom to build relationships with community partners that create vibrant and productive learning environments.
- G. Since March of 2020, during this time of the COVID-19 pandemic crisis, our teachers and administrators have committed to learning new technologies and innovations in order to continue educating our more than 48,000 students.
- H. Our teachers and administrators go beyond teaching to provide social and emotional learning, mental health support, and supports to the whole child.

RESOLUTION

1. The Portland Board of Education declares the week of May 3, 2021, Teacher and School Administrator Appreciation Week in recognition and appreciation of their dedicated efforts to ensure the success of students in Portland Public Schools.

RESOLUTION No. 6288

The Following Index to the Minutes are offered for Adoption

- April 13, 2021 – Regular Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting

Tuesday, April 13, 2021

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

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Actions Taken

- Motion to approve the Consent Agenda, including Resolutions 6278 through 6282 and 6284 through 6285. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Shue: Yes

Yes: 7, No: 0

- Motion to approve Resolution 6283. This motion, made by Director Julia Brim-Edwards and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Shue: Yes

Yes: 7, No: 0

- Motion to approve Resolution 6286. This motion, made by Director Julia Brim-Edwards and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Shue: Yes

Yes: 7, No: 0

- Motion to approve Resolution 6287. This motion, made by Director Amy Kohnstamm and seconded by Director Andrew Scott, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Shue: Yes

Yes: 7, No: 0

RESOLUTION No. 6278

The Following Index to the Minutes are offered for Adoption

- 3/30/2021 – Regular Meeting

RESOLUTION No. 6279

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 Administrator, Funding Source
Garon Roofing & Sheet Metal, Inc.	4/14/21 through 4/13/24	Flexible Services Contractor Pool FSCP 89818	Flexible Services Contractor Pool – District-wide roofing services. Request for Proposals 2020-2899	\$3,000,000	C. Hertz Funding Source Varies
Delta Connects, Inc.	4/14/21 through 9/3/21	Construction C 89885	Supply and install new boilers in the pool equipment room at Ida B. Wells HS. Invitation to Bid – Construction 2020-2910	\$257,866	C. Hertz Fund 404 Dept. 5597 Project X0195
Delta Connects, Inc.	4/14/21 through 3/31/26	Services S 89952	Provide online and onsite support for BAS/HVAC. Special Class Procurement – Service or Repair of Products Under Warranty PPS-47-0288(28)	\$2,400,000	C. Hertz Fund 101 Dept. 5592

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6280

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

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	7/1/20 through 6/30/21	Intergovernmental Agreement / Revenue IGA/R 89920	This grant will fund PPS to expand and strengthen existing teacher pathway partnerships intended to diversify the educator pipeline.	\$345,635	K. Cuellar Fund 205 Grant G2044

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6281

The Following Minutes are offered for Adoption

- 01/05/2021 - Special Meeting
- 01/12/2021 - Regular Meeting
- 01/26/2021 - Regular Meeting

RESOLUTION No. 6282

Students Requesting Exemption from PE State Requirement

RECITALS

- A. In accordance with OAR 581-022-1910, Portland Public Schools may excuse students from a state required program or learning activity, where necessary, to accommodate students' disabilities or religious beliefs:
- B. Approval of the exemption shall be based upon and shall include:
 - 1) A written request from the student's parent or guardian or the student, if that student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;
 - 2) An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student's educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510).
- C. Following approval by Portland Public Schools Board of Education, and upon completion of the alternative, credit shall be granted to the student.

RESOLUTION

- 1. Be it resolved that the Board of Education approves TWO Portland Public Schools high school students to be granted exemption from the state PE requirement.
- 2. In accordance with OAR 581-022-1910, all students have a physician statement that documents their specific physical limitation as it relates to this requirement, as well as a written state of agreement from their parent/guardian. All students will replace the PE credit requirement with alternative coursework as required .

RESOLUTION No. 6283

2021-22 Standard Inter-District Student Transfers

RECITALS

- A. State law requires district school boards to decide each year whether to participate in the standard inter-district transfer process, including:
1. The maximum number of resident students, if any, who will be released to schools in other district,
 2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
 3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
 4. The length of time that agreements will be in effect for non-resident students who transfer into district school.
- B. More than 1,400 PPS students this year are residents of other districts, comprising approximately 3% of district enrollment. Nearly 400 of these students will need to receive standard inter-district transfers in order to remain in PPS schools next year.
- C. For the 2021-22 school year, Superintendent Guerrero recommends the PPS Board of Directors approve the following plan for accepting residents of other districts into PPS through the standard inter-district transfer process, so long as they have received permission from their home districts:
- An unlimited number of students will be allowed to transfer into PPS if they apply by September 1, 2021 and meet at least one of the following priorities:
 - i. Students who had a legal change of residence out of the PPS boundary during the past year will be allowed to remain enrolled at their current PPS schools.
 - ii. Students who have siblings already enrolled in PPS will be accepted, so long as space is available at the requested schools.
 - iii. Students who have reached the highest grade of their current PPS schools and wish to continue at the next school level (such as elementary to middle school or middle to high school), so long as space is available at the requested schools.
 - Additionally, up to 100 students who do not qualify for any of the above priorities will be admitted to PPS, so long as space is available at the requested schools.
 - i. If there are more applicants than slots a random number will be used as a tie-breaker.
 - New transfers would last through the highest grade of the approved school.
- D. Superintendent Guerrero recommends the PPS Board of Directors approve the following plan for releasing PPS resident students to schools in other district through the standard inter-district transfer process:

- An unlimited number of students will be released out of PPS if they apply by September 1, 2021 and meet at least one of the following priorities:
 - i. Students who had a legal change of residence into the PPS boundary during the past year will be released from PPS in order to remain enrolled in their current districts.
 - ii. Students not yet enrolled in a different district will be released from PPS if they have siblings enrolled in their requested districts during the 2020-21 school year who will remain enrolled during 2021-22.
 - In accordance with state law, releases to other districts remain in effect through 12th grade.
 - No transfer slots are allocated for resident students who do not meet the above criteria.
- E. Superintendent Guerrero directs staff to develop timelines and procedures to assist families with successfully participating in the standard inter-district transfer request process.

RESOLUTION

The Board of Directors for Portland Public Schools hereby accepts the Superintendent's recommendation for accepting non-resident students into PPS schools and releasing PPS resident students to other districts.

RESOLUTION No. 6284

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 Policy Council recommends applying for the federal supplemental COLA funds available through the national Office of Head Start. The purpose of the funds is to offset cost of living salary increases and higher operating costs.

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.

RESOLUTION No. 6285

Appointment of Clerk and Deputy Clerks

RECITALS

- A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a School District Clerk and Deputy Clerks for the 2020-21 fiscal year.
- B. ORS 332.515 requires the appointment of the Chief Administrative Officer as the School District Clerk. Deputy Clerks may also be appointed.

RESOLVED

- 1. The Portland Public Schools Board of Education appoints Superintendent Guadalupe Guerrero as Clerk of Portland Public Schools for the 2020-21 fiscal year.
- 2. The Portland Public Schools Board of Education appoints Deputy Superintendent of Business & Operations Claire Hertz, Chief Financial Officer Nolbierto Delgadillo, and Director of Purchasing & Contracting Emily Courtnage as Deputy Clerks of Portland Public Schools for the 2020-21 fiscal year.
- 3. This replaces Resolution 6141, which the Portland Public Schools Board of Education passed on July 14, 2020.

RESOLUTION No. 6286

Resolution to Change the Mascot of Leodis V. McDaniel 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. On February 23, 2021, the Portland Public Schools Board of Education unanimously approved Resolution No. 6251 to change the name of Madison High School to Leodis V. McDaniel High School.
- C. Shortly after, the Leodis V. McDaniel community commenced an engagement process led by a committee of students, staff, parents, and community members to determine the school's new brand identity.
- 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 Mountain Lions as their first choice of the new mascot to the Superintendent.
- F. The Mountain Lion emphasizes leadership, strength, courage, integrity and power. Mountain Lions do not have to lead through force, but rather through a graceful strength of example. The symbolism of a Mountain Lion indicates leadership. Native to the Pacific Northwest, the mountain lion would be the first time it has been used as a mascot name for a 6A school in the state of Oregon.
- G. The recommendation to rename the Leodis V. McDaniel mascot the Mountain Lions will help the school community continue to live their values of Community, Respect, Education, Equity, and Diversity (CREED).
- H. The Superintendent, having reviewed the process and work of the committee, recommends to change Leodis V. McDaniel High School mascot from the Senators to the Mountain Lions.

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a new mascot for Leodis V. McDaniel High School. The Leodis V. McDaniel School mascot will now be known as the Mountain Lions.

RESOLUTION No. 6287

Resolution Regarding Continuous Improvement and Measuring Achievement

RECITALS

- A. The Portland Public Schools Board of Education and District Staff Leaders are committed to accountability and the importance of data in the continuous improvement cycle by adopting measurable achievement goals for our students;
- B. In keeping with this commitment, Portland Public Schools provided a mid-year Measures of Academic Progress (MAP) assessment for students in grades 3-8 in this school year. The SAT is also being offered this spring.
- C. These are reliable and valid measures that correlate highly with the Smarter Balanced Assessment Consortium (SBAC) state summative assessment, and their results will be available for the public, parents and guardians.
- D. The COVID-19 global pandemic has diminished the amount of instructional time available for students at all levels of our system;
- E. The Oregon Department of Education questioned the “value and wisdom of administering statewide summative assessments this school year” in its summative testing waiver request submitted to the United States Department of Education;
- F. If the SBAC is administered this Spring, the value of the SBAC data to inform decision making and budget decisions to support students will be diminished because almost a third of PPS students remain in distance learning in addition to other students who opt-out;
- G. If the SBAC is administered this Spring, longitudinal analysis and cross-system comparisons will be precluded by the insufficiency of the data collected;
- H. Because standardized testing this spring would fail to fairly assess student achievement and growth given the Pandemic’s disruption to education, it will exacerbate the loss of instructional time just as students are finally able to return to in-person; and,
- I. The District Staff leadership believes that the MAP results will be a better assessment of how our students are doing and have been shared with parents and families.

RESOLUTION

- 1. The Portland Public Schools Board and District staff leadership believe in the value of data and understand the difficulty in collecting meaningful and usable SBAC data this Spring. Therefore, the Board accepts the recommendation of staff to refrain from participation in the state summative assessment in the spring of 2021 in order to preserve the remaining instructional time for this academic year for the purpose of instruction and social-emotional support for our students.

2. The Board also accepts the District staff recommendation to administer the MAP assessments in the Fall and Winter of the 2021-2022 school year in grades 2-8 in both reading and mathematics to establish baseline data to inform learning recovery for our elementary and middle school students.
3. Finally, the Board also accepts the District staff recommendation the District to resume participation in all parts of the state assessment system, including the SBAC, in full compliance with Division 22 expectations in the 2021-2022 school year.

RESOLUTION No. 6289

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 Administrator, Funding Source
Schetky Northwest	4/28/21 through 6/30/21	Purchase Order PO 154959	Purchase of passenger activity buses for Rosemary Anderson High School and Mt. Scott Learning Center. Purchase made against Cooperative Contract (COA-67760) Administering Contracting Agency: Lane County School District	\$190,541	K. Cuellar Fund 101 Dept. 5485
Portland General Electric	4/28/21 through 12/31/22	Utility Agreement UT 89969	Line extension agreement for Lincoln HS Modernization.	\$748,112	C. Hertz Fund 457 Dept. 3120 Project DA006
Lab-Aids	4/28/21 through 4/30/28	Digital Resource DR 90004	Middle school science adoption resources and professional development. Approved Special Class Procurement – Copyrighted Materials and Works PPS-47-0288(4)	\$2,662,900	K. Cuellar Fund 458 Dept. 5445 Project DC401
Rosemary Anderson High School	4/28/21 through 8/31/21	Personal Services PS 90016	Provide PPS Equity Allocation funding to support the development of a Culinary Arts CTE project strand and create a Culinary Facility at Rosemary Anderson HS. Direct Negotiation – Unique Knowledge or Expertise in a Specialized Service Area (PPS 46-0525(4))	\$308,085	K. Cuellar Fund 191 Dept. 5485 Project HW500

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Community College	4/15/21 through 8/31/21	Intergovernmental Agreement IGA 90015	Provide PPS Equity Allocation funding for two mental health counselors for PPS students enrolled in PCC LINKS program.	\$181,142	K. Cuellar Fund 191 Dept. 5485 Project HW 500

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Gartner, Inc.	4/28/21 through 10/31/21	Cooperative Contract COA 67371 Amendment 1	Adds additional funding for information technology research and advisory services. Administering Contracting Agency: State of Oregon	\$150,000 Estimated spend over the life of the contract: \$273,638	C. Hertz Fund 101 Dept. 5581
Ednetics, Inc.	4/28/21 through 3/24/26	Cooperative Contract COA 89588 Amendment 1	Adds additional funding for purchase of network equipment and network support services. Cooperative Procurement Group: Organization for Educational Technology and Curriculum (OETC)	\$4,000,000 Estimated spend over the life of the contract: \$5,000,000	C. Hertz Funding Source Varies



PORTLAND PUBLIC SCHOOLS
OFFICE OF PURCHASING & CONTRACTING

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3421

Date: April 20, 2021
To: School Board
From: Emily Courtnage, Director of Purchasing & Contracting
Subject: Personal Services Contracts on the 4/27/21 Business Agenda

Dear Board Members,

There is one personal service contract on the 4/27 Business Agenda:

Rosemary Anderson High School (PS 90016) for \$308,085 through 8/31/21

- Contract to provide PPS Equity Allocation funding to support the Healthy Eating Initiative, including development of a Culinary Arts CTE project strand and creation of a Culinary Facility
- Managed by Erica Stavis, Academic Programs Administrator, Multiple Pathways to Graduation
- Procured by direct negotiation under PPS 46-0525 (4) (allowing direct negotiation where the contractor possesses unique knowledge or expertise in a specialized service area)

Adoption:	6-8 Science
Adoption Lead:	Dr. Susan Holveck
Date:	3/11/2021
Proposed Decision:	Bond purchase: Renew from SEPUP 2nd Edition to SEPUP 3rd Edition

Why renew to SEPUP 3 vs. going through a full adoption process?

Why?

- The primary issue being resolved with the renewal of SEPUP 2nd edition to SEPUP 3rd Ed is:
 - It now meets the adopted 2014 Oregon and PPS science standards which are the Next Generation Science Standards.
- Renewing to SEPUP 3rd Ed. means there will be enough funding to purchase kits at 1:1, rather than the current 1:3.
 - Eg. every 6th grade teacher will teach the same topic at the same time, in the same order.
 - This will eliminate the three kit rotation system which was part of the original purchase.
 - With every teacher having their own kits, this will allow us to create a common scope and sequence with one pathway through each grade, rather than the current three pathways per grade level. One pathway will better support mobile students through the district, because as they move between PPS schools, they will have the same science content being taught at their new school as they had at their previous school.
 - We can utilize the kit materials that we already own, using this investment to help provide a kit/teacher/topic. It is unlikely that we would be able to purchase kits for every teacher for common scope and sequence for a different set of instructional materials.
- Renewing to SEPUP 3rd Ed. means that we will be able to move more quickly in meeting GVC goals. If there was a full adoption cycle this work would not begin until Summer 2023, or later. With a SEPUP renewal we are better able to support teachers in moving toward the following during the 2021-2022 and 2022-2023 academic years (rather than beginning this work in Summer 2023).
 - Renewing SEPUP will allow the science team and middle school teachers to focus on equity in teaching practices.
 - Renewing SEPUP will allow teachers to devote more time to working toward common assessment and differentiated instructional practices, including through lenses of RESJ, ELL, SPED, and TAG.
 - Work already begun during CDL on the creation of Climate Change and Climate Justice lessons within our SEPUP units for grades 6-8 can move forward.
- SEPUP are PPS Board approved instructional materials. They were vetted and piloted when they were adopted. We recommend that we upgrade to the 3rd edition because it



Instructional Resource Decision

is aligned to the Oregon and PPS adopted standards. The original SEPUP adoption (2010-2012) was one of the first systematic equity moves made by the district in that all students had access to high quality, hands on instructional materials. The rotation system (essentially three middle school course pathways supported by rotation and refurbishment of kit materials three times/year) was a radical move at the time. We are excited to build on this foundation by supporting a comprehensive GVC with a single, cohesive scope and sequence.

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- Centrally providing materials to every science teacher to teach an active hands-on science course is a huge equity move. Because PPS made this decision when SEPUP was first adopted, every classroom was guaranteed to have what they needed, when they needed it. We are not dependent on variable school budgets to provide materials for labs. A constraint of this however, is that this is expensive and a tradeoff occurred. We only bought $\frac{1}{3}$ of the kits that were needed for any grade level and rotated them through the warehouse for refurbishment before they were sent out to a new set of schools. By renewing SEPUP 3rd edition, we can build on this original investment and with the new bond monies, we will be able to have one kit per teacher in a common scope and sequence.
- A common scope and sequence, allows for greater teacher and student support. It will eliminate redundancies and gaps in learning for our most vulnerable, mobile students that occurred as a result of the kit rotation.
- No purchased set of instructional materials will ever provide the full range of supports that are needed for daily classroom instruction and differentiation. The literature tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success. Middle school science teachers already have a high degree of familiarity with the strengths and weaknesses of the SEPUP materials, they know what is needed to make it even better. The middle school teachers that we have talked to are eager to begin to collectively create the additional supports that will enhance the accessibility of the curriculum for all students. Effort can be put forth to develop materials and lessons that allow for differentiation of instruction for SpEd, TAG, and ELL students that is beyond what is provided by the instructional materials and is tailored for PPS students.
- We can more readily assemble resources already created by teachers to support our diverse students' interests and abilities. Because of our familiarity with the curriculum, we can begin to create anchoring phenomena for units that are placed-based and of high students interest sooner, instead of waiting for a year or more to begin this work.
- Teachers will be ready to focus on development of a strong curriculum, rather than focusing on learning how to use brand new instructional materials.

How was the decision made to renew to SEPUP 3?

How?

The decision to renew to SEPUP 3 was a highly involved process involving a series of email communications, meetings and direct outreach to middle school science teachers. There was a deep analysis of the instructional resources, a strengths and weaknesses assessment was



Instructional Resource Decision

performed, and pros and cons were discussed with nearly every MS within the district. (Only three small programs did not engage in this process.) By the end of the process, all MS science teachers who participated in the meetings, voted to renew to SEPUP 3rd Ed. Here are the ways in which with engaged educators in the discussion to renew:

- **Meetings with Middle School Science Teachers-** Three meetings were held to which every middle school science teacher was invited. It was requested that building/program each send a representative if not all teachers could attend. The first meeting reviewed best practices in science and presented the options, which had come from OTL Leadership. (Option 1: Renew SEPUP by purchasing 3rd Edition or Option 2: Full Materials Adoption Process.) The second meeting further identified best instructional practices and focused on a deeper dive into SEPUP 3rd Ed., which teachers requested in the first meeting and exit ticket. After a presentation of substantive differences in SEPUP 3rd Ed, the discussion focused on the pros and cons of SEPUP 3rd Ed. In the third meeting, participants described priority best practices and continued the pros and cons discussion. Each meeting ended with a poll. (See summary of the meetings [here.](#))
- **Emails to All MS Science Teachers-** All MS science teachers were invited to participate in informational meetings through 3 email communications and received notes and meeting documents after each meeting. Through these, they were asked for feedback. 34 out of the 115 Middle School science teachers participated in the meetings, 21 out of the 33 MS/6-8s were represented at the meetings. (See email communications [here.](#))
- **Strengths and Weaknesses Survey-** All MS science teachers were asked to share their opinions on the strengths and weaknesses of SEPUP. (See survey responses and analysis [here.](#))
- **One on One Outreach-** For all schools that didn't participate in the meetings, Jennifer Mayo reached out to garner input. All but three small programs provided input in some way (attending a meeting, email exchange, PLC).
- **Full Adoption vs. SEPUP Renewal Survey-** A poll was conducted at the end of each meeting. By the end of the third meeting 100% of teachers voted to renew SEPUP. (See summary of the meetings [here.](#))

RESJ Lens

The process towards making the decision to renew to SEPUP 3rd edition allowed teachers to address and engage in the following educator essentials identified in the PPS Vision.

- Knowledgeable and committed to lifelong learning
 - Teachers have resources that they have already created for differentiating SEPUP for a variety of learners that they want to share with others.
 - Teachers want to build on the strategies that they and their students have learned during comprehensive distance learning and apply it in their classrooms in the fall with the SEPUP 3rd edition.
 - During the meetings, teachers demonstrated understanding the shift from instructional materials as the curriculum, to instructional materials that support the curriculum. They recognized that SEPUP 3rd Edition will allow them to make this shift in a more fully-realized manner since they are already familiar and do so in a more timely manner, rather than starting that work after a full adoption cycle was completed.
- Racial equity and social justice centered



Instructional Resource Decision

- Adding components of climate change/climate justice to the curriculum was started in CDL with the current SEPUP units as the base. We will continue to build on and enhance this work in the Fall with SEPUP 3rd edition.
- Teachers expressed interest in adding social justice lens to science curriculum
- Inclusive and responsive to diverse learners
 - Ensuring equitable access to learning for every student is critical and we will be able to begin this work much sooner with a refresh purchase.
- Community minded connected, and collaborative
 - Throughout our process, we repeatedly heard that teachers want opportunities to collaborate district-wide for MS Science. We already have a lot of collective wisdom on SEPUP as instructional materials, and teachers are ready to build on that. The process also made clear that many teachers need support in understanding and putting into practice the instructional shifts that NGSS calls for. We believe that those instructional shifts will be more readily accessible to teachers within the context of a curriculum that they have familiarity with.

Who was involved in the decision making process to renew to SEPUP 3?

All schools middle schools/6-8s had multiple opportunities to participate in the decision process. (See above.) This work was led and facilitated by Dr. Jennifer Mayo and Dr. Susan Holveck.

RESJ Lens

Who?

Including teacher 's voices in the process was incredibly important. So much so that instead of one meeting, we had three meetings, a survey, and multiple email communications that were extended to all of the people on the middle school science email list. (The list includes current middle school science teachers and about 30 interested others, including building administrators, student teachers, substitute teachers, and TOSAs.) The meeting series emerged from the questions, responses, and needs of the entire teacher group, not just those who were able to attend the meetings. As the process progressed back-and-forth communication was established with teachers who were not able to come to meetings. These personal emails to all science teachers at the building (in some cases one teacher, in others three or more teachers) ensured all schools knew what was happening, knew about the opportunities to be involved, and often resulted in notes of appreciation that Jennifer Mayo had taken the time to make sure that everyone was welcome and included in the process.

- 35% of meeting participants came from schools with 45% or greater historically underserved students. 30% of middle schools/K-8 have 45% or greater historically underserved students.
- 8/9 (88.9%) of schools with an HU population of over 45% were represented by participants, as opposed to only 12/13 (61.9%) for schools with an HU population of less than 45%.
- The schools that participated in the final SEPUP renewal survey were 40%- 45% HU or greater and 60%- 45% HU or less (overall school breakout is 30% vs 70% respectively)



Instructional Resource Decision

Supporting Documentation:

- [MS Science Bond Purchase Process Summary](#)
- [Slides from meeting 1](#)
- [Slides from meeting 2](#)
- [Slides from meeting 3](#)
- [Comparison of SEPUP 2 and 3](#)
- [Strengths/Weaknesses survey results](#)
- [Emails to teachers](#)
- [Admin session slides](#)
- [MS Teacher participation in meetings and communications](#)

Approval:

<i>Luis R. Valentino</i>	<i>Sarah Davis</i>
Dr. Luis Valentino, Chief Academic Officer	Dr. Sarah Davis, Senior Director, STEAM

Middle School Science Instructional Materials Bond Purchase Process Summary

Process:

In order to begin the bond purchase process, Susan received guidance from Sarah and Luis to include teachers in a meeting discussing two options (SEPUP refresh or new adoption). I set up one meeting, which resulted in three.

Teachers invited to Meeting 1: December 14, again January 6
(see [email communications](#))

Meeting 1: January 13

[Slides](#)

[In-meeting poll](#): Option 1: Purchase SEPUP 3rd Ed = 6; Option 2: Materials Adoption Cycle = 11

[Meeting notes](#) (taken by Rachel Aazzarah)

[Exit ticket & responses](#): n=18

Participants: n=27; Science Team, 2; Math TOSA, 1; STEAM Director, 1; classroom teachers, 17, student teachers, 2; building instructional specialist, 1; Science Kits Manager (IRC), 1.

Logan Heyerly, Andrew McLaren, Kevin Marquardt, Brenda Carpenter, Matthew Moule, Adam Goldstein, Mark Wadnizak, Marissa Curtis, Emily Armgardt, Rachel Aazzarah, Kent Anderson, Anna Durocher, Melissa Watson, Summer Thompson, Marti Heard, Michael Valenti, Alfonso Garcia Arriola, Paige Stuhlmuller, Katrina Arras, Arick Basques, Vanessa Shiels, Roger Groom, Jennifer Mayo, Susan Holveck and Sarah Davis

Follow up email sent 1/15 (see [email communications](#))

Survey:

Invite to participate in survey 1/15 email. (see [email communications](#))

Survey open 1/15-1/26; n=16

[SEPUP 2nd Edition Strengths/ Weaknesses](#)

[Sheet of results, analysis and brief discussion](#)

Meeting 2: January 28

[Slides](#)

[In-meeting poll](#): Option 1: Purchase SEPUP 3rd Ed = 17; Option 2: Materials Adoption Cycle = 6

[Meeting notes](#) (taken by Susan Holveck)

[Exit ticket & responses](#): n=25

[Q&A doc](#) developed from exit ticket questions

Participants: n=29; Science Team, 2; SEPUP expert/former science teacher 1; classroom teachers, 24; student teacher, 1; building instructional specialist

Adam Goldstein, Alfonso Garcia Arriola, Andrew McLaren, Anna Durocher, Brenda Carpenter, Carla Oesterle, Craig Naze, David Goodman, Deborah Heggem, Ellen Ingamelis, Emily Armgardt, Ingrid Dahl, Jamie Larson, Jennifer Mayo, Susan Holveck, Katrina Arras, Kevin Conroy, Kevin Marquardt, Kristina Risetto, Mark Wadnizak, Marti

Heard, Matthew Moule, Matthew Sancomb, Michael Valenti, Paige Stuhlmuller, Patrick Lind, Roger Groom, Sarah Wagner, Sharon Barnes

Follow up email sent 2/1 (see [email communications](#))

Building representation thus far (at least one meeting): ACCESS, Beaumont, Beverly Cleary, Cesar Chavez, da Vinci, Harrison Park, Hosford, Jackson, Lane, Laurelhurst, Lent, Mt. Tabor, Ockley Green, Roseway Heights, Sellwood, Tubman, Sunnyside, West Sylvan.

Email to teachers in buildings that have not yet participated sent 2/4 (see [email communications](#))

Personal follow up email to teachers in buildings with no response yet sent 2/8 (see [email communications](#))

Contact/ Involvement prior to Meeting 3: Overall contact with teachers (emails, meeting participation) in all but the following buildings: Odyssey, Skyline, Winterhaven, and various other programs & CBOs that have used current SEPUP materials (DART programs and Mt. Scott, for example).

Meeting 3: February 10

[Slides](#)

[In-meeting poll](#)

[Meeting notes](#)

[Exit ticket & responses](#)

Participants: n=22 Science Team, 2; Math TOSA, 1; Classroom Teachers, 17; building instructional specialist, 1; Science Kits Manager (IRC), 1

Christopher Grigg, Jamie Larson, Adam Goldstein, Christopher Altman, Katrina Arras, Marissa Curtis, Melissa Watson, Stephen Weller, Roger Groom, Michael Valenti, Brenda Carpenter, Sharon Barnes, Stephen Weller, Jennifer Mayo, Rachel Aazzerah, Susan Holveck, Sarah Wagner, Kathryn Henderson, Logan Hyerly, Melanie Ramsey, Matthew Sancomb

Follow up email (see [email communications](#))

Meeting 4: Admin Sessions

[Slides](#)

Meeting notes

Exit ticket & responses

Recommendation: [Instructional Resource Decision](#)

Other:

Jennifer's [sandbox doc](#)

All materials housed in [this folder](#)

[Spreadsheet Summary](#)



PORTLAND PUBLIC SCHOOLS OFFICE OF STEAM

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3495

Date: April 27, 2021

To: School Board

From: Luis Valentino, OTL Chief Academic Officer
Susan Holveck, Science Program Administrator, Interim Senior Director STEAM
Jennifer Mayo, K-8 Science TOSA
Mary Wiener, Manager, Instructional Resource Adoption

Subject: Middle School Science Adoption

BACKGROUND

The Science Education for Public Understanding Program (SEPUP) 2nd Ed is the current Board-approved middle school science instructional resource. It was adopted in 2012. The move to provide teachers and students with high quality science kits was one of the first system-wide adoptions in PPS that used an equity lens. These materials were purchased at $\frac{1}{3}$ the total amount needed for 1:1 kits, resulting in three different instructional sequences at each grade 6-8. With the new purchase of the 3rd edition materials, every teacher will have their own kits. This will allow us to create a common and comprehensive standards-based scope and sequence with one pathway through each grade, rather than the current three pathways per grade level. A single pathway will better support mobile students through the district, because as they move between PPS schools, they will receive the same science curriculum being taught at their new school as they had at their previous school. The SEPUP resource will be aligned to current NGSS standards, while the previous edition was aligned to the 2009 Oregon Standards

RELATED POLICIES/BEST PRACTICES

Best practices in science instruction means that there is a common instructional scope and sequence where each grade is anchored in current standards. Teaching and learning needs to be supported by high-quality instructional resources that develop content knowledge and skills across multiple standards. Opportunities for student engagement need to build on student curiosity about the world around them so they are encouraged to think, wonder, and participate in the science practices. For learning to engage students, it needs to be relevant and authentic, culturally responsive, build on their cultural and linguistic strengths, and be meaningful to their lives. In a student-centered classroom, students are using scientific practices such as asking questions, computational and mathematical thinking, designing experiments, developing models, building explanations for phenomena, and engaging in engineering design to solve problems. Students are actively developing, testing and refining their thinking. In science, best practices also means that every student has the materials they need to collaborate in engaging hands-on activities and that for equity purposes, those materials are provided to classrooms centrally.

ANALYSIS OF SITUATION

During the years that PPS has used the SEPUP 2nd edition curriculum, PPS students have performed above the state average in the state science assessment tests that are given in 8th grade (OAKS and OSAS). This means that SEPUP, which is an issue-based curriculum has already been shown to support successful science instruction. The Bond purchase allows us to update current instructional resources from SEPUP 2nd edition to SEPUP 3rd Edition. Unlike the 2nd edition, SEPUP 3rd edition has been specifically designed to address the three dimensions of the NGSS standards (practices, cross-cutting ideas, and disciplinary core ideas), which are Oregon's and PPS's science standards. It is also aligned to the best practices in science instruction. All textbooks, labs and supporting materials have been revised and updated. Purchasing a combination of additional new kits and materials to transform the 2nd edition kits we already own, will allow the district to achieve the goal of having a single instructional scope and sequence for middle school science next year. The renewal of SEPUP also allows us to build on resources that we already own - showing good stewardship of our taxpayers money. It allows us to continue the work that we have begun in creating climate justice and climate change units to SEPUP units and supports for ESL, SpEd, and TAG students that specifically fit the needs of PPS students.

FISCAL IMPACT

This purchase is part of the Bond funded instructional resources and was approved by the Bond Compensability Committee on 4/13/21. See Attachment C - Lab-Aids/SEPUP contract for purchase details.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The decision to renew to SEPUP 3 was a highly involved process involving a series of email communications, meetings and direct outreach to middle school science teachers. There was a deep analysis of the instructional resources, a strengths and weaknesses assessment was performed, and pros and cons were discussed with nearly every MS within the district. By the end of the process, all MS science teachers who participated in the meetings, voted to renew to SEPUP 3rd Ed. Here are the ways in which with engaged educators in the discussion to renew:

- **Meetings with Middle School Science Teachers-** Three meetings were held to which every middle school science teacher was invited. It was requested that building/ program each send a representative if not all teachers could attend. The first meeting reviewed best practices in science and presented the options, which had come from OTL Leadership. (Option 1: Renew SEPUP by purchasing 3rd Edition or Option 2: Full Materials Adoption Process.) The second meeting further identified best instructional practices and focused on a deeper dive into SEPUP 3rd Ed., which teachers requested in the first meeting and exit ticket. After a presentation of substantive differences in SEPUP 3rd Ed, the discussion focused on the pros and cons of SEPUP 3rd Ed. In the third meeting, participants described priority best practices and continued the pros and cons discussion. Each meeting ended with a poll.
- **Emails to All MS Science Teachers-** All MS science teachers were invited to participate in informational meetings through 3 email communications and received notes and meeting documents after each meeting. Through these, they were asked for feedback. 34 out of the 115 Middle School science teachers participated in the meetings, 21 out of the 33 MS/6-8s were represented at the meetings.
- **Strengths and Weaknesses Survey-** All MS science teachers were asked to share their opinions on the strengths and weaknesses of SEPUP.
- **One on One Outreach-** For all schools that didn't participate in the meetings, Jennifer

Mayo reached out to garner input. All but three small programs provided input in some way (attending a meeting, email exchange, PLC).

- **Full Adoption vs. SEPUP Renewal Survey-** A poll was conducted at the end of each meeting. By the end of the third meeting 100% of participating teachers voted to renew SEPUP.

See Attachment B for detailed information.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Our timeline for implementation begins with the purchase of SEPUP 3rd Edition. Once that occurs, teachers will have full digital access to the 3rd edition, meaning that they will have it before the end of the school year. Over the summer the 2nd edition SEPUP kits will be reconfigured to 3rd edition and new kits will be received. All kits will be ready for student and teacher use in September 2021. Teachers will have the opportunity for professional learning in a 2 day institute with the new materials in August for extended contract pay or in September. This will be followed by a three year professional development plan with the vendor that will provide 4 opportunities every year for teachers to engage in professional learning experiences around SEPUP and best practices in science instruction. Part of the goal of this three year PD timeline is to build a teacher cadre of experts that will facilitate district PD in the future. We will continue to monitor student performance through the OSAS 8th grade science assessment and teacher feedback through surveys and during our planned PDs. We have also developed common interim NGSS assessments that will be a tool that we can use to reflect on student progress and teacher instructional practices, making adjustments as needed to instruction based on student performance on the assessment.

BOARD OPTIONS WITH ANALYSIS

Our recommendation is to approve this Bond purchase. Renewing to SEPUP 3rd Ed. means that we will be able to move very quickly in meeting GVC goals. If not approved, middle school science will continue with the current model which means we would continue to support three different instructional sequences at each grade with science resources that are not aligned to the current standards. If we were to enter a new resource adoption cycle, this would take approximately another 1.5 years to complete.

CONNECTION TO BOARD GOALS

A strong and comprehensive middle school science program supports Board Goal #3 and PPS Graduate Profile, centering engaging learning opportunities for middle school students. Part of a well-rounded education is to help students to understand and make meaning of the natural and design world around them, and is a natural connector for application of literacies in reading, writing, speaking, and math. Through science learning, students are prepared for active participation in community and careers and develop as leaders as they work in groups to investigate phenomena or design solutions.

If we have a Transformative Curriculum and Pedagogy (Educational System Shift) then we can support all teachers to be Inclusive and Responsive to Diverse learners (Educator Essential) which will result in students becoming Inquisitive Critical Thinkers with Deep Core Knowledge (Graduate Portrait).

STAFF RECOMMENDATION

Approve purchase of SEPUP 3rd Edition.

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

_____ *(Initials)*

ATTACHMENTS

- A. [Science 6-8 SEPUP Renewal Adoption Decision](#)
- B. [MS Science Bond Purchase Process Summary](#)
- C. Contract for SEPUP purchase.

RESOLUTION No. 6290**Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority****RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

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

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90007	ODE Grant 14412 – Student Success Act summer learning program for historically underserved students – Lent	\$372,426	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90008	ODE Grant 14413 – Student Success Act summer learning program for historically underserved students – Ockley Green	\$372,426	K. Cuellar Fund 205 Grant 1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90009	ODE Grant 14410 – Student Success Act summer learning program for historically underserved students – Boise Eliot	\$248,565	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90010	ODE Grant 14411 – Student Success Act summer learning program for historically underserved students – Kelly	\$358,869	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90011	ODE Grant 14414 – Student Success Act summer learning program for historically underserved students – Peninsula	\$219,603	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90012	ODE Grant 14417 – Student Success Act summer learning program for historically underserved students – Woodmere	\$240,554	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90013	ODE Grant 14415 – Student Success Act summer learning program for historically underserved students – Sitton	\$286,772	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90014	ODE Grant 14416 – Student Success Act summer learning program for historically underserved students – Vestal	\$224,200	K. Cuellar Fund 205 Grant G1988

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

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State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90007	ODE Grant 14412 – Student Success Act summer learning program for historically underserved students – Lent	\$361,127	\$372,426	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90008	ODE Grant 14413 – Student Success Act summer learning program for historically underserved students – Ockley Green	\$361,127	\$372,426	K. Cuellar Fund 205 Grant 1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90009	ODE Grant 14410 – Student Success Act summer learning program for historically underserved students – Boise Eliot	\$241,745	\$248,565	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90010	ODE Grant 14411 – Student Success Act summer learning program for historically underserved students – Kelly	\$348,060	\$358,869	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90011	ODE Grant 14414 – Student Success Act summer learning program for historically underserved students – Peninsula	\$213,830	\$219,603	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90012	ODE Grant 14417 – Student Success Act summer learning program for historically underserved students – Woodmere	\$234,024	\$240,554	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90013	ODE Grant 14415 – Student Success Act summer learning program for historically underserved students – Sitton	\$278,659	\$286,772	K. Cuellar Fund 205 Grant G1988
State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90014	ODE Grant 14416 – Student Success Act summer learning program for historically underserved students – Vestal	\$217,394	\$224,200	K. Cuellar Fund 205 Grant G1988

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6290

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

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State of Oregon	4/1/21 through 9/30/23	Intergovernmental Agreement/Revenue IGA/R 90014	ODE Grant 14416 – Student Success Act summer learning program for historically underserved students – Vestal	\$217,394	K. Cuellar Fund 205 Grant G1988

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6291

Resolution Authorizing Amendment to the Bond Accountability Committee Charter

RECITALS

- A. As part of the 2012 Bond Program (Multnomah County Ballot Measure 26-144), Resolution 4651 created a Bond Accountability Committee to assist the Board in monitoring the planning and progress of the 2012 Capital Bond Program.
- B. Resolution 5475 amended the Bond Accountability Committee Charter to extend the scope of the Committee to include monitoring the planning and progress of the 2017 Bond Program (Multnomah County Ballot Measure 26-193).

RESOLUTION

- 1. The Board hereby amends the Bond Accountability Charter to expand the scope of the Committee to include review of the 2020 Bond Program (Multnomah County Ballot Measure 26-215), in addition to the other ancillary changes and clarifying edits reflected on Exhibit A.



**PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL MODERNIZATION**

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2222

Date: April 20, 2021
To: Board of Education
From: Dan Jung, Chief Operating Officer
Subject: Bond Accountability Committee charter

BACKGROUND

The 2012 general obligation bond ballot measure and explanatory statement language was referred to the Multnomah Elections Division on August 21, 2012. The measure's summary statement identified the requirement for Portland Public Schools to provide citizen accountability and oversight. With the passage of the 2012 Capital Construction Bond, staff developed a Bond Accountability Committee (BAC) charter with Board input to address this requirement.

In 2017 the BAC charter was updated to include the scope of the approved 2017 general obligation bond.

In recent months staff have coordinated with Board members to update the BAC charter to include the scope of the 2020 general obligation bond, and update language to clarify responsibilities and reporting.

The School Improvement Bond Committee reviewed the proposed changes at the April 15, 2021 committee meeting and unanimously agreed to refer the BAC charter modifications as proposed to the Board for approval.

STAFF RECOMMENDATION

Staff recommends approving the BAC modifications as proposed.

ATTACHMENTS

Exhibit A - BAC Charter Redline Version

Exhibit B - BAC Charter Clean Version

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

_____ *(Initials)*

Exhibit: A

Portland Public Schools Capital Construction Bond Accountability Committee Charter

Update: _____, 2021

Background

Portland Public Schools (the District) has successfully referred Capital Construction Bond Measures for voter approval in November 2012, ~~and~~ May 2017 ~~and~~ November 2020. The District has established a citizen Bond Accountability Committee to assist in monitoring the planning and progress of the bond programs.

Committee Charge

~~The Portland Public Schools Board of Education In response to the need for accountability regarding the District's effective use of capital construction bond funds, the PPS School Board (Board) has appointed a citizen Bond Accountability Committee ("Committee") whose charge is to monitor the planning and progress of the bond programs relative to voter-approved work scope, schedule and budget objectives. The Committee shall also monitor future bond planning efforts.~~

~~The duties of the Committee are (i) to receive reports on the current status and planned implementation of the bond program; (ii) to determine whether such status and implementation are consistent with the program approved by the voters; and (iii) to report their findings to the Board. The committee informs and advises the Board, but does not have decision making authority.~~

The Superintendent has overall responsibility for performance of staff engaged in the implementation of the bond programs.

The Committee will ~~regularly review and provide updates to the Board on: actively review the bond programs and provide advice to the Board on:~~

- Whether the school district bond revenues are expended only for the purposes for which the bonds were approved, and that bond revenues are not used for any purpose prohibited by law;

- Whether the bond budget is sufficient to complete the scope of work as outlined in the voter-approved bonds;
- Whether the projects planned, in progress, and completed will meet the scope of work specified in the voter-approved bonds; and
- Whether the projects are being delivered on schedule relative to the voter-approved bonds;

The Committee will receive and review copies of annual performance audit reports and financial audit reports to ensure Bond revenues are expended in compliance with state law and the ballot measure language.

Additionally, the Committee may provide feedback and/or advice to the Board on one or more of the following topics:;

- Alignment with the goals and principles of the Long Range Facilities Plan;
- Alignment with the goals of the Business Equity Policy;
- District standards and innovative practices for achieving lower maintenance and construction costs while improving operating efficiency, sustainability, and increasing building longevity;
- Historic preservation and school renovation opportunities compatible with the architecture of surrounding Portland neighborhoods;
- Potential capital partnerships for joint and shared use of PPS facilities;
- Implementation of appropriate ways to address seismic issues;
- Compliance with ADA; and
- Communicating key information related to the bonds to the School Board, public groups, organizations and stakeholders.

The Committee will also review future bond planning processes and materials and provide advice, as requested by the Board, to the Board on:

- Cost estimating processes related to proposed modernization efforts, new construction projects and other potential scopes of work.
- Bond development risk management strategies including project cost escalation assumptions, contingency assumptions, bond management cost estimates, etc.

The Committee may request additional documents and provide advice to PPS staff on topics agreed upon by the Committee and PPS staff.

The Committee will use the [Racial Equity and Social Justice](#) framework in its review of bond projects and in providing advice to the Board. Any recommendation from the Committee to the Board will include discussion of any possible impact on historically underserved student populations.

~~The Committee will receive and review copies of annual performance audit reports and financial audit reports, and has the option to inspect school facilities and grounds to ensure Bond revenues are expended in compliance with state law and the ballot measure language.~~

The Committee will review ~~regular quarterly~~ reports produced by the District each year the bond proceeds are being spent. ~~The Committee will use these documents in order to~~ verify general compliance with the purposes set forth in the capital improvement programs as approved by the voters.

The Committee will report ~~regularly quarterly~~ to the Board or ~~Board committee~~ as requested by the Board.

The Committee will perform other reasonable duties requested by the Board.

Committee Membership

The Committee shall consist of approximately seven to ten members reflective of the diversity of Portland. The Board will appoint committee members and a chairperson.

The committee shall be comprised of individuals with a commitment to fairness and transparency and belief in the role of the public sector as stewards of public funds.

Membership of the committee should display a commitment to and experience in one or more of the following:

- Building design, architecture, engineering
- Construction and/or construction financing
- Workforce equity and/or career learning equity
- Public contracting, budgeting, and/or auditing
- Business equity, Minority-owned, Women-Owned, or Emerging Small Business (MWESB) opportunities in public works
- [One or more of the specific bond project scopes of work](#)

The Committee shall be comprised of a mix of individuals with a good reputation in the community for fairness and transparency, and a majority of the committee will be people with a combination of experience in building design; construction; construction financing; public contracting, budgeting, and/or auditing.

- The Committee members shall receive no direct or indirect compensation from the District for their services as members of the Committee.
- The Committee members may not have an active or pending contract with the District, nor enter into a contract during their term on the Committee.
- The Committee may not include any employee or official of the District, or any vendor, contractor or consultant of the District.
- A Committee member serves to advise the Board. If a Committee member resigns, violates the Committee Code of Ethics contained herein (see attachment), fails to attend two consecutive Committee meetings without reasonable excuse, or otherwise becomes unable to serve on the Committee, the Board may declare the position on the Committee to be vacant and appoint another qualified person to the Committee.
- Members are appointed to staggered 2-, 3- and 4-year terms and may reapply for consideration to serve additional terms. Effective July 1, 2019, a Committee member shall not hold the title of chairperson for more than 3 years. A Committee member may serve for a total of no more than eight years.

Committee Operations

The Committee operates in an advisory capacity to the Board. The Committee is not responsible for the bond program or project outcomes and does not direct staff including any contracted staff, consultants, contractors or auditors. The charge to the Committee does not include:

- Approval of construction contracts;
- Approval of construction change orders;
- Appropriation of construction funds;
- Handling of legal matters;
- Approval or performance of ~~or~~ audit scope of work;
- Approval of construction plans and schedules;

- Approval of the sale of bonds;
- Priorities and order of construction for the bond projects;
- Selection of architects, engineers, construction managers, project managers, and such other professional service firms;
- The approval of the **scope or** design for any project;
- The selection of independent audit firm(s), performance audit consultants and such other consultants as are necessary to support the performance of the Bond Program;
- Setting or approving schedules of design and construction activities;
- Activities, roles or responsibilities that have been designated by the Superintendent or her designee to staff or consultants, or any policy-making responsibilities;
- Approval of future bond scopes of work; or
- Approval of current or future project cost estimates.

Committee Meetings

- **The Committee will meet no less than quarterly or as requested by the Board.**
- Committee meetings are advisory and not related to formal decision-making by the Board. Committee meetings shall include opportunity for public comments.
- The Superintendent will assign and delegate the appropriate level of staff to support the Committee's work.
- District staff will provide necessary technical and administrative assistance as follows:
 - **A meeting room, including any necessary audio/visual equipment;**
 - Preparation and copies of any documentary meeting materials, such as agendas and reports; and distribution of those materials to the committee in a timely manner.
 - Provision of reports covering the School Bond Programs.
 - Preparation of Committee meeting minutes and posting for public viewing and use on the PPS web site.

- District staff will attend Committee meetings in order to report on the status of capital improvement projects, to respond to questions, and to receive advice and counsel on the overall bond programs or any of their component parts. District project consultants may attend Committee meetings at the discretion of District staff.

Attachment

Portland Public Schools Capital Construction

Bond Citizen Accountability Committee:

Code of Ethics

A Code of Ethics provides general guidelines for Committee members to follow in carrying out their roles. Not all ethical issues that Committee members face are covered in this Code. However, this Code captures some of the critical areas that help define ethical and professional conduct for Committee members. Committee members are expected to strictly adhere to the provisions of this Code of Ethics.

Policy

Each Committee member must uphold the federal and Oregon Constitutions; the laws and regulations of the United States and the State of Oregon, including complying fully with the ethics laws found within ORS Chapter 244; and the policies, procedures, rules, and regulations of the District. Additionally, Committee members shall:

- Act in the best interest of the District and the public
- Make service on the Committee a high personal priority by participating constructively and consistently in Committee work
- Prepare for meetings by reading the agenda and supporting material and learning about the subject matter
- Participate in rational, informed deliberations by considering reliable information and thinking critically
- Use one's own judgment versus following the lead of others

- Be committed to serving the District as a whole rather than any part or any personal or political cause
- Avoid conflicts of interest or the appearance thereof
- Provide advice and counsel untainted by personal, professional, or political interest
- Adhere to the highest standards of personal and professional behavior

For a period of one (1) year after leaving the Committee, a former Committee member may not represent any person or organization for compensation in connection with any matter pending before the District that, as a Committee member, he or she participated in personally and substantially. Specifically, for a period of one (1) year after leaving the Committee, a former Committee member and the companies and businesses for which the member works shall be prohibited from contracting with the District with respect to:

- bidding or proposing to provide services on projects funded by the bond proceeds; and/or
- any construction project funded by the District.

Exhibit B

Portland Public Schools Capital Construction Bond Accountability Committee Charter

Update: April 27, 2021

Background

Portland Public Schools (the District) has successfully referred Capital Construction Bond Measures for voter approval in November 2012 and May 2017. The District has established a citizen Bond Accountability Committee to assist in monitoring the planning and progress of the bond programs.

Committee Charge

In response to the need for accountability regarding the District's effective use of capital construction bond funds, the PPS School Board (Board) has appointed a citizen Bond Accountability Committee ("Committee") whose charge is to monitor the planning and progress of the bond programs relative to voter-approved work scope, schedule and budget objectives. The Committee shall also monitor future bond planning efforts. The Superintendent has overall responsibility for performance of staff engaged in the implementation of the bond programs.

The Committee will actively review the bond programs and provide advice to the Board on:

Whether the school district bond revenues are expended only for the purposes for which the bonds were approved, and that bond revenues are not used for any purpose prohibited by law;

- Alignment with the goals and principles of the Long Range Facilities Plan;
- Alignment with the goals of the Business Equity Policy;
- District standards and innovative practices for achieving lower maintenance and construction costs while improving operating efficiency, sustainability, and increasing building longevity;

- Historic preservation and school renovation opportunities compatible with the architecture of surrounding Portland neighborhoods;
- Potential capital partnerships for joint and shared use of PPS facilities;
- Implementation of appropriate ways to address seismic issues;
- Compliance with ADA; and
- Communicating key information related to the bonds to the School Board, public groups, organizations and stakeholders.

The Committee will also review future bond planning processes and materials and provide advice, as requested by the Board, to the Board on:

- Cost estimating processes related to proposed modernization efforts, new construction projects and other potential scopes of work.
- Bond development risk management strategies including project cost escalation assumptions, contingency assumptions, bond management cost estimates, etc.

The Committee will use the Racial Equity and Social Justice framework in its review of bond projects and in providing advice to the Board. Any recommendation from the Committee to the Board will include discussion of any possible impact on historically underserved student populations.

The Committee will receive and review copies of annual performance audits and financial audits, and has the option to inspect school facilities and grounds to ensure Bond revenues are expended in compliance with state law and the ballot measure language.

The Committee will review quarterly reports produced by the District each year the bond proceeds are being spent in order to verify general compliance with the purposes set forth in the capital improvement programs as approved by the voters.

The Committee will report quarterly to the Board as requested by the Board.

The Committee will perform other reasonable duties requested by the Board.

Committee Membership

The Committee shall consist of approximately seven to ten members reflective of the diversity of Portland. The Board will appoint committee members and a chairperson.

The committee shall be comprised of individuals with a commitment to fairness and transparency and belief in the role of the public sector as stewards of public funds.

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- Approval of construction plans and schedules;
- Approval of the sale of bonds;
- Priorities and order of construction for the bond projects;
- Selection of architects, engineers, construction managers, project managers, and such other professional service firms;
- The approval of the design for any project;
- The selection of independent audit firm(s), performance audit consultants and such other consultants as are necessary to support the performance of the Bond Program;
- Setting or approving schedules of design and construction activities;
- Activities, roles or responsibilities that have been designated by the Superintendent or her designee to staff or consultants, or any policy-making responsibilities;
- Approval of future bond scopes of work; or
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- any construction project funded by the District.

RESOLUTION No. 6295

Service Employees International Union and School District No. 1J, Multnomah County, Oregon, Impact Bargaining Letter of Agreement

RECITALS

- A. Portland Public Schools and Service Employees International Union Local 503 have been bargaining the impact of working conditions during hybrid instruction. Those negotiations led to agreements on topics related to health and safety, meal distribution, and a child care stipend.
- B. Since the outset of the COVID-19 pandemic in our community, PPS Nutrition Services workers have played a vital role in supporting our students. They have served over 3.5 million meals since the beginning of the COVID-19 pandemic.
- C. Throughout this time, PPS had safety protocols and policies in place to protect the safety of Nutrition Services workers and meet the needs of our community. In recognition and appreciation for the dedication and work by our Nutrition Services workers in the midst of a pandemic, and acknowledging the central role Nutrition Services workers play in healthy, safe school environments, the parties have agreed to a pandemic recognition payment to eligible employees who staffed meal distribution sites.

RESOLUTION

The Superintendent is authorized and directed to execute the impact bargaining Letter of Agreement between the Service Employees International Union and School District No. 1J, Multnomah County, Oregon, as provided to the Board of Education and filed in the record of this meeting.



PORTLAND PUBLIC SCHOOLS

OFFICE OF STRATEGIC PARTNERSHIPS & ENGAGEMENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3270

Date: April 23, 2021

To: School Board of Education

From: Filip Hristic, Principal Ida B. Wells High School
Camille Idedevbo, Office of Strategic Partnerships and Engagement

cc: Jonathan Garcia, Chief Engagement Officer
Dani Ledezma, Senior Advisor of Racial Equity and Social Justice

Subject: Approval Request Ida B. Wells High School Mascot

BACKGROUND

On January 26, 2021, the Portland Public Schools' Board of Directors unanimously approved [Resolution No. 6235](#) to change the name of Woodrow Wilson High School to Ida B. Wells-Barnett High School. For several years, students, families, and staff at Wilson High School advocated for changing the name of the school because of the misalignment with our district values and commitment to Racial Equity and Social Justice.

On March 30, 2021, Ida B. Wells High School renaming committee submitted a name recommendation for the school mascot after completing the second phase of a student and equity-centered design process. School Board discussion surfaced questions about "Evergreens" as a proposed school mascot for Ida B. Wells-Barnett High School and whether this symbol might conjure up painful memories of our country's troubling history of lynching.

Following the Board of Education meeting, the Ida B. Wells mascot renaming committee--a group of students, educators, staff and neighbors, who have driven a student-centered community process--revisited the mascot recommendation and decided to move in another direction. After reviewing the community votes, Guardians emerged as the next strongest mascot recommendation. In an effort to complete due diligence, the Ida B. Wells renaming committee commenced an extended community engagement process, including discussion with the Wells-Barnett family.

Through the extended community engagement process, the renaming committee aimed to

- Center the advocacy and preliminary work of students of the naming committee, especially students of color
- Process student feedback on the new mascot recommendation
- Update the community, namely Black leaders on the change of the mascot recommendation, and invite discussion about ongoing school culture transformation

Today, we are excited to re-submit for approval the name of the new Ida B. Wells High School mascot: Guardians. Ida B. Wells devoted her life to promoting and protecting justice, truth, and human dignity. She gave voice to those who were silenced and she defended those who were mistreated. She used the power of writing and public speaking to shed light on the ugly truth of racism. She was a true guardian of democracy and social justice. As Ida B. Wells High School Guardians, the Ida B. Wells community aspires to promote her legacy and to foster her lasting message of determination, valor, and tolerance among students, families, and staff. One respondent said, "*Guardians is non-gender specific, non-*

aggressor, yet strong mascot name. At Ida B Wells we are GUARDIANS of equity, justice, diligence, excellence and integrity. GUARDIANS!"

As Portland Public Schools continues to lean into our district vision and disrupt systems that are no longer in alignment with our organization's direction, we are presented with opportunities to redefine our ways of working. From the beginning of this project, PPS staff was clear that the renaming and rebranding work of Ida. B. Wells would serve as our organization's case study from which we would extract meaningful lessons. As a learning institution, we celebrate the school's ability to pivot in the face of new information. Rebranding is a necessary step towards school transformation, but the Ida B. Wells High School community is committed to continuous culture building through local and national partnerships. We are grateful for the support of the board, and look forward to collectively honoring the legacy of Ida B. Wells-Barnett.

RELATED POLICIES/BEST PRACTICES

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

COMMUNITY ENGAGEMENT

The community engagement process was defined by both 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.

- The first survey was sent out on February 22 and closed on March 3, giving 10 days to the community to provide input on mascot ideas.
- On March 3, the school's renaming committee narrowed all of the 419 community responses to 5 finalists.
- From March 4 - March 12: MKT Box Creative Agency produced concept drafts of what each mascot idea could look like for community feedback on their preference.
- From March 12 - March 18, the Ida B. Wells community sent out two surveys including the 5 graphic mockups as a reference. One survey was sent to students and teachers which required them to use their PPS ID and collected 895 responses. A similar survey was sent to the community collecting 620 responses.
- On March 18, the Ida B. Wells Renaming Committee made the final mascot recommendation for Evergreens.
- On March 30, the Ida B. Wells Renaming Committee made an initial proposal to the PPS school board in support of the Evergreens mascot.
- On April 1, after much consideration, the Ida B. Wells High School renaming committee decided to move in another direction. The renaming committee followed the ranked-choice voting protocol to identify the next most favored mascot choice: **Guardians**. Subsequently, the renaming committee in collaboration with the Office of Strategic Partnerships and Engagement designed an extended community engagement process to surface community feedback on the next mascot option.
- On April 5, Dan Duster, Grandson to Ida B. Wells-Barnett, shared his support for the Guardians mascot.

Ida B. Wells High School Brand Identity Extended Engagement -- April 9 - April 22

- On April 7, the Ida B. Wells renaming committee met with MKT BOX, a creative agency to produce concept drafts of the Guardians mascot.
- On April 8, Principal Hristić answered questions at the Ida B. Wells PTA and explained why the Committee moved away from using Evergreens as the mascot.
- From April 12 - April 16, the Ida B. Wells renaming committee met with student affinity, leadership, and athletic groups to discuss the Guardians mascot.
- On April 22nd, Ida B. Wells High School renaming committee met with Black community leaders to discuss the shift from Evergreens to Guardians and the alignment of this mascot choice with Ida B. Wells-Barnett's legacy.

Ida B. Wells-Barnett HS Naming Committee

- Ayesha Freeman - Vice Principal
- Ellen Whatmore - Teacher
- HuiHui Hutchinson - Student
- Jonel Mondero - Student
- Katisyn Sweeney - Student
- Liliana McClain - Student
- Mia Sedory - Student
- Aslan Newson, - Student
- Norma Hamilton - PPS Paraprofessional
- Noreena McCleave - Alumni
- Nura Salah - Student
- Principal Filip Hristic

EXTENDED TIMELINE FOR IMPLEMENTATION / EVALUATION

- **April 7:** The IBWHS renaming committee met with MKT BOX to produce the concept drafts of the Guardians mascot.
- **April 28:** MKT Box will meet with IBWHS renaming committee to identify branding deliverables.
- **April 28 - May 5:** MKT BOX will collaborate with the IBWHS renaming committee to refine the graphic elements.
- **April 30:** MKT BOX will produce athletic uniform deliverables.
- **May 6 - May 13:** MKT BOX will design the additional IBW graphic elements.
- **May 14 - May 21:** MKT BOX will collaborate with the IBWS renaming committee to refine the final design choices.
- **May 24:** MKT Box will produce the final branding package.

STAFF RECOMMENDATION

PPS staff and the local school community are grateful for the support of the board, and we also recognize that our education system has a responsibility to refine and streamline the process for other schools to follow. We ask that you honor the time and effort of our student activists while we also lean into our values of PPS ReImagined and build equity-aligned systems and structures.

Staff recommend that the Board approves the Ida B. Wells mascot name change from the Trojans to the **Guardians**. With the shift from Woodrow Wilson High School to Ida B. Wells High School, it is also appropriate to redefine the symbol of the school community. The school has identified the **Guardians** as their preferred mascot. Proponents of this name have described **Guardians** in the following way:

“Guardians give us the sense of strength, power, and willingness to keep us together by watching over us. That is precisely what Ida B. Wells did in Memphis, Tennessee, by reporting on racial segregation, injustice, and inequities in the Memphis Free Speech and Headlight newspaper.”

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

_____ (Initials)

ATTACHMENTS

A.

RESOLUTION No. 6293

Resolution to Change the Mascot of Ida B. Wells-Barnett 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. On January 26, 2021, the Portland Public Schools Board of Education unanimously approved Resolution No. 6235 to change the name of Woodrow Wilson High School to Ida B. Wells-Barnett High School.
- C. Shortly after, the Ida B. Wells-Barnett community commenced an engagement process led by a committee of students, staff, parents, and community members to determine the school's new brand identity.
- 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 "Evergreens" as their first choice of the new mascot to the Superintendent.
- F. On March 30, 2021, Ida B. Wells-Barnett High School submitted a name recommendation for their mascot after completing the second phase of a student and equity-centered design process. Board discussion surfaced questions about "Evergreens" as a proposed school mascot for Ida B. Wells-Barnett High School and whether this symbol might conjure up painful memories of our country's troubling history of lynching.
- G. Following the Board of Education meeting, the Ida B. Wells-Barnett mascot renaming committee revisited the mascot recommendation and decided to move in another direction. After reviewing the community votes, Guardians emerged as the next strongest mascot recommendation.
- H. Ida B. Wells-Barnett devoted her life to promoting and protecting justice, truth, and human dignity. She gave voice to those who were silenced and she defended those who were mistreated. She used the power of writing and public speaking to shed light on the ugly truth of racism. She was a true guardian of democracy and social justice. As Ida B. Wells High School Guardians, the Ida B. Wells-Barnett community aspires to promote her legacy and to foster her lasting message of determination, valor, and tolerance among students, families, and staff.
- I. The Ida B. Wells-Barnett renaming committee in collaboration with the Office of Strategic Partnerships and Engagement designed an extended community process to glean feedback from student affinity, leadership, and athletic groups; community members; and descendants of Ida B. Wells-Barnett.
- J. The Ida B. Wells-Barnett school community recognizes that rebranding is a necessary step towards school transformation, but they are committed to continuous culture building through local and national partnerships.
- K. The Superintendent, having reviewed the process and work of the committee, recommends to change Ida B. Wells-Barnett High School mascot from the Trojans to the Guardians.

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a new mascot for Ida B. Wells-Barnett High School. The Ida B. Wells-Barnett School mascot will now be known as the Guardians.

Ida B. Wells-Barnett Mascot Proposal



RENAMING COMMITTEE



Hui Hui, Class of 2022



Nura, Class of 2022



Filip Hristic,
Principal



Liliana, Class of 2022



Senya, Class of 2022



Ellen Whatmore,
Language Arts Teacher



Aslan, Class of 2022



Mia, Class of 2021



Martin Osborne,
Community Member



Jonel, Class of 2022



Katisyn, Class of 2022



Norma A. Hamilton,
Paraprofessional



Noreena McCleave,
Alumni



Ayesha Coning,
Vice Principal

PRESENTATION OUTLINE



- Introduction
- Renaming Committee
- Guiding Principles
- Evergreens Statement and Rationale
- Community Engagement Process
- Finalist
- Visual Representation and Story
- Direct Quotes and Focus Groups
- Closure and Culture Building



- **Encompass equity and inclusion**, centering the voices, perspectives, and lived experiences of individuals and groups within the IBW and the broader community who have been historically marginalized
- Demonstrate **open communication, honesty, integrity, and transparency**
- Provide wide **variety of opportunities** to community members, stakeholders to participate and **offer multiple perspectives**
- Ensure our process **centers students voices** and participation along with the support and participation of staff, community members and alumni



- “[N]otify the staff, students, parents, and community groups of affected schools about the naming process.”
- “[E]nsure a process for all interested parties to provide input.”
- “Document [] the level of school community support . . .”
- “Document [] the consideration given to the historical background of the name and its relevance to the community served by the school.”

Our Journey





February:

- Initial Community Mascot Survey

March:

- Identified Five Finalists; Community Ranking Survey; Identified Finalist
- Proposed initial recommendation, Evergreens;



Since the March 30th Board Meeting:

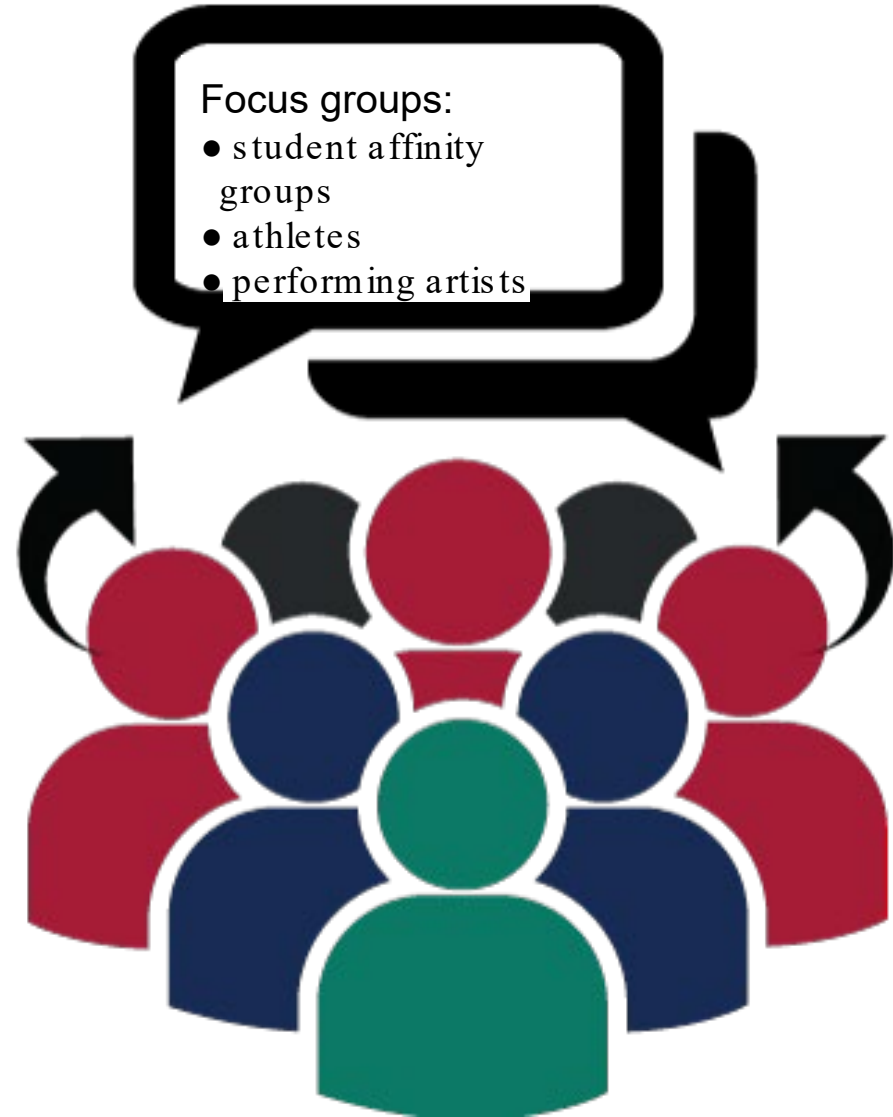
- Retallied results; identified runner-up
- Conducted extended community engagement
 - Focus groups (more on this later)
- Completed initial visual branding elements

COMMUNITY ENGAGEMENT OUTCOMES:



Focus groups:

- student affinity groups
- athletes
- performing artists



Staff and Community Conversations.



FINALIST - Ida B. Wells HS Guardians



Ida B. Wells devoted her life to promoting and protecting justice, truth, and human dignity. She gave voice to those who were silenced and she defended those who were mistreated. She used the power of writing and public speaking to shed light on the ugly truth of racism. She was a true guardian of democracy and social justice. As Ida B. Wells HS Guardians, we aspire to promote her legacy and to foster her lasting message of determination, valor, and tolerance among our students, families, and staff.

Guardians Defined:

- Someone who protects
- A person who takes care of another
- Custodians, Stewards, Caretakers, Champions, Defenders

IBW Guardians - Visual Elements



Local Connections:

- The Guardian Peaks are the three volcanic mountains that are visible from Portland, Oregon: Wy'east (Mt. Hood), Pahto (Mt. Adams), and Loowit (Mt. St. Helens).
- Owls are native to our region. In some cultures owls are known as guardians and protectors. They symbolize wisdom, truth, strength.





STUDENT FOCUS GROUPS

during the Week of April 12th:

- Student Athletes
- Student Performing Artists
- Student Leadership
- Black Student Union
- Asian Desi Pacific Islander Student Union

Student Focus Groups and Direct Quotes



- *...it seems to represent the values of a bigger group. A guardian is part of the common people, not in charge. Therefore they echo the thoughts and wishes of the people - IBW Student*
- *Ida B. Wells was a journalist so she was a guardian of the truth and justice. With this mascot she's like a superhero to us and we want our school and community to be protectors of truth and justice as well. We want our mascot to be a reflection of us and Ida B. Wells. -IBW Student*
- *I like the connection to the guardian peaks, i think the local connection is really powerful. - IBW Student*
- *When I heard guardian, I think about someone that protects people, and someone that does the right things. Somebody that puts others above themselves. - IBW Student*

Culture

**Building and
Partnerships**





Learning About Our Namesake



A Community Conversation with Ida B. Wells-Barnett's Great-Grandson Dan Duster

Thursday, May 6
6-7pm
online event



Dan Duster, a facilitator, motivational speaker and author from Chicago, works with other members of the Ida B. Wells Foundation to encourage "those invoking her legacy, images and work do so in a manner consistent with the spirit of justice and inclusion that she lived her life by."



Co-sponsored by Ida B. Wells High School Community Equity Council (CEC) and Wells Cluster PTAs



<https://tinyurl.com/IBWBDanDuster>
Register by 3pm on May 6th to receive the webinar link by email

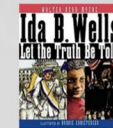
SW COMMUNITY READS

Join us as our community reads and learns about Ida B. Wells-Barnett, the new namesake of our high school and a powerful advocate for equity, education and civil rights.

The PTAs of the Ida B. Wells-Barnett High School feeder schools have joined together to purchase copies of these books that will be available to our community through your school library.



Adult/YA book



Picture Book

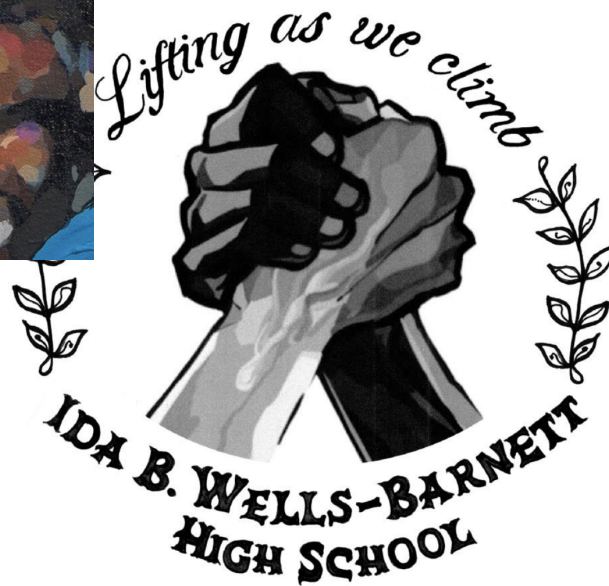
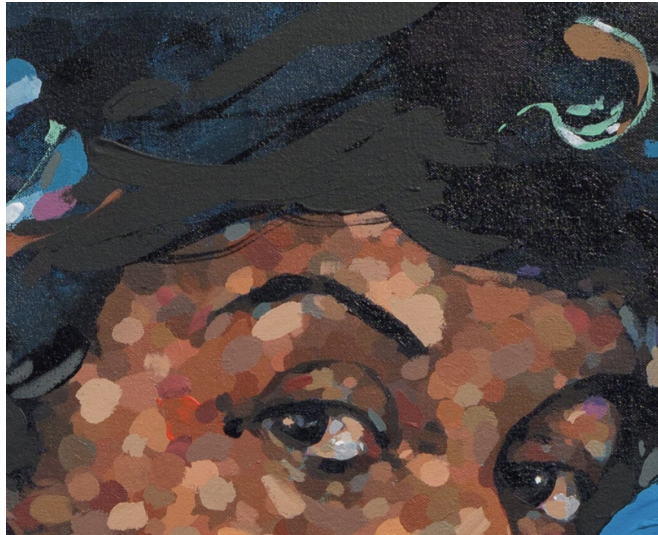


Middle Reader

Our local public libraries have made electronic copies of Who Was Ida B. Wells always available to library card holders through March 30th!

To purchase your own copies of these books or any others, we recommend supporting Third Eye Books (a local Black-owned bookstore) and Annie Blooms in Multnomah Village..

Stay tuned for more information about a speaker event in March with Dan Duster, the great-grandson of Ida B. Wells-Barnett.



"To Ida B. Wells, for her outstanding and courageous reporting on the horrific and vicious violence against African Americans during the era of lynching."

PULITZER PRIZE SPECIAL CITATION



Michelle Duster



From Wilson to Wells

Mathews and Montanaro contrast the lives and impact of Woodrow Wilson and Ida B. Wells and discuss the reasons why our school recently changed its name.



Feb 4 · 14 min

RESOLUTION No. 6294

Resolution to Approve the 2021-22 School District Calendar

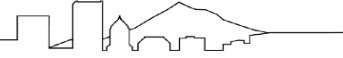
RESOLUTION

The Board of Education hereby adopts to the 2021-22 School District Calendar.



PORTLAND PUBLIC SCHOOLS

2021-22 District Calendar (subject to possible revision)



JULY 2021					AUGUST 2021					SEPTEMBER 2021				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6	6	7	8 ★	9	10
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26	27	28	29	30	30 📅	31 📅								

OCTOBER 2021					NOVEMBER 2021					DECEMBER 2021				
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JANUARY 2022					FEBRUARY 2022					MARCH 2022				
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APRIL 2022					MAY 2022					JUNE 2022				
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					30	31								

	Schools closed due to holiday or break period	☼	High school transfer deadline
★	First/last day of school for students: 1st Grade Ramp Up Sep. 1-2	◆	End of quarter
+	Day/evening conferences (no school for students)	📅	Teacher Professional Development/planning day (no school for students)
▲	Statewide inservice (no school for students)	☼	Possible snow make-up day
♥	Kindergarten first day: Kindergarten Ramp Up Sep1 - Sep 7	♥	Pre-Kindergarten/Head Start first day
↗	Mid-Term Progress Reports	*	Staff Meetings
📅	New Educator Orientation	📅 *	Professional Development Day for CSI, Title, Kellogg, and Feeders on Aug 25. Kellogg MS to have PD Days on Aug. 24-25 (no school for students)



JULY 2021				
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JUNE 2022				
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	New Educator Orientation	*	Professional Development Day for CSI, Title, Kellogg, and Feeders on Aug 25. Kellogg MS to have PD Days on Aug. 24-25 (no school for students)



**PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL PERFORMANCE**

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3440

Website: <https://www.pps.net/>

Date: April 13, 2021
To: School Board
From: Kregg Cuellar, Deputy Superintendent
Subject: 2021-22 School District Calendar

Staff has solicited and gathered feedback from a cross-section of stakeholders prior to submitting a formal school calendar recommendation per Board Policy 3.20.010-P Annual Calendar. This calendar is recommended as long as health conditions and metrics allow; and per Board Policy *after Board approval, any modification of the calendar will be made consistent with applicable provisions of the collective bargaining agreement and shall require final Board action.*

The recommended calendar for next year includes many of the features and considerations that were factored into the school calendar the past few years.

- Attempt to create a more student-focused, family-friendly school calendar, per input received; this recommended calendar continues to eliminate school late starts and early dismissals and better ensures five full instructional days in a typical week
- Attempt to preserve or maximize uninterrupted whole weeks for instruction; no scheduled classes are proposed during Thanksgiving week to support family childcare planning, permit parent-teacher conferences to take place, and minimizing the short weeks in the month of November that contributed to past public perception of “No School November”
- Effort to keep teacher planning days on Mondays or Fridays to avoid student breaks in the middle of the week
- Maintain the start of the school year on a date prior to Labor Day; the Proposed 2021-22 Calendar starts on Wednesday September 1 and ends on Friday, June 10. As a reference point compared to other local school districts: Lake Oswego has published a start date of August 30; Beaverton has a start date of September 8
- Goal of ensuring semesters and quarters have a balanced number of instructional days; attempt to balance length of quarters: Q1 = 45 days; Q2 = 45 days; Q3 = 43 days; Q4 = 44 days
- Ensure calendar follows all bargaining units’ contracts, including agreed upon provisions per the ratified PAT contract
- Coordination of spring break with local university calendars, to align with schedules of older siblings and university student interns who work in our classrooms
- Desire to maximize instructional days prior to Advanced Placement, International Baccalaureate, and other end-of-year summative assessments taking place

- Avoidance of having school end for students on a Monday or Tuesday in June
- Ensure enough instructional hours for Seniors. The last day for 12th graders is tentatively June 1.

Some of the new considerations built into this calendar are:

- An additional professional development day for teachers at CSI, Title, Kellogg and Kellogg feeders to support teacher learning and preparation for students' return (two days for Kellogg)
- A 4-day "Kindergarten Ramp Up" where all Kindergarten students will have 1-day in school over the course of the four days with smaller numbers of students to orient them to school. Historically, Kindergarten has started 3 days after grades 1-12. The three days were mostly used for 1:1 assessments with students. Adding an additional day will provide all students with a smaller group 1-day orientation, relationship building, and 1:1 family connections
- A 2-day "1st Grade Ramp Up" where all 1st grade students will have 1-day in school in smaller groups over the first two days of school. With some 1st grade students never having been in buildings and others only experiencing part of the building during hybrid, the idea is to Ramp Up their experience

Staff sought out feedback from a broad array of stakeholders, including PAT, PFSP, PAPSA, several district departments, representatives from numerous school PTAs. These responses have been considered prior to this formal school calendar recommendation to the Board.

This recommended calendar is an important first step for both internal planning in the District and for staff and parents to have a date on the calendar by which to plan. As stated above, as long as health conditions and metrics allow, this is the recommended calendar. Should changes need to be made, staff will bring back any modifications of the calendar for Board approval.

Mid-Year Map Results

April 27, 2021

Overview

- Background
 - What, When, Why?
- What did we learn?
 - Who tested?
 - Reliable?
 - Achievement
 - Growth

What are the MAP Assessments?

- Interim assessments - measure learning over longer periods of time and across multiple standards - allow us to know how students are doing throughout the year - while there is time to adjust!
- Computer adaptive Reading and Mathematics - narrow in on what students know and are ready to learn.
- When? Typically given 2 or 3 times per year



Why use MAP Assessments?

- Our commitment to equity requires that we accelerate learning for our Black and Indigenous students
- MAP provides a very reliable measure of growth (learning over time) and achievement with respect to standards at a point in time along the curriculum map.



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Why use MAP Assessments?

- Very predictive of performance on State assessments (85-87% accuracy in predicting proficiency).
- Allows us to compare our student achievement and growth to performance across the country as well.
- Helps to identify practices that are accelerating learning!!



What did we learn?

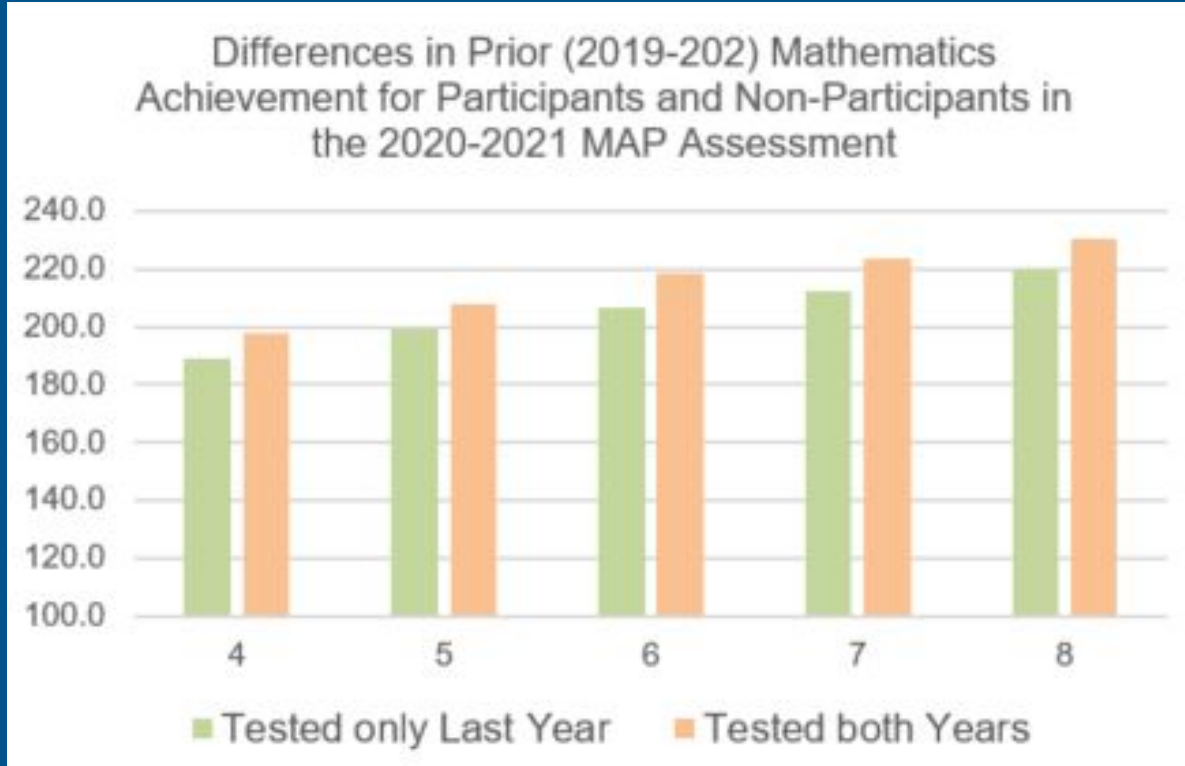
Who tested?

69% Math (-24%)

68% Reading (+3%)

Participation rates for White students were higher than those for Black and Indigenous Students...

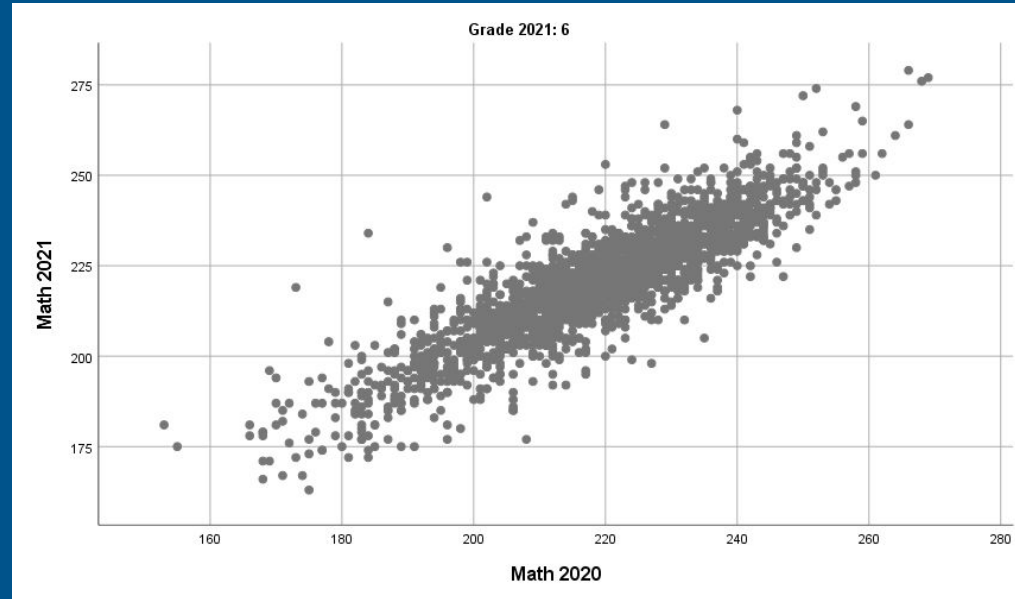
Who took them (and who didn't)?



Students who tested this year performed better on the assessments last year...

So are the results reliable?

- For students who took the test both years - the scores were highly correlated (.817-.881).
- Overall, substantial evidence of the reliability/consistency of the scores



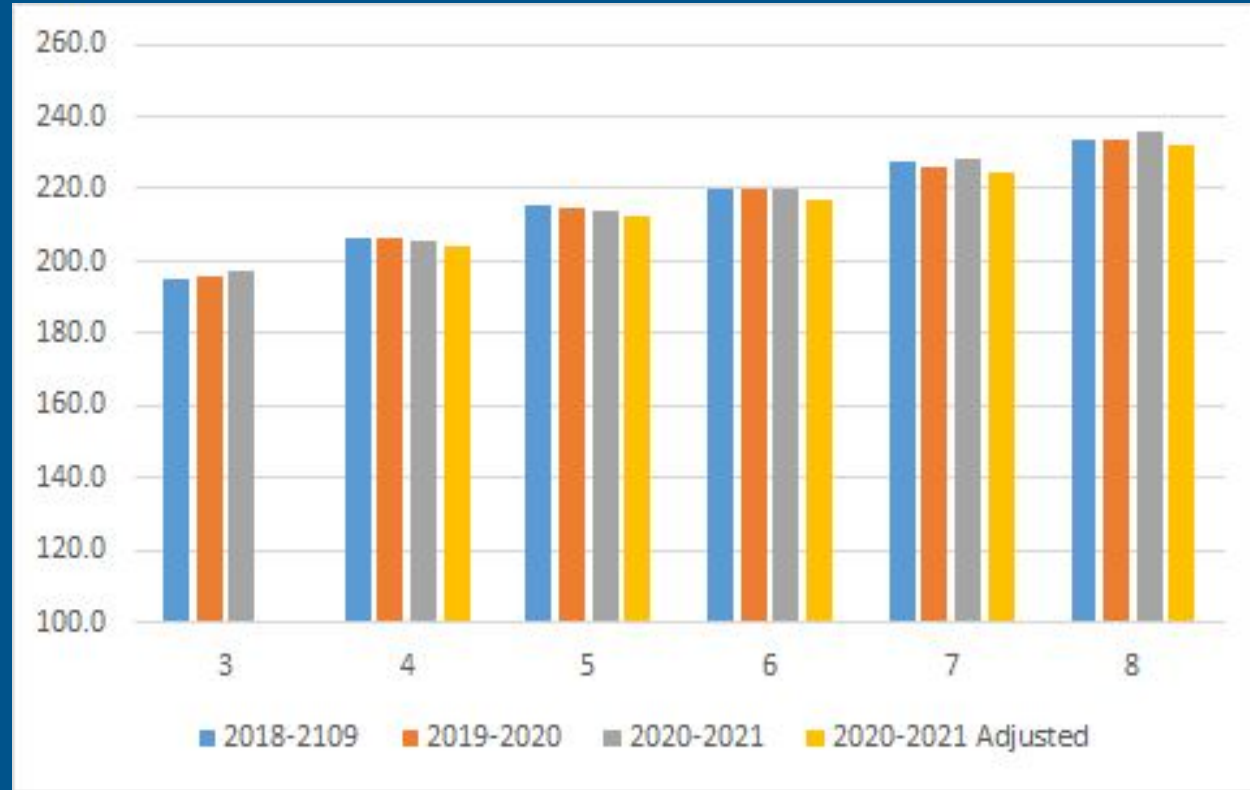
Achievement Outcomes

- Prior research had projected reduced achievement in Reading and Math
- Fall research had shown that Reading gains were stronger than those in Math
- To provide a more complete and inclusive picture of performance, the impact of non-tested students was included based on like scoring peers who had tested both years.

So what did we observe?

Mathematics Achievement

- -1.7 to -2.9
- 4th Grade: 83% of prior learning
- 6th grade: 40% of prior learning

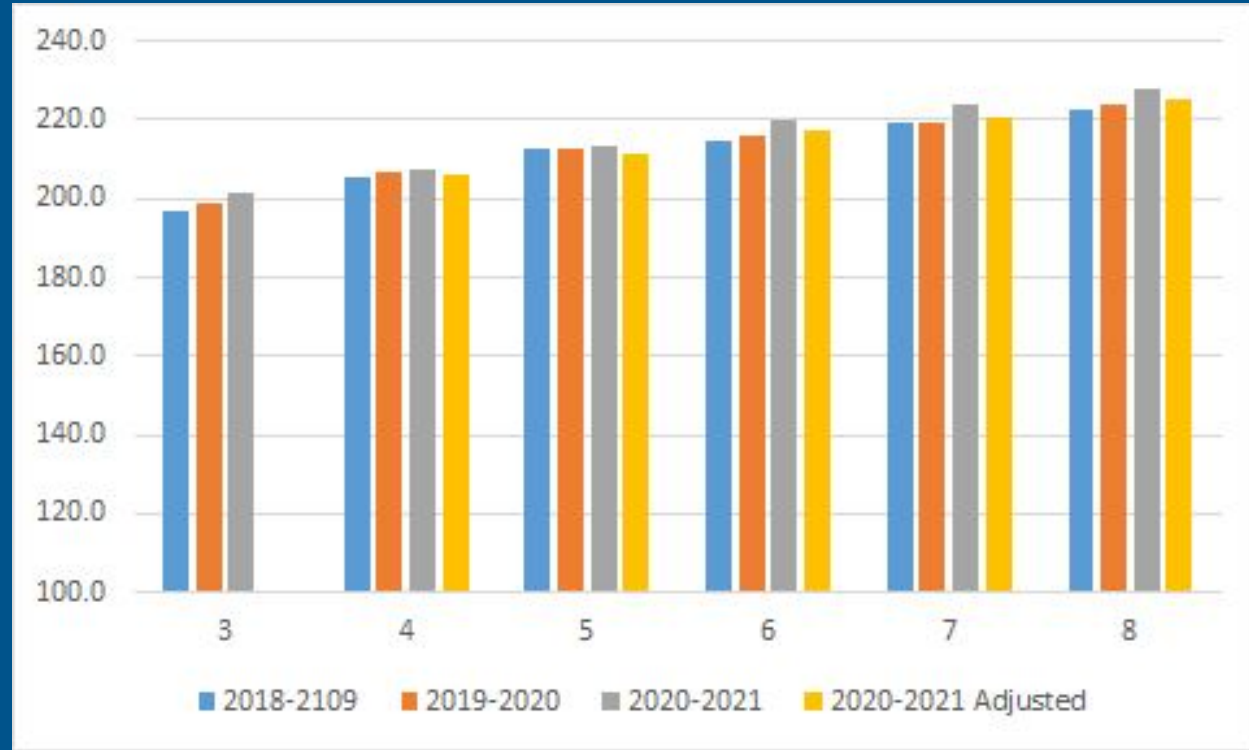


Mathematic Achievement and Growth

- 3.5% fewer students (who tested both year) met their growth targets this year in comparison to last.
- The groups with the largest drops in growth were Asian, Multi-racial, and White students.
- Achievement gaps for Black and Native students remain but did not grow in most grades.

Reading Achievement

- -.6 to +1.4
- 4th Grade: 93% of prior learning
- Grades 6-8 showed improvements!



Reading Achievement and Growth

- 1.5% fewer students (who tested both year) met their growth targets this year in comparison to last.
- Modest increases in growth for many students
- Achievement gaps for Black and Native students but did not grow.
- This performance was clearly better than what had been expected!!

Big Picture and Next Steps

- This was a snapshot of performance during the pandemic - the results are promising and are a testament to the hard work of our students and teachers.
- As we begin our new year, it will be important to assess students in order to plan for additional learning acceleration opportunities in the coming year.
- Having a consistent measure during this time will help us understand our students' learning before, during and after the pandemic.



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Questions



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Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3081

Date: 04/17/2021
To: Board of Education
From: Russell Brown, Ph.D.
Subject: Mid-Year MAP Analysis

EXECUTIVE SUMMARY

In order to provide parents an opportunity to have information about their child's growth and achievement during the pandemic, the NWEA Measures of Academic Progress (MAP) assessments were administered in the winter window ((February 1st to March 12th) of this academic year. The following are some of the highlights of the analysis.

- Despite inclement weather which impacted electrical and internet service for many, participation rates were relatively high (Mathematics – 69% and Reading – 68%). Reading participation rates were nominally higher than last year.
- Students who participated in the assessments this year had historically higher performance than those who did not participate this year. This observation is consistent with what was observed in a national study at the start of the year.
- The scores for this administration were highly correlated to scores on last year's administration (.817 to .881) which supports that, overall, this year's scores are a reliable indication of achievement and growth.
- As in the national study, performance in Mathematics declined in comparison to the prior year. The declines within grade level were around 1.7 to 2.9 points.
- Reading scores were stable or increased even when adjusted for those students who did not participate in the assessment. Average Reading scores exceeded the national norm in every grade assessed.
- Mathematics growth rates declined by 3.8% overall. The largest declines in growth were observed among Asian, Multi-racial, White, Male, and Non-binary students.
- Reading growth rates declined by 1.5% overall, but there were groups with increased growth rates as well. The largest declines in growth were observed in Multi-racial, Pacific Islander, and Non-binary students.
- Results from this administration were mailed directly to parents are available to schools through our data-warehouse.

A more complete analysis follows.

BACKGROUND

In education, a balanced assessment system typically includes formative, interim and summative assessments. Formative assessments tend to be less formal and teachers use them on a regular basis during instruction. Their purpose is to monitor student understanding and progress relative to specific instructional activities or lessons. Summative assessments are given at the end of an instructional period and are used to monitor for accountability at a school or system level. Interim assessments evaluate students' learning progress relative to instruction. They are often given three times during the year, and can be used to predict performance on future assessments such as other interim or summative tests.

Prior to the 2018-19 school year, Portland Public Schools (PPS) did not have a district-wide interim assessment in place for mathematics instruction. For literacy, PPS used DIBELS in grades K-2 and easyCBM in grades 3-8. Both of these assessments provide high-level information about students' risk for falling behind in instruction, but lack some of the features of a more robust interim assessment, such as growth metrics and predictive data for summative tests.

Between 2014-15 and spring 2017, PPS convened assessment work groups to develop a framework and make recommendations for a district-wide assessment system. The *PPS Quality Assessment Framework* (<https://www.pps.net/Page/12459>) outlined the purpose of assessment, a definition of high-quality assessment and identified assessment, reporting and communicating practices as well as assessment literacy competencies.

At the same time, the Oregon Department of Education (ODE), Oregon Education Association, Oregon Education Investment Board and the Governor's office also convened a group to develop a proposal for an ideal system of assessment for Oregon. *A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning* was released in spring 2017 (<https://digital.osl.state.or.us/islandora/object/osl%3A16866>).

More recently, ODE developed *The Right Assessment for the Right Purpose Guidance Document* to assist educators at all levels in Oregon to engage in assessment "behaviors that leverage the Right Assessment for the Right Purpose." (<https://www.oregon.gov/ode/educator-resources/assessment/Documents/RightAssessmentRightPurpose.pdf>).

Beginning in 2018-19, PPS began requiring the use of NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) Growth assessments in mathematics in grades 3-8. Approximately 20,000 students (about 92%) in grades 3-8 participated in math assessments in each of the three windows (fall, winter and spring). The reading assessment was optional that year and just under 10,000 students (about 44%) participated in reading assessments.

As previously reported, there was a strong relationship between students' performance on the MAP assessment and their subsequent performance on the Smarter Balanced Assessments (SBAC) that were administered at the conclusion of the 2018-2019 academic year.

Table 1. Correlation range of MAP Growth RIT scores to Smarter Balanced scores for grades 3-8

Testing window	ELA	Math
Fall	0.82-0.85	0.82-0.88
Winter	0.82-0.86	0.87-0.90
Spring	0.84-0.88	0.90-0.92

Indeed, the relationship was so strong that the MAP results could accurately project students' subsequent proficiency on SBAC 85-87% of the time.

Table 2. Accuracy of Projected Proficiency Rates for SBAC

Testing window	ELA			Math		
	Classification Accuracy	False		Classification Accuracy	False	
		Negatives	Positives		Negatives	Positives
Fall	0.85	0.09	0.07	0.85	0.05	0.09
Winter	0.86	0.07	0.06	0.87	0.05	0.09

In 2019-20, both math and reading assessments were required. About 93% of students participated in fall and winter math assessments and about 65% of students participated in reading assessments both windows. Due to the COVID-19 pandemic, spring MAP and SBAC assessments were suspended.

PPS planned to implement remote MAP testing for fall 2020 but assessments were ultimately suspended again due to the combination of the pandemic and the wildfires. As the mid-year assessment window approached, there was a sense of urgency to have an assessment of student growth and achievement. It had been nearly a year since the last assessment, and there was a swelling interest in how student learning was progressing during the pandemic. On the other hand, there was concern that a remote administration of the MAP assessment would be fraught with compromises to the standardized administration of the assessment which would lead to less reliable and hence less valid scores for our students. An early report (*Comparisons between Remote Testing and In-School Testing for MAP Growth: A Summary of Results for Spring 2020*, <https://www.nwea.org/resource-library/map-growth-research-guidance/comparisons-between-remote-testing-and-in-school-testing-for-map-growth-3>) provided evidence that the test could be administered remotely and produce results that were comparable to in-person administration.

With evidence that the data could be reliable, PPS chose to conduct remote assessments in the winter 2021 window (February 1st to March 12th). Given the nature of the pandemic, parents were told they could choose to have their students not participate in this window, and data was not to be used for any high-stakes decisions for individual students. Teachers were asked to provide the opportunity for their students in grades 3-8. PPS provided numerous supporting resources to make remote testing successful (Appendix A).

The following analyses address the concern about the reliability of the assessments, the impact of students who did not test, and provides a summary of students' performance in the winter 2021 window

ANALYSIS OF SITUATION

Reliability. Given that the assessment was administered remotely this year, it is important to examine both the reliability of the assessment as well as the degree to which the data is representative of the overall performance of students in the tested grades in Portland Public Schools.

As reported earlier, prior administrations of the MAP assessments were highly correlated to subsequent performance on SBAC. A correlation between two assessments is ultimately limited by the reliability of each assessment. Reliability reflects the overall consistency of a measure: the ability of the measure to produce similar results under similar conditions. Part of the purpose of standardization of assessments and assessment administration is to increase the reliability of the measures.

The early report from NWEA regarding comparable reliability for in-person and remote assessment was promising. At the conclusion of the Winter 2021 window, correlations were established between the scores of students who had taken the exam in the Winter of 2020 and also participated in the subsequent grade level exam in the Winter of 2021.

In Mathematics, for example, the correlation between the scores that students received in 3rd grade in 2020 and subsequently in 4th grade in 2021 was .826 for the 2493 students who had taken both exams. As one can see in Table 3 below, the correlations were quite strong ranging from .826 to .881 for exams that were performed a year apart.

Table 3. Correlations between Mathematics MAP scores for students who took the MAP test in both 2020 and 2021.

Scores being Correlated 2021 to 2020	Count of Students who took both Tests	Correlation
Grade 4 to Grade 3	2493	.826**
Grade 5 to Grade 4	2539	.864**
Grade 6 to Grade 5	2065	.876**
Grade 7 to Grade 6	2049	.881**
Grade 8 to Grade 7	1834	.879**

** significant at the .01 level

A similar pattern was seen in Reading. Again, the correlations were quite strong ranging from .817 to .833.

Table 4. Correlations between Reading MAP scores for students who took the MAP test in both 2020 and 2021.

Scores being Correlated 2021 to 2020	Count of Students who took both Tests	Correlation
Grade 4 to Grade 3	1802	.817**
Grade 5 to Grade 4	1808	.826**
Grade 6 to Grade 5	1458	.833**
Grade 7 to Grade 6	1143	.826**
Grade 8 to Grade 7	1116	.830**

** significant at the .01 level

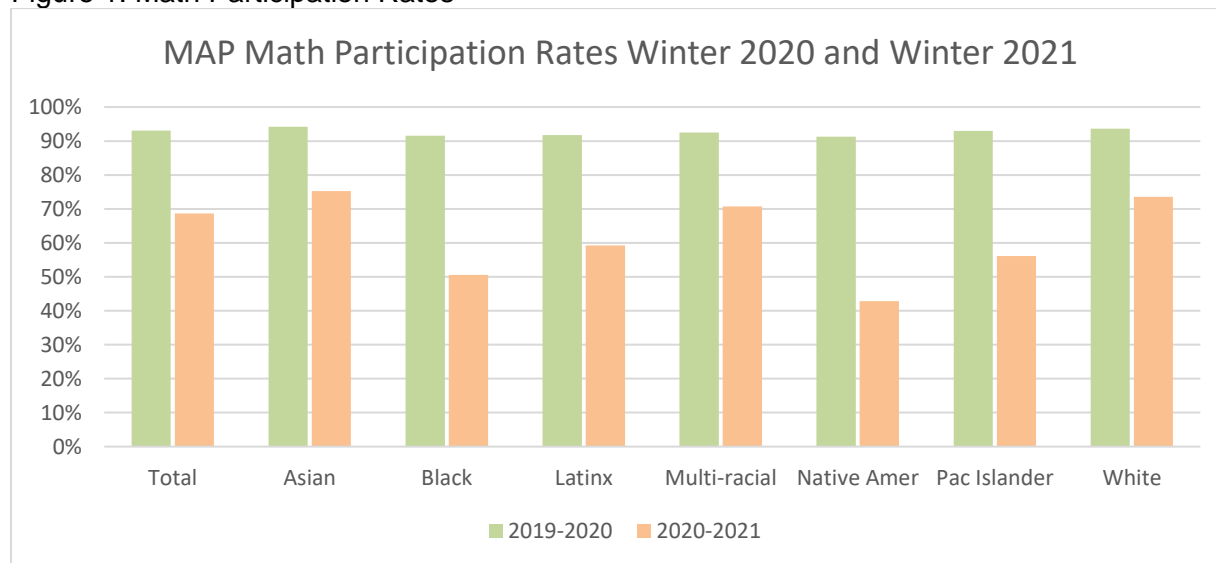
Again, correlations are fundamentally limited by the reliability of the two measures. With strong correlations, one can safely conclude that the scores for this administration were quite reliable.

Participation. While it is clear that the scores are reliable, there remains a question regarding who sat for the exams. Because this was a voluntary administration, one could full expect that there would be differences in participation that could impact the interpretation of the scores.

The MAP assessments were first introduced in Mathematics and subsequently put in place for Reading as well. Historically, Mathematics participation rates have, therefore, been higher than that those observed in Reading.

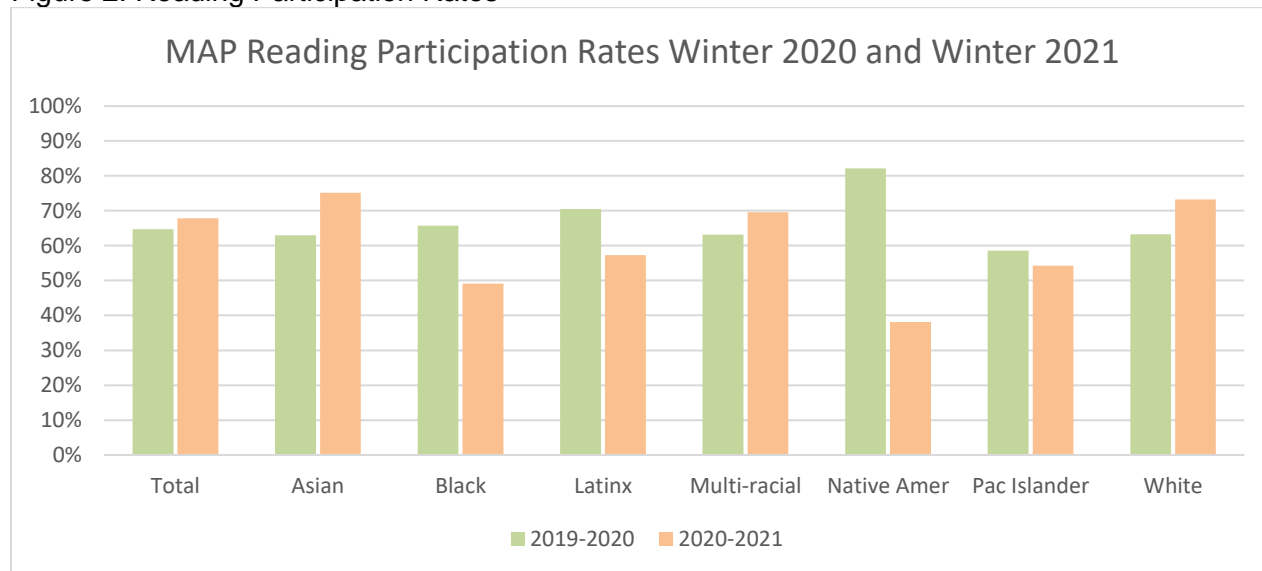
About 93% of students in grades 3-8 participated in the math assessment in winter 2020 and about 65% participated in reading. Approximately 69% of students participated in the math remote window this year and about 68% in reading. While participation rates are higher than anticipated for this year, math rates are clearly lower than past rates while reading rates are slightly higher (see Figures 1, 2, and Appendix C).

Figure 1. Math Participation Rates



Math participation rates were more similar for White and Asian students. Underserved student groups are clearly underrepresented in winter 2021 participation. In reading, White, Asian and Multi-racial students participated at higher rates in this remote window than in prior windows. While reading participation rates for other student groups were closer to historical rates, these student groups were still underrepresented.

Figure 2. Reading Participation Rates



Given the differences in participation, it is particularly important to provide an additional layer of analyses account for the impact of the missing scores.

Achievement. Fortunately, many of the students who did not participate in the assessment this year had participated in the MAP assessments in 2019-2020. When comparing performance from the prior year, students who participated in the MAP assessments in the winter of 2021 had performed significantly better on the prior year’s assessment than those students who did not participate this winter.

On average, students who participated in the Mathematics MAP assessments this year scored 8.7-11.9 points higher last year on the MAP assessments than students who did not participate in the winter 2021 testing window. Figure 3 shows the differences by grade for Mathematics. A similar pattern was also true for Reading with differences ranging from 8.6 to 11 points (Figure 4). Comparisons to the national averages are also included in Appendices C and D.

Figure 3. Differences in prior performance in Mathematics (Participants vs. Non-Participants).

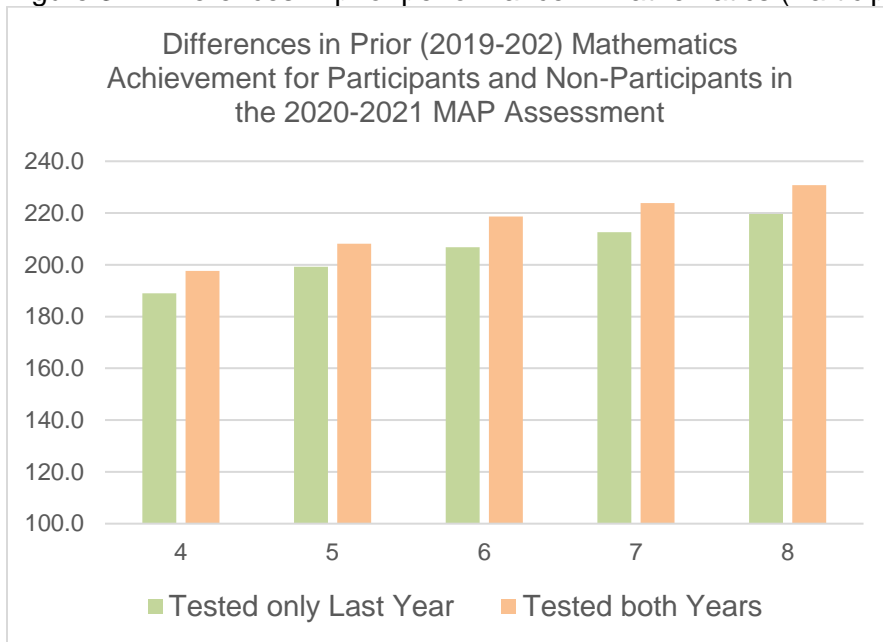
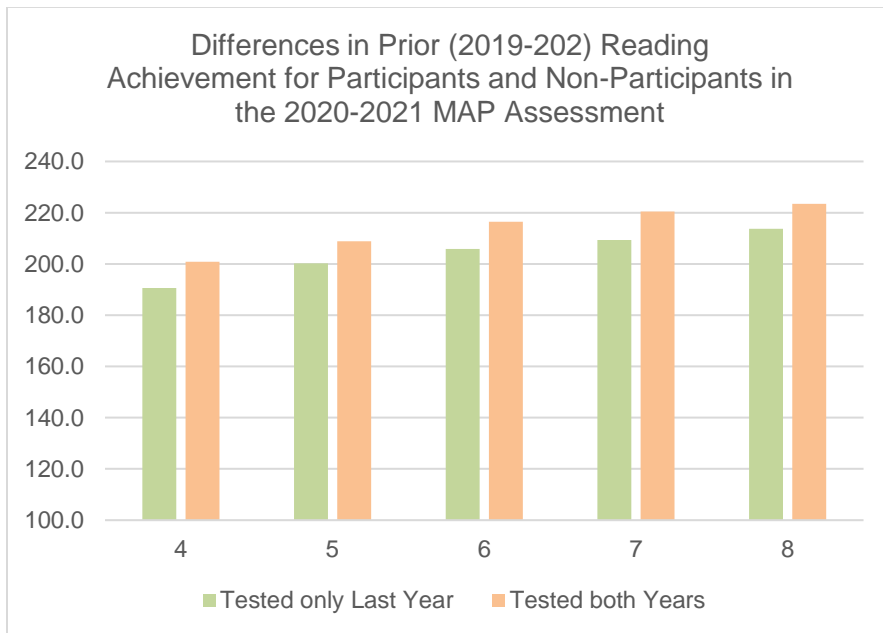


Figure 4. Differences in prior performance in Reading (Participants vs. Non-Participants).



This pattern of participation, where higher performing students were more likely to participate, was also observed in the NWEA study. Given that the students who did not participate in the winter 2021 testing window would have been expected to have scored lower than their counterparts who participated, regression modeling was performed to estimate the downward impact of the missing scores for those students who had tested the prior year. By including estimated scores using the data for students who had tested the prior year, we can provide a more comprehensive and inclusive picture of student performance in the Winter 2021 window.

In Mathematics, the adjusted performance is lower than that observed in each of the prior years. This is consistent with what was observed across the country in a study (<https://www.edworkingpapers.com/ai20-226>) performed by NWEA at the start of this year. Despite this, students in Portland Public Schools performed above the national norm in both grades 7 and 8 (highlighted in green in table 5).

Table 5. Average Mathematics Scores for Winter MAP Administrations

Grade	2018-2109	2019-2020	2020-2021 Observed	2020-2021 Adjusted	2020 Norm
3	195.4	196.0	197.2	NA*	196.23
4	206.1	206.1	205.9	204.4	206.05
5	215.4	214.8	214.0	212.2	214.70
6	219.9	219.9	220.2	217.0	219.56
7	227.7	226.0	228.1	224.8	224.04
8	233.5	233.4	235.8	231.7	228.12

*2nd grade participation in 2019-2020 was insufficient to model 3rd grade impact.

As in the NWEA study, the impact of the pandemic was less evident in Reading. Reading performance, even with the adjustment, was consistent with or exceeded Reading performance in the 2019-2020 academic year. Portland Public Schools students' performance exceeded the national norm in grades 4 and 8 (highlighted in green in table 6).

Table 6. Average Reading Scores for Winter MAP Administrations

Grade	2018-2109	2019-2020	2020-2021 Observed	2020-2021 Adjusted	2020 Norm
3	196.8	199.0	201.3	NA*	193.90
4	205.2	206.8	207.7	206.2	202.50
5	212.6	212.5	213.4	211.7	209.12
6	214.5	215.9	220.0	217.2	213.81
7	219.3	219.4	224.2	220.8	217.09
8	222.8	223.8	227.7	225.0	220.52

*2nd grade participation in 2019-2020 was insufficient to model 3rd grade impact.

A full breakdown of the observed performance by grade and subject is provided in Appendices E (Mathematics) and F (Reading).

Growth. Growth calculations, by their very nature, require at least two points of data. Prior growth comparisons provided to the board and the community were based on changes in learning from the fall to the winter within the same year. It is, however, possible to make year over year comparisons. Given the fall testing window was cancelled, the following growth comparisons are from winter (2020) to winter (2021) and include a reference to the prior winter (2019) to winter (2020) growth for comparison.

While the achievement comparisons must be done within grade, growth comparisons can be made across all grades for which there is testing information from the prior grade.

Overall, 3.8% fewer students met their annual winter to winter growth target in Mathematics in comparison to the prior year. Grade 8 had the largest drop (-8.5%) in students meeting expected growth. Given the limited sample, the grade 3 results should be interpreted with

caution. Again, this is consistent in what has been observed nationally where losses in Mathematics exceeded those observed in Reading.

Table 7. Winter to Winter Math Growth by Grade Level.

Student Group	Math				Change
	2019-20		2020-21		
	% Met Growth	# Tested	% Met Growth	% Met Growth	
Total	47.8%	15952	44.0%	11731	-3.8%
Grade 3	26.6%	730	21.2%	746	-5.4%
Grade 4	44.8%	3202	46.3%	2495	1.5%
Grade 5	44.2%	3246	40.3%	2541	-3.9%
Grade 6	40.3%	2991	39.5%	2064	-0.8%
Grade 7	54.8%	3062	50.4%	2048	-4.4%
Grade 8	61.7%	2721	53.2%	1836	-8.5%

*Growth data require two data points. Median percentiles for 2019-20 are looking at student growth from winter 2018-19 to winter 2019-20. Percentiles for 2020-21 use student growth from winter 2019-20 to winter 2020-21.

The largest declines in growth were observed among Asian (-4.6%), Multi-racial (-4.0%), and White (-5.4%) students. Interestingly, both Native American students and students who receive special education services showed improvements in growth during this window.

Table 8. Winter to Winter Math Growth by Race

Student Group	Math				Change
	2019-20		2020-21		
	% Met Growth	# Tested	% Met Growth	# Tested	
Total	47.8%	15952	44.0%	11731	-3.8%
Asian	54.7%	1061	50.1%	823	-4.6%
Black	35.5%	1362	34.2%	813	-1.3%
Latinx	42.8%	2703	41.6%	1784	-1.2%
Multi-racial	48.9%	1791	44.9%	1419	-4.0%
Native Am	33.3%	66	41.4%	29	8.1%
Pac Isl	36.3%	113	35.1%	77	-1.2%
White	50.4%	8856	45.0%	6786	-5.4%
ESL	42.3%	1152	38.7%	790	-3.6%
SPED	41.2%	2522	46.0%	1582	4.8%
Female	46.0%	7742	45.3%	5774	-0.7%
Male	49.5%	8114	42.8%	5902	-6.7%
Non-binary	50.0%	96	30.9%	55	-19.1%

*Growth data require two data points. Median percentiles for 2019-20 are looking at student growth from winter 2018-19 to winter 2019-20. Percentiles for 2020-21 use student growth from winter 2019-20 to winter 2020-21.

Overall, there was a nominal loss (-1.5%) in the proportion of students who met their annual winter to winter growth target in Reading in comparison to the prior year. Again grade 8 had the largest drop (-8.4%) in students meeting expected growth. Given the limited sample, the grade 3 results should be interpreted with caution. A larger proportion of students in grade 6 (+5.1%) met or exceeded their growth targets in Reading in comparison to the prior cohort.

Table 9. Winter to Winter Reading Growth by Grade Level.

Student Group	Reading				Change
	2019-20		2020-21		
	% Met Growth	# Tested	% Met Growth	# Tested	
Total	53.7%	7494	52.2%	7701	-1.5%
Grade 3	44.2%	496	45.4%	434	1.2%
Grade 4	56.9%	1769	54.0%	1781	-2.9%
Grade 5	52.8%	1736	49.9%	1772	-2.9%
Grade 6	51.6%	1189	56.7%	1455	5.1%
Grade 7	53.0%	1186	53.2%	1142	0.2%
Grade 8	57.1%	1118	48.7%	1117	-8.4%

*Growth data require two data points. Median percentiles for 2019-20 are looking at student growth from winter 2018-19 to winter 2019-20. Percentiles for 2020-21 use student growth from winter 2019-20 to winter 2020-21.

When comparing student groups, Black and White students showed comparable changes in growth. The largest changes in growth were observed for Multi-Racial and Pacific Islander students. For both Reading and Mathematics, the largest losses in growth were observed among our non-binary students.

Table 10. Winter to Winter Reading Growth by Race

Student Group	Reading				Change
	2019-20		2020-21		
	% Met Growth	# Tested	% Met Growth	# Tested	
Total	53.7%	7494	52.2%	7701	-1.5%
Asian	58.8%	430	58.3%	525	-0.5%
Black	43.5%	810	41.4%	553	-2.1%
Latinx	50.8%	1499	50.0%	1191	-0.8%
Multi-racial	56.3%	861	51.5%	927	-4.8%
Native Am	47.4%	38	47.6%	21	0.2%
Pac Isl	43.1%	58	37.0%	46	-6.1%
White	56.0%	3798	53.8%	4438	-2.2%
ESL	45.0%	664	45.7%	481	0.7%
SPED	52.1%	1286	51.2%	1078	-0.9%
Female	54.6%	3687	54.9%	3833	0.3%
Male	52.6%	3765	49.6%	3834	-3.0%
Non-binary	61.9%	42	47.1%	34	-14.8%

*Growth data require two data points. Median percentiles for 2019-20 are looking at student growth from winter 2018-19 to winter 2019-20. Percentiles for 2020-21 use student growth from winter 2019-20 to winter 2020-21.

STAFF RECOMMENDATION

This is an information item.

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

_____ *(Initials)*

Appendix A

FAQ MAP Growth

NEW ITEMS (2/11/21):

What do I do if I get a Workstation Readiness Check Error: Requires 1024x768 Screen Resolution?

This error can occur if the screen resolution is smaller than 1024x768 or if font sizes are scaled smaller or larger than normal. Follow this [link for step-by-step instructions](#) on resolving this issue. Note that some newer Chromebooks, including some in the VILS schools may require manually adjusting the resolution. Follow [these steps](#) to manually adjust the resolution.

What if students are having difficulty accessing the assessment on their non-PPS devices?

[This link](#) provides an interactive walkthrough of checking for device readiness. This may be particularly helpful for students who are struggling with accessing the test.

[This link](#) reviews the system requirements for MAP assessment. This may be useful in situations where students are using non-PPS devices such as Macs. [Here is a link](#) to provide information to install or update the NWEA Secure Testing App in iPads.

What if my student can't find their name when joining a session?

[This link](#) shows the different ways to help students get into test sessions when their status is anything other than "Awaiting Student" on the proctor screen.

Questions around Logistics

Where do I go to access MAP?

Proctors: <https://pps-admin.mapnwea.org>

Students: test.mapnwea.org/#/nopopup

What do I do if staff can't log in?

Contact Testing Help at testinghelp@pps.net for account support.

What do I do if my student can't log in?

Students are rostered daily at 6 pm for MAP accounts via Clever. New students enrolled in PPS will show up in the MAP system the day after they are entered into Synergy.

What trainings are available for MAP Growth testing?

All staff who will proctor test sessions need to be trained. Staff who have never been trained should complete PA1003 in Pepper (a one-hour training for new test administrators). This year, all staff must also complete PA1014, a 20-minute training for remote MAP testing.

What is the recommended size of a group of students within a testing session?

NWEA recommends that groups of students are limited to 10 for testing sessions. This may not always be possible, but is helpful for communication and oversight. Staff should use their professional judgment and knowledge of their classroom situation to determine how many students can test at the same time.

Can we break up the testing sessions?

Testing sessions can be as long (or short) as you choose. Student tests will pause and then resume where they left off when you close a session. Remember that most students should complete their test within 45-60 minutes. Note that students who do not complete (submit) their test will not receive a score.

What if my student is not showing up in MAP?

MAP rostering is updated every afternoon/evening and is managed by Clever. As long as students are correctly enrolled in the school and assigned to their classroom they should show up properly in the MAP system the following day. If you still have trouble locating a student contact testinghelp@pps.net.

Questions around Proctoring

Does the MAP session disable Google Meet?

Families and students should be instructed to log in to their Chromebook (or other device) and *not* use the lock-down browser app for remote testing. Students will then open a tab for Google Meet or Zoom and a tab for the NWEA browser. Because students are logging into the device, Google Meet/Zoom is not automatically disabled and should remain available during testing. This process is explained to families in the [parent video](#).

Do students see their score at the end of their test?

PPS has turned off the option for students to see their score at the end of their test. If you notice that a student is presented with their score at the end of testing please contact testinghelp@pps.net with the student ID and test taken.

Can students have unlimited test times to finish the test?

Most students will complete their test in 45-60 minutes. The testing time should not exceed 75 minutes for general education students. In rare circumstances students with an IEP or 504 plan may require additional time. Students are not

expected to continue on a test for more than 2 hours. At the conclusion of a make-up session, a student would have spent a maximum of 2 hours on the assessment. If the student has not completed, testing should be discontinued and no score will be received. If a family wishes for the student to persist, an additional make-up session could be offered.

Are there any embedded features that only work in the locked down browser that don't work in the non-secure browser?

All embedded and universal features should work just the same in either the secure testing browser or the non-secure testing site.

Is Math still bilingual this year in Spanish and English?

MAP Growth Math assessment is available in both English and Spanish this year. We recommend students take either/or and not both.

Proctor Questions

For immediate support, proctors should contact their School Test Coordinator (STC) or school designee. Then the STC would contact Testing Help (testinghelp@pps.net) or NWEA (1-877-469-3287) if they can't provide assistance. In the event an STC is not available, teachers can contact Testing Help or NWEA.

How do students take the practice test?

Students can login to the practice test here: <https://practice.mapnwea.org/>
Login credentials are: username: grow password - grow
Parents who would like to know more about the MAP Growth test could view items in the practice test.

Questions around Accommodations

If a proctor sets student accommodations in a test session, can the proctor re-use the session to avoid having to put accommodations back in again?

In the MAP system, accommodations persist only in the test session for which they were turned on. However, to avoid re-entering accommodations, teachers can re-use a test session (not best practice, but permissible). The accommodations should stick with the student in the session.

What are the accommodations and supports available for MAP tests?

Classroom teachers, specialists, and special education teachers should work with parents to ensure that students receiving special education services are afforded the same accommodations they would receive during an in-person test administration or day-to-day instruction that align with their IEP/504 plan. For example, if the student needs to use a tool like a calculator or translated dictionary the teacher should ensure the parents and students have access to

those items. If there are more specific needs for accessibility features teachers should work with their testing coordinators and special education staff to make sure they are met.

The current list of accommodations and other accessibility supports for the MAP tests can be [viewed here](#). It is important for teachers, test coordinators, and principals to talk early and often with families who have questions about remote testing, especially regarding accessibility. For example, in the remote testing environment some accommodations will require extra attention, support, or staff time. Schools should be flexible in scheduling and providing needed supports to students. You may wish to train additional staff beyond classroom teachers on MAP proctoring and use those staff to assist with specific accessibility supports. [Here are some ideas](#) for specific accommodations that work best in distance learning and may apply to remote testing.

Questions around Parent Support

What language supports are available for students whose families speak multiple languages for the directions on taking the assessment at home?

PPS Communications will be sending out a message to families including resources prior to the February window. The parent guide will be available in our supported languages.

What are expectations for student supervision during testing?

We recommend that an adult be present in the home to assist the student, particularly with younger children. This is especially important for setting up and logging in to the test. However, we understand that this may not always be possible and teachers should proceed with testing if they are comfortable that their students can login and demonstrate their learning without adult assistance.

We recognize that this is a change in how we administer the MAP assessment, and there are concerns about how the data should be used given a lack of a standardized testing environment.

A recent study by NWEA ([Comparability Analysis](#)) showed that the scores obtained in a remote assessment for grades 3-8 had comparable reliability to those obtained in an in-person testing environment.

Despite this, we believe that the primary benefits of this administration are: (1) to provide students and parents with information about their progress and achievement in reading and mathematics, (2) to inform planning for teachers, schools and the system for academic recovery.

The MAP test is a low- or no-stakes opportunity for teachers, families, and students to have a check-in on learning and growth. We suggest that educators use these data to enhance their reflections about teaching and learning and

support the learning opportunities and environments for each individual student this year. We hope that teachers, families, and students will participate in MAP testing and spend time reflecting on their scores for meaningful conversations about learning this year. That said, if an individual parent or student feels particularly overwhelmed, they should not be forced to participate in the test.

This puts a lot of pressure on parents to get their kids on the test. Are we expecting that parents are at home/ available to support connectivity, checking emails for communication, and available to help their students get on and help them troubleshoot, while actually not helping kids answer the questions?

These are valid concerns. While many students will be able to manage the login and testing process on their own without difficulty, we understand that others – especially our youngest students – will need additional support from an adult to log into the test. We produced a [parent guide](#) and encouraged parent participation to empower families throughout the teaching and learning process. Communication is critical during such uncertain times and especially important during the teaching and learning process. The MAP Growth test is low- to no-stakes for students, families, and teachers and, if it is overwhelming and problematic, we do not suggest pressuring students or families to test. Still, school leaders should consider these recommendations:

- support test proctors by investing time in training and communication about the remote testing process,
- get in front of the technical complications around connectivity or device management early on before testing,
- spend some time practicing the process of remote testing with a “dress rehearsal” of sorts, and,
- embed the remote testing experience within consistent and clear communication across staff and with families.

Are the NWEA videos on the Family Toolkit page available in Spanish or other languages?

[‘Lyla’s Story’](#) is available closed captioned in 13 different languages.

[“Michael’s Story”](#) is available in English and Spanish.

Can parents opt their student out of the MAP assessments?

We are working with Communications to send a notice to parents with supporting resources. The parent notice will encourage participation but allow for parent choice if they feel strongly that their student should not participate.

Questions around Data

Why is MAP being used during Comprehensive Distance Learning (CDL)?

MAP Growth is an important tool during CDL. Teachers, parents and students need valid feedback on what students know as student learning has been disrupted during the pandemic.

If a student does not complete or submit the test will the student still receive a score?

Incomplete and unsubmitted tests will not receive a score.

What kind of reports will be sent to parents, and when?

We will mail a test score report home to parents that provides scores and explains what they mean.

MAP testing will represent the inequities in our transition to Distance Learning as tech issues arise (connectivity issues on student or teacher's part, or access to adequate tech tools - like computers for example). These kinds of difficulties can also create negative experiences for students and families.

Distance learning has exacerbated and shone light on existing inequities in our system. The data we collect this winter may illustrate how those inequities have grown during the pandemic. If this is the case, the data will play an important role in the critical conversations we need to have to ensure we are maintaining integrity to our strategic goals as a district, co-constructing supports with our community partners for families, and empowering our educators to be instructional leaders in our schools.

PPS MAP Resources:

[Proctor Guide](#)

[MAP Portal](#)

[Parent Guide](#)

[Parent Videos \(English and 5 PPS supported languages\)](#)

In addition, NWEA has provided remote testing guidance [here](#).

Appendix B - Participation

Student Group	Winter 2019				Winter 2020				Winter 2021				Enrollment		
	Math		Reading		Math		Reading		Math		Reading				
	#	%	#	%	#	%	#	%	#	%	#	%	2018-19	2019-20	2020-21
Total	20293	92%	9792	44%	20428	93%	13632	65%	14459	69%	14287	68%	22010	21953	21067
Grade 3	3554	94%	2022	54%	3529	95%	2502	74%	2567	76%	2532	74%	3763	3718	3399
Grade 4	3608	94%	1986	52%	3513	95%	2540	73%	2693	77%	2699	77%	3836	3696	3498
Grade 5	3608	94%	1973	51%	3548	95%	2692	76%	2721	77%	2676	76%	3846	3726	3534
Grade 6	3453	93%	1353	36%	3386	92%	2065	59%	2247	65%	2087	60%	3725	3694	3473
Grade 7	3069	88%	1262	36%	3383	91%	2003	57%	2237	63%	2132	60%	3484	3708	3524
Grade 8	3001	89%	1196	36%	3069	90%	1830	50%	1994	55%	2161	59%	3356	3411	3639
Asian	1370	94%	551	38%	1318	94%	832	63%	995	75%	994	75%	1463	1399	1322
Black	1721	88%	1048	54%	1740	92%	1223	66%	941	51%	914	49%	1945	1901	1861
Latinx	3351	91%	1988	54%	3348	92%	2499	71%	2099	59%	2029	57%	3668	3648	3543
Multi-racial	2306	92%	1115	44%	2358	93%	1572	63%	1760	71%	1732	70%	2507	2548	2489
Native Amer	89	79%	48	43%	94	91%	69	82%	36	43%	32	38%	112	103	84
Pac Islander	144	92%	82	52%	146	93%	96	59%	92	56%	89	54%	157	157	164
White	11312	93%	4960	41%	11424	94%	7341	63%	8536	74%	8497	73%	12158	12197	11604
ESL	1553	90%	936	54%	1537	91%	1137	66%	962	56%	935	55%	1729	1689	1712
SPED	3314	85%	1705	44%	3361	86%	2306	64%	1950	54%	1930	54%	3884	3900	3586
Female	9807	93%	4856	46%	9942	93%	6713	65%	7128	69%	7070	69%	10595	10636	10281
Male	10363	92%	4869	43%	10368	93%	6847	64%	7263	68%	7147	67%	11278	11188	10667
Non-binary	123	90%	67	49%	118	91%	72	58%	68	54%	70	56%	137	129	125

*Participation excludes charter and alternative settings.

Appendix C- Achievement Comparison

Mathematics Performance on the 2019-2020 Winter Exam for Students Enrolled in 2020-2021						
Current Grade	Did not Test this Year			Tested this Year		
	Mean	Difference from National Average	Count of Students Tested Last Year Only	Mean	Difference from National Average	Count of Students Tested both Years
4	189.0	-7.2	668	197.7	1.5	2493
5	199.2	-6.9	684	208.1	2.0	2539
6	206.8	-7.9	1038	218.7	4.0	2065
7	212.6	-7.0	1054	223.8	4.2	2049
8	219.7	-4.3	1351	230.8	6.8	1834

Reading Performance on the 2019-2020 Winter Exam for Students Enrolled in 2020-2021						
Current Grade	Did not Test this Year			Tested this Year		
	Mean	Difference from National Average	Count of Students Tested Last Year Only	Mean	Difference from National Average	Count of Students Tested both Years
4	190.6	-3.3	426	200.8	6.9	1668
5	200.2	-2.3	487	208.8	6.3	1666
6	205.8	-3.3	837	216.5	7.4	1370
7	209.4	-4.4	766	220.4	6.6	1143
8	213.7	-3.4	738	223.5	6.4	1100

Appendix D – Full Comparison of 2019-2020 Performance for Participants and Non-Participants in the 2020-2021 Testing

Grade
4

Student Group	Math							Reading English						
	2-5 Grade Band						2020 Norm	2-5 Grade Band						
	District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21				District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21			
	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested		Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	2020 Norm
Total	189.0	-7.2	668	197.7	1.5	2493	196.23	190.6	-3.3	426	200.8	6.9	1668	193.90
Asian	188.0	-8.2	24	196.5	0.3	147	196.23	187.7	-6.2	17	196.3	2.4	87	193.90
Black	176.3	-19.9	76	184.7	-11.5	174	196.23	176.4	-17.5	53	184.9	-9.0	115	193.90
Latinx	183.0	-13.2	165	189.6	-6.6	380	196.23	184.1	-9.8	96	190.0	-3.9	226	193.90
Multi-racial	190.9	-5.3	77	198.3	2.1	316	196.23	190.3	-3.6	55	200.0	6.1	228	193.90
Native Am	N<11	N<11	6	N<11	N<11	9	196.23	N<11	N<11	4	N<11	N<11	8	193.90
Pac Isl	N<11	N<11	5	187.1	-9.1	17	196.23	N<11	N<11	2	181.3	-12.6	13	193.90
White	195.0	-1.2	315	201.5	5.3	1450	196.23	197.6	3.7	199	205.9	12.0	991	193.90
ESL	176.1	-20.1	113	180.0	-16.2	209	196.23	173.7	-20.2	56	174.7	-19.2	107	193.90
SPED	179.8	-16.4	188	190.3	-5.9	432	196.23	181.4	-12.5	123	192.8	-1.1	275	193.90
Female	189.2	-7.0	317	197.2	1.0	1262	196.23	194.4	0.5	193	203.1	9.2	844	193.90
Male	188.9	-7.3	351	198.3	2.1	1228	196.23	187.3	-6.6	233	198.4	4.5	821	193.90
Non-binary	N/A	N/A	0	N<11	N<11	3	196.23	N/A	N/A	0	N<11	N<11	3	193.90

**Grade
5**

Student Group	Math							Reading English						
	2-5 Grade Band						2020 Norm	2-5 Grade Band						2020 Norm
	District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21				District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21			
	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested		Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	199.2	-6.9	684	208.1	2.0	2539	206.05	200.2	-2.3	487	208.8	6.3	1666	202.50
Asian	205.5	-0.6	22	209.6	3.5	197	206.05	201.0	-1.5	13	207.0	4.5	126	202.50
Black	185.7	-20.4	86	194.2	-11.9	185	206.05	187.2	-15.3	71	193.8	-8.7	126	202.50
Latinx	190.7	-15.4	145	200.4	-5.7	397	206.05	190.4	-12.1	109	201.1	-1.4	231	202.50
Multi-racial	198.0	-8.1	68	208.4	2.3	301	206.05	196.9	-5.6	48	210.2	7.7	212	202.50
Native Am	N<11	N<11	5	N<11	N<11	7	206.05	N<11	N<11	2	N<11	N<11	5	202.50
Pac Isl	N<11	N<11	8	197.2	-8.9	18	206.05	N<11	N<11	9	N<11	N<11	10	202.50
White	206.0	-0.1	350	211.9	5.8	1434	206.05	209.7	7.2	235	212.7	10.2	956	202.50
ESL	181.4	-24.7	77	191.1	-15.0	205	206.05	176.1	-26.4	45	184.9	-17.6	104	202.50
SPED	188.1	-18.0	188	198.7	-7.4	386	206.05	188.8	-13.7	111	198.9	-3.6	244	202.50
Female	198.2	-7.9	349	206.7	0.6	1227	206.05	200.0	-2.5	246	209.8	7.3	812	202.50
Male	200.2	-5.9	330	209.4	3.3	1306	206.05	200.4	-2.1	240	207.8	5.3	848	202.50
Non-binary	N<11	N<11	5	N<11	N<11	6	206.05	N<11	N<11	1	N<11	N<11	6	202.50

**Grade
6**

Student Group	Math							Reading English						
	2-5 Grade Band						2020 Norm	2-5 Grade Band						2020 Norm
	District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21				District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21			
	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested		Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	206.8	-7.9	1038	218.7	4.0	2065	214.70	205.8	-3.3	837	216.5	7.4	1370	209.12
Asian	209.2	-5.5	54	219.1	4.4	130	214.70	204.1	-5.0	42	214.7	5.6	71	209.12
Black	195.5	-19.2	166	199.6	-15.1	132	214.70	193.2	-15.9	134	200.2	-8.9	105	209.12
Latinx	198.6	-16.1	228	208.7	-6.0	279	214.70	197.6	-11.5	184	206.1	-3.0	152	209.12
Multi-racial	208.0	-6.7	104	221.1	6.4	242	214.70	210.1	1.0	103	216.6	7.5	152	209.12
Native Am	N<11	N<11	5	N<11	N<11	4	214.70	N<11	N<11	4	N<11	N<11	4	209.12
Pac Isl	N<11	N<11	8	202.8	-11.9	12	214.70	N<11	N<11	7	N<11	N<11	3	209.12
White	214.4	-0.3	473	222.6	7.9	1266	214.70	213.7	4.6	363	220.5	11.4	883	209.12
ESL	191.9	-22.8	143	196.3	-18.4	123	214.70	186.4	-22.7	94	186.9	-22.2	56	209.12
SPED	194.2	-20.5	237	208.8	-5.9	313	214.70	193.3	-15.8	154	204.6	-4.5	188	209.12
Female	206.8	-7.9	495	216.9	2.2	1010	214.70	207.8	-1.3	401	217.1	8.0	667	209.12
Male	206.6	-8.1	531	220.5	5.8	1042	214.70	203.8	-5.3	431	215.9	6.8	697	209.12
Non-binary	214.6	-0.1	12	221.5	6.8	13	214.70	N<11	N<11	5	N<11	N<11	6	209.12

**Grade
7**

Student Group	Math							Reading English						
	6+ Grade Band						2020 Norm	6+ Grade Band						2020 Norm
	District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21				District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21			
	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested		Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	212.6	-7.0	1054	223.8	4.2	2049	219.56	209.4	-4.4	766	220.4	6.6	1143	213.81
Asian	218.1	-1.5	52	227.3	7.7	156	219.56	209.6	-4.2	40	218.9	5.1	98	213.81
Black	198.4	-21.2	157	209.1	-10.5	116	219.56	200.0	-13.8	106	209.2	-4.6	70	213.81
Latinx	207.3	-12.3	247	213.6	-6.0	268	219.56	204.7	-9.1	188	208.7	-5.1	174	213.81
Multi-racial	213.0	-6.6	127	226.1	6.5	263	219.56	208.7	-5.1	85	222.6	8.8	143	213.81
Native Am	N<11	N<11	9	N<11	N<11	1	219.56	N<11	N<11	5	N<11	N<11	2	213.81
Pac Isl	205.2	-14.4	13	208.8	-10.8	12	219.56	203.2	-10.6	13	N<11	N<11	7	213.81
White	220.0	0.4	449	226.6	7.0	1233	219.56	216.3	2.5	329	224.5	10.7	649	213.81
ESL	193.9	-25.7	109	201.2	-18.4	99	219.56	187.4	-26.4	87	189.8	-24.0	54	213.81
SPED	200.8	-18.8	214	209.5	-10.1	250	219.56	199.8	-14.0	156	208.9	-4.9	139	213.81
Female	213.0	-6.6	533	222.5	2.9	1011	219.56	210.6	-3.2	382	221.0	7.2	603	213.81
Male	212.1	-7.5	514	225.1	5.5	1019	219.56	208.1	-5.7	378	219.4	5.6	529	213.81
Non-binary	N<11	N<11	7	226.4	6.8	19	219.56	N<11	N<11	6	233.2	19.4	11	213.81

**Grade
8**

Student Group	Math							Reading English						
	6+ Grade Band						2020 Norm	6+ Grade Band						2020 Norm
	District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21				District (2019-20) Not Testing in 2020-21			Students Testing in 2019-20 and 2020-21			
	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested		Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	219.7	-4.3	1351	230.8	6.8	1834	224.04	213.7	-3.4	738	223.5	6.4	1100	217.09
Asian	223.0	-1.0	79	235.1	11.1	134	224.04	214.2	-2.9	43	224.6	7.5	87	217.09
Black	203.8	-20.2	195	211.3	-12.7	92	224.04	202.3	-14.8	115	210.7	-6.4	68	217.09
Latinx	211.0	-13.0	279	218.9	-5.1	252	224.04	206.3	-10.8	169	210.8	-6.3	186	217.09
Multi-racial	219.5	-4.5	134	233.1	9.1	215	224.04	215.2	-1.9	79	224.1	7.0	120	217.09
Native Am	N<11	N<11	9	N<11	N<11	3	224.04	N<11	N<11	8	N/A	N<11	0	217.09
Pac Isl	207.3	-16.7	11	N<11	N<11	8	224.04	N<11	N<11	5	N<11	N<11	5	217.09
White	228.3	4.3	644	234.2	10.2	1130	224.04	222.0	4.9	319	228.3	11.2	634	217.09
ESL	198.0	-26.0	101	205.5	-18.5	79	224.04	191.4	-25.7	64	192.6	-24.5	53	217.09
SPED	204.9	-19.1	264	216.6	-7.4	212	224.04	199.5	-17.6	154	210.7	-6.4	121	217.09
Female	219.2	-4.8	635	230.5	6.5	884	224.04	215.7	-1.4	363	225.5	8.4	529	217.09
Male	220.1	-3.9	702	230.9	6.9	937	224.04	211.2	-5.9	365	221.4	4.3	563	217.09
Non-binary	222.4	-1.6	14	239.5	15.5	13	224.04	N<11	N<11	10	N<11	N<11	8	217.09

Appendix E – Math Performance

Grade 3

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	195.4	3554	196.0	-0.2	3529	197.2	1.0	2567	196.23
Asian	198.2	225	195.6	-0.6	194	194.9	-1.3	180	196.23
Black	181.4	293	182.6	-13.6	269	184.1	-12.1	172	196.23
Latinx	187.3	580	187.9	-8.3	581	188.7	-7.5	379	196.23
Multi-racial	195.6	397	196.8	0.6	435	198.5	2.3	319	196.23
Native Am	186.9	17	189.2	-7.0	24	N<11	N<11	8	196.23
Pac Isl	183.6	29	184.3	-11.9	25	187.7	-8.5	19	196.23
White	199.7	2013	200.3	4.1	2001	201.0	4.8	1490	196.23
ESL	179.4	347	179.0	-17.2	343	180.0	-16.2	249	196.23
SPED	185.9	663	187.5	-8.7	683	192.0	-4.2	360	196.23
Female	194.4	1739	195.6	-0.6	1747	196.1	-0.1	1291	196.23
Male	196.4	1804	196.4	0.2	1777	198.2	2.0	1271	196.23
Non-binary	198.7	11	N<11	N<11	5	N<11	N<11	5	196.23

Grade 4

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	206.1	3608	206.1	0.0	3513	205.9	-0.2	2693	206.05
Asian	207.5	225	208.9	2.8	230	207.0	0.9	161	206.05
Black	190.9	348	191.2	-14.9	288	190.9	-15.2	189	206.05
Latinx	196.2	559	197.9	-8.2	585	196.6	-9.5	416	206.05
Multi-racial	208.2	399	206.5	0.4	396	206.8	0.8	339	206.05
Native Am	N<11	10	198.7	-7.4	14	N<11	N<11	10	206.05
Pac Isl	190.7	22	192.3	-13.8	32	193.2	-12.9	20	206.05
White	211.1	2045	210.6	4.5	1968	210.1	4.0	1558	206.05
ESL	187.1	323	188.3	-17.8	299	187.7	-18.4	211	206.05
SPED	196.5	680	195.3	-10.8	622	198.7	-7.4	431	206.05
Female	205.3	1765	204.7	-1.4	1713	205.1	-1.0	1367	206.05
Male	207.0	1820	207.5	1.4	1787	206.7	0.6	1323	206.05
Non-binary	208.7	23	205.2	-0.9	13	N<11	N<11	3	206.05

Grade 5

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	215.4	3608	214.8	0.1	3548	214.0	-0.7	2721	214.70
Asian	221.0	241	217.9	3.2	213	217.1	2.4	203	214.70
Black	198.9	322	197.8	-16.9	338	198.6	-16.1	206	214.70
Latinx	206.4	582	204.5	-10.2	562	204.5	-10.2	424	214.70
Multi-racial	217.0	431	217.5	2.8	393	214.2	-0.5	318	214.70
Native Am	202.9	12	202.0	-12.7	12	N<11	N<11	7	214.70
Pac Isl	201.1	27	199.4	-15.3	22	199.5	-15.2	18	214.70
White	219.9	1993	219.9	5.2	2008	218.3	3.6	1545	214.70
ESL	193.0	262	194.2	-20.5	290	194.5	-20.2	208	214.70
SPED	201.9	621	202.4	-12.3	627	202.9	-11.8	384	214.70
Female	214.9	1791	213.6	-1.1	1743	212.5	-2.2	1311	214.70
Male	215.8	1794	215.9	1.2	1778	215.4	0.7	1403	214.70
Non-binary	216.7	23	219.1	4.4	27	N<11	N<11	7	214.70

Grade 6

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	219.9	3453	219.9	0.3	3386	220.2	0.6	2247	219.56
Asian	225.2	241	224.8	5.2	227	222.2	2.6	138	219.56
Black	201.3	307	202.7	-16.9	291	201.0	-18.6	139	219.56
Latinx	209.6	585	210.8	-8.8	550	211.3	-8.3	306	219.56
Multi-racial	221.4	373	221.0	1.4	414	222.1	2.5	264	219.56
Native Am	206.9	15	205.5	-14.1	11	N<11	N<11	5	219.56
Pac Isl	209.6	19	205.7	-13.9	27	207.5	-12.1	12	219.56
White	225.2	1913	224.6	5.0	1866	223.7	4.1	1383	219.56
ESL	198.7	237	198.1	-21.5	225	199.6	-20.0	112	219.56
SPED	207.0	541	205.5	-14.1	508	210.0	-9.6	300	219.56
Female	219.4	1650	219.2	-0.4	1678	219.0	-0.6	1097	219.56
Male	220.2	1776	220.5	0.9	1682	221.3	1.7	1133	219.56
Non-binary	226.5	27	223.4	3.8	26	218.2	-1.4	17	219.56

Grade 7

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	227.7	3069	226.0	2.0	3383	228.1	4.1	2237	224.04
Asian	231.5	228	230.5	6.5	230	233.5	9.5	168	224.04
Black	207.6	207	206.2	-17.8	301	211.2	-12.8	129	224.04
Latinx	216.2	527	214.8	-9.2	556	218.3	-5.7	297	224.04
Multi-racial	227.4	375	227.7	3.7	366	230.7	6.7	286	224.04
Native Am	214.3	19	208.0	-16.0	17	N<11	N<11	3	224.04
Pac Isl	210.9	21	213.6	-10.4	19	215.1	-8.9	14	224.04
White	233.7	1692	231.8	7.8	1894	230.9	6.9	1340	224.04
ESL	200.8	192	201.8	-22.2	191	202.7	-21.3	100	224.04
SPED	210.8	420	210.1	-13.9	507	212.7	-11.3	259	224.04
Female	227.4	1447	225.7	1.7	1612	227.8	3.8	1105	224.04
Male	227.9	1604	226.2	2.2	1741	228.4	4.4	1111	224.04
Non-binary	232.4	18	229.2	5.2	30	228.2	4.2	21	224.04

Grade 8

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	233.5	3001	233.4	5.3	3069	235.8	7.7	1994	228.12
Asian	236.7	210	237.3	9.2	224	243.3	15.2	145	228.12
Black	212.3	244	211.4	-16.7	253	215.9	-12.2	106	228.12
Latinx	222.0	518	221.1	-7.0	514	224.6	-3.5	277	228.12
Multi-racial	234.5	331	233.2	5.1	354	237.7	9.6	234	228.12
Native Am	225.5	16	218.2	-9.9	16	N<11	N<11	3	228.12
Pac Isl	221.4	26	217.1	-11.0	21	N<11	N<11	9	228.12
White	239.9	1656	240.4	12.3	1687	239.0	10.9	1220	228.12
ESL	204.3	192	203.4	-24.7	189	211.6	-16.5	82	228.12
SPED	213.9	389	214.5	-13.6	414	219.0	-9.1	216	228.12
Female	233.1	1415	232.7	4.6	1449	236.1	8.0	957	228.12
Male	233.8	1565	234.1	6.0	1603	235.4	7.3	1022	228.12
Non-binary	245.7	21	240.7	12.6	17	241.1	13.0	15	228.12

Appendix F – Reading Performance

Grade 3 - ENGLISH

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	196.8	1809	199.0	5.1	2331	201.3	7.4	2428	193.90
Asian	194.0	110	194.1	0.2	118	192.1	-1.8	180	193.90
Black	181.0	185	182.5	-11.4	181	185.0	-8.9	166	193.90
Latinx	186.6	252	188.7	-5.2	348	193.3	-0.6	288	193.90
Multi-racial	198.3	219	198.3	4.4	309	201.2	7.3	322	193.90
Native Am	N<11	9	191.2	-2.7	19	N<11	N<11	7	193.90
Pac Isl	188.6	19	183.7	-10.2	15	188.8	-5.1	20	193.90
White	202.5	1015	204.7	10.8	1341	206.1	12.2	1445	193.90
ESL	173.2	162	175.9	-18.0	194	178.3	-15.6	192	193.90
SPED	187.6	345	190.9	-3.0	460	195.0	1.1	343	193.90
Female	197.5	891	201.7	7.8	1139	202.6	8.7	1217	193.90
Male	196.0	909	196.3	2.4	1188	199.9	6.0	1206	193.90
Non-binary	N<11	9	N<11	N<11	4	N<11	N<11	5	193.90

Grade 4 - ENGLISH

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	205.2	1791	206.8	4.3	2349	207.7	5.2	2605	202.50
Asian	200.1	105	206.0	3.5	145	201.5	-1.0	162	202.50
Black	189.8	231	191.0	-11.5	208	192.1	-10.4	187	202.50
Latinx	194.1	254	198.2	-4.3	370	197.8	-4.7	349	202.50
Multi-racial	205.4	211	207.5	5.0	280	207.8	5.3	338	202.50
Native Am	N<11	6	N<11	N<11	9	N<11	N<11	10	202.50
Pac Isl	197.0	11	194.1	-8.4	22	187.4	-15.1	19	202.50
White	212.4	973	211.9	9.4	1315	212.8	10.3	1540	202.50
ESL	181.6	142	183.0	-19.5	165	183.4	-19.1	183	202.50
SPED	196.1	345	197.5	-5.0	413	201.0	-1.5	418	202.50
Female	206.4	901	207.4	4.9	1157	209.5	7.0	1333	202.50
Male	203.9	883	206.1	3.6	1184	205.8	3.3	1269	202.50
Non-binary	N<11	7	N<11	N<11	8	N<11	N<11	3	202.50

Grade 5 - ENGLISH

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	212.6	1734	212.5	3.4	2534	213.4	4.3	2585	209.12
Asian	212.2	102	211.8	2.7	137	210.4	1.3	204	209.12
Black	197.5	189	197.0	-12.1	272	200.0	-9.1	189	209.12
Latinx	204.7	256	202.1	-7.0	373	205.5	-3.6	343	209.12
Multi-racial	215.0	224	214.5	5.4	295	213.4	4.3	305	209.12
Native Am	N<11	6	N<11	N<11	10	N<11	N<11	7	209.12
Pac Isl	200.8	14	199.6	-9.5	11	203.2	-5.9	15	209.12
White	217.5	943	218.0	8.9	1436	217.4	8.3	1522	209.12
ESL	189.2	114	188.5	-20.6	180	191.5	-17.6	171	209.12
SPED	201.9	313	201.7	-7.4	434	203.9	-5.2	368	209.12
Female	213.9	891	213.7	4.6	1242	214.4	5.3	1239	209.12
Male	211.1	830	211.3	2.2	1281	212.4	3.3	1337	209.12
Non-binary	220.4	13	220.0	10.9	11	N<11	N<11	9	209.12

Grade 6 - ENGLISH

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	214.5	1316	215.9	2.1	2065	220.0	6.2	2087	213.81
Asian	216.3	78	215.8	2.0	147	216.4	2.6	129	213.81
Black	201.3	159	203.2	-10.6	185	204.3	-9.5	137	213.81
Latinx	204.1	289	206.4	-7.4	382	209.7	-4.1	264	213.81
Multi-racial	214.2	136	217.1	3.3	244	221.5	7.7	234	213.81
Native Am	N<11	5	N<11	N<11	8	N<11	N<11	4	213.81
Pac Isl	N<11	9	204.7	-9.1	21	206.8	-7.0	12	213.81
White	222.6	640	221.4	7.6	1078	224.0	10.2	1307	213.81
ESL	188.8	113	190.1	-23.7	164	192.4	-21.4	99	213.81
SPED	201.9	232	205.4	-8.4	333	209.1	-4.7	291	213.81
Female	216.6	640	217.1	3.3	1056	221.5	7.7	1020	213.81
Male	212.3	664	214.4	0.6	992	218.6	4.8	1051	213.81
Non-binary	223.2	12	227.8	14.0	17	218.5	4.7	16	213.81

Grade 7 - ENGLISH

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	219.3	1257	219.4	2.3	1969	224.2	7.1	2114	217.09
Asian	219.4	72	220.5	3.4	140	224.6	7.5	159	217.09
Black	205.6	131	205.7	-11.4	193	208.5	-8.6	107	217.09
Latinx	208.6	262	208.9	-8.2	372	215.0	-2.1	266	217.09
Multi-racial	220.8	158	220.6	3.5	212	226.3	9.2	281	217.09
Native Am	201.9	11	203.9	-13.2	12	N<11	N<11	2	217.09
Pac Isl	205.1	12	N<11	N<11	10	215.1	-2.0	13	217.09
White	267.0	611	225.7	8.6	1030	227.0	9.9	1286	217.09
ESL	192.6	96	192.5	-24.6	131	199.1	-18.0	85	217.09
SPED	206.8	197	206.8	-10.3	317	210.8	-6.3	239	217.09
Female	221.2	601	221.4	4.3	950	225.9	8.8	1069	217.09
Male	217.3	645	217.3	0.2	999	222.3	5.2	1025	217.09
Non-binary	235.3	11	230.4	13.3	20	231.4	14.3	20	217.09

Grade 8 - ENGLISH

Student Group	2018-19		2019-20			2020-21			2020 Norm
	Mean RIT	# Tested	Mean RIT	Δ from norm	# Tested	Mean RIT	Δ from norm	# Tested	
Total	222.8	1196	223.8	3.3	1830	227.7	7.2	2143	220.52
Asian	224.5	69	222.3	1.8	132	228.9	8.4	157	220.52
Black	208.9	125	208.9	-11.6	169	210.0	-10.5	112	220.52
Latinx	211.3	273	212.5	-8.0	342	218.4	-2.1	306	220.52
Multi-racial	223.9	128	226.4	5.9	205	228.8	8.3	243	220.52
Native Am	N<11	9	N<11	N<11	9	N<11	N<11	2	220.52
Pac Isl	211.1	15	212.9	-7.6	16	N<11	N<11	8	220.52
White	231.3	577	230.4	9.9	957	231.1	10.6	1315	220.52
ESL	195.6	109	194.8	-25.7	131	199.4	-21.1	84	220.52
SPED	209.2	172	209.9	-10.6	266	212.9	-7.6	225	220.52
Female	224.2	574	225.1	4.6	879	230.0	9.5	1021	220.52
Male	221.0	609	222.4	1.9	940	225.4	4.9	1105	220.52
Non-binary	240.7	13	235.4	14.9	11	239.9	19.4	17	220.52

Appendix G – Family Letter



PORTLAND PUBLIC SCHOOLS
System Planning and Performance Department
501 North Dixon Street • Portland, OR 97227
www.pps.net

To the Parent/Guardian of

Dear PPS Parent/Guardian:

We hope you and your student are doing well. This has been a challenging year with many changing components. We want to thank you for your continuing partnership in your student's education.

We are reaching out to you to give you an update on your student's progress results from the NWEA Measures of Academic Progress (MAP) testing.

What is MAP testing?

The MAP tests are used to measure a student's growth in Mathematics and Reading. PPS students in grades 3-8 participate in the NWEA MAP testing three times each year as part of their language arts and math instruction.

This year, due to the pandemic and distance learning adjustments to instruction, we did not conduct the MAP tests in the fall. Many students, including your student, did participate in remote MAP tests in February or March.

Your student's most recent MAP scores are:

	Score	Percentile*	Met Expected Growth**
Reading	215	38	Yes
Math	196	5	No
Reading (Spanish)	Not applicable	Not applicable	Not applicable

**Growth and Percentile are based on how students performed prior to the pandemic. The percentile shows that your student performed as well as or better than this percent of students nationally prior to the pandemic.*

***Students have a growth target based on their test score from winter 2020. The "Met Expected Growth" column shows whether students met that target. If your student didn't participate in the MAP test or in a specific subject area in 2020, that column will indicate: "Not applicable".*

PPS uses the MAP tests scores in combination with many other pieces of information to evaluate students. PPS is not using this data for high stakes decisions for students. However, these scores are relevant for you as a parent/guardian to have an idea of your student's growth in the areas tested. We know that the pandemic has had an impact, but we thought it was important for you to have this information.

Want to learn more about NWEA MAP tests?

We are including the NWEA's MAP resources webpage where you can learn more about it: <https://nwea.org/familytoolkit>

If you have questions about your student's scores please contact their teacher.

Thank you,
System Planning and Performance

Learning Acceleration Summer Learning

Presentation to the Board of Education
April 27, 2021

Dana Nerenberg, Director of Learning Acceleration
Dani Ledezma, Senior Advisor RESJ
Aurora Hymel, Sr Director of College & Career Readiness



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Informing Our Work

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 reImagine Portland Public Schools to ensure every student, especially our Black and Native American students, realize the vision of the Graduate Portrait.



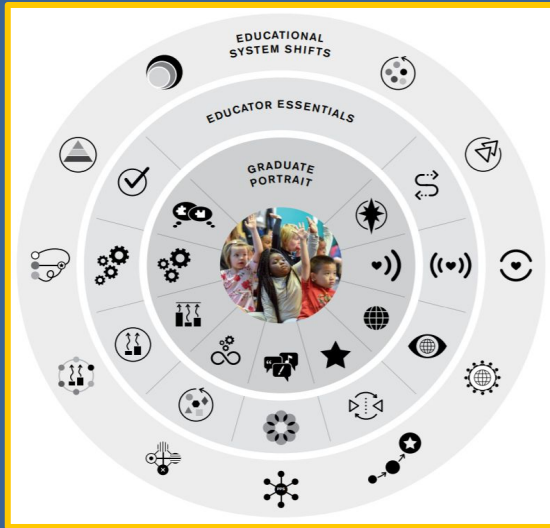
OUR VISION

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.



TOGETHER
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Learning Acceleration as a Through-line for PPS Priorities



Core Values:

- Students at the Center
- Joyful Learning and Leadership
- Relationships
- Partnerships and Collaboration



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Our Approach

SHIFTING THE NARRATIVE

"Learning Loss"

Unfinished
Learning

"Remediation"

Acceleration

"Recovery"

Renewal



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Defining Learning Acceleration

Learning Acceleration in PPS is the intentional implementation of a set of strategies intended to leverage students' assets, strengths, and gifts in order to accelerate learning, provide access to unfinished learning, and move every student towards mastery of key grade level standards and skills.

A working definition



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Highlights from the Research



- Every student needs access to grade level learning.
- Relationships matter.
- Extended Learning Time: summer, after school, and weekends need to be high-quality.
- High Dosage Tutoring can be a game changer.
- Centering Black and Native American students.



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Draft Strategies - TOA in Practice

ACADEMIC STRATEGIES

EXPANDED & SUPPLEMENTAL LEARNING

- Summer and Saturday programs
- Engaging, Cross-Curricular learning experiences
- Academics, Integrated Project Based Learning, SUN partnerships, High Dosage Tutoring, Lessons learned from distance learning

PROFESSIONAL DEVELOPMENT

- Capacity building in SEL, GVC, etc.

CULTURALLY RESPONSIVE CURRICULUM & INSTRUCTION

- Lessons learned from distance learning

RESJ STRATEGIES

EXTENDED LEARNING & ENRICHMENT

- Summer enrichment programs
- Enrichment and Play
- Integrated culturally responsive curriculum

PARTNERSHIPS WITH CULTURALLY SPECIFIC PARTNERS

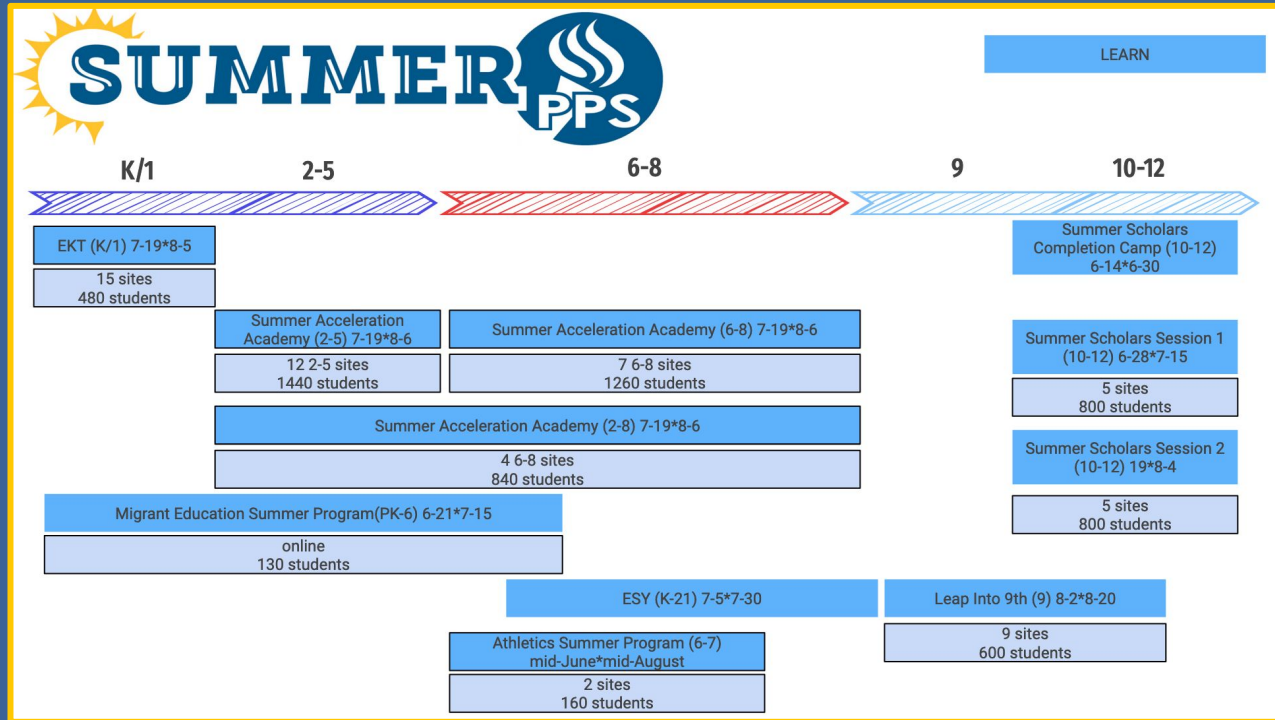
- RESJ Partners

RELATIONSHIPS & PREVENTION

- Safe, engaging activities
- Youth Employment



Create, Learn & Play!



**TOGETHER
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Create, Learn & Play!

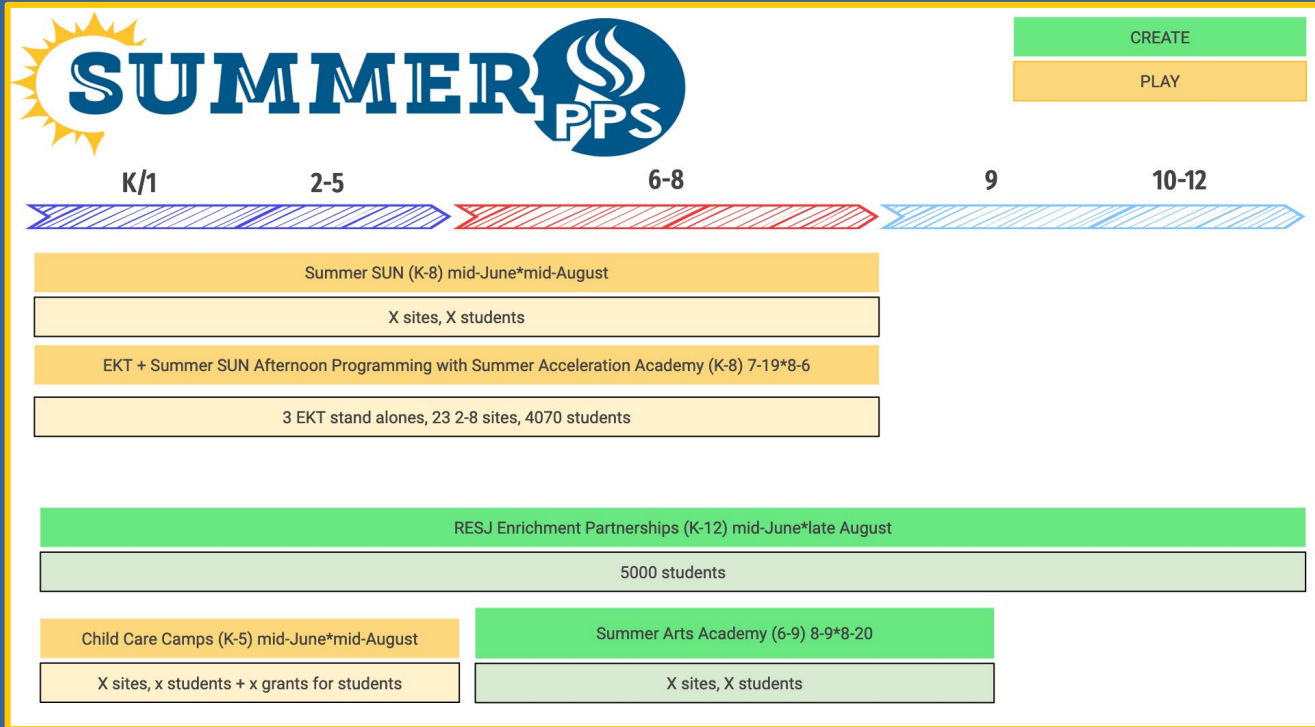


- Summer Extended Learning and Enrichment - Request for Proposals
- Partnership with Culturally Specific and Multi-Racial Organizations
- Opportunities for Youth Employment
- Prevention



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Create, Learn & Play!



TOGETHER
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Create, Learn & Play!

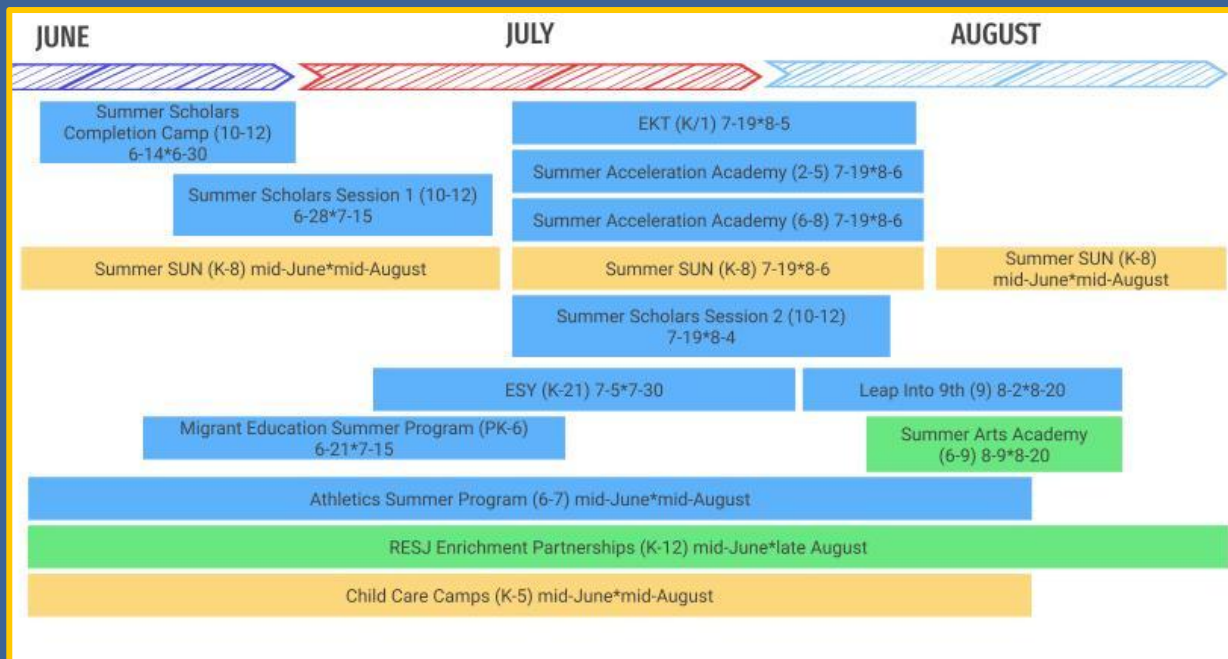
EKT +1 Stand Alone Sites (3)

- James John
- Lee
- Rigler

Grades 2-5/2-8 Hubs (16)

- Boise-Eliot-Humboldt*
- Bridger
- César Chávez* (2-8)
- Chapman
- Faubion* (2-8)
- Grout
- Harrison Park* (2-8)
- Kelly*
- Laurelhurst (2-8)
- Markham
- MLK, Jr.*
- Rosa Parks*
- Scott*
- Sitton*
- Vestal*
- Woodmere*

*EKT



Middle School Hubs (7)

- George
- Jackson
- Lane
- Ockley Green
- Roseway Heights
- Sellwood
- Tubman

High School Hubs (5)

- Alliance @ Meek
- Franklin
- Grant
- Roosevelt
- Wells

***Benson and MLC students will go to the site closest to their neighborhood school.*



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Questions, Wonderings, Feedback



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PORTLAND PUBLIC SCHOOLS OFFICE OF SCHOOL PERFORMANCE

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3440

Date: April 27, 2021
To: School Board
From: Dana Nerenberg, Director of Learning Acceleration
Dani Ledezma, RESJ Senior Advisor to the Superintendent
Aurora Hymel, Senior Director, College & Career Readiness
Kregg Cuellar, Deputy Superintendent
Subject: Learning Acceleration

Overview of Learning Acceleration:

As a result of the COVID-19 pandemic there is an understanding that education as we know it has changed tremendously, and in unprecedented ways. It is the charge of educational leaders to begin taking the necessary steps to restore, reconstruct, and re-design education to address the needs of students, families, educators, staff, and school communities. We recognize the need to focus our resources on Black, Native American and students of color who are disproportionately affected by the pandemic. The following memo presents our current learning acceleration plans for Portland Public School students; this plan will address students' needs related to critical academic, social and emotional challenges brought about by the COVID-19 pandemic.

Reinventing schools will require us to foster and support family engagement and build stronger relationships with local community, business, industry partners and teacher preparation programs. Our learning acceleration plan will require collaboration with multiple departments and community-based partners as PPS begins to reimagine summer programming, enrichment, and extended learning using an asset-based approach that emphasizes authentic, equity-based, and culturally responsive practices.

Learning Acceleration at PPS is the intentional implementation of a set of strategies intended to leverage students' assets, strengths, and gifts in order to accelerate learning, provide access to unfinished learning, and move all students towards mastery of key grade level standards and skills. In considering Learning Acceleration in alignment with our theory of action, we are centering Black and Native American students, as well as students who experience disability and our language learners, given the disproportionate outcomes for these students.

Six strategies, aligned to our vision, are driving our learning acceleration planning:

Academic Strategies:

1. **Expanded & Supplemental Learning-** including before school, after school and Saturday programming; engaging, cross-curricular learning experiences; academics

including integrated project based learning, SUN partnerships, high dosage tutoring, and lessons learned from distance learning.

2. **Professional Development-** growing educators' capacity to apply learning acceleration strategies, forge authentic relationships with students, integrate anti-racist practices into their repertoires, and support trauma informed practice and care through tiered systems and supports.
3. **Culturally-Responsive Curriculum & Instruction-** partnering with educators to craft engaging, cross-curriculum learning experiences, leveraging high impact instructional strategies including student choice, project based learning and standards mastery.

RESJ Strategies:

4. **Extended Learning & Enrichment-** including summer enrichment programs, enrichment and play, and integrated culturally responsive learning opportunities
5. **Partnerships-** expanding collaboration with RESJ partners.
6. **Building Relationships & Prevention-** continuing to prioritize, grow, and expand our district's Racial Equity Social Justice (RESJ) and Social Emotional Learning (SEL) work; providing safe, engaging activities, and youth employment opportunities.

PPS Summer School 2021 - Create, Learn & Play!

MAP data gathered during the midst of the pandemic re-affirms our need to improve instructional opportunities for our Black and Native American students. The data collected from this assessment follows trends that have been observed nationally. While progress in Reading remained relatively steady, students did not progress as far in Mathematics. In both subjects, Black and Native students continue to score substantially lower, on average, than their White counterparts. It is essential that we accelerate learning for these student groups, in particular, if we are to close opportunity gaps for our students as they progress toward the vision of the portrait of a graduate.

PPS would like to offer students a menu of options that allow for student choice and voice and integrate culturally responsive practices. The District will support a full range of enrichment activities including academic tutoring, youth employment opportunities and career-connected learning experiences. These experiences could focus on skills that aid students in their future success such as navigating interpersonal relationships; critical collaborative and team-based problem solving; self-direction and project/goal management; discernment of reliability of sources of knowledge; and innovation. Well-designed summer programs have a purposeful curriculum, have stable staff, provide differentiated support and are culturally responsive and engaging enough to stimulate consistent attendance. In considering Learning Acceleration opportunities this summer, we are centering Black and Native American students, as well as students who experience disability and our language learners given the disproportionate outcomes for these students.

K-5

This summer, as part of our commitment to Learning Acceleration, PPS will offer expanded summer programming to elementary students. The theme of the summer programs is "Create, Learn & Play!" We will offer a three-week Summer Acceleration Academy staffed by PPS employees and supported by SUN for students entering grades K-8.

Programming for K-5 students will run from July 19, 2021 through August 6, 2021 and will be broken into two components:

■ **Early Kindergarten Transition (EKT):**

EKT is a three-week, half-day summer “bridge” program designed to support priority students and families with the transition to Kindergarten. This year, given the impact of the pandemic, we will expand EKT to include 1st grade students and families. EKT will be held at 15 sites this summer and will serve 30-40 students at each site. EKT programs are jointly staffed by PPS employees and SUN partners. We anticipate serving 480 students.

EKT sites this summer include:

EKT Site	SUN Agency
Boise Elliot	SEI
James John	SEI
MLK	SEI
Sitton	Parks and Recreation
Cesar Chavez	Latino Network
Kelly (w/Lent)	Latino Network
Rigler	Latino Network
Faubion	Parks and Rec
Lee	IRCO
Rosa Parks	SEI
Woodmere	Impact Northwest
Harrison Park	IRCO
Scott	Latino Network
Vestal	IRCO

■ **2nd-5th Grade Summer Acceleration Academy:**

This is a new program that will operate at 16 sites this summer. Each of these sites will serve as a "hub" and will serve priority students from that site's student body and from neighboring school communities. Each K-5/K-8 school will have an opportunity to refer priority students to their nearest summer hub. Classrooms will be organized by grade-level and will each support up to 15 students. Literacy, Math, and STEAM curriculum will

be provided to teaching staff. In addition to classroom teaching staff, students and families will also be supported at each hub by an on-site administrator, mental health professional, special educator, floating classroom assistants, and a school health assistant. PPS staff from any site can apply to work at a Summer Acceleration Academy hub. PPS staff supporting this program will lead the morning session and then work with community and SUN providers to provide extended day enrichment for participating students. We anticipate serving 1,920 2nd-5th graders.

Hub Location	Sites Served (in addition to Hub site)	Lead SUN Agency
Scott (2-5)	Rigler	Latino Network
Bridger (2-5)	Abernathy, Atkinson, Richmond	Latino Network
Rosa Parks (2-5)	Chief Joseph, Peninsula	SEI
MLK (2-5)	Sabin, Alameda	SEI
Boise Elliot (2-5)	Beach, Irvington	SEI
Sitton (2-5)	James John	Parks & Rec
Kelly (2-5)	Lent (2-5), Whitman	Latino Network/ IRCO/ Impact NW
Vestal (2-5)	Lee, Glencoe, Buckman, ACCESS (2-5)	IRCO
Woodmere (2-5)	Marysville, Arleta, Lewis	Impact NW/Parks & Rec
Grout (2-5)	Creston (2-5), Woodstock, Llewelyn, Winterhaven	Parks and Rec
Markham (2-5)	Bridlemile, Hayhurst, Capitol Hill, Rieke, Stephenson	Impact NW
Chapman (2-5)	Ainsworth, MLC, Forest Park, Skyline, Odyssey	In progress
Chavez (2-8)	Astor	Latino Network
Faubion (2-8)	Woodlawn, Vernon	Parks & Rec/SEI
Harrison Park (2-8)	CSS, Sunnyside, Bridger (6-8 only)	IRCO/Latino Network
Laurelhurst (2-8)	Beverly Cleary, Rose City Park, Duniway	IRCO

6-8 Summer Acceleration Academy

We are excited to welcome students entering grades 6-8 to an Accelerated Summer Learning opportunity for a three week experience July 19- August 6. Summer programming will focus on integration of Social Emotional Learning with increasing students' proficiency in critical standards for Math and Language Arts so that they enter the next grade with increased confidence and excitement. Learning will be structured around identity/community/place-based learning, and is designed to be interdisciplinary. AVID (Advancement Via Individual Determination) summer bridges curriculum will be one resource to support student growth. Summer School staff will be provided curricular resources, SEL supports and encouraged to integrate content areas and create joyful learning experiences for students. We anticipate serving 1,620 6th-8th graders across our K-8 and middle school sites.

Hub Site Location	Sites served (in addition to HUB site)	Lead Sun Agency
Lane (6-8)	Creston (6-8), Arleta, Marysville, Mt Tabor, Lent (6-8), ACCESS (6-8)	Parks & Rec/Impact NW/
Sellwood (6-8)	Winterhaven, Da Vinci, Hosford, Sunnyside	In progress
George (6-8)	Skyline (6-8)	IRCO
Roseway (6-8)	Beaumont	Parks & Rec
Tubman (6-8)		SEI
Jackson (6-8)	West Sylvan, MLC, Robert Gray, Odyssey	Impact NW
Ockley (6-8)		SEI

9-12 Credit Recovery:

High school offerings this summer include Virtual Scholars at Summer Scholars as well as summer programs offered at five of our contracted alternative schools (CBOs). Summer offerings will target credit recovery for students and will include Summer Scholars, across 5 sites: Meek, Roosevelt, Franklin, Ida B. Wells and Grant. We anticipate serving 1,600 students.

Summer Scholars programming will be available for 8 weeks and involve the following three sessions:

- SS Incompletion Camp: June 14 - June 28 Incompletes only
- SS Session 1: June 28- July 15th Incompletes and Credit Recovery courses
- SS Session 2: July 26 - August 13th Incompletes and Credit Recovery courses

The initial Summer Scholars Intensive session, or "Incompletion Camp" will run for two weeks from June 14th - 28th; a Summer Scholars Session 1 and Session 2 will run from June 28th -

August 13th. The PPS high schools addressed in this summer credit recovery plan include comprehensive high schools, focus-option high schools, district alternative schools, contracted alternative schools, day and residential treatment high schools and charter schools. Students will have choice in the form of registration sessions and time of day. In this way we will adapt to the learning styles and modality of instruction by offering a range of in-person, and online learning opportunities.

Additionally, Summer Scholars will partner with home high schools to offer two weeks of support for students from June 14-June 25th. This two-week programming will provide extra time for students who need small interventions to address incomplete assignments. This programming will be done at students' home high school by home high school teachers as well as some incomplete credit recovery through Summer Scholars for students across the district.

Hub Site Location	Sites served (in addition to HUB site)	SUN /RESJ Partners
Roosevelt (9-12)		IRCO, Latino Network Open School, TIAA
Franklin (9-12)	Cleveland, McDaniel	IRCO, Latino Network, Open School, TIAA
Meek (9-12)	Alliance, MLC, DART	Latino Network
Ida B Wells-Barnett (9-12)	Lincoln	
Grant (9-12)	Jefferson, Benson	SEI, Latino Network

Summer Enrichment & Safety RFP

Portland Public Schools is thrilled to announce the availability of funds to support partners who provide summer safety and enrichment programming for students this summer. PPS will continue to take a community-centered approach to invest in summer enrichment and extended learning activities and requests that partners submit proposals for full-day and evening summer activities that meaningfully engage students in activities that activate imagination, creativity, and play while also providing supports to students and families impacted by gun violence such as case management, youth employment, and flexible funding for wrap-around supports.

Proposals should also speak to how organizations, in alignment with PPS Covid-19 Safety Protocols, will plan and implement health and safety practices.

Portland is experiencing an unprecedented surge in gun violence in 2021 and PPS students, particularly Black, Native American and students and families of color are vulnerable to the impact of this violence. Leaders are particularly worried about students during the summer because public safety officials predict that this violence will continue to increase.

We know that the most effective way to prevent youth violence is to invest in support and services that meaningfully engage young people in positive ways. Research also shows that communities are more resilient and safe if we invest in community based organizations ([Community and the Crime Decline](#)).

This summer, PPS will continue to take a community-centered approach to investing in summer enrichment and extended learning activities. PPS is requesting that partners submit proposals for full day and evening summer activities that meaningfully engage students in activities that activate imagination, creativity, and play while also providing family and student academic and social supports to students and families impacted by gun violence such as case management, youth employment, and flexible funding for wrap around supports.

Summer Engagement, Enrichment and Safety Programming Goals

1. Provide robust and comprehensive in person programming for PPS students throughout the summer of 2021 to complement Accelerated Learning.
2. Provide culturally responsive programming that is safe and fun and engages student interests and passions.
3. Provide programming where students are safe and engaged in positive peer to peer interaction.
4. Reinforce partnerships with community based, culturally specific and multiracial organizations located at PPS identified school hubs that serve the surrounding and cultural communities.
5. Students' cultural identities are affirmed by diverse staffing that reflects their lived experience and provide culturally responsive opportunities.
6. Provide youth employment opportunities through staffing in summer enrichment programs.
7. Underserved students (including Black, Native and students of color, Emerging English Speakers and students with disabilities) have the opportunity for free activities throughout the summer.
8. Support youth violence prevention through partnerships and programming proven to support safe and resilient communities.
9. Leverage existing community partnerships and frameworks (SUN, Parks and Recreation, Multnomah County).

Best Practices and Next Steps - Create, Learn & Play!

Research is illuminating these key considerations. We are using these considerations to inform our next steps:

- It's not just about remediation--all students need access to grade level learning.
- Schools need to determine key skills that students may need more opportunity to learn.
- Relationships matter.
- Extended Learning Time: Summer, After School, and Weekends need to be high-quality.

- High Dosage Tutoring can be a game changer.

There are many next steps PPS will take as we embark on our Learning Acceleration work. In the immediate future, we are prioritizing planning our summer programming including the RFP process for our RESJ partners, designing the academic programming, identifying students for academic programming, and recruiting staff.

In the longer term, we are working to gather input and data from various stakeholders to inform our work around designing Saturday School and expanded and extended academics for the fall. We are identifying ways to both leverage our RESJ partners in supporting and guiding this work as well as building our school-based capacity through curriculum work, social emotional learning, multi-tiered systems of support, inclusive practices and professional development.



PORTLAND PUBLIC SCHOOLS

2021-22 PROPOSED BUDGET

VOLUME #1

FISCAL YEAR JULY 1, 2021- JUNE 30, 2022

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

www.pps.net

Cover artwork created by: Ryan, 8th Grade - West Sylvan Middle School

"I unintentionally created this piece as a symbol of our lives at this moment, in quarantine. Inside the light bulb lies a city of health, happiness and prosperity, whose inhabitants live without a care in the world, free as birds. But we all know how easily the light bulb shatters, don't we?"

501 N DIXON STREET, PORTLAND, OREGON 97227



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**



This Meritorious Budget Award is presented to

PORTLAND PUBLIC SCHOOLS

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2020–2021.

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



A handwritten signature in black ink that reads 'Claire Hertz'.

Claire Hertz, SFO
President

A handwritten signature in black ink that reads 'David J. Lewis'.

David J. Lewis
Executive Director

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.



EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

The executive summary includes the Budget Message and a comprehensive narrative overview for the 2021-22 budget. The narrative presents the budget in the context of the District's emerging vision. In addition, summary budget information is presented in tabular and graphic format including student enrollment history and projections, budget forecasts and benchmark data.

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.





PORTLAND PUBLIC SCHOOLS OFFICE OF THE SUPERINTENDENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3200

Mailing Address: P. O. Box 3107 / 97208-3107

We as a community must foster and promote a collective vision for public education so that every student -- regardless of race, gender, socioeconomic situation, special need or ability -- has access and opportunity to kindle their unique spark, and to build the knowledge and skills to achieve their goals.

April 27, 2021

PPS Board of Education, Students, Families, and Staff,

While the presentation of an annual budget book is a routine and formal exercise, this year's proposal is unique in that it was prepared during one of the most dramatic and unusual chapters in our school district's 170-year history. After a year of closed schools and relying on distance learning because of the COVID-19 pandemic, we began to reopen our classrooms to students and staff this month. We are optimistic that we are moving ever closer to a full reopening of in-person instruction at our schools by this fall.

This budget is a reflection of the times we are in and the anticipated needs ahead. As the pandemic finally declines, we know that a number of residual impacts will remain, and we will continue as always to hold central our commitment to the health and safety of our students and staff. I'm confident that this budget not only meets the demands brought by the pandemic, but is fully aligned with our core mission and consistent with the values of our growing, dynamic and diverse community.

Our budget priorities reflect our PPS Vision, the goals set by the Board of Education, the agreements we have made with our various employee unions and working groups, as well as state and federal policies and laws. We believe that focusing on a clearly defined set of strategies, such as improving our organizational capacity and investing in the talent within our school system, is more important now than ever.

Critically, this budget also supports our commitment to racial equity, in collaboration with stakeholders and community, so that our Black and Native students in particular, will experience success.

As we have since the start of the pandemic, we will continue to meet the challenges presented to us, while remaining undeterred in our journey toward realizing our PPS Vision to prepare our students to lead a more socially just world. Our educators and administrators, our support staff, our families and, especially, our students, have shown remarkable resilience and determination in the last year. Like Portland Public Schools overall, our 2021-22 budget is *informed* but not *defined* by the COVID-19 pandemic.

The following provides high-level details on our proposed investments for the coming school year. We will strategically leverage all available revenue sources, including significant new monies intended to support school districts during and immediately following the pandemic.

2021-22 PROPOSAL / STATUS OF FUNDING

Portland Public Schools is proposing a budget of \$2.03 billion for 2021-22.

The 2021-22 budget coincides with the Oregon Legislature’s biennial budget cycle for 2021-23. For State funding levels, Portland Public Schools calculates a \$9.3 billion State School Fund, \$778.8 million Student Investment Account (SIA), and \$314.5 million for the High School Success Fund as the baseline budget.

The total proposed revenue for PPS in 2021-22 is \$2.03 billion, which is a \$705.52 million reduction from the prior year budget. That decrease is attributable to a smaller bond sale made during the last fiscal year. The \$1.2 billion measure passed in November 2020 and a smaller initial bond sale was made, and therefore, an additional sale is not planned for the 2021-22 year.

Of the \$2.03 billion, here are the most significant revenue sources:

Key Budgets	FY2020-21	FY2021-22	Change	Why
General Fund	\$747.5M	\$761.7M	Increase of \$14.2M	The change is primarily due to an increase in property taxes (including local option levy)
Special Revenue Fund	\$183.8M	\$286.25M	Increase of \$102.4M	The change is primarily because of Student Investment Account (SIA) increase of \$18M and Federal Relief dollars (Elementary & Secondary Schools Emergency Relief funds, or ESSER)

As part of Congressional and Administration action in response to COVID-19, federal funding is available to respond to the pandemic during this current year and over the next two years.

U.S. Congressional Action <i>One Time Funds</i>	K-12 Public School Funding Across the Nation	How much for Oregon Public Schools?	How Much for Portland Public Schools?*	Key Investments at Portland Public Schools
CARES Act (Coronavirus Aid, Relief, and Economic Security Act, ESSER I Mar-2020)	\$13.2 billion	\$121 million	\$6.9 million	Primary focus on re-entry expenditures such as personal protective equipment, air filtration, signage, safety work
CRRS Act (Coronavirus Response and Relief Supplemental Appropriations Act, ESSER II Dec-2020)	\$54.3 billion	\$499.1 million	\$30.1 million	Continued focus on safety and preparing for in-person schooling, including LIPI. Furthermore, supporting child nutrition and learning recovery & acceleration for next year.
American Rescue Plan Act (ESSER III Mar-2021)	\$122.8 billion	\$1.1 billion	\$61.9 million**	Identifying investments that will support the learning acceleration of our students as outlined in our strategic plan .

*Projected balance after passed through and other allocation requirements per federal and state relief guidelines

**Projected estimates as of April-2021

Additionally, in FY 2020-21, we are on track to invest most of the ESSER I allocation of approximately \$7 million, and the ESSER II allocation of approximately \$30 million is close to 40% accounted for in the current year, leaving us with the ESSER II balance of approximately \$11 million to use by 2022-23.

The recent passage of the American Rescue Act will provide Portland Public Schools with a projected \$61.9 million (*i.e., ESSER III amount after required pass-throughs estimated as of April 2021*) to be spent by September 2024; in addition, there may be additional reimbursements from the Federal Emergency Management Agency (FEMA) that will also play an important role in how we invest in our school community during the post-pandemic phase of our strategic plan’s implementation. Moreover, we are also anticipating additional funding from the Governor’s \$250 million investment for summer enrichment, which will play a crucial role for our school community. Although some of these guidelines continue to be developed, we will stay abreast and have confidence that the budget will meet our students’ needs.

INVESTMENT HIGHLIGHTS

Pandemic-related Investments

With regard to the special funding available for pandemic response, we propose the following investments:

- 20 full time employees (FTE) for Learning Acceleration and support for returning to school.
 - This includes investments for additional social workers, instructional specialists and teachers to support credit recovery.
- \$19 million to support expansion or maintenance of Saturday School, Summer Programming, Summer Scholars, Virtual Scholars, Evening Scholars, wrap-around services, and related professional development
- Due to enrollment fluctuations and still-undetermined student demands, we are prioritizing the stability of staff levels, especially for student services such as counseling, social work, etc. Under normal conditions, these staffing levels would be correlated to student enrollment.

Equity Investments

- Invest our Title I, Comprehensive Support & Improvement (CSI) and Targeted Support & Improvement (TSI) grant funds as required to maintain our focus on enhancing our services, supports, and resources to schools targeting students of color, students on IEPs, and Emergent Bilingual students.
- The Equity Formula will remain at 8%; more schools will be eligible for funding.

Strategic Priority Investments

The second year of our strategic plan will begin amid optimism for a post-pandemic recovery. We will make needed investments to accelerate our trajectory after a year of COVID-required work.

Our five prioritized system shifts through 2025:

- A Connected and Transformative School District
- Racial Equity Aligned Systems and Structures
- Cultivating System-wide Learning and a Diverse Workforce
- Transformative Curriculum and Pedagogy
- A Culture of Physical and Emotional Safety

A combination of federal relief dollars and a projected increase in SIA funds will allow us to prioritize staff stability at schools and direct service to students, and also provide for an increase in investments across the five system shifts.

- Highlights of our strategic investments include activities that substantially move us forward in realizing our district Vision, in particular, elements of the Graduate Portrait. This includes: Creation of a developmental continuum for the Graduate Portrait and a correlated set of performance assessments to define student mastery at key transition points (PK/K, 5th, 8th and Graduation/Certificate of Completion).
- Development of an Educator Essentials continuum and methods to demonstrate mastery aligned to serve students in achieving the Graduate Portrait.
- Prototype, with Black and Native students and students with disabilities and families of students with disabilities, learning experiences that effectively support the realization of the Graduate Portrait.
- Build organizational capacity for shared learning by developing a knowledge management system that captures and distributes effective strategies/tools to help students attain the prioritized Graduate Portrait elements.
- Cultivation of a district-wide culture of adult learning and aligned organizational structures to support all staff in embodying the prioritized Educator Essentials elements.
- Promotion of mindful inclusive practices that support the continuum of students with disabilities: research and develop our system-wide capacity for inclusion by integrating data-driven analysis, ongoing professional development and instructional best practices, with a particular focus on the intersectional needs of our Black and Native students with disabilities.
- Continue to institute flexible future-focused environments that include development of a future-ready Facilities Master Plan that is informed by 2020-21's distance learning experiences, more inclusive assessment of our facility needs, and integration of our Racial Equity and Social Justice (RESJ) framework.

CONCLUSION

In the face of unprecedented circumstances during the 2020-21 school year, we have remained adaptable and operated differently. Things in our community have *looked* much different: years from now, the images of masks, empty classrooms and laptop screens will mark these times. But with all the necessary pivoting, planning and adjusting, we never lost sight of why we are here. Our educators have demonstrated an unshakable commitment to problem-solving and devotion to their students. Our students have shown incredible levels of flexibility and learning agility. As a system, we navigated a great deal of revenue uncertainty by moving quickly and decisively and, as a result, were able to protect programs and positions across our organization.

Overall, I believe we have demonstrated as a school system that we capably managed the current crisis while not letting go of our core values and commitments.

Prospectively, we also have the unprecedented opportunity to invest and leverage significant new resources dedicated to public education. We look forward to demonstrating evidence of our Theory of Action so that we can deliver the reimagined educational experience that will produce the graduate portraits.

The need to multitask shows through in our 2021-22 budget proposal. COVID-19's imprint on next school year will be real, but so are the numerous, discrete revenue streams available to us. We will responsibly utilize those funds to re-establish ourselves and invest in students who, by our assumed fall reopening, will have gone at least 18 months between participating in a "normal" school environment.

The last year has challenged us in new and significant ways. It has also highlighted that with focus, perseverance, and creativity we are capable of remarkable work. With renewed optimism, we remain confident about the capacity of both our organization and community to advance our mission of serving every student in our school system. This next school year represents an important next chapter in our journey to innovative and reimagined opportunities that will support our students' success.

Sincerely,



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 2021-22 budget. The narrative presents the budget in the context of the District's vision and emerging strategic plan. In addition, summary budget information is presented in tabular and graphic format as well as student enrollment history and projections, budget forecasts and benchmark data. 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 2020-21 with an emphasis on the General Fund, Capital Projects Fund, Student Investment Fund, and Federal funds including the Elementary and Secondary School Relief (ESSER) funds.
- **Organizational Section** - This 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.
- **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.



DISTRICT GOALS AND OBJECTIVES

Overview

Portland Public Schools, founded in 1851, is a PK-12 urban school district in Portland, Oregon. With nearly 50,000 students in 82 schools, PPS is one of the largest school districts in the Pacific Northwest.

Mission

Every student by name is prepared for college, career and participation as an active community member, regardless of race, income or zip code.

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 reimagine 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 will serve as our “North Star” guiding and aligning all of the District’s plans and innovations toward the same clear and ambitious goals.

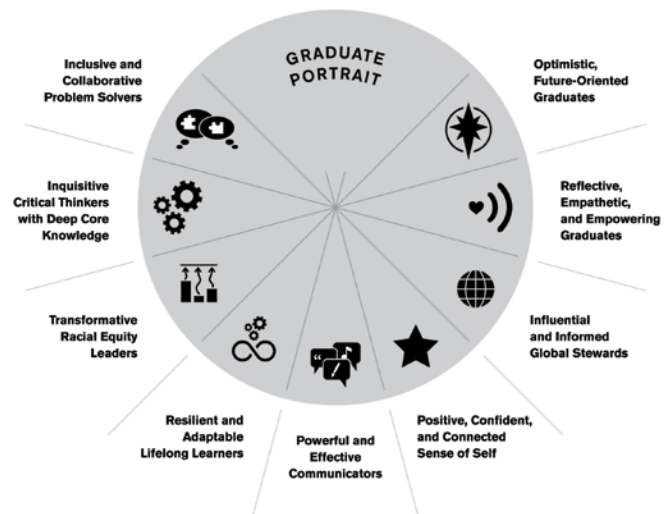
Core Values are an organization’s enduring beliefs that remain constant over time. By making these values explicit through value statements and tethering them to a vision, an organization can articulate the ethical principles that guide action toward its vision:

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.





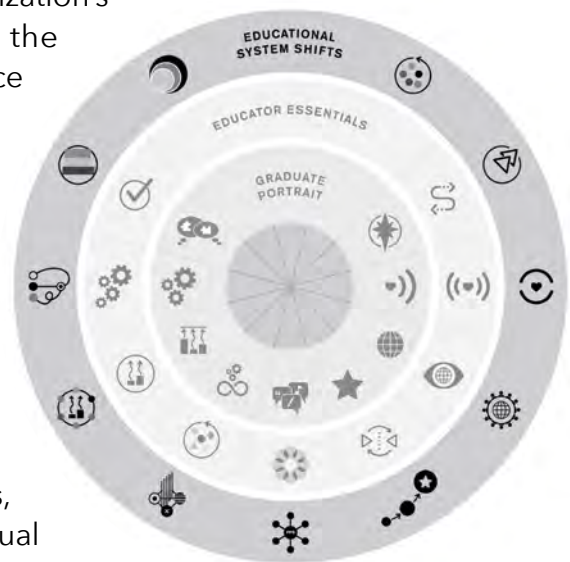
The Educator Essentials are distilled from community-wide input regarding the knowledge, skills, mindsets and dispositions needed from adults to support the Graduate Portrait. The Educator Essentials include content and practice knowledge, along with the human-connectedness aspects of collaborating, 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 requires persistence, widespread buy-in, continuous improvement processes, and a demonstrated commitment to serve every individual student in the school system.



Theory of Action

Based on the District’s vision, PPS 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 reimagine 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: Year One

While the vision identifies the what and the why, the strategy that follows from the vision defines the how. **Five Educational System Shifts** have been prioritized into a three-year strategic plan that will lead to the District Goal and Strategies.

Prioritized Shift 1: A Connected and Transformative School District

PPS is an equitable school district that is student focused, responsive to student needs, and proactive about continuous improvement. It has a clearly articulated vision, with corresponding strategic plans that renew every few years. Staff are empowered to fulfill the school district's mission with responsiveness, reliability, and innovation, collaborating across departments and with families and communities.

Strategies:

1. Create structures and processes that encourage and support a culture that empowers school and district staff to innovate, collaborate and partner to ensure every student is equitably supported to advance toward the Graduate Portrait.
2. Establish expectations for the quality of services provided to students, families and staff; collect data on service quality; provide regular reports on performance; and hold staff accountable for the continuous improvement of services.
3. Disrupt institutional racism by examining our beliefs, mindset, and decision-making and building an organizational culture of inclusion, respect, affirmation and interconnectedness in support of student learning.

Prioritized Shift 2: Racial Equity Aligned Systems, Structures, and Culture

Racial equity and social justice guide all decisions and actions, and PPS works to eliminate racial disparities in access and outcomes. Aligning systems and structures involves culturally responsive practices, including equitable budgeting, to ensure that supports are tailored to individual schools and, ultimately, to students. This shift is supported by accountability practices that assess impact and intent.

Strategies:

1. Integrate the District's Racial Equity and Social Justice Lens (RESJ) into critical school and district decision making including allocating the necessary resources to create equitable outcomes for every student, especially Black and Native students.
2. Provide all staff with professional learning that helps them to understand and apply their racial identities and their personal relationship to power, privilege and oppression in education. Use district goal setting and evaluation processes to encourage and hold staff accountable to use their new knowledge and understanding to make meaningful change that increases student success.

Prioritized Shift 3: Cultivating System-Wide Learning and a Diverse Workforce

PPS maintains a high-quality workforce that reflects the diversity of the broader community and inspires a culture of learning, growth, and development. Culturally affirming language is used throughout the district. Professional development is thoughtfully developed, accessible system-wide and differentiated, and learning opportunities for every adult in the system can demonstrate a clear through-line to student success.

Strategies:

1. Align recruitment, hiring, placement, support, and retention criteria and processes with the Educator Essentials and racial equity competencies to diversify our workforce, especially Black and Native educators, to reflect our student demographics.
2. Develop pipelines and career lattices, in collaboration with higher education institutions and other partner organizations, to identify, develop and retain diverse pools of talented educators. These may include student-to-teacher pathways, university partnerships and apprenticeship programs.
3. Based on an assessment of staff needs and readiness, provide all staff with the professional development and supports needed to build the knowledge, skills, mindsets and dispositions described in the Educator Essentials. The support should be differentiated, systemic and aimed at enabling staff to help students achieve the Graduate Portrait.

Prioritized Shift 4: Transformative Curriculum and Pedagogy

PPS' pedagogy and curriculum integrates the respectful consideration of culture, disability, race, gender, and language. With equitable learning supports and opportunities, every student can develop the foundational requirements of a high-quality education and accelerate as needed. Lifelong learning skills, critical understanding of race, and activism around climate change have become system-wide areas of learning.

Strategies:

1. Develop district-wide, vertically aligned preK-12 core curriculum with an emphasis on foundational literacy skills across content areas, along with assessments and tiered supports, to provide comprehensive, rigorous, culturally-sustaining instruction and developmentally-appropriate learning experiences for all students.
2. Ensure a middle grades experience that meets the distinct academic and social emotional needs of adolescents.
3. Continue implementation and continuous improvement and alignment of the PPS High School Success Plan to provide students with coherent transitions and the support they need to achieve the Graduate Portrait.

Prioritized Shift 5: A Culture of Physical and Emotional Safety

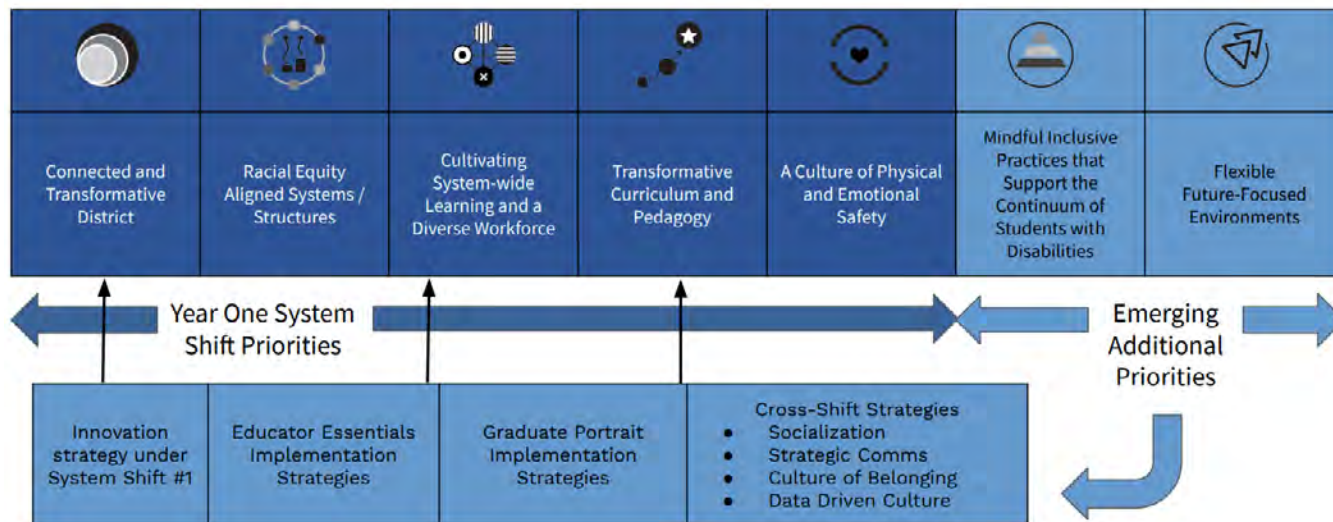
PPS has created a culture of safety and respect for students and adults because social, emotional, and physical well-being are crucial to academic and professional success. Every student knows that there is a caring adult they can talk to and a system-wide capacity for emotional intelligence that they can rely on.

Strategies:

1. Support students with a Multi-Tiered System of Supports (MTSS) that identifies early warning signs and addresses students' academic, behavioral, mental health, and social emotional needs through trauma informed practices and a racial equity and social justice lens.
2. Invest in facility improvements to foster safe, healthy, and positive learning environments.

Strategic Plan: Year Two

The second year of our strategic plan will include our year one system shift strategies which will extend into 2025, while simultaneously preparing for emerging priorities:



The emerging Graduate Portrait strategies will require us to:

1. Develop a Graduate Portrait developmental continuum and a set of performance assessments to articulate PPS's expectations of student mastery at key transition points (PK/K, 5th, 8th and Graduation/Certificate of Completion).
2. Prototype, with Black and Native students and students with disabilities, learning experiences that effectively support the development of the Graduate Portrait.
3. Build organizational capacity for shared learning by developing a knowledge management system that captures and distributes effective strategies/ tools to help students attain the prioritized Graduate Portrait elements

In order for our Graduate Portrait to be successful, our Education Essentials framework must also be successful. Building on year one, these are the emerging Educator Essentials strategies:

1. Develop an Educator Essentials continuum and methods to demonstrate mastery aligned to serve students in achieving the Graduate Portrait.
2. Develop a district-wide culture of adult learning and align organizational structures to support all staff in embodying the prioritized Educator Essentials elements in service of students achieving the Graduate Portrait.

Year two also brings emerging new shift priorities and strategies as laid out in our vision:

1. Mindful Inclusive Practices that support the continuum of students with disabilities
 1. Develop our system-wide capacity for inclusion by integrating data-driven analysis and instructional best practices, with a particular focus on the intersectional needs of our Black and Native students with disabilities, so that every student can attain the Graduate Portrait, and every adult can develop their capacity to be inclusive and responsive to diverse learners.

2. Flexible Future-focused environments

1. Develop a future-ready Facilities Master-plan by integrating our learning from 2020's Distance Learning experiences, strategic foresight about our facility needs, and our Racial Equity and Social Justice (RESJ) framework.

As a learning organization, we listen, learn and iterate and as such, we are preparing and designing for our emerging cross-shift strategies. Cross-shift strategies will relate to all or multiple shift areas and interconnect components that will further strengthen our strategic plan's foundation. Our emerging Cross-Shift strategies are:

1. **Socialize our Vision and Strategic Plan:** Strengthen our capacity to leverage collective action toward our vision through socialization strategies that ensure all stakeholders understand and can make meaning of our vision, and our strategic plan, so that we operate from a place of shared understanding.
2. **Develop and Implement a Communications Practice:** Collaborate with diverse stakeholders across the system including students, that focuses on showing the system to itself, using a variety of data and media to share stories of progress, and support system-wide learning.
3. **Build an Organizational Culture of Belonging:** Intentionally develop relational trust and a sense of belonging through clear, transparent communications, consistent behaviors, and cross-system collaboration as the foundation for our collective ownership of our students' success and well-being.
4. **Establish a System-wide Data-driven Culture:** Ensure use of data is consistent across the district, and build individual and organizational capacity to implement effective continuous improvement cycles, including analysis and action that holds each other accountable.

Our overall strategic plan will include high level objectives for the 2021-2025 period. But because traditional models of the long-term objective setting are insufficient (e.g. improve reading and writing scores, improve graduation rates, improve college and career readiness), the challenge and opportunity then become:

- How might we describe where we want to be at the end of the first strategic planning period that measures our success at progress toward our Vision?
- Which set of tools and processes can help us in creating a comprehensive and sustainable construct for identifying, monitoring, describing, analyzing, communicating, etc., our progress and achievement over time?

This will require reassessing how we measure and design by using the potential hybrid of traditional and new types of measures:

- Develop capacity for students to self-assess on all elements/or prioritized elements of Graduate Portrait (GP) using a developmentally appropriate continuum
- Growth in the number of students on track for the GP milestones as expressed by the GP continuum
- Graduation rate for Black and Native students
- Proficiency as determined by standardized assessments

Board District Goals

We understand that this work will require us to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both the proficiency in their knowledge base and in the skills and dispositions described in our vision's Graduate Portrait.

In October 2019, the PPS Board of Directors adopted a set of academic milestones the Board will monitor progress and hold the District accountable for achieving. This will require us to prioritize the work and resources necessary to support students who are most underserved. Since students of color currently demonstrate the greatest opportunity gaps, most of our goals call out an explicit expectation of accelerated growth with these student groups in order to narrow overall proficiency gaps. Given that our identified interim assessments are strongly correlated with summative assessment proficiency, and because they help to inform instruction, supports and interventions, we are focusing our milestone targets on these set of indicators in the elementary grades.

Third Grade Reading We believe that every student must be prepared to read, to learn and should know how to read proficiently by the end of the third grade. While the majority of White and Asian students have been making consistent progress toward this goal, we have not produced the same growth for other student groups. We will regularly monitor the growth and development of our students' reading skills throughout each school year to ensure our efforts are having a positive impact towards the desired goal of third grade reading proficiency.

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.

Fifth Grade Mathematics We know that our students need a strong foundation in mathematics in order to access higher levels of learning in both the middle and high school grades. This includes a proficient ability in numeracy and problem-solving skill areas. We are committed to tracking the progress of our students on a regular basis to ensure our efforts are producing accelerated growth from our most underserved students.

To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.

Eighth Grade Graduate Portrait Students being promoted from the eighth grade will be prepared to navigate and adapt to high school's complex challenges, persisting from failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, pre CTE, technology, world-languages, health and well-being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content as demonstrated in an Eighth Grade Portfolio or Capstone.

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).

Post-Secondary Readiness/Ready for College & Career Our community-driven vision development process resulted in reimagined Portland Public Schools. It identifies those skills and dispositions that we collectively believe every PPS graduate should possess. We also believe that every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success via one or more measures that are reflective of the diverse skills and interest that our students have pursued through their high school career, including but not limited to, successful completion or achievement of: (a) Advanced Placement, (b) International Baccalaureate, (c) Dual-Credit coursework, (d) Career Technical Education, (e) Seal of Biliteracy, (f) Visual & Performing Arts pathways, or (g) College Readiness as measured by the PSAT/ SAT/ ACT.

By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.

Finance Mission

Champion equitable outcomes for students through transparent stewardship of resources and effective financial processes and services, emphasizing collaboration, responsive customer service, fiduciary integrity and continuous improvement to bolster the success of our students as envisioned by the District's strategic plan.

Budget Goal

It is the goal of the Board to fund and maintain an operating contingency in the General Fund that shall range between 5% and 10% of annual revenues. The Portland Public Schools Board of Education adopted a budget goal to maintain a minimum 7% General Fund Balance reserve in the development of the 2021-22 budget.

BUDGET OVERVIEW

Background

Portland Public Schools is the largest school district in the state of Oregon, serving nearly 50,000 students in pre-kindergarten through twelfth grade in 83 schools. 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 comprised 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 gap and local option taxes 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 supports and 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. PPS first passed a five-year local option levy in 2011 and it was renewed in 2014 for another five years.

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 Jefferson and Benson as well as investments in curriculum and technology.

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.

Projected Outstanding Debt as of 6-30-2021: \$1.43 billion

Projected Outstanding Debt as of 6-30-2022: \$1.23 billion

Permanent Property Tax Rate: \$5.2781 per \$1000 assessed property value

Budget Preparation

The District develops an annual budget focused on using available resources to address PPS core values, organizational priorities and obligations.

In 2021-22, the budget process incorporated community input, guiding principles and best practices and lays the foundation for applying a new way to evaluate the District's future return on investment. The Academic Return on Investment (A-ROI) will emphasize cost-effectiveness in future budget decisions.

The Strategic Budget Team (SBT), including central office district leaders and principals from elementary, K-8, middle and high schools, uses a Racial Equity and Social Justice (RESJ) lens and theory of action in making budget decisions. The "RESJ Lens" is not only used to guide initial decision-making; it serves to document the thought process at the time and can be used to evaluate and support ongoing continuous improvement.

Through a year-long process, the PPS community articulated a vision to reimagine PPS. It describes the Graduate Portrait for PPS students and Educator Essentials (skills and dispositions that will enable our organization to bring these to life). This year's budget represents the work of the SBT, ensuring that all District strategies and decisions are aligned towards achieving our vision and the Board's goals.

Budgeting Highlights

The Board Goals

The PPS School Board sets the following budget goals to guide the 2021-22 program delivery planning work completed by the SBT.

- Third Grade Reading
- Fifth Grade Mathematics
- Eighth Grade Student Snapshot of Graduate Portrait
- Post-secondary Readiness Ready for College & Career

The Strategic Framework & Five System Shifts

The District focus is described in the Strategic Framework & Five System Shifts to further define goals and action plans for completion of the work and the measurement of outcomes.

- A Connected and Transformative School District
- Racial Equity Aligned Systems, Structures, and Culture
- Cultivating System-Wide Learning and a Diverse Workforce
- Transformative Curriculum and Pedagogy
- A Culture of Physical and Emotional Safety
- Including Emerging Shifts
 - ▶ Mindful Inclusive Practices that support the continuum of students with disabilities
 - ▶ Flexible Future-focused environments

The Student Success Act (SSA) - HB 3427

In 2020-21 the current state of economy in Oregon allowed the work of the legislature's Student Success Committee to offer a historic opportunity to improve educational opportunities. The act will help put all Oregon students on a path to graduate from high school with a plan for the future, while focusing on achieving equitable student outcomes and eliminating opportunity gaps.

With the uncertain economy in 2020-21 due to the pandemic, Student Investment Account (SIA) funding was reduced from \$39.16 million to \$12.39 million. The shortfall in SIA was partially funded by the General Fund for 2020-21. PPS expects to receive about \$31.53 million from Student Investment Account funding for the 2021-22 school year. This investment will allow PPS the opportunity to accelerate our ability to actualize PPS reimagined.

These investments are aligned with the Student Success Act guidelines and stakeholder input:

- Increased **academic supports** and **targeted interventions** for our most vulnerable and historically underserved students
- Increased **social emotional, mental and behavioral health supports** across the District
- More optimal **student-teacher ratios** and class sizes across many grade levels
- **Expansion of elective courses** at comprehensive middle schools and K-8's
- More **equitable access to arts education**, especially in historically under-served school communities
- **Culturally-specific student and family supports** and expanded **community partnerships**
- **Curriculum** materials and **Professional Development** for educators

Each school and central department established a plan for service delivery:

- Careful consideration was given to the needs of the individual schools, including their demographics, family income and mobility levels
- Teacher-student ratios were reviewed during this process
- The budget process was conducted with a fresh perspective and adherence to established best practices and district goals and priorities
- Used objective and measurable student characteristics as weights (income status, English learners, students with disabilities, low/high academic performance, etc.) to improve equity
- The District is implementing the Government Finance Officers Association (GFOA) Best Practices for School Budgeting

General Obligation Bonds Sale

The District sold \$365.47 million in General Obligation Bonds, Series 2020B in December of 2020 to support the first phase of the Technology and Curriculum work outlined in the 2020 bond authorization. The District does not currently plan to sell any bonds in the 2021-22 fiscal year.

The School Staffing Balancing

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

- Each school, especially small schools and those with underserved student populations, have an adequate number of teachers
- Instruction for core programming and state PE and Health requirements; equity funds are put to best and highest use
- Principals have significant control over school budgets, transforming how the central district business office collaborates with administrators at each school site
- Compliance with Oregon Local Budget Law (ORS 294)

- Budget account codes have been restructured to 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

PPS received a meritorious award from the Association of School Business Officials International for the 2020-21 budget for:

- Presenting clear budget guidelines
- Promoting communication between departments and the schools
- Encouraging short- and long-range budget goals
- Supporting effective use of educational resources

Budget Overview

This year’s budget coincides with the Oregon Legislature’s biennial budget cycle for 2021-23. PPS has based the budget on state funding of \$9.3 billion State School Fund, \$800 million SIA and \$314.5 million High School Success.

PPS is proposing a budget of \$2.03 billion for 2021-22 and is using all available resources to meet the board goals and priorities set forth by PPS leadership.

The 2021-22 budget is focused on two areas:

- Addressing the needs of students and staff returning from the pandemic:
 - ▶ Meet students’ mental and behavioral health needs
 - ▶ Learning Acceleration
 - ▶ Wraparound supports
- Increase academic achievements and reduce academic disparities for:
 - ▶ 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 2021-22 is based on the following assumptions:

- The District Average Daily Membership Weighted (ADMw) is projected to be 57,300.
- The estimated SSF distribution is based upon a \$9.3 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 \$246.35 million.
- The estimated overall property tax and local option revenue to be collected by the District during 2021-22 is \$537.09 million and is based upon a 4.0% growth factor for property taxes, a 3.0% for local option and a 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 \$73.91 million on July 1, 2021.

- The Multnomah Education Service District (MESD) pass through or “Transit” dollars anticipated for 2021-22 is \$8.5 million. It is based upon changes to the service plan selection.
- Contemplates funding from the recent passage of the American Rescue Act which will provide Portland Public Schools with an estimated \$61.9 million (i.e. ESSER III amount after required pass through) required by statute to be spent over two years; by September 2023.

Expenses

The District’s 2021-22 plans are based on a number of projected expenditures with labor costs as 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
- Uncommitted amounts for unforeseen expenses, inclusive of needs related to the COVID-19 pandemic

The proposed expenditures for 2021-22 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, 2021:
 - ▶ Portland Public Schools is using a blended PERS rate of 4.04%, weighting Tier 1/2 and OPSRP employees, down from 4.68% in 2020-21
 - ▶ The PERS Unfunded Actuarial Liability (UAL) requires a fringe rate of 12.14% applied to PERS eligible payroll to cover the annual bond payments, up slightly from 12.05% in 2020-21
- Other employer labor costs are based on the assumption of a group health insurance cap based upon the negotiated amount: 7.65% FICA, 0.38% Workers’ Compensation, 0.19% Other Employer Benefits, 0.73% Retiree Health Insurance, 0.19% Early Retirement, a self-funded unemployment rate of 0.13%, and a new Paid Family Medical Leave (PFML) rate of 0.20%.

Revenue Factors

Portland Public Schools	2017-18	2018-19	2019-20	2020-21	2021-22
Real Market Value (in Billions)	\$121.65	\$131.74	\$134.59	\$140.25	\$144.46
Total Net Assessed Value (in Billions)	\$49.71	\$51.11	\$53.70	\$55.60	\$57.28
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	\$2.42	\$2.49	\$2.41	\$2.45	\$2.50
Total Property Tax Rate	\$9.69	\$9.76	\$9.67	\$9.72	\$9.77
Less Measure 5 Adjustments	\$20,401,124	\$18,829,623	\$20,910,923	\$22,989,685	\$23,000,000*
Average Daily Enrollment - ADMr	48,371	48,439	48,240	48,338	48,056**
Weighted Enrollment - ADMw	57,778	57,823	57,624	57,574	57,311**

* Projected

**Latest estimates from ODE website and from 19/20 Tax Supervising and Conservation Commission information

DEBT DETAIL SCHEDULES

Bonded and Other Debt

<u>Issue Date</u>	<u>Original Issue</u>	<u>Outstanding @ June 30,2021</u>	<u>2021-22 Principal Payments</u>	<u>2021-22 Interest Payments</u>
General Obligation Bonds				
May 1, 2013	68,575	6,025 *	2,865	301
April 30, 2015	244,700	116,145	5,735	4,782
August 10, 2017	241,890	177,695	2,315	6,093
April 14, 2020	441,320	386,390	41,625	17,881
Dec 30,2020	365,465	365,465	40,240	17,249
Dec 30,2020	53,965	53,405	885	854
		<u>1,105,125</u>	<u>93,665</u>	<u>47,160</u>
Limited Tax Pension Obligation Bonds				
October 31, 2002	156,580	142,580	15,900	7,892
April 30, 2003	124,800	15,209	7,673	17,372
April 30, 2003	156,370	156,370	-	8,862
January 31, 2012	14,400	-	-	-
		<u>314,159</u>	<u>23,573</u>	<u>34,126</u>
Full Faith & Credit Ogligations				
July 2010	11,000	1,701	1,093	72
August 4, 2016	4,000	3,200	200	-
November 9, 2016	5,048	3,918	305	113
		<u>8,819</u>	<u>1,598</u>	<u>185</u>
TOTAL		1,428,103	118,836	81,471

*Note \$50,410 refunded 12/30/20

Note: All amounts listed in thousands.

Long Term Debt

Fiscal Year	LTD Tax Pension & Refunding	2010 Recovery Bonds	2016 Qualified Zone Bonds	FF&C Taxable Debt 2016	2013 GO Bonds	2015 GO Bonds	2017 GO Bonds	2020 GO Bonds	2020B GO Bonds	2020C GO Bonds	TOTAL
Principal:											
2022	23,573	1,093	200	305	2,865	5,735	2,315	41,625	40,240	885	118,836
2023	25,481	608	200	315	3,160	6,340	2,650	36,945	57,970	905	134,574
2024	48,820	-	200	325	-	6,980	2,985	40,430	-	4,070	103,810
2025	54,100	-	200	335	-	7,665	3,345	44,140	-	4,295	114,080
2026	61,345	-	200	345	-	8,390	3,305	26,630	-	4,535	104,750
2027-2031	100,840	-	1,000	1,885	-	53,650	24,025	113,885	18,585	26,405	340,275
2032-2036	-	-	1,000	408	-	27,385	38,890	66,330	58,805	12,310	205,128
2037-2041	-	-	200	-	-	-	56,350	16,405	81,915	-	154,870
2042-2046	-	-	-	-	-	-	43,830	-	107,950	-	151,780
Principal Total	\$ 314,159	\$ 1,701	\$ 3,200	\$ 3,918	\$ 6,025	\$ 116,145	\$ 177,695	\$ 386,390	\$ 365,465	\$ 53,405	\$ 1,428,103
Interest:											
2022	34,126	72	-	113	301	4,782	6,093	17,881	17,249	854	81,471
2023	34,561	15	-	103	158	4,496	5,977	15,800	9,816	836	71,762
2024	14,897	-	-	94	-	4,179	5,844	13,952	6,918	818	46,702
2025	12,170	-	-	83	-	3,830	5,695	11,931	6,918	737	41,364
2026	9,126	-	-	74	-	3,446	5,528	9,724	6,918	651	35,467
2027-2031	7,547	-	-	205	-	11,091	25,120	27,552	34,069	1,941	107,525
2032-2036	-	-	-	6	-	1,312	20,170	9,014	26,433	264	57,199
2037-2041	-	-	-	-	-	-	13,188	492	17,103	-	30,783
2042-2046	-	-	-	-	-	-	3,099	-	6,846	-	9,945
Interest Total	\$ 112,427	\$ 87	\$ -	\$ 678	\$ 459	\$ 33,136	\$ 90,714	\$ 106,346	\$ 132,270	\$ 6,101	\$ 482,218
Total	\$ 426,586	\$ 1,788	\$ 3,200	\$ 4,596	\$ 6,484	\$ 149,281	\$ 268,409	\$ 492,736	\$ 497,735	\$ 59,506	\$ 1,910,321

Payments by Debt Service Fund 2021-22

Fiscal Year	LTD Tax Pension & Refunding	2010 Recovery Bonds	2016 Qualified Zone Bonds	FF&C Taxable Debt 2016	2013 GO Bonds	2015 GO Bonds	2017 GO Bonds	2020 GO Bonds	2020B GO Bonds	2020C GO Bonds	TOTAL
Fund 308	\$ 57,699										57,699
Fund 320		1,165	200	418							1,783
Fund 350					\$ 3,166	\$ 10,517	\$ 8,408	\$ 59,506	\$ 57,489	\$ 1,739	140,825
Total	\$ 57,699	\$ 1,165	\$ 200	\$ 418	\$ 3,166	\$ 10,517	\$ 8,408	\$ 59,506	\$ 57,489	\$ 1,739	\$ 200,307

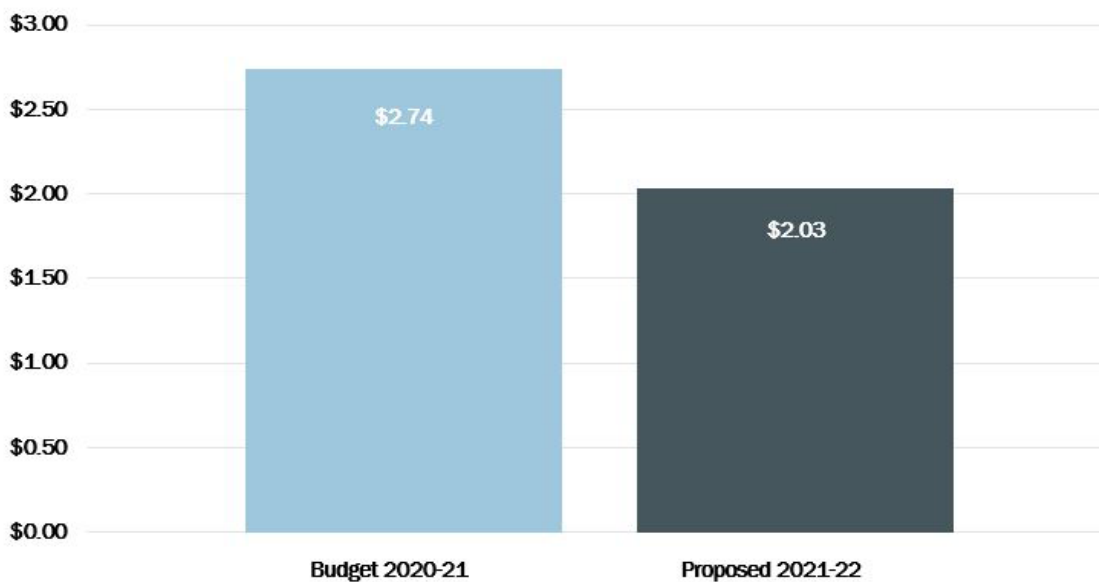
Note: All amounts listed in thousands.

2021-22 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 to serve PPS students during the 2021-22 school year.

The total combined budget, including all funds, decreased by 26%, or \$705.52 million, from \$2.74 billion in 2020-21 to \$2.03 billion in 2021-22, including a contingency of \$57.19 million and an ending fund balance of \$358.96 million. The decrease is due to budgeted appropriation for a potential bond measure and issuance in 2020-21.

Combined Budget (All Funds)
in billions



Total Resources

Total resources in the 2021-22 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 2021-22 for all funds is \$2.03 billion and represents a decrease of \$705.52 million, or 26%, from the 2020-21 budget. This decrease is in the All Other Budgeted Resources, specifically in 2020-21 a \$1.0 billion placeholder was included for the possible bond measure and sale. The measure passed in December of 2020 and a sale was made, however there is no sale planned for the 2021-22 fiscal year.

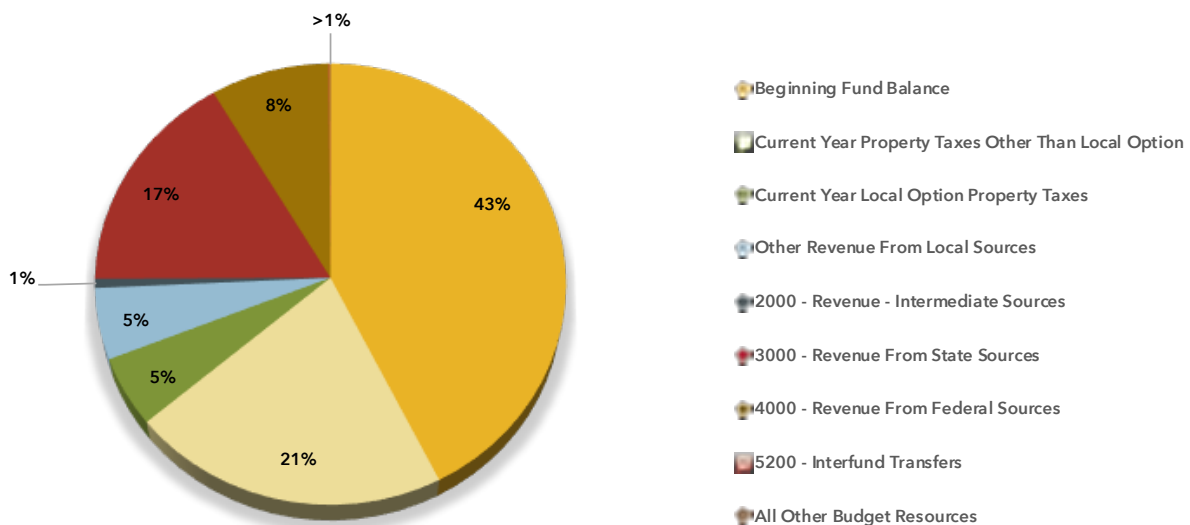
The Beginning Fund Balance represents the largest resource for the District and includes Capital Projects Funds with \$864.31 million or 43% of the District's total resources. Local Sources (property taxes) contribute the second largest portion of resources for all funds with \$432.81 million or 21% followed by State Sources as the third largest revenue contributor with \$335.98 million or 17%. Other sources add up to 19% or \$396.97 million.

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

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Beginning Fund Balance	221,460	558,757	427,192	699,464	864,307	-	-
Current Year Property Taxes Other Than Local Option	364,344	380,694	393,651	406,934	432,813	-	-
Current Year Local Option Property Taxes	88,405	94,272	97,372	100,366	104,279	-	-
Other Revenue From Local Sources	103,489	125,230	107,023	112,818	106,038	-	-
2000 - Revenue - Intermediate Sources	15,339	13,604	14,038	14,171	13,762	-	-
3000 - Revenue From State Sources	264,133	263,840	308,190	322,400	335,975	-	-
4000 - Revenue From Federal Sources	50,801	48,454	54,143	77,493	170,087	-	-
5200 - Interfund Transfers	6,997	6,125	1,931	1,851	1,754	-	-
All Other Budget Resources	422,640	70	520,039	1,000,084	1,050	-	-
TOTAL RESOURCES	1,537,607	1,491,045	1,923,579	2,735,581	2,030,065	-	-

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 Total Resources - All Funds



Total Requirements

The 2021-22 proposed budget expenditures for all funds represent a \$705.52 million decrease, or 26%, as compared to the 2020-21 adopted budget. The decrease is due to the appropriation that was included for the possible bond measure and sale.

Expenditures are categorized by major function and major object.

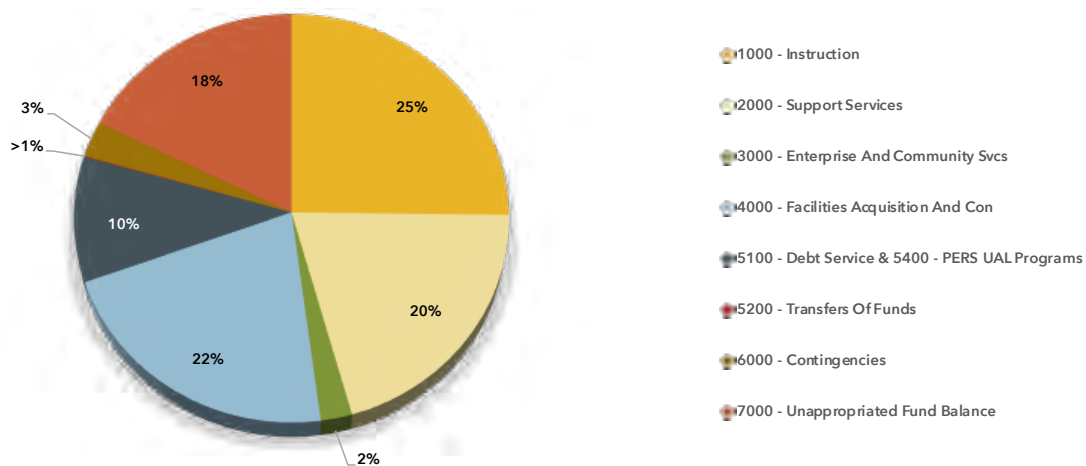
- Major function** includes instruction, support services, enterprise and community services, facility acquisition and construction, debts, transfers out, contingency and ending fund balance. Instruction is the largest budget category at \$511.45 million or 25% of all funds. Facilities Acquisition and Construction is the second largest budget category at \$438.13 million or 22% of all funds. Support Services is the third largest budget category at \$414.99 million or 20% of all funds.

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

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
1000 - Instruction	386,976	394,078	408,759	488,452	3,488.04	511,453	-	-	3,479.27
2000 - Support Services	281,401	302,212	322,815	439,688	2,398.41	414,993	-	-	2,485.88
3000 - Enterprise And Community Svcs	22,962	22,831	21,937	25,675	241.42	46,066	-	-	242.25
4000 - Facilities Acquisition And Con	113,042	164,764	207,451	1,331,605	40.80	438,126	-	-	39.55
5100 - Debt Service & 5400 - PERS UAL Programs	167,472	173,842	177,734	191,444	-	201,532	-	-	-
5200 - Transfers Of Funds	6,997	6,125	1,931	1,851	-	1,754	-	-	-
6000 - Contingencies	-	-	-	45,715	-	57,185	-	-	-
7000 - Unappropriated Fund Balance	558,757	427,192	782,953	211,151	-	358,955	-	-	-
TOTAL REQUIREMENTS	1,537,607	1,491,045	1,923,580	2,735,581	6,168.67	2,030,065	-	-	6,246.95

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.

Requirements by Major Function - All Funds



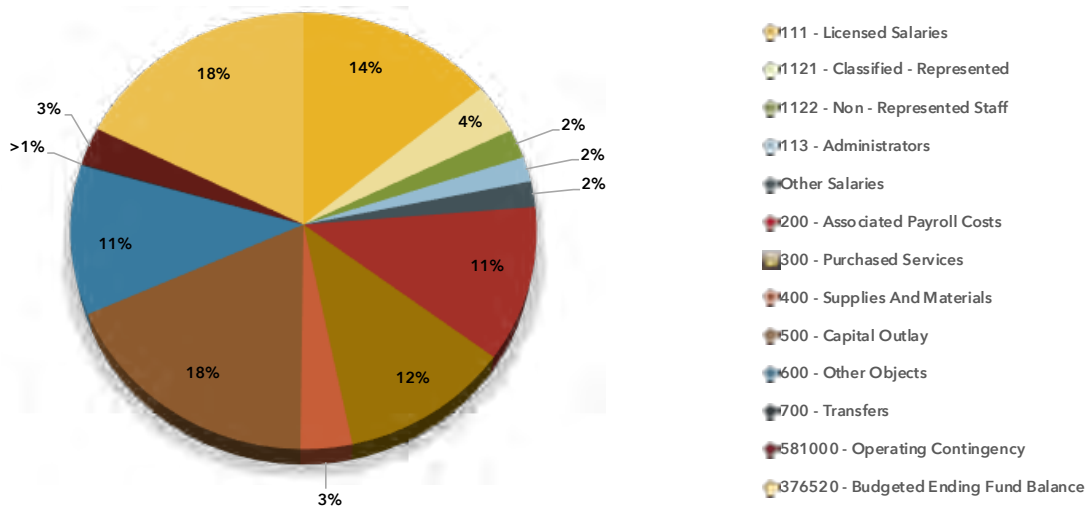
- **Major object** includes salaries, payroll benefits, purchased services, supplies and materials, capital outlay, other objects, transfers and reserves. Salaries and associated payroll costs represent the largest budget category at \$714.20 million or 35% of all funds.

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

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
111 - Licensed Salaries	234,751	243,932	247,318	271,045	3,526.06	285,529	-	-	3,549.58
1121 - Classified - Represented	56,282	58,707	64,235	72,082	1,894.87	76,002	-	-	1,931.12
1122 - Non - Represented Staff	29,086	30,172	33,652	42,942	481.14	43,791	-	-	489.75
113 - Administrators	26,860	28,152	31,316	34,211	266.60	37,363	-	-	276.50
Other Salaries	23,919	27,845	26,811	28,503	-	38,626	-	-	-
200 - Associated Payroll Costs	178,174	180,305	200,639	217,386	-	232,892	-	-	-
300 - Purchased Services	116,486	131,026	127,945	287,438	-	234,276	-	-	-
400 - Supplies And Materials	35,780	42,640	39,284	69,887	-	70,798	-	-	-
500 - Capital Outlay	87,190	127,641	169,339	1,231,494	-	368,009	-	-	-
600 - Other Objects	183,326	187,234	198,159	221,876	-	224,885	-	-	-
700 - Transfers	6,997	6,199	1,931	1,851	-	1,754	-	-	-
581000 - Operating Contingency	-	-	-	45,715	-	57,185	-	-	-
376520 - Budgeted Ending Fund Balance	558,757	427,192	782,951	211,151	-	358,955	-	-	-
TOTAL REQUIREMENTS	1,537,607	1,491,045	1,923,580	2,735,581	6,168.67	2,030,065	-	-	6,246.95

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.

Requirements by Major Object - All Funds



3-YEAR FORECAST - ALL FUNDS

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

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	864,307	625,982	388,469	511,330
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	432,813	447,961	463,640	479,868
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	104,279	107,929	111,706	115,616
OTHER REVENUE FROM LOCAL SOURCES	106,038	109,516	113,122	117,180
2000 - REVENUE - INTERMEDIATE SOURCES	13,762	14,244	14,742	15,258
3000 - REVENUE FROM STATE SOURCES	335,975	347,734	359,905	372,501
4000 - REVENUE FROM FEDERAL SOURCES	170,087	176,016	182,169	188,545
5200 - INTERFUND TRANSFERS	1,754	1,234	619	618
ALL OTHER BUDGET RESOURCES	1,050	1,087	442,125	1,164
Total Resources	2,030,065	1,831,703	2,076,497	1,802,080

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	285,529	295,523	305,866	316,571
1121 - CLASSIFIED - REPRESENTED	76,002	78,663	81,416	84,266
1122 - NON-REPRESENTED STAFF	43,791	45,324	46,910	48,552
113 - ADMINISTRATORS	37,363	38,671	40,024	41,425
OTHER SALARIES	38,626	39,979	41,378	42,826
200 - ASSOCIATED PAYROLL COSTS	232,892	241,042	249,479	258,210
300 - PURCHASED SERVICES	234,276	241,966	250,452	259,236
400 - SUPPLIES AND MATERIALS	70,798	73,275	75,840	78,494
500 - CAPITAL OUTLAY	368,009	285,556	283,992	294,166
600 - OTHER OBJECTS	224,885	232,129	239,571	247,915
700 - TRANSFERS	1,754	1,815	1,879	1,945
581000 - OPERATING CONTINGENCY	57,185	59,188	61,260	63,404
376520 - BUDGETED ENDING FUND BALANCE	358,955	198,572	398,431	65,070
Total Requirements	2,030,065	1,831,703	2,076,497	1,802,080

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.

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 2020-21 to 2021-22 total budgeted contingency will increase \$11.47 million to \$57.19 million. This is due to a \$6.56 million increase in the General Fund and \$4.91 million in the Special Revenue fund. 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.

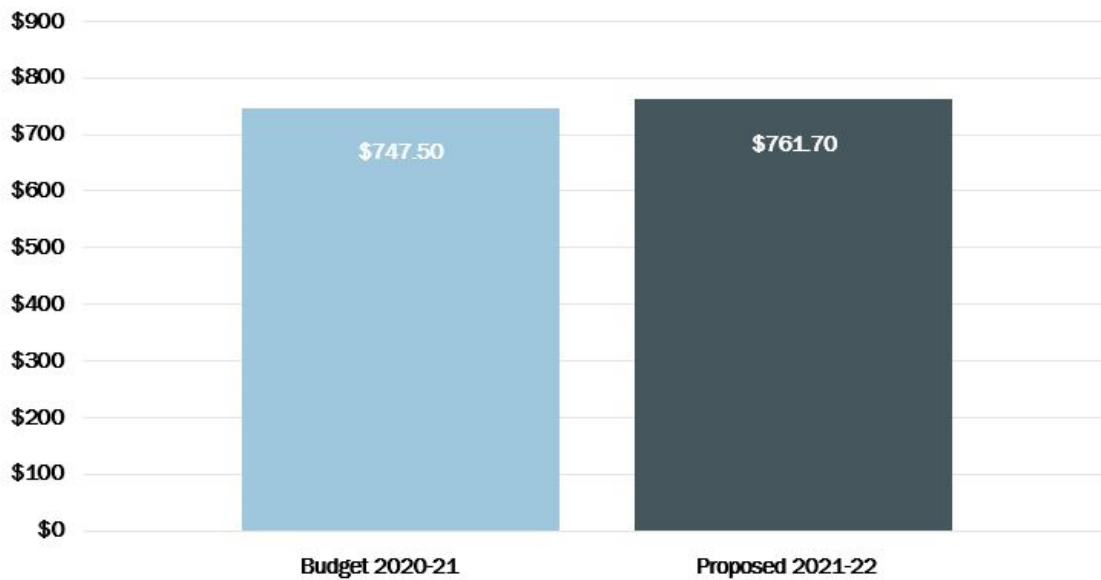
Ending Fund Balance is an estimate of funds needed to maintain operations of the District from July 1 of the ensuing fiscal year to the time when sufficient new revenues become available to meet cash flow needs of the fund. No expenditure shall be made from the unappropriated ending fund balance in the year in which it is budgeted. Total budgeted ending fund balance will increase from \$211.15 million in 2020-21 to \$358.96 million in 2021-22 due to the issuance of capital bonds in 2020-21 which will not be fully spent by the end of that year.

The General Fund Budget

General Fund

The General Fund Increased by 2%, or \$14.20 million from \$747.50 million in 2020-21 to \$761.70 million in 2021-22, including a contingency of \$47.50 million.

General Fund
in millions

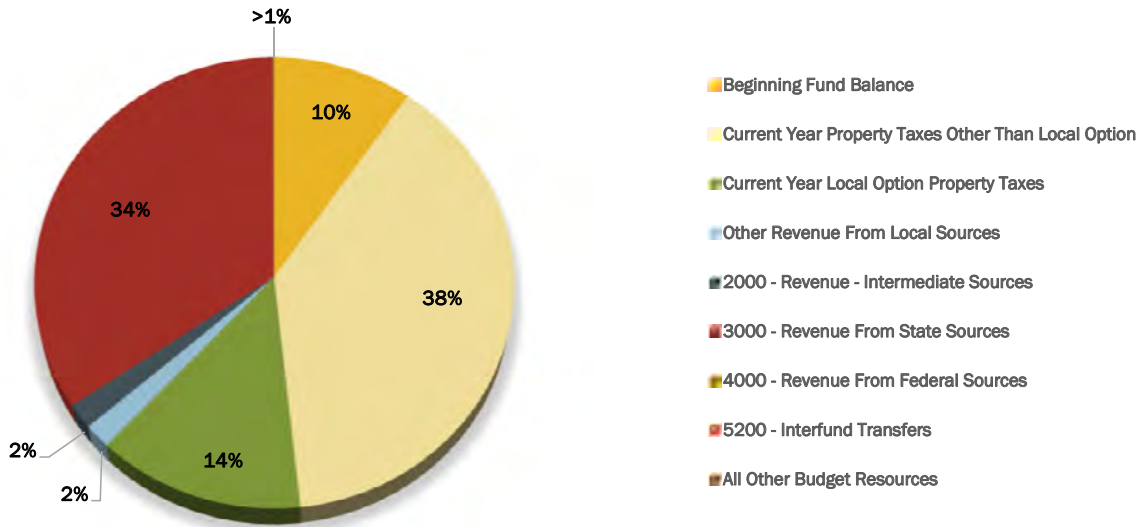


General Fund Resources

In 2021-22, the proposed resources for General Fund total \$761.70 million, an increase of \$14.20 million or 2%, compared to the 2020-21 adopted budget.

The 2021-22 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 Local Sources (property taxes) totaling \$293.82 million or 38%, State Sources totaling \$261.47 million or 34%, and Local Option Property Taxes totaling \$104.28 million, or 14% of all sources.

Resources by Major Object - General Fund



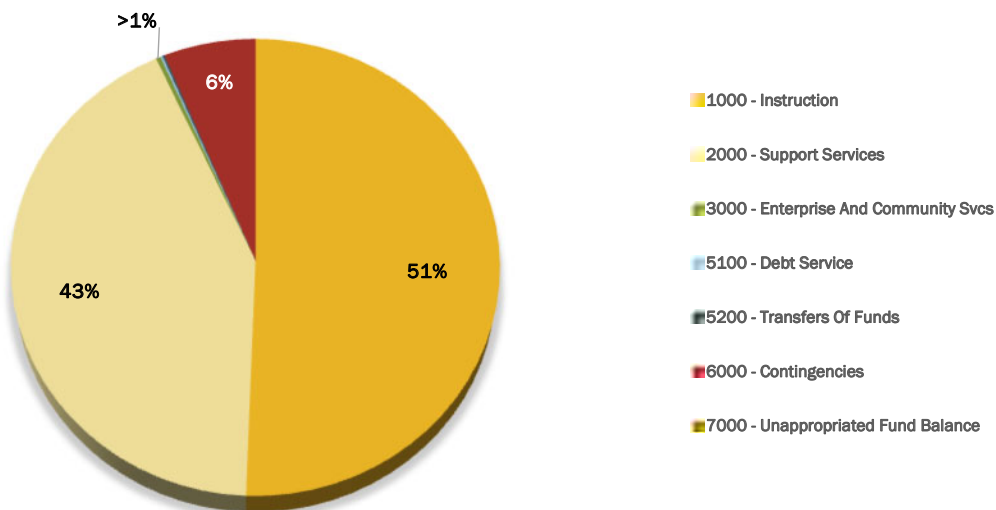
General Fund Requirements

The 2021-22 proposed requirements for General Fund increased by \$14.20 million, or 2%, compared to the 2020-21 budget.

Expenditures are categorized by major function and major object.

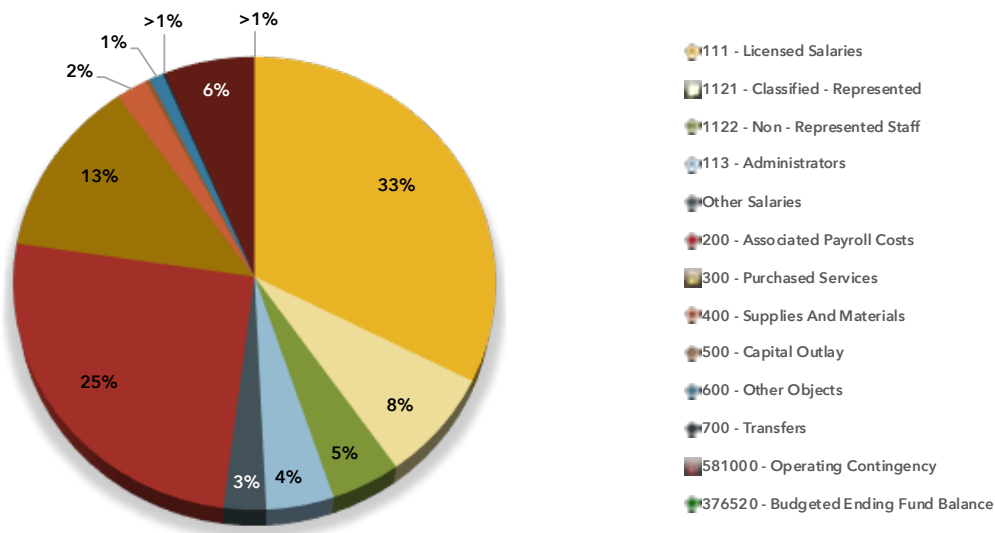
- Major function** includes classroom instruction, support services, enterprise and community services, facility acquisition and construction, debts, transfers out, contingency and ending fund balance. Classroom instruction is the largest budget category at \$385.42 million or 51% of the General Fund. Support Services is the second largest budget category at \$324.03 million or 43% of the General Fund.

Requirements by Major Function - General Fund



- **Major object** includes 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 \$589.19 million, or 78% of the General Fund.

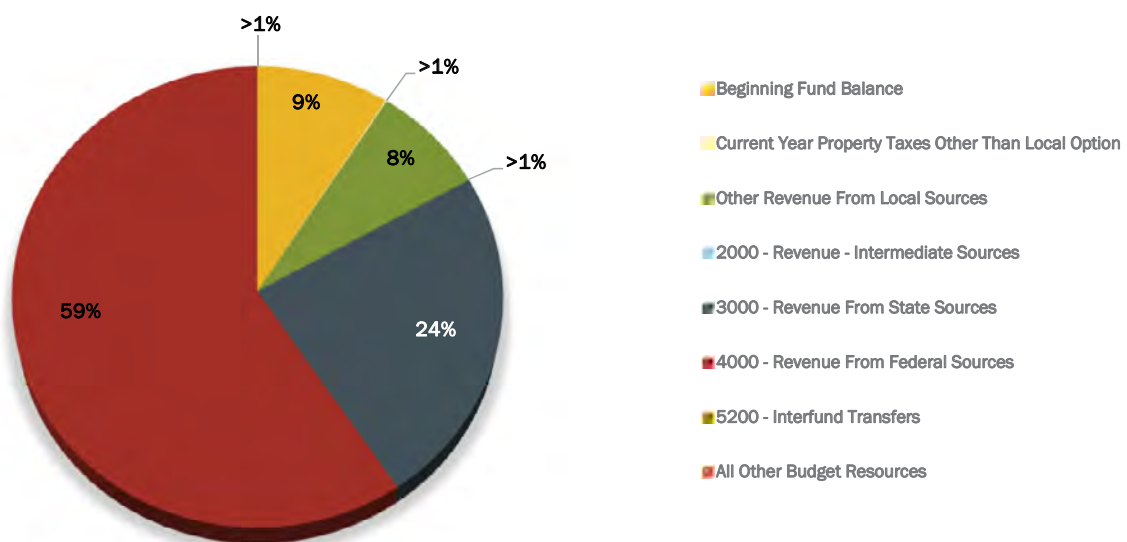
Requirements by Major Object - General Fund



Special Revenue Fund

The budget reflects projected 2021-22 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 grow by 56%, from \$183.80 million in 2020-21 to \$286.25 million in 2021-22. This is due to the increased resources from the SIA as well as one-time federal grants such as Elementary and Secondary School Emergency Relief Funds (ESSER) I, II, and III.

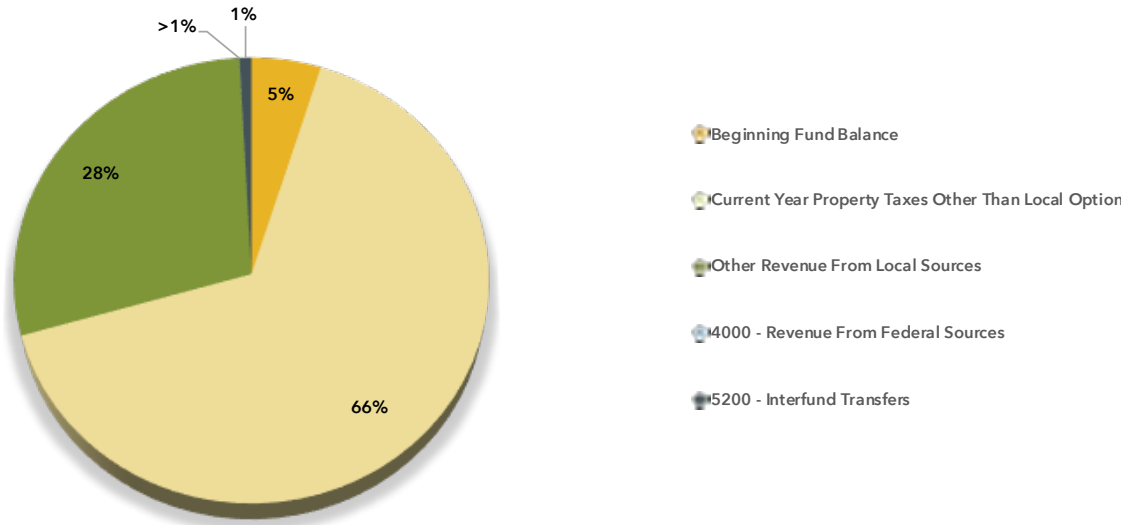
Resources by Major Object - 200 - Special Revenue Fund



Debt Service Fund

The growth of the Debt Service Fund by 5% is attributable to increased property taxes. 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 \$201.67 million in 2020-21 to \$210.96 million in 2021-22. These resources will be used to pay down principal and interest on current debt.

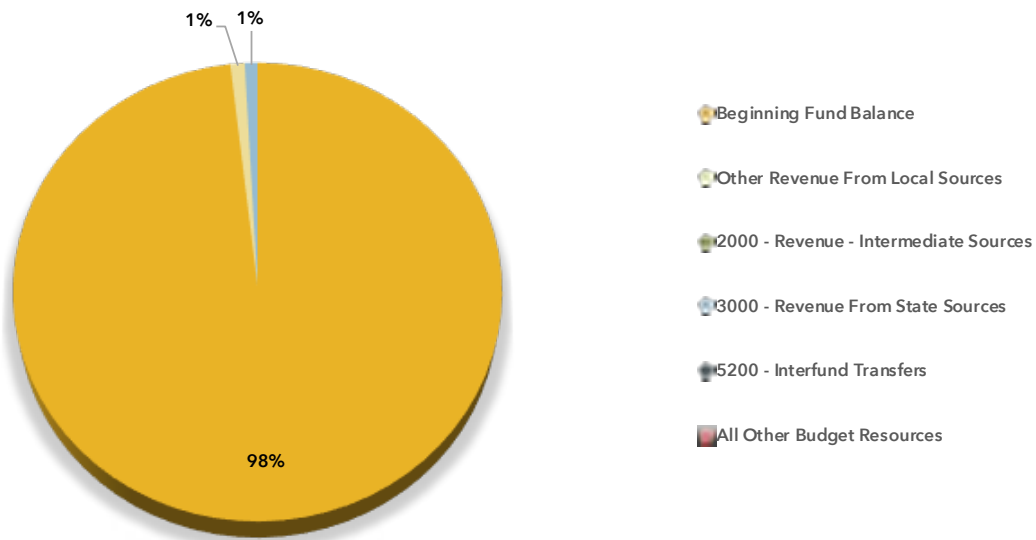
Resources by Major Object - 300 - Debt Service Fund



Capital Projects Fund

The Capital Projects Fund is expected to decrease by 52%, or \$831.48 million from 2020-21 to 2021-22. This decrease is due to the budgeted appropriation in 2020-21 for the possible bond measure and sale. The measure passed in December of 2020 and the District sold \$365.47 million in General Obligation Bonds, Series 2020B to support the first phase of the Technology and Curriculum work outlined in the 2020 bond authorization.

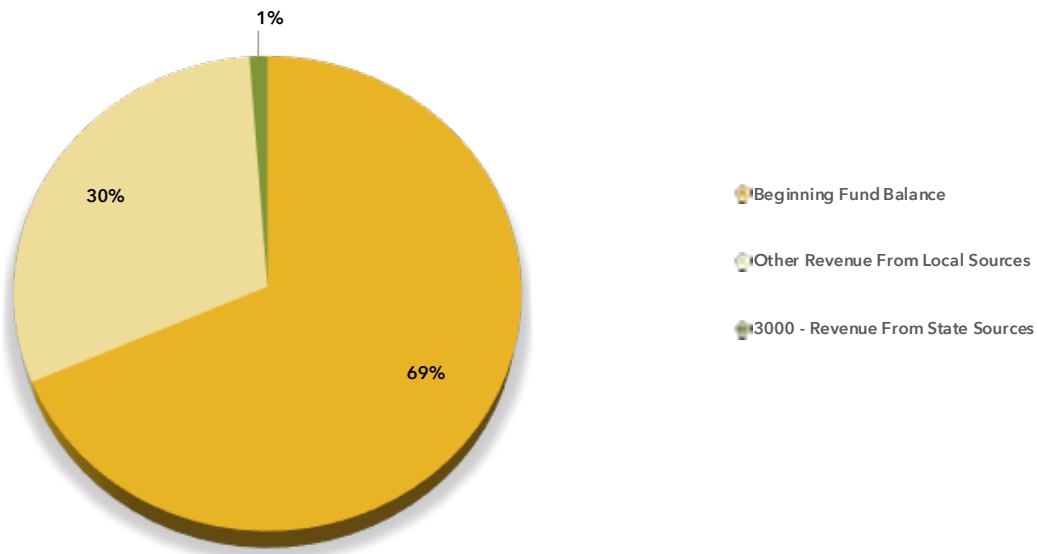
Resources by Major Object - 400 - Capital Projects Fund



Internal Service Fund

Resources in the Internal Service Fund increase from \$8.53 million in 2020-21 to \$8.55 million in 2021-22. Planned expenditures total \$3.78 million, while \$4.77 million will be held in contingency. 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, Unemployment Compensation, Risk Management, and some group health services.

Resources by Major Object - 600 - Internal Service Fund



STATE SCHOOL FUND GRANTS AND PROPERTY TAX REVENUES

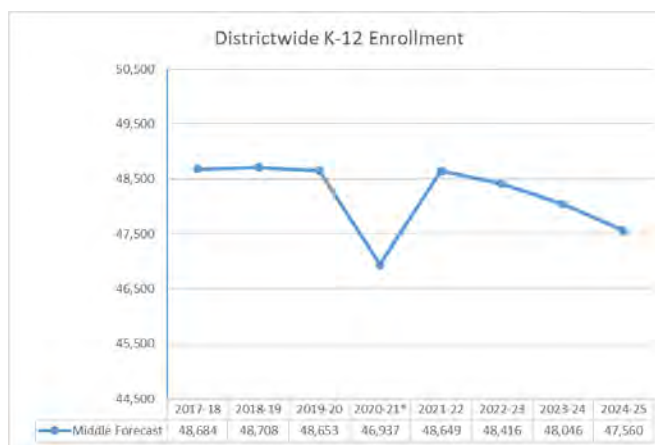
State School Fund and property taxes are primary sources of Portland Public Schools’ Operating Fund, General Fund. The Legislature determines how much money is available from State sources such as income taxes, and local sources primarily property taxes.

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 (ADM_r) and average daily membership, weighted (ADM_w). The ADM_r number represents the average number of students enrolled in Portland Public Schools on a daily basis. The ADM_w 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.

The chart shows the actual October Enrollment by year, along with the middle projection provided



by Portland State University’s Population and Research Center (PRC). Since the COVID pandemic had a significant impact on the October 2020 enrollment, it is important to note that those large enrollment losses were ignored in the School and District projections, as students who left during the pandemic are expected to return to school in fall of 2021. The graph below shows the impact of 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%. Once 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

The main priorities for the 2021-22 school staffing were to keep all staffing formulas and investments the same as the 2020-21 school year, with a few more targeted investments to support learning acceleration.

School staffing for 2021-22 is based on projected October 2021 enrollment, which would typically use the actual October 2020 enrollment as the base. Since the COVID pandemic had a significant impact on the October 2020 enrollment, it is important to note that those large enrollment losses were not carried forward in the School and District projections, in an effort to lessen impacts to K-8 staffing in 2021-22. Students are expected to return to school in the fall as the impact of the pandemic is expected to lessen as vaccines become available.

In 2020-21, the main priorities, with the addition of the Student Investment Account (SIA) grant funds, were to add mental health and social/emotional supports and continue investing in the schools with the greatest needs. Since SIA is continuing, all of these investments are continuing. Schools with a Title I, Comprehensive School Improvement (CSI), and Targeted School Improvement (TSI) designation are considered those with the highest needs. CSI and TSI are federally required designations under the Every Student Succeeds Act (ESSA).

In 2021-22, as part of the investments to support learning acceleration, additional Instructional Specialist FTE, Social Worker FTE and credit recovery teacher FTE were allocated. The other investment that was expanded was the Arts Pathway, which was expanded to include more clusters and schools.

English as a Second Language (ESL) Staffing

Due to the pandemic, there was no current data available on ESL students at the time of the staffing release, so the typical projection development process could not be used. For 2021-22, the ESL Teacher and Education Assistant allocations were rolled forward from 2020-21. The only adjustments made were for the new Kellogg and its feeder schools, as the students will be moving from K-8 to K-5 and 6-8 schools.

Special Education (SPED) Staffing

There were no formula changes to the Special Education staffing for 2021-22.

CAPITAL PROJECTS SUMMARY FOR 2021-22

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 2020 bond will allow PPS to continue the work of improving the health and safety of our aging school buildings with new roofs and mechanical systems, seismic retrofits, plus accessibility and security upgrades. School modernizations include Jefferson and Benson High Schools, Center for Black Student Excellence and new investments in curriculum and technology.

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.

The \$790 million May 2017 Health, Safety and Modernization Bond is now underway and includes building a new Kellogg Middle School, a new Lincoln High School and modernizing Madison and Benson High Schools. Additionally, the bond is supporting water quality, lead paint, asbestos, radon, fire safety, ADA and security improvements throughout the district. 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	6/30/2023
2	Michelle DePass	6/30/2023
3	Amy Kohnstamm	6/30/2023
4	Rita Moore	6/30/2021
5	Scott Bailey (Vice Chair)	6/30/2021
6	Julia Brim-Edwards	6/30/2021
7	Eilidh Lowery (Board Chair)	6/30/2023
Student Representative	Nathaniel Shue	6/30/2021

Community Budget Review Committee (CBRC)

Committee Member	Board Term Expires
Tastonga Davis	6/30/2021
Sara Kerr	6/30/2021
Roger Kirchner	6/30/2021
Judah McAuley	6/30/2021
Brad Nelson	6/30/2021
Irina Phillips	6/30/2021
Leesha Posey	6/30/2021
Jennifer Samuels	6/30/2021
Hoang Samuels	6/30/2023
Lisa Selman	6/30/2023
Renee Watson	6/30/2023
Elona Wilson	6/30/2023
Parker Myrus, Student Representative	6/30/2021
Jackson Weinberg, Student Representative	6/30/2021

Administrative Personnel

Name	Title
Guadalupe Guerrero	Superintendent
Dr. Kregg Cuellar	Deputy Superintendent, Instruction & School Communities
Claire Hertz	Deputy Superintendent, Business & Operations
Liz Large	Contracted General Counsel
(Vacant)	Executive Chief of Staff
Brenda Martinek	Chief of Student Support Services
Dan Jung	Chief Operating Officer
David Roy	Senior Director Communications
Don Wolff	Chief Technology Officer
Jonathan Garcia	Chief Engagement Officer
Dr. Luis Valentino	Chief Academic Officer
Nolberto Delgadillo	Chief Financial Officer
Rosanne Powell	Board Manager
Sharon Reese	Chief Human Resources Officer
Dr. Shawn Bird	Chief of Schools

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. 653,115), Lake Oswego (pop. 39,532), and Milwaukie (pop. 21,014), based on July 2019 estimates by 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 the Individual School Reports 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.





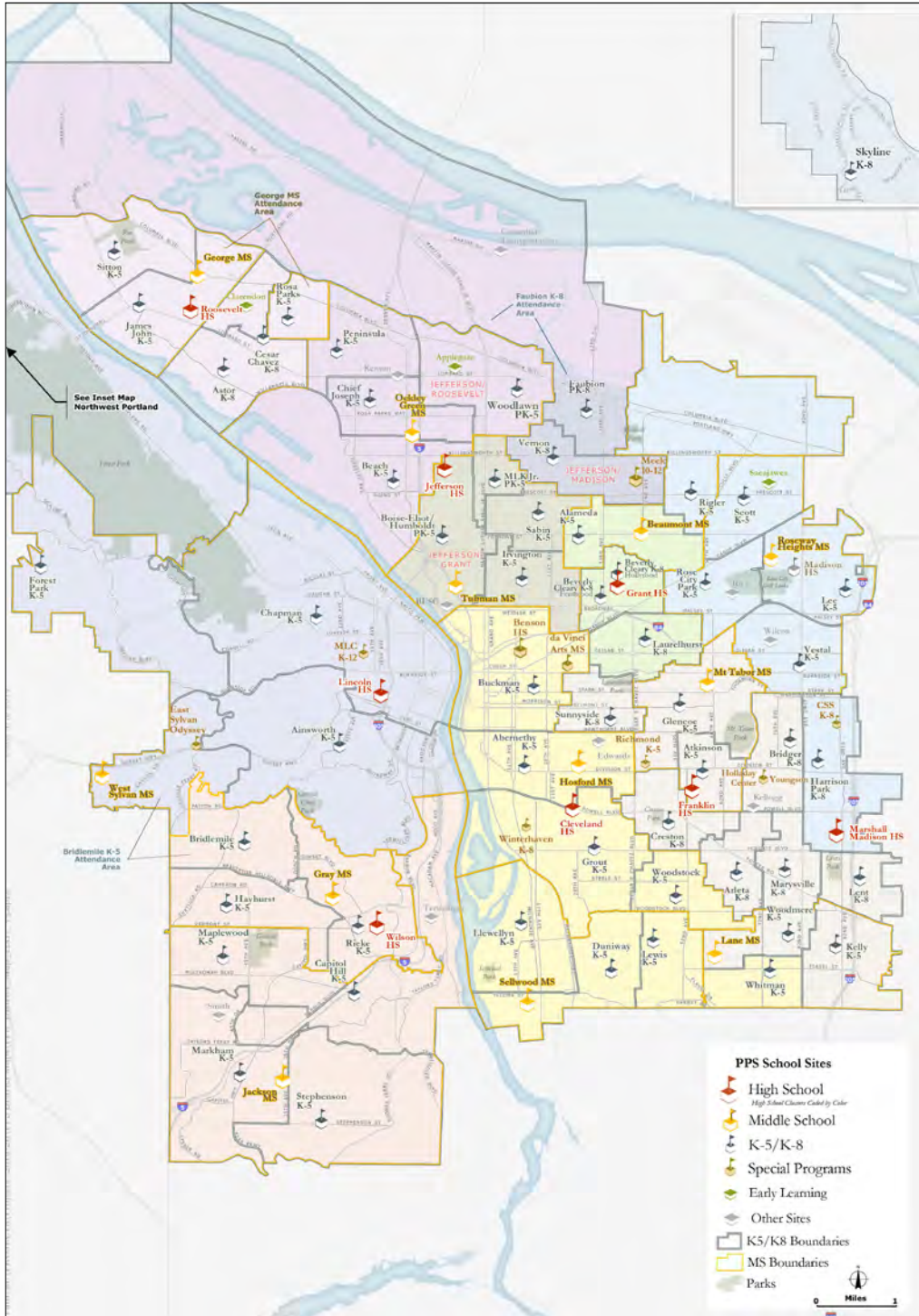
PORTLAND PUBLIC SCHOOLS 2020-21 Attendance Areas and Schools Budget Book Map

Portland Public Schools is the largest of six school districts within the city of Portland, educating more than 49,000 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:

- Beverly Cleary K-8 resides at multiple sites:
 - Hollyrood: Kindergarten
 - Fernwood: Grades 1-8
- Madison HS is temporarily located at the Marshall site.
- The Willamette River is a functional boundary for all attendance areas.



ORGANIZATIONAL CHART

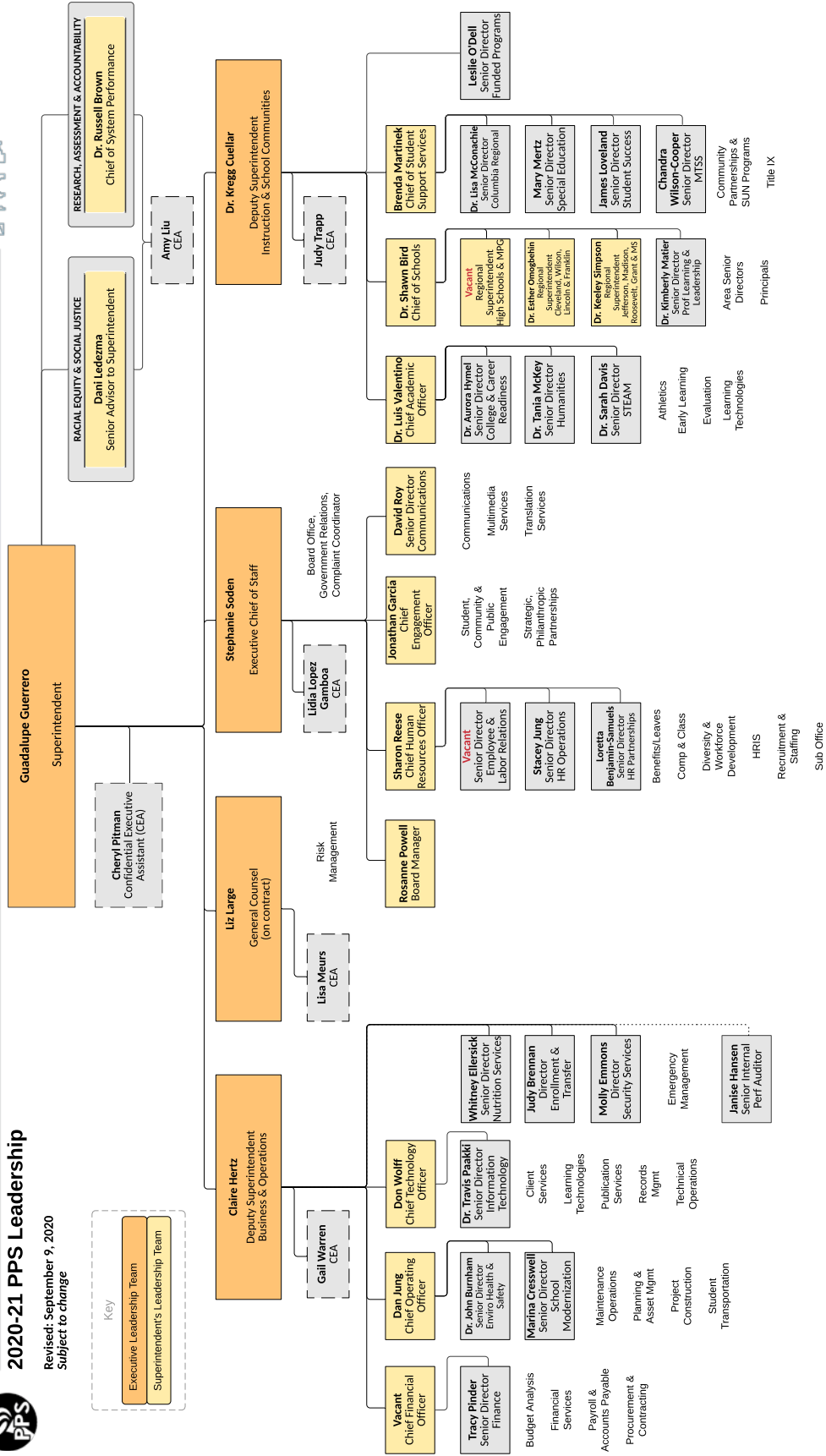
PORTLAND PUBLIC SCHOOLS

2020-21 PPS Leadership

Revised: September 9, 2020
Subject to change



Key
Executive Leadership Team
Superintendent's Leadership Team



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 nearly 50,000 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. Due to COVID-19, all meetings are held virtually and live streamed under the provision ORS 192.670. 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

anscott@pps.net

Current Term: 7/2019-6/2023



Zone 5

Scott Bailey (Vice Chair)

sbailey@pps.net

Current Term: 7/2017-6/2021



Zone 2

Michelle DePass

mdepass@pps.net

Current Term: 7/2019-6/2023



Zone 6

Julia Brim-Edwards

jbrim-edwards@pps.net

Current Term: 7/2017-6/2021



Zone 3

Amy Kohnstamm

akohnstamm@pps.net

Current Term: 7/2019-6/2023



Zone 7

Eilidh Lowery (Board Chair)

elowery@pps.net

Current Term: 7/2019-6/2023



Zone 4

Rita Moore

rmoore5@pps.net

Current Term: 7/2017-6/2021



Student Representative

Nathaniel Shue

nshue@pps.net

Current Term: 7/2020-6/2021



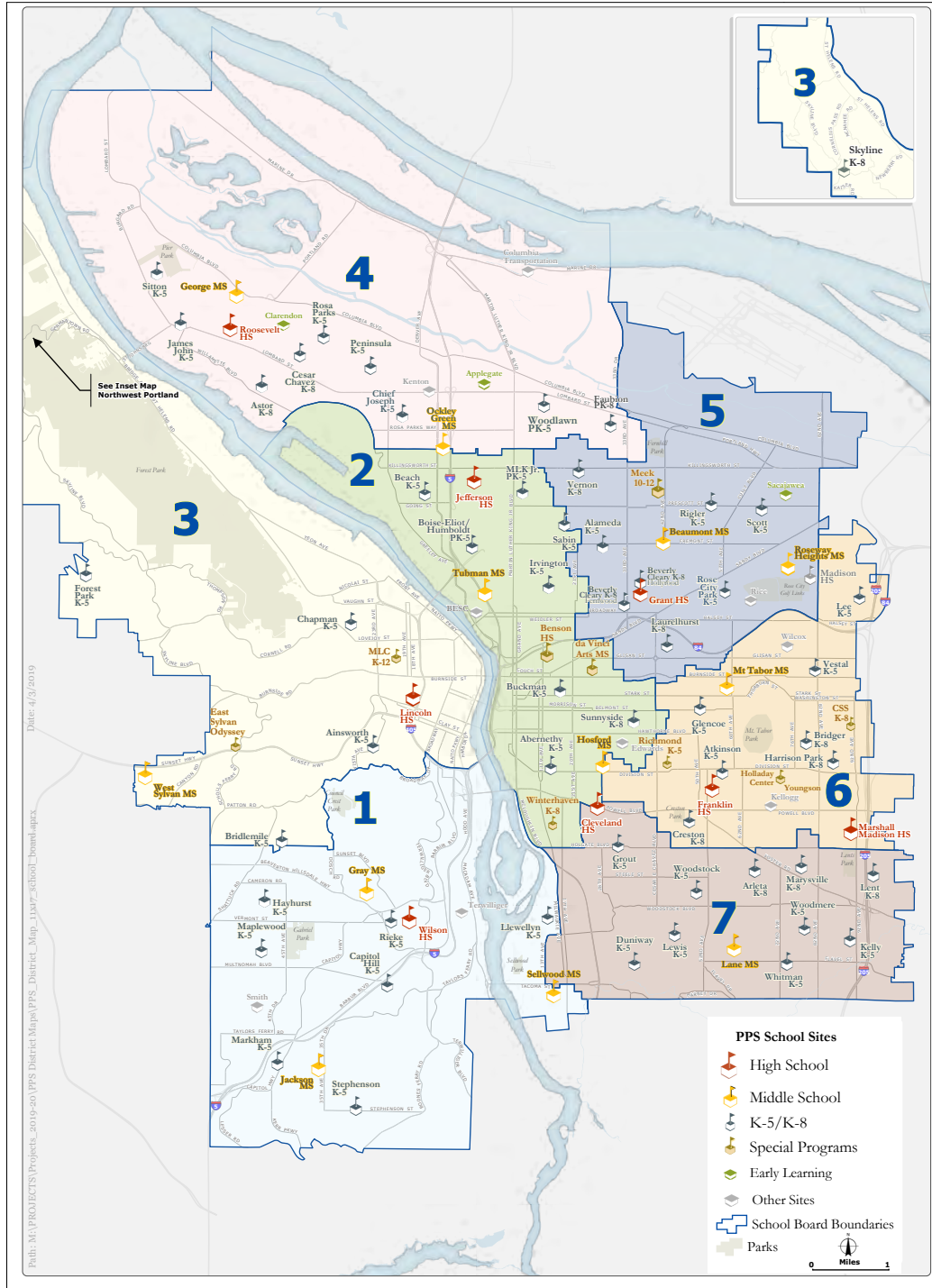
PORTLAND PUBLIC SCHOOLS School Board Districts (2012 - Current)

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DISTRICT GOALS AND OBJECTIVES

Overview

Portland Public Schools, founded in 1851, is a PK-12 urban school district in Portland, Oregon. With nearly 50,000 students in 82 schools, PPS is one of the largest school districts in the Pacific Northwest.

Mission

Every student by name is prepared for college, career and participation as an active community member, regardless of race, income or zip code.

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 reimagine 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 will serve as our “North Star” guiding and aligning all of the District’s plans and innovations toward the same clear and ambitious goals.

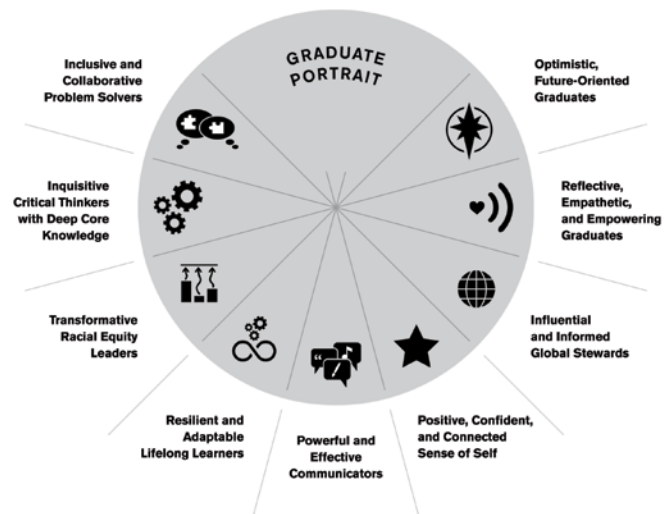
Core Values are an organization’s enduring beliefs that remain constant over time. By making these values explicit through value statements and tethering them to a vision, an organization can articulate the ethical principles that guide action toward its vision:

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.





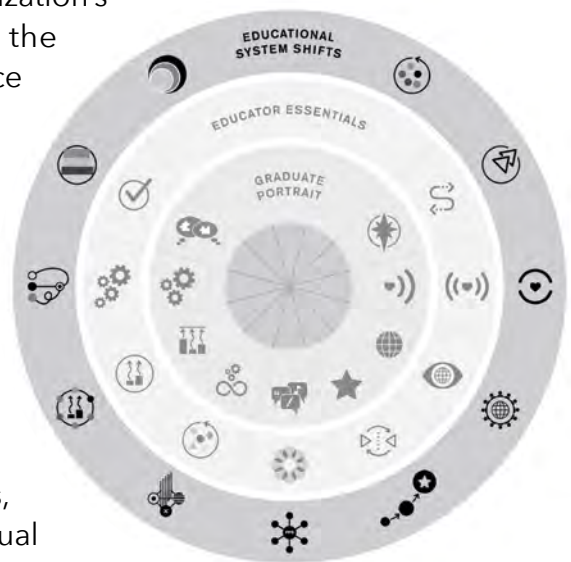
The Educator Essentials are distilled from community-wide input regarding the knowledge, skills, mindsets and dispositions needed from adults to support the Graduate Portrait. The Educator Essentials include content and practice knowledge, along with the human-connectedness aspects of collaborating, 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 requires persistence, widespread buy-in, continuous improvement processes, and a demonstrated commitment to serve every individual student in the school system.



Theory of Action

Based on the District’s vision, PPS 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 reimagine 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: Year One

While the vision identifies the what and the why, the strategy that follows from the vision defines the how. **Five Educational System Shifts** have been prioritized into a three-year strategic plan that will lead to the District Goal and Strategies.

Prioritized Shift 1: A Connected and Transformative School District

PPS is an equitable school district that is student focused, responsive to student needs, and proactive about continuous improvement. It has a clearly articulated vision, with corresponding strategic plans that renew every few years. Staff are empowered to fulfill the school district's mission with responsiveness, reliability, and innovation, collaborating across departments and with families and communities.

Strategies:

1. Create structures and processes that encourage and support a culture that empowers school and district staff to innovate, collaborate and partner to ensure every student is equitably supported to advance toward the Graduate Portrait.
2. Establish expectations for the quality of services provided to students, families and staff; collect data on service quality; provide regular reports on performance; and hold staff accountable for the continuous improvement of services.
3. Disrupt institutional racism by examining our beliefs, mindset, and decision-making and building an organizational culture of inclusion, respect, affirmation and interconnectedness in support of student learning.

Prioritized Shift 2: Racial Equity Aligned Systems, Structures, and Culture

Racial equity and social justice guide all decisions and actions, and PPS works to eliminate racial disparities in access and outcomes. Aligning systems and structures involves culturally responsive practices, including equitable budgeting, to ensure that supports are tailored to individual schools and, ultimately, to students. This shift is supported by accountability practices that assess impact and intent.

Strategies:

1. Integrate the District's Racial Equity and Social Justice Lens (RESJ) into critical school and district decision making including allocating the necessary resources to create equitable outcomes for every student, especially Black and Native students.
2. Provide all staff with professional learning that helps them to understand and apply their racial identities and their personal relationship to power, privilege and oppression in education. Use district goal setting and evaluation processes to encourage and hold staff accountable to use their new knowledge and understanding to make meaningful change that increases student success.

Prioritized Shift 3: Cultivating System-Wide Learning and a Diverse Workforce

PPS maintains a high-quality workforce that reflects the diversity of the broader community and inspires a culture of learning, growth, and development. Culturally affirming language is used throughout the district. Professional development is thoughtfully developed, accessible system-wide and differentiated, and learning opportunities for every adult in the system can demonstrate a clear through-line to student success.

Strategies:

1. Align recruitment, hiring, placement, support, and retention criteria and processes with the Educator Essentials and racial equity competencies to diversify our workforce, especially Black and Native educators, to reflect our student demographics.
2. Develop pipelines and career lattices, in collaboration with higher education institutions and other partner organizations, to identify, develop and retain diverse pools of talented educators. These may include student-to-teacher pathways, university partnerships and apprenticeship programs.
3. Based on an assessment of staff needs and readiness, provide all staff with the professional development and supports needed to build the knowledge, skills, mindsets and dispositions described in the Educator Essentials. The support should be differentiated, systemic and aimed at enabling staff to help students achieve the Graduate Portrait.

Prioritized Shift 4: Transformative Curriculum and Pedagogy

PPS' pedagogy and curriculum integrates the respectful consideration of culture, disability, race, gender, and language. With equitable learning supports and opportunities, every student can develop the foundational requirements of a high-quality education and accelerate as needed. Lifelong learning skills, critical understanding of race, and activism around climate change have become system-wide areas of learning.

Strategies:

1. Develop district-wide, vertically aligned preK-12 core curriculum with an emphasis on foundational literacy skills across content areas, along with assessments and tiered supports, to provide comprehensive, rigorous, culturally-sustaining instruction and developmentally-appropriate learning experiences for all students.
2. Ensure a middle grades experience that meets the distinct academic and social emotional needs of adolescents.
3. Continue implementation and continuous improvement and alignment of the PPS High School Success Plan to provide students with coherent transitions and the support they need to achieve the Graduate Portrait.

Prioritized Shift 5: A Culture of Physical and Emotional Safety

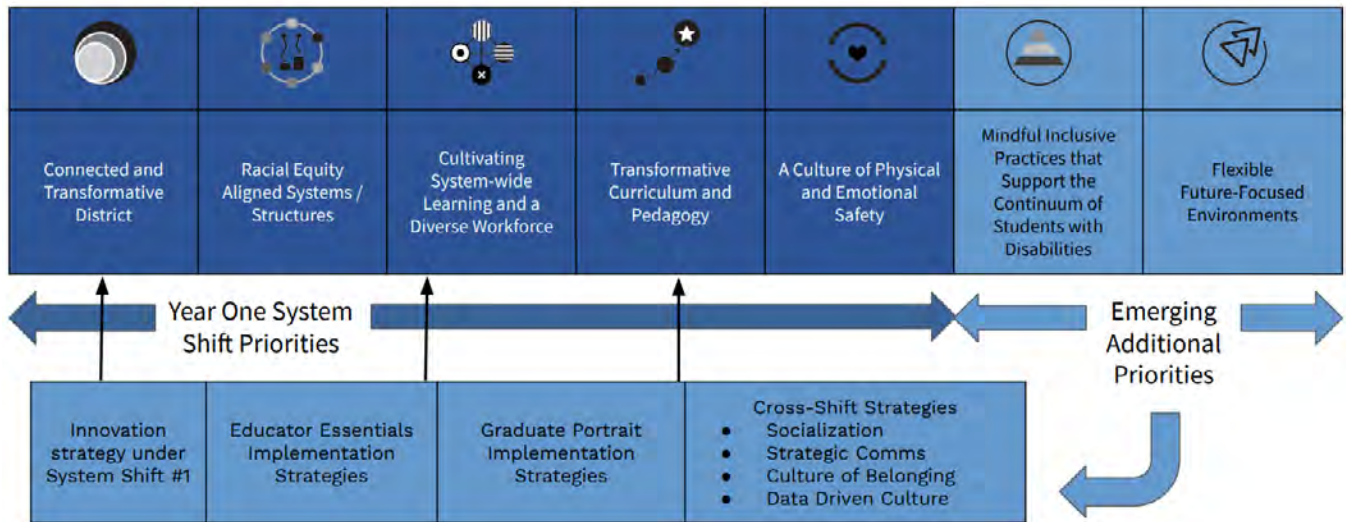
PPS has created a culture of safety and respect for students and adults because social, emotional, and physical well-being are crucial to academic and professional success. Every student knows that there is a caring adult they can talk to and a system-wide capacity for emotional intelligence that they can rely on.

Strategies:

1. Support students with a Multi-Tiered System of Supports (MTSS) that identifies early warning signs and addresses students' academic, behavioral, mental health, and social emotional needs through trauma informed practices and a racial equity and social justice lens.
2. Invest in facility improvements to foster safe, healthy, and positive learning environments.

Strategic Plan: Year Two

The second year of our strategic plan will include our year one system shift strategies which will extend into 2025, while simultaneously preparing for emerging priorities:



The emerging Graduate Portrait strategies will require us to:

1. Develop a Graduate Portrait developmental continuum and a set of performance assessments to articulate PPS's expectations of student mastery at key transition points (PK/K, 5th, 8th and Graduation/Certificate of Completion).
2. Prototype, with Black and Native students and students with disabilities, learning experiences that effectively support the development of the Graduate Portrait.
3. Build organizational capacity for shared learning by developing a knowledge management system that captures and distributes effective strategies/ tools to help students attain the prioritized Graduate Portrait elements

In order for our Graduate Portrait to be successful, our Education Essentials framework must also be successful. Building on year one, these are the emerging Educator Essentials strategies:

1. Develop an Educator Essentials continuum and methods to demonstrate mastery aligned to serve students in achieving the Graduate Portrait.
2. Develop a district-wide culture of adult learning and align organizational structures to support all staff in embodying the prioritized Educator Essentials elements in service of students achieving the Graduate Portrait.

Year two also brings emerging new shift priorities and strategies as laid out in our vision:

1. Mindful Inclusive Practices that support the continuum of students with disabilities
 1. Develop our system-wide capacity for inclusion by integrating data-driven analysis and instructional best practices, with a particular focus on the intersectional needs of our Black and Native students with disabilities, so that every student can attain the Graduate Portrait, and every adult can develop their capacity to be inclusive and responsive to diverse learners.

2. Flexible Future-focused environments

1. Develop a future-ready Facilities Master-plan by integrating our learning from 2020's Distance Learning experiences, strategic foresight about our facility needs, and our Racial Equity and Social Justice (RESJ) framework.

As a learning organization, we listen, learn and iterate and as such, we are preparing and designing for our emerging cross-shift strategies. Cross-shift strategies will relate to all or multiple shift areas and interconnect components that will further strengthen our strategic plan's foundation. Our emerging Cross-Shift strategies are:

1. **Socialize our Vision and Strategic Plan:** Strengthen our capacity to leverage collective action toward our vision through socialization strategies that ensure all stakeholders understand and can make meaning of our vision, and our strategic plan, so that we operate from a place of shared understanding.
2. **Develop and Implement a Communications Practice:** Collaborate with diverse stakeholders across the system including students, that focuses on showing the system to itself, using a variety of data and media to share stories of progress, and support system-wide learning.
3. **Build an Organizational Culture of Belonging:** Intentionally develop relational trust and a sense of belonging through clear, transparent communications, consistent behaviors, and cross-system collaboration as the foundation for our collective ownership of our students' success and well-being.
4. **Establish a System-wide Data-driven Culture:** Ensure use of data is consistent across the district, and build individual and organizational capacity to implement effective continuous improvement cycles, including analysis and action that holds each other accountable.

Our overall strategic plan will include high level objectives for the 2021-2025 period. But because traditional models of the long-term objective setting are insufficient (e.g. improve reading and writing scores, improve graduation rates, improve college and career readiness), the challenge and opportunity then become:

- How might we describe where we want to be at the end of the first strategic planning period that measures our success at progress toward our Vision?
- Which set of tools and processes can help us in creating a comprehensive and sustainable construct for identifying, monitoring, describing, analyzing, communicating, etc., our progress and achievement over time?

This will require reassessing how we measure and design by using the potential hybrid of traditional and new types of measures:

- Develop capacity for students to self-assess on all elements/or prioritized elements of Graduate Portrait (GP) using a developmentally appropriate continuum
- Growth in the number of students on track for the GP milestones as expressed by the GP continuum
- Graduation rate for Black and Native students
- Proficiency as determined by standardized assessments

Board District Goals

We understand that this work will require us to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both the proficiency in their knowledge base and in the skills and dispositions described in our vision's Graduate Portrait.

In October 2019, the PPS Board of Directors adopted a set of academic milestones the Board will monitor progress and hold the District accountable for achieving. This will require us to prioritize the work and resources necessary to support students who are most underserved. Since students of color currently demonstrate the greatest opportunity gaps, most of our goals call out an explicit expectation of accelerated growth with these student groups in order to narrow overall proficiency gaps. Given that our identified interim assessments are strongly correlated with summative assessment proficiency, and because they help to inform instruction, supports and interventions, we are focusing our milestone targets on these set of indicators in the elementary grades.

Third Grade Reading We believe that every student must be prepared to read, to learn and should know how to read proficiently by the end of the third grade. While the majority of White and Asian students have been making consistent progress toward this goal, we have not produced the same growth for other student groups. We will regularly monitor the growth and development of our students' reading skills throughout each school year to ensure our efforts are having a positive impact towards the desired goal of third grade reading proficiency.

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.

Fifth Grade Mathematics We know that our students need a strong foundation in mathematics in order to access higher levels of learning in both the middle and high school grades. This includes a proficient ability in numeracy and problem-solving skill areas. We are committed to tracking the progress of our students on a regular basis to ensure our efforts are producing accelerated growth from our most underserved students.

To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.

Eighth Grade Graduate Portrait Students being promoted from the eighth grade will be prepared to navigate and adapt to high school's complex challenges, persisting from failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, pre CTE, technology, world-languages, health and well-being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content as demonstrated in an Eighth Grade Portfolio or Capstone.

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).

Post-Secondary Readiness/Ready for College & Career Our community-driven vision development process resulted in reimagined Portland Public Schools. It identifies those skills and dispositions that we collectively believe every PPS graduate should possess. We also believe that every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success via one or more measures that are reflective of the diverse skills and interest that our students have pursued through their high school career, including but not limited to, successful completion or achievement of: (a) Advanced Placement, (b) International Baccalaureate, (c) Dual-Credit coursework, (d) Career Technical Education, (e) Seal of Biliteracy, (f) Visual & Performing Arts pathways, or (g) College Readiness as measured by the PSAT/ SAT/ ACT.

By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.

Finance Mission

Champion equitable outcomes for students through transparent stewardship of resources and effective financial processes and services, emphasizing collaboration, responsive customer service, fiduciary integrity and continuous improvement to bolster the success of our students as envisioned by the District's strategic plan.

Budget Goal

It is the goal of the Board to fund and maintain an operating contingency in the General Fund that shall range between 5% and 10% of annual revenues. The Portland Public Schools Board of Education adopted a budget goal to maintain a minimum 7% General Fund Balance reserve in the development of the 2021-22 budget.

POLICIES & 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.

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 citizen 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.tscmultco.com/>.

Detail on ODE requirements can be found in the Oregon Administrative Rules (OAR), at: <http://arcweb.sos.state.or.us/pages/rules/access/numerically.html>

Budgeting is not simply done once a year. It 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 citizen 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 citizen 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 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 Deputy Superintendent of Business and Operations. 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.

The District is not required to have a budget committee composed of citizen members. However, the Board has established a Community Budget Review Committee (CBRC) composed of eight to twelve people 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.

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.

Budget Methodology

As the district completes its strategic planning process, it is imperative to continue aligning resources to programs and strategies with proven student outcomes. Accordingly, PPS has focused on allocating resources in a manner consistent with its 2021-22 budget priorities:

- Racial equity and social justice
- Minimized impact to schools identified as Comprehensive School Improvement, Targeted School Improvement, and Title I
- Continued investment into Multi-tiered Systems of Support (MTSS) and Social Emotional Learning (SEL)
- Investment in the strategic plan emerging from the district visioning process
- Development of a sustainable budget
- Improvement of the educational experience for all of our diverse learners

To achieve these aspirational goals, stakeholders from across the organization must work together with persistent focus on students' interests. Workshops led by Superintendent Guerrero engaged the community, while internally, instructional leaders, the human resources team, and the finance team all came together for work sessions to ensure that resources align to our mission and goals.

Board Policy

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%.

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 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. The District is embarking on the implementation of the Government Finance Officers Association's Best Practices in School Budgeting. This process will support the collaboration of instructional and financial leadership to improve student performance.

BUDGET CALENDAR



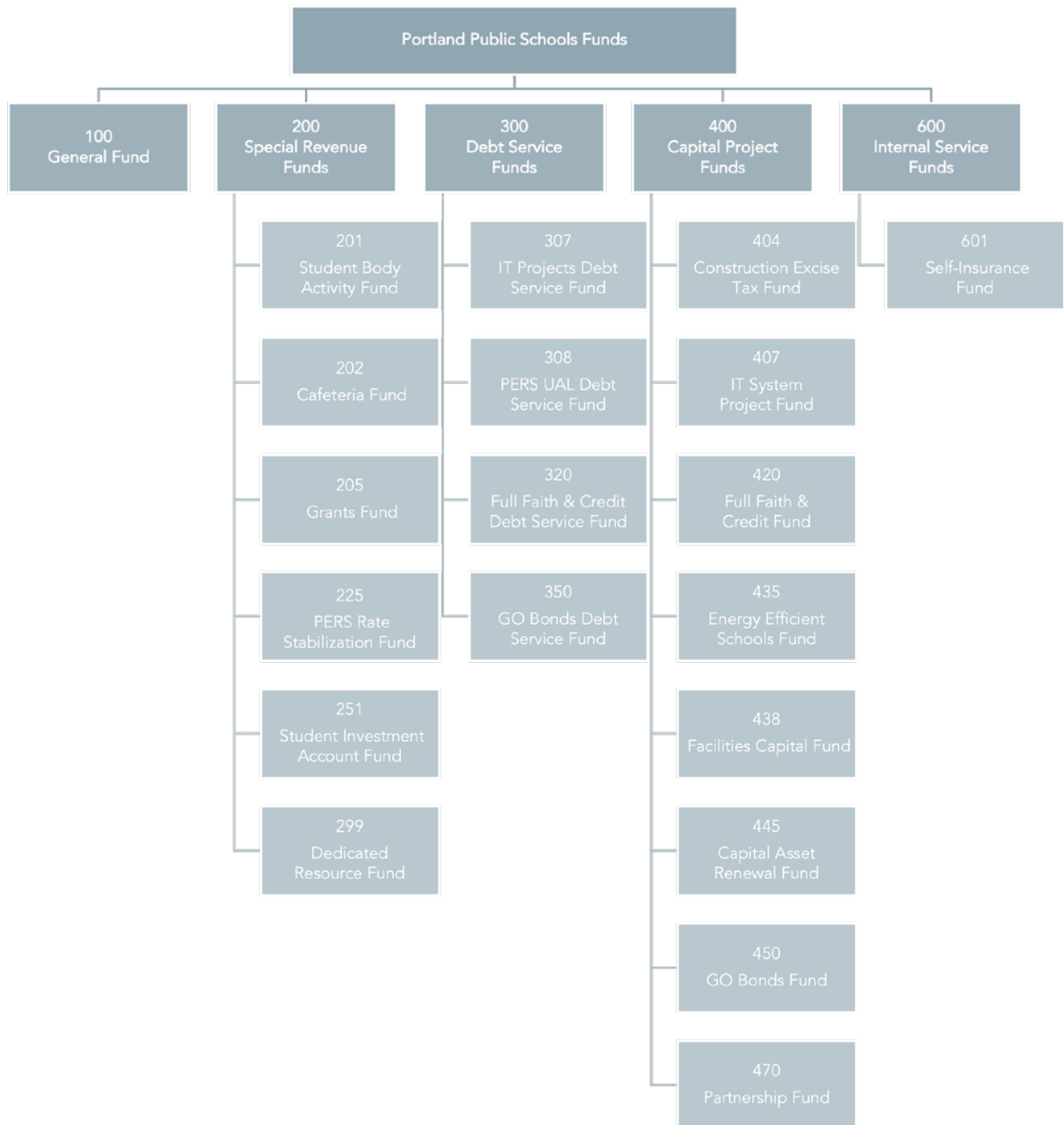
Portland Public Schools Budget Calendar 2021-22

Adopted 10/6/2020

			Board Inform / Review	Board Action	
Budget Planning	September 22, 2020	School Board Meeting 6:00 PM Board reviews draft 2021-22 Budget Calendar	✓		Virtual Meeting
	October 6, 2020	School Board Meeting 6:00 PM Board approves 2021-22 Budget Calendar		✓	Virtual Meeting
	October 20, 2020	School Board Meeting 6:00 PM Board appoints Community Budget Review Committee (CBRC) members		✓	Virtual Meeting
	December 1, 2020	School Board Meeting 6:00 PM Board reviews draft budget goals for 2021-22	✓		Virtual Meeting
	December 15, 2020	School Board Meeting 6:00 PM Board approves financial goals for the 2021-23 biennium		✓	Virtual Meeting
	March 9, 2021	School Board Meeting 6:00 PM <i>Work session with CBRC</i> Board reviews Strategic Plan and Multi-Year Business Plan	✓		Virtual Meeting
April 4, 2021	<i>Publish 1st Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>				The Oregonian Web Site
April 18, 2021	<i>Publish 2nd Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>				The Oregonian Web Site
April 27, 2021	School Board Budget Meeting 6:00 PM <i>CBRC in attendance</i> Proposed Budget: Superintendent delivers 2021-22 Proposed Budget message and presentation	✓			Virtual Meeting
May 4, 2021	School Board Work Session 6:00 PM Board conducts public engagement session on Proposed Budget			✓	Virtual Meeting
May 11, 2021	School Board Meeting 6:00 PM CBRC presents 2021-22 Proposed Budget report to the Board	✓			Virtual Meeting
May 25, 2021	School Board Meeting 6:00 PM Approved Budget: Board as Budget Committee approves 2021-22 Proposed Budget			✓	Virtual Meeting
June 6, 2021	<i>Publish Notice of Budget Hearing and Budget Summary</i>				The Oregonian Web Site
June 15, 2021	TSCC Hearing 5:00 PM TSCC certifies 2021-22 Approved Budget School Board Meeting 6:00 PM Adopted Budget: Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓		✓	Virtual Meeting
July 15, 2021	<i>Submit Tax Certification documentations</i> <i>File budget information with County Recorder and Designated Agencies</i>				

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.	307 - IT Projects Debt Service Fund 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 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

FINANCIAL BOARD POLICIES

	BOARD POLICY Portland Public Schools Racial Educational Equity Policy	2.10.010-P
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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).

FINANCIAL BOARD POLICIES

	BOARD POLICY Portland Public Schools Racial Educational Equity Policy	2.10.010-P
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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.

² Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)

FINANCIAL BOARD POLICIES

	BOARD POLICY Portland Public Schools Racial Educational Equity Policy	2.10.010-P
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- 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

FINANCIAL BOARD POLICIES

	BOARD POLICY Contingencies and Reserves	8.10.025-P
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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

FINANCIAL BOARD POLICIES

	BOARD POLICY Administrative Directive	8.10.030-AD
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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.

FINANCIAL BOARD POLICIES

	BOARD POLICY Administrative Directive	8.10.030-AD
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- (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 expenditures 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.

The budget for 2021-22 reflects the continued and additional investments in the following areas using available resources:

Academic Supports & Interventions for Our Most Vulnerable Students

- Instructional specialists for CSI, TSI/Title schools to provide targeted academic support to identified students
- Culturally-specific support for Native American students
- Credit Recovery FTE for the high schools and CBOs
- Technology support and an external grant to continue to expand 1:1 device program in additional Verizon Innovation schools including support to provide community-based school program equitable per pupil funding
- Support to provide Charter schools and CBOs equitable per pupil funding
- Learning acceleration

Social Emotional and Mental Health Supports

- Continue the improved counselor-to-student ratios at all middle schools
- Addition of social workers for Title middle schools and K-8s while continuing the investments made in 2020-21 for the high schools and K-5/K-8 and Multiple Pathways to Graduation schools (e.g. Alliance, DART)
- Further SEL and trauma-informed care initiative. Improve coaching and partnerships by expanding our outreach and professional learning
- 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

More Optimal Student-Teacher Ratios & Class Sizes

- Commitment to ensuring class size goals in Grades KG-2 in CSI schools
- Continued investment in full-time Educational Assistants in Title 1 Kindergarten classrooms
- Staffing ratios based on pre-pandemic enrollment to provide stability for staff and students

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 4 middle schools to provide a seven period day schedule, which expands elective offerings
- Additional investment in a seven period day schedule for Kellogg

Greater Access to Arts Education Opportunities

- Additional investments in staffing to ensure complete arts discipline pathways exist at elementary-middle-high school levels; expanded from Jefferson and Roosevelt clusters to include Franklin, Cleveland, and Madison
- Continued investments supporting a visual and performing arts Teacher on Special Assignment (TOSA) position to support Master Arts Education Plan development and implementation, and to support Visual and Performing Arts (VAPA) teacher network
- Identified budget to support arts materials, sheet music, and instrument purchase/repair

Culturally-Specific Student & Family Supports & Expanded Community Partnerships

- 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
- Increase funding for Racial Equity and Social Justice (RESJ) partnership contracts for culturally specific services:
 - ▶ Family Engagement
 - ▶ Wraparound Services
 - ▶ Mentoring and Leadership Development
 - ▶ Extended Day and Enrichment Activities
 - ▶ Identity Development

Curriculum Materials & Professional Development for Educators

- Plan and implement the K-12 math redesign and curriculum adoption
- 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

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
411111	Current-Multnomah Co	1111	Current Year’s Property Taxes
411112	Current-Clackamas Co	1111	Current Year’s Property Taxes
411113	Current-Washington Co	1111	Current Year’s Property Taxes
511210	Classified - Represented	112	Classified Salaries
511220	Non-Represented Staff	112	Classified Salaries
522000	Social Security - FICA	220	Social Security Administration
541000	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's 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 citizens, 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

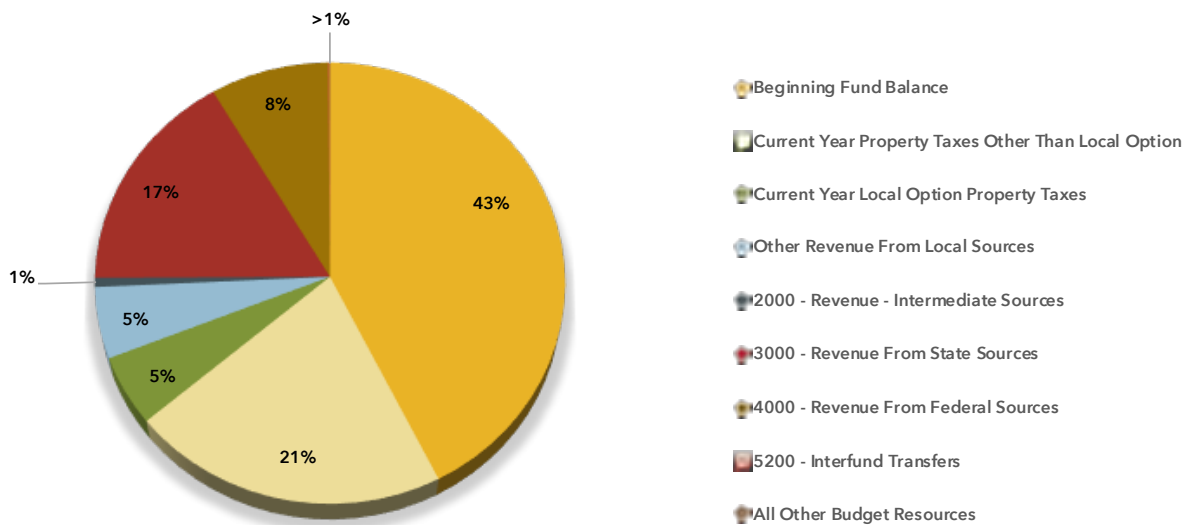
For the fiscal year ending June 30, 2022, the budgeted resources for all funds is over \$2.03 billion. Major sources of revenue are grants, general obligation bonds, SSF, and property taxes. Grants are accounted for in the Special Revenue Fund, and sources include federal Title and Individuals with Disabilities Education Act (IDEA) grants, as well as local and state grants such as Student Success Act (HB 3427), Elementary and Secondary School Emergency Relief Fund (ESSER) 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 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Beginning Fund Balance	221,460	558,757	427,192	699,464	864,307	-	-
Current Year Property Taxes Other Than Local Option	364,344	380,694	393,651	406,934	432,813	-	-
Current Year Local Option Property Taxes	88,405	94,272	97,372	100,366	104,279	-	-
Other Revenue From Local Sources	103,489	125,230	107,023	112,818	106,038	-	-
2000 - Revenue - Intermediate Sources	15,339	13,604	14,038	14,171	13,762	-	-
3000 - Revenue From State Sources	264,133	263,840	308,190	322,400	335,975	-	-
4000 - Revenue From Federal Sources	50,801	48,454	54,143	77,493	170,087	-	-
5200 - Interfund Transfers	6,997	6,125	1,931	1,851	1,754	-	-
All Other Budget Resources	422,640	70	520,039	1,000,084	1,050	-	-
TOTAL RESOURCES	1,537,607	1,491,045	1,923,579	2,735,581	2,030,065	-	-

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 Total Resources - All Funds



ALL FUNDS REQUIREMENTS BY MAJOR FUNCTION

For fiscal year ending June 30, 2022, requirements for all funds is \$2.03 billion. Major program requirements include instruction, support services, community services, facilities acquisition, debt service, transfers, contingency, and unappropriated fund balance. The largest increases are in instruction and enterprise and community services. These increases are in alignment with strategic investments in learning acceleration and additional supports to our students and families as they return to in person instruction. Facilities acquisition and construction has a large decrease from 2020-21, where we appropriated funds in anticipation of a bond measure and sale. The measure passed in November of 2020 and the first sale was made in December of 2020.

The proposed budget includes an increased contingency for 2021-22 due to mid-year savings carried over from 2020-21. Reserves are for expenditures which cannot be foreseen and planned in the budget process because of an occurrence of an unusual or extraordinary event. From 2020-21 to 2021-22 the budgeted contingency will increase from \$45.72 million to \$57.19 million, an increase of 25%, due to a \$6.56 million increase in the General Fund and \$4.91 million increase in the special revenue fund. 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.

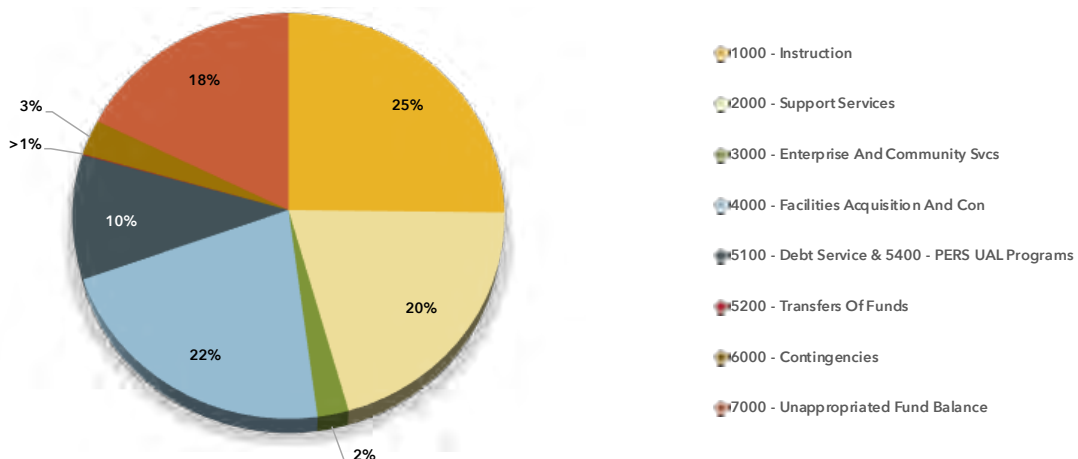
Prior years include an unappropriated ending fund balance which is an estimate of funds needed to maintain operations of the school district from July 1 of the ensuing fiscal year to the time when sufficient new revenues become available to meet cash flow needs. No expenditure shall be made from the unappropriated ending fund balance in the year in which it is budgeted. Unappropriated ending fund balance will increase from \$211.15 million in 2020-21 to \$358.96 million in 2021-22 due to the sale of General Obligation Bonds in 2020-21 which will not be fully spent by the end of the year. Unappropriated ending fund balances are budgeted in the Capital Funds, Special Revenue Funds and Debt Service Funds for 2021-22.

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

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
1000 - Instruction	386,976	394,078	408,759	488,452	3,488.04	511,453	-	-	3,479.27
2000 - Support Services	281,401	302,212	322,815	439,688	2,398.41	414,993	-	-	2,485.88
3000 - Enterprise And Community Svcs	22,962	22,831	21,937	25,675	241.42	46,066	-	-	242.25
4000 - Facilities Acquisition And Con	113,042	164,764	207,451	1,331,605	40.80	438,126	-	-	39.55
5100 - Debt Service & 5400 - PERS UAL Programs	167,472	173,842	177,734	191,444	-	201,532	-	-	-
5200 - Transfers Of Funds	6,997	6,125	1,931	1,851	-	1,754	-	-	-
6000 - Contingencies	-	-	-	45,715	-	57,185	-	-	-
7000 - Unappropriated Fund Balance	558,757	427,192	782,953	211,151	-	358,955	-	-	-
TOTAL REQUIREMENTS	1,537,607	1,491,045	1,923,580	2,735,581	6,168.67	2,030,065	-	-	6,246.95

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.

Requirements by Major Function - All Funds



ALL FUNDS REQUIREMENTS BY OBJECT

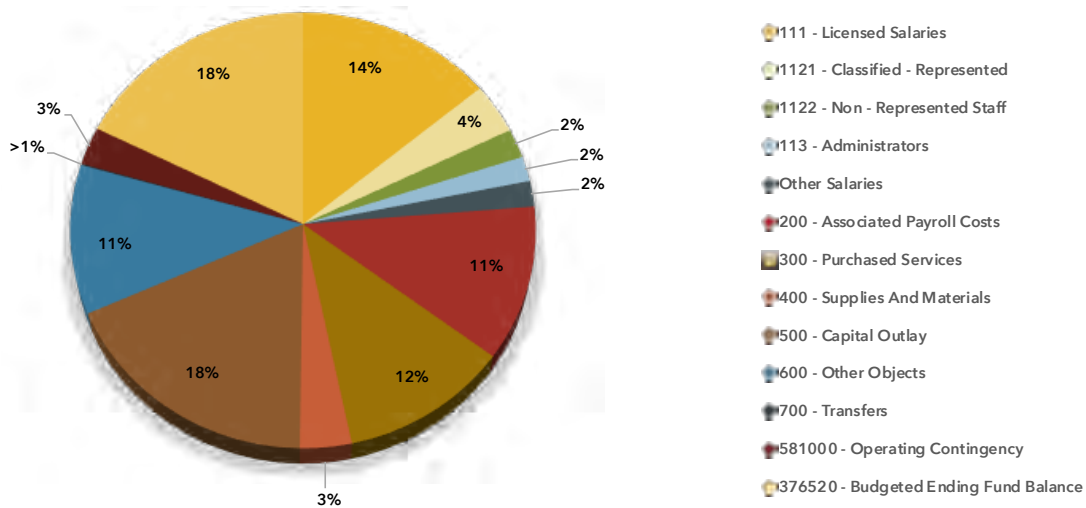
Across all funds, staffing costs account for 35% of Total Requirements. Capital Outlay is responsible for 18% while Supplies is 3%. Other Objects - most notably debt service payments - account for another 11%. Purchased Services are expected to require nearly 12%. Contingency and Budgeted Ending Fund Balance make up 21% of the overall budget.

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

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
111 - Licensed Salaries	234,751	243,932	247,318	271,045	3,526.06	285,529	-	-	3,549.58
1121 - Classified - Represented	56,282	58,707	64,235	72,082	1,894.87	76,002	-	-	1,931.12
1122 - Non - Represented Staff	29,086	30,172	33,652	42,942	481.14	43,791	-	-	489.75
113 - Administrators	26,860	28,152	31,316	34,211	266.60	37,363	-	-	276.50
Other Salaries	23,919	27,845	26,811	28,503	-	38,626	-	-	-
200 - Associated Payroll Costs	178,174	180,305	200,639	217,386	-	232,892	-	-	-
300 - Purchased Services	116,486	131,026	127,945	287,438	-	234,276	-	-	-
400 - Supplies And Materials	35,780	42,640	39,284	69,887	-	70,798	-	-	-
500 - Capital Outlay	87,190	127,641	169,339	1,231,494	-	368,009	-	-	-
600 - Other Objects	183,326	187,234	198,159	221,876	-	224,885	-	-	-
700 - Transfers	6,997	6,199	1,931	1,851	-	1,754	-	-	-
581000 - Operating Contingency	-	-	-	45,715	-	57,185	-	-	-
376520 - Budgeted Ending Fund Balance	558,757	427,192	782,951	211,151	-	358,955	-	-	-
TOTAL REQUIREMENTS	1,537,607	1,491,045	1,923,580	2,735,581	6,168.67	2,030,065	-	-	6,246.95

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.

Requirements by Major Object - All Funds



3-YEAR FORECAST - ALL FUNDS

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

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	864,307	625,982	388,469	511,330
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	432,813	447,961	463,640	479,868
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	104,279	107,929	111,706	115,616
OTHER REVENUE FROM LOCAL SOURCES	106,038	109,516	113,122	117,180
2000 - REVENUE - INTERMEDIATE SOURCES	13,762	14,244	14,742	15,258
3000 - REVENUE FROM STATE SOURCES	335,975	347,734	359,905	372,501
4000 - REVENUE FROM FEDERAL SOURCES	170,087	176,016	182,169	188,545
5200 - INTERFUND TRANSFERS	1,754	1,234	619	618
ALL OTHER BUDGET RESOURCES	1,050	1,087	442,125	1,164
Total Resources	2,030,065	1,831,703	2,076,497	1,802,080

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	285,529	295,523	305,866	316,571
1121 - CLASSIFIED - REPRESENTED	76,002	78,663	81,416	84,266
1122 - NON-REPRESENTED STAFF	43,791	45,324	46,910	48,552
113 - ADMINISTRATORS	37,363	38,671	40,024	41,425
OTHER SALARIES	38,626	39,979	41,378	42,826
200 - ASSOCIATED PAYROLL COSTS	232,892	241,042	249,479	258,210
300 - PURCHASED SERVICES	234,276	241,966	250,452	259,236
400 - SUPPLIES AND MATERIALS	70,798	73,275	75,840	78,494
500 - CAPITAL OUTLAY	368,009	285,556	283,992	294,166
600 - OTHER OBJECTS	224,885	232,129	239,571	247,915
700 - TRANSFERS	1,754	1,815	1,879	1,945
581000 - OPERATING CONTINGENCY	57,185	59,188	61,260	63,404
376520 - BUDGETED ENDING FUND BALANCE	358,955	198,572	398,431	65,070
Total Requirements	2,030,065	1,831,703	2,076,497	1,802,080

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.

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 - FY 2021/22

Source Fund	Transfer Out	Destination Fund	Transfer In	Purpose
101 General Fund	(1,136,000)	320 Full Faith and Credit Debt Service Fund	1,136,000	Debt Service Principal & Interest Payments
404 Construction Excise	(618,000)	320 Full Faith and Credit Debt Service Fund	618,000	Debt Service Principal & Interest Payments
Total Transfers	\$ (1,754,000)		\$ 1,754,000	

VARIANCE BY MAJOR PROGRAM

The following chart summarizes the variances from the 2020-21 adopted budget to the 2021-22 proposed budget. The parameters for General Fund variance were 10% or \$1 million variance. All other funds list variances for each major program.

Major Variance by Program

Fund	Function	Description	2020-21	2021-22	Variance	Explanation
General	1111	Elementary K-5	\$ 136,654,296	\$ 131,288,764	\$ (5,494,233)	Includes Student Investment Account (SIA) strategies temporarily funded by General Fund in 2020-21 returning to grant funding in 2021-22, coupled with staffing for enrollment at prepandemic levels requiring moving staff to SIA and ESSER funding. Overall staffing levels remain stable across all funds.
General	1122	Middle School Extra Curricular	\$ 346,828	\$ 403,799	\$ 56,971	Increase in FTE plus salaries and associated payroll costs
General	1131	High School Programs	\$ 75,833,831	\$ 79,647,707	\$ 3,813,876	Increased staffing due to higher enrollment at the high school level
General	1140	Pre Kindergarten Programs	\$ 280,209	\$ 331,201	\$ 50,992	Increases in overall staffing costs due to COLA, Step and associated payroll
General	1250	Less Restrictive Programs	\$ 30,168,960	\$ 31,932,469	\$ 1,763,509	Increases in overall staffing costs due to COLA, Step and associated payroll
General	1260	Treatment and Habilitation	\$ 1,871,641	\$ 2,146,950	\$ 275,309	Increases in overall staffing costs due to COLA, Step and associated payroll
General	1400	Summer School Programs	\$ 1,709,104	\$ 1,959,100	\$ 249,996	Targeted investments to support learning acceleration
General	2120	Guidance Services	\$ 23,877,082	\$ 25,343,512	\$ 1,609,430	Increases in overall staffing costs due to COLA, Step and associated payroll
General	2210	Improvement of Instruction	\$ 4,406,761	\$ 5,886,426	\$ 1,479,665	Targeted investment to support professional development for learning acceleration and curriculum adoption
General	2230	Assessment and Testing	\$ 1,157,034	\$ 1,278,964	\$ 121,930	Targeted investments to support data based reporting, tracking and decisions
General	2240	Instructional Staff Development	\$ 23,297,138	\$ 21,275,672	\$ (2,021,466)	Student Investment Account (SIA) strategies temporarily funded by General Fund in 2020-21 returning to grant funding in 2021-22
General	2320	Executive Administration Svcs	\$ 14,161,002	\$ 14,272,547	\$ 111,545	Increase of 4.5 FTEs (namely for RESJ) and additional funds for legal fees
General	2410	Office of the Principal Svcs	\$ 48,202,751	\$ 51,522,141	\$ 3,319,391	Increases in overall staffing costs due to COLA, Step and associated payroll
General	2520	Fiscal Services	\$ 12,713,330	\$ 14,917,390	\$ 2,204,060	Implementation of new accounting rule for leased purchases plus increases in overall staffing costs due to COLA, Step and associated payroll
General	2540	Oper/Maintenance of Plant Svcs	\$ 57,498,937	\$ 59,755,111	\$ 2,256,174	Targeted investments to support health and safety of our buildings includes additional custodial FTE
General	2550	Student Transportation Services	\$ 28,582,103	\$ 28,731,774	\$ 149,671	Additional transportation costs for taxi cab, First Student, and fuel
General	2570	Internal Services	\$ 6,234,083	\$ 3,464,442	\$ (2,769,641)	General fund one-time supports related to the pandemic allocated in 2020-21 only
General	2630	Information Services	\$ 3,053,567	\$ 3,375,567	\$ 322,000	Targeted investments in Communications, RESJ and Strategic Partnerships
General	2640	Staff Services	\$ 12,111,226	\$ 8,163,827	\$ (3,829,399)	Student Investment Account (SIA) strategies temporarily funded by General Fund in 2020-21 returning to grant funding in 2021-22
General	2660	Technology Services	\$ 15,188,242	\$ 18,584,564	\$ 3,396,323	Targeted investments to support IT services and grant matching
General	3100	Food Services	\$ 165,093	\$ 191,832	\$ 26,739	Increases in overall staffing costs due to COLA, Step and associated payroll
General	3300	Community Svcs	\$ 1,648,907	\$ 2,201,409	\$ 552,502	Increases in overall staffing costs due to COLA, Step and associated payroll
General	5110	Other Uses	\$ -	\$ 1,223,200	\$ 1,223,200	Implementation of new accounting rule for leased purchases
General	5210	Fund Transfers	\$ 1,234,000	\$ 1,136,000	\$ (98,000)	Reduction in transfer to Debt Service Fund
General	6110	Operating Contingency	\$ 40,946,000	\$ 47,500,000	\$ 6,554,000	Increase in EFB to achieve 7% Contingency per Board policy 8.10.025-P

Fund	Program	Program Description	2020-21	2021-22	Variance	Explanation
200	1000	Instruction	\$ 72,711,000	\$ 126,030,588	\$ 53,319,588	Student Investment Account full funding and Elementary & Secondary School Relief funds (ESSER)
200	2000	Support Services	\$ 58,568,000	\$ 86,529,533	\$ 27,961,533	Student Investment Account full funding and Elementary & Secondary School Relief funds (ESSER)
200	3000	Enterprise & Community Services	\$ 23,861,000	\$ 43,673,000	\$ 19,812,000	Student Investment Account full funding and Elementary & Secondary School Relief funds (ESSER)
200	4000	Facilities Acquisition & Construction	\$ 14,000	\$ 69,282	\$ 55,282	Student Investment Account full funding and Elementary & Secondary School Relief funds (ESSER)
200	6000	Contingencies	\$ -	\$ 4,911,598	\$ 4,911,598	Set aside for ESSER indirect costs to be charged over a multiple year period
200	7000	Unappropriated Fund Balance	\$ 28,641,000	\$ 25,030,975	\$ (3,610,025)	Spend down of Nutrition Services fund balance due to the Pandemic and increased feeding programs district-wide.

Fund	Program	Program Description	2020-21	2021-22	Variance	Explanation
300	5000	Fund Transfers	\$ 191,444,000	\$ 200,309,000	\$ 8,865,000	April and December of 2020 Sale of General Obligation Bonds
300	7000	Unappropriated Fund Balance	\$ 10,228,000	\$ 10,654,000	\$ 426,000	Increase in ending fund balance due to sale of bonds in 2020

Fund	Program	Program Description	2020-21	2021-22	Variance	Explanation
400	1000	Instruction	\$ 29,644,000	\$ -	\$ (29,644,000)	Allocation moved to Facilities Acquisition and Construction to align with next year's spending plan
400	2000	Support Services	\$ 59,952,000	\$ 659,684	\$ (59,292,316)	Allocation made in 2020-21 in anticipation of bond measure and sale and no sale anticipated for 2021-22
400	4000	Facilities Acquisition & Construction	\$ 1,331,591,000	\$ 438,056,785	\$ (893,534,215)	Allocation made in 2020-21 in anticipation of bond measure and sale and no sale anticipated for 2021-22
400	7000	Unappropriated Fund Balance	\$ 172,281,000	\$ 323,270,247	\$ 150,989,247	Increase in fund balance due to sale of bonds in 2020-21

Fund	Program	Program Description	2020-21	2021-22	Variance	Explanation
600	2000	Support Services	\$ 3,763,000	\$ 3,777,933	\$ 14,933	Increases in overall staffing costs due to COLA, Step and associated payroll

VARIANCES BY MAJOR OBJECT

Major Variance by Object

Fund	Major Account	Description	Variance	Explanation
General	5100000	Salaries	\$ 13,550,703	Increases in overall staffing costs due to COLA, Step, and associated payroll
General	5200000	Associated Payroll Costs	\$ 4,710,276	Increases in associated payroll costs due to COLA, Step and health care costs
General	5400000	Supplies & Materials	\$ (12,847,316)	Student Investment Account (SIA) strategies temporarily funded by General Fund in 2020-21 returning to grant funding in 2021-22
General	5500000	Capital Outlay	\$ 355,260	Targeted increases in technology across the district
General	5600000	Other Objects	\$ 1,174,450	Implementation of new accounting rule for leased purchases
General	5800000	Operating Contingency	\$ 6,554,000	Increase in EFB to achieve 7% Contingency per Board policy 8.10.025-P

GENERAL FUND SUMMARY (100)

The General Fund is unrestricted and includes all activities of the District 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 State School Fund and local property taxes provide 73% of the General Fund Resources available to PPS for delivering services to our students. Our community's generous support provides another 14% through the Local Option Levy. The final 13% is provided by our Beginning Fund Balance, the City of Portland Arts Tax, Multnomah Education Service District transit, and others.

Fund 100-General Fund Requirements Summary

Payroll and Associated Payroll Costs (such as PERS, taxes, and healthcare) account for 77% of our General Fund Budget. Purchased Services, which include non-staff instructional support, non-staff maintenance activities, and staff development services, account for 13%. Supplies and Materials, Capital Outlay, and Operating Contingency account for 10%.

The work of strengthening the core functions and best practices at PPS is funded primarily out of the General Fund. Building towards a three-year strategic plan, PPS will continue to commit to consistent use of the Racial Equity Social Justice Lens. This commitment ensures that the District's General Fund will contain strategic investments in Academic and Behavioral programming and Operational improvements that will encourage personal success and academic excellence for every student.

Academic and Behavioral Programming

- Through the staffing process, PPS continues to allocate differentiated supports to Targeted and Comprehensive Support and Improvement Schools, providing additional school climate and leadership support to schools with the highest concentration of our historically underserved communities. In addition, an increase in Summer School offerings will provide those identified schools with additional instruction time.
- The Implementation of the Guaranteed Viable Curriculum is supported through increased investments in textbook adoption and curricular material from the bond, as well as the General Fund funded professional development and instructional staff training that supports our educators. In addition, the Offices of Teaching & Learning and Information Technology are partnering to create standards for a technology-enabled learning environment.
- Expansions in Attendance, Social and Psychological Services to promote students' social, emotional and behavioral well-being as a critical component of improving school climate, safety, and learning, and to provide school leaders with best practices for dealing with school crises related to mental health.
- Investments to address class size and credit recovery as schools begin to re-open and students return.

Operational Investments

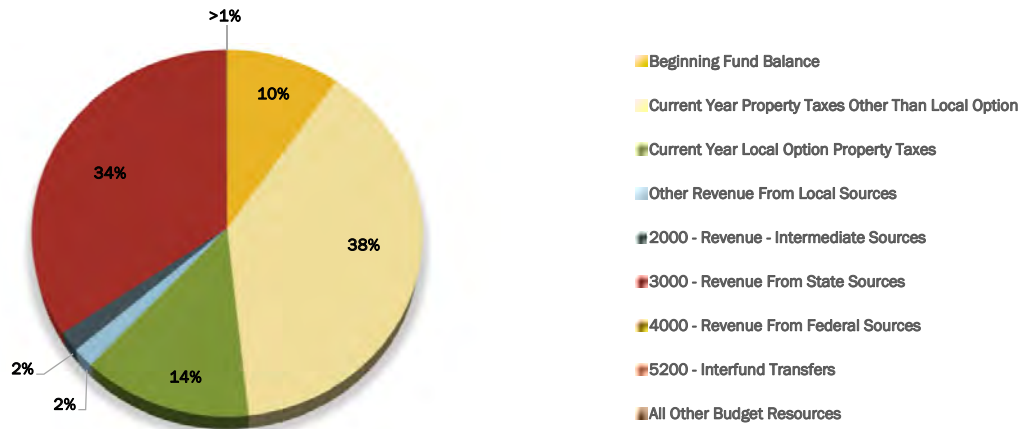
- The Health and Safety of PPS Students is a critical goal, and General Fund resources are being committed towards needed custodial positions as well as investments in security.
- Other operational investments will include systems updates to support data driven information for reporting and tracking.
- Investments to support the management of additional federal dollars per the Elementary and Secondary School Emergency Relief guidelines.

Summary of Resources by Major Object - General Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Beginning Fund Balance	20,104	38,282	39,887	64,474	73,909	-	-
Current Year Property Taxes Other Than Local Option	248,707	257,076	268,840	277,706	293,823	-	-
Current Year Local Option Property Taxes	88,405	94,272	97,372	100,366	104,279	-	-
Other Revenue From Local Sources	17,467	26,692	17,505	18,395	13,398	-	-
2000 - Revenue - Intermediate Sources	13,254	13,494	13,768	14,027	13,762	-	-
3000 - Revenue From State Sources	244,959	230,628	271,620	272,479	261,465	-	-
4000 - Revenue From Federal Sources	22	80	84	-	15	-	-
5200 - Interfund Transfers	1,006	14	-	-	-	-	-
All Other Budget Resources	41	55	17	50	1,050	-	-
TOTAL RESOURCES	633,966	660,592	709,093	747,497	761,700	-	-

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.

Resources by Major Object - General Funds

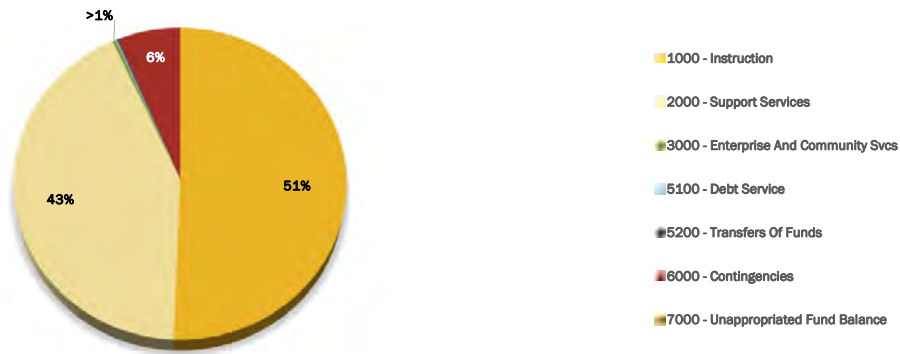


Summary of Requirements by Major Function - General Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
1000 - Instruction	339,412	347,734	359,882	386,097	3,047.75	385,422	-	-	2,966.62
2000 - Support Services	248,784	265,988	281,918	317,406	2,094.57	324,026	-	-	2,154.26
3000 - Enterprise And Community Svcs	2,160	1,491	1,507	1,814	11.63	2,393	-	-	11.88
5100 - Debt Service	-	-	-	-	-	1,223	-	-	-
5200 - Transfers Of Funds	5,328	5,492	1,311	1,234	-	1,136	-	-	-
6000 - Contingencies	-	-	-	40,946	-	47,500	-	-	-
7000 - Unappropriated Fund Balance	38,282	39,887	64,474	-	-	-	-	-	-
TOTAL REQUIREMENTS	633,966	660,592	709,092	747,497	5,153.95	761,700	-	-	5,132.76

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.

Requirements by Major Function - General Funds

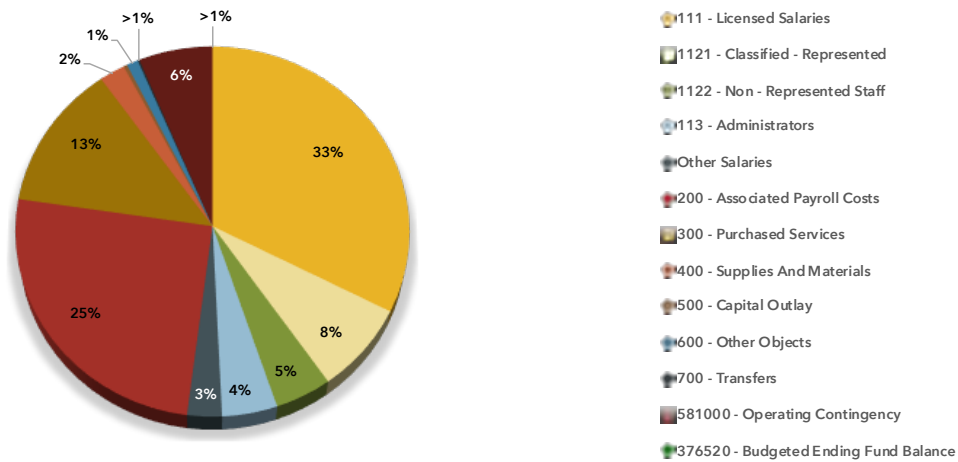


Summary of Requirements by Major Object - General Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
111 - Licensed Salaries	216,251	224,724	225,339	240,465	3,163.73	247,667	-	-	3,074.55
1121 - Classified - Represented	44,190	46,871	51,293	56,597	1,378.79	59,187	-	-	1,430.85
1122 - Non - Represented Staff	24,439	23,853	26,815	33,353	371.03	34,559	-	-	379.61
113 - Administrators	25,257	26,199	29,247	31,391	240.40	33,682	-	-	247.75
Other Salaries	20,453	23,236	23,482	20,840	-	21,101	-	-	-
200 - Associated Payroll Costs	157,828	159,479	176,456	188,282	-	192,992	-	-	-
300 - Purchased Services	81,918	87,227	84,559	96,835	-	97,641	-	-	-
400 - Supplies And Materials	13,042	16,788	18,945	29,354	-	16,505	-	-	-
500 - Capital Outlay	2,595	2,539	1,936	1,997	-	2,352	-	-	-
600 - Other Objects	4,384	4,297	5,235	6,204	-	7,378	-	-	-
700 - Transfers	5,328	5,492	1,311	1,234	-	1,136	-	-	-
581000 - Operating Contingency	-	-	-	40,946	-	47,500	-	-	-
376520 - Budgeted Ending Fund Balance	38,282	39,887	64,474	-	-	-	-	-	-
TOTAL REQUIREMENTS	633,966	660,592	709,092	747,497	5,153.95	761,700	-	-	5,132.76

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.

Requirements by Major Object - General Funds



General Fund Detail

General Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	64,474	73,909	-	-
377000 - Fund Balance-Unres/Undes	20,104	38,282	39,887	-	-	-	-
Subtotal - Beginning Fund Balance	20,104	38,282	39,886	64,474	73,909	-	-
411111 - Current-Multnomah Co	222,120	230,600	241,066	248,475	263,275	-	-
411112 - Current-Clackamas Co	176	185	194	197	208	-	-
411113 - Current-Washington Co	1,500	1,567	1,608	1,658	1,734	-	-
411114 - Current-Mult Co Cancel/Omit	1,296	206	345	-	620	-	-
411311 - CY Gap Rate Taxes - Mult Co	23,439	24,333	25,438	27,174	27,781	-	-
411312 - CY Gap Rate Taxes - Clack Co	19	19	20	22	22	-	-
411313 - CY Gap Rate Taxes - Wash Co	158	165	170	180	183	-	-
Subtotal - Current Year Property Taxes other than Local Option	248,707	257,076	268,841	277,706	293,823	-	-
411211 - CY Local Option Taxes-Mult Co	87,705	93,541	96,621	99,556	103,478	-	-
411212 - CY Local Option Taxes-Clack Co	74	77	81	90	86	-	-
411213 - CY Local Option Taxes-Wash Co.	626	654	671	720	716	-	-
Subtotal - Current Year Local Option Property Taxes	88,405	94,272	97,373	100,366	104,279	-	-
411121 - Prior-Multnomah Co	3,359	8,730	3,261	4,072	3,536	-	-
411122 - Prior-Clackamas Co	2	6	2	3	3	-	-
411123 - Prior-Washington Co	12	46	14	15	17	-	-
411124 - Prior-Mult Co Cancel/Omit	10	26	8	-	-	-	-
411130 - Foreclosures	-	-	-	-	-	-	-
411140 - Pymts In Lieu Of Prop Taxes	322	352	349	382	363	-	-
411170 - Other Property Taxes	-	-	-	-	-	-	-
411221 - PY Local Option Taxes-Mult Co.	1,200	2,798	1,288	1,464	1,388	-	-
411222 - PY Local Option Taxes-Clack Co	1	2	1	1	1	-	-
411223 - PY Local Option Taxes-Wash Co	5	18	6	7	7	-	-
411231 - Pen/Int-Local Opt Tax-MultCo	53	98	121	60	54	-	-
411232 - Pen/Int-Local Opt Tax-ClackCo	-	-	-	-	1	-	-
411233 - Pen/Int-Local Opt Tax-WashCo	-	1	1	-	-	-	-
411321 - PY Gap Rate Taxes - Mult Co	354	921	344	447	373	-	-
411322 - PY Gap Rate Taxes - Clack Co	-	1	-	-	-	-	-
411323 - PY Gap Rate Taxes - Wash Co	1	5	1	2	2	-	-
411521 - PY GO Bond - Multnomah County	3	2	1	-	-	-	-
411901 - Pen/Int-Multnomah Co	148	268	335	-	150	-	-
411902 - Pen/Int-Clackamas Co	1	1	1	-	-	-	-
411903 - Pen/Int-Washington Co	1	2	2	-	-	-	-
412000 - Rev-Local Gov't Not Districts	15	40	8	-	-	-	-
413110 - Regular Day Tuition	20	10	8	16	-	-	-
413111 - Reg Tuition-Evening HS	40	29	36	10	-	-	-
415100 - Interest on Investments	2,869	4,527	3,162	2,338	417	-	-
416201 - A la Carte Sales	106	122	91	144	-	-	-
416300 - Special Functions	5	10	5	22	-	-	-
416310 - Contracts and Other Sales	-	(1)	-	-	-	-	-
417110 - Football Admissions	67	45	40	53	-	-	-
417120 - Basketball Admissions	42	36	42	39	-	-	-
417130 - Wrestling Admissions	1	3	1	6	-	-	-
417140 - Other Admissions	4	19	6	11	-	-	-
417410 - Pay to Play Fees	454	484	920	521	-	-	-
417420 - Other Activity Fees	69	64	65	61	-	-	-
419110 - Civic Use of Bldgs	1,011	948	647	861	200	-	-
419112 - CUB-Day Care	419	426	281	441	100	-	-
419120 - Community Parking Fees	20	24	5	25	-	-	-
419130 - Rent-Lease of Facilities	1,601	1,657	1,689	1,749	1,600	-	-
419200 - Contrib-Donation - Priv Source	4	5	26	-	-	-	-
419410 - Svc Provided-Oth Dist in State	-	(4)	-	-	-	-	-
419600 - Recovery PY Expenditure	21	11	19	11	50	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
419700 - Services Provided Other Funds	42	-	-	-	-	-	-
419800 - Fees Charged to Grants	3,436	3,786	3,918	4,437	4,465	-	-
419910 - Miscellaneous	716	678	319	727	320	-	-
419920 - Jury Duty	1	2	1	1	1	-	-
419930 - Fingerprinting	46	81	(2)	57	-	-	-
419940 - Restitution	3	1	3	-	-	-	-
419941 - Financial Rebates	453	333	404	333	350	-	-
419950 - Sales, Royalties and Events	1	1	2	1	-	-	-
419965 - Administrative Claiming	530	72	71	72	-	-	-
419970 - Public Records Request	1	9	1	5	-	-	-
Subtotal - Other Revenue from Local Sources	17,467	26,692	17,503	18,395	13,398	-	-
421010 - County School Funds	13	7	21	13	15	-	-
421020 - Ed Service Dist Apportionment	8,500	8,500	8,500	8,500	8,500	-	-
421991 - City of Portland	4,741	4,987	5,247	5,514	5,247	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	13,254	13,494	13,768	14,027	13,762	-	-
431010 - SSF--General Support	239,804	225,135	266,607	267,735	256,417	-	-
431030 - Common School Fund	5,155	5,493	5,012	4,744	5,048	-	-
432990 - Restricted State Grants	-	-	-	-	-	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	244,959	230,628	271,619	272,479	261,465	-	-
442000 - Unrestr Rev-Fed Govt Thru St	-	79	45	-	-	-	-
448010 - Federal Forest Fees	22	1	39	-	15	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	22	80	84	-	15	-	-
452100 - Interfund Transfers	1,006	14	-	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	1,006	14	-	-	-	-	-
451600 - Lease Purchase Receipts	-	-	-	-	1,000	-	-
453000 - Sale of Fixed Assets	41	55	17	50	50	-	-
Subtotal - All Other Budget Resources	41	55	17	50	1,050	-	-
Total Resources by Object	633,966	660,592	709,092	747,497	761,701	-	-

General Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
1111 - ELEMENTARY K-5	125,182	125,334	124,958	136,654	1,084.61	131,289	-	-	1,025.00
1113 - ELEMENTARY EXTRA CURRICULAR	805	702	385	330	-	24	-	-	-
1121 - MIDDLE SCHOOL PROGRAMS	49,535	51,431	54,748	60,609	497.00	60,035	-	-	470.29
1122 - MIDDLE SCHOOL EXTR CURRICULAR	82	57	208	347	3.16	404	-	-	3.38
1131 - HIGH SCHOOL PROGRAMS	63,597	65,837	68,785	75,834	606.30	79,648	-	-	615.59
1132 - HIGH SCHOOL EXTRA CURRICULAR	7,080	7,239	7,915	7,281	19.43	7,075	-	-	18.29
1140 - PRE KINDERGARTEN PROGRAMS	239	300	263	280	1.50	331	-	-	1.50
1100 - INSTRUCTIONAL SUB ROLLUP	7,769	7,527	9,599	-	-	-	-	-	-
1210 - PROGRAMS FOR TALENTED AND GIFTED	243	248	236	223	-	223	-	-	-
1220 - RESTRICTIVE PROGRAMS	19,974	21,974	25,277	29,157	362.46	28,624	-	-	366.38
1250 - LESS RESTRICTIVE PROGRAMS	22,363	24,887	25,444	30,169	329.20	31,932	-	-	326.82
1260 - TREATMENT AND HABILITATION	1,674	1,689	1,800	1,872	16.00	2,147	-	-	16.00
1280 - ALTERNATIVE EDUCATION	28,262	27,623	27,811	29,725	11.25	29,647	-	-	10.00
1291 - ENGLISH LANGUAGE LEARNER	11,387	11,535	11,197	11,255	106.09	11,381	-	-	101.89
1292 - TEEN PARENT PROGRAMS	111	115	61	96	1.00	101	-	-	1.00
1299 - OTHER SPECIAL PROGRAMS	413	416	535	556	9.75	601	-	-	10.48
1400 - SUMMER SCHOOL PROGRAMS	698	819	662	1,709	-	1,959	-	-	-
Subtotal - 1000 - INSTRUCTION	339,412	347,734	359,882	386,097	3,047.75	385,422	-	-	2,966.62
2110 - ATTENDANCE/SOCIAL WORK SVCS	8,203	9,509	12,085	13,851	129.07	13,544	-	-	135.34
2120 - GUIDANCE SERVICES	20,408	23,380	23,731	23,877	190.91	25,344	-	-	189.98
2140 - PSYCHOLOGICAL SERVICES	5,166	6,073	5,925	6,373	50.68	6,446	-	-	50.22
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	8,036	9,640	10,460	11,436	87.60	11,816	-	-	90.60
2160 - OTHER STUDENT TREATMENT SVCS	2,621	3,128	3,773	3,617	32.30	3,683	-	-	27.30
2190 - SVC DIRECTION-STUDENT SUPPORT	10,793	13,414	15,108	13,993	53.84	13,618	-	-	56.81
2210 - IMPROVEMENT OF INSTRUCTION	2,076	2,699	3,391	4,407	15.25	5,886	-	-	15.00

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
2220 - EDUCATIONAL MEDIA SERVICES	11,203	11,296	11,360	12,119	113.93	12,700	-	-	116.51
2230 - ASSESSMENT AND TESTING	585	585	569	1,157	5.00	1,279	-	-	5.00
2240 - INSTRUC STAFF DEVELOPMENT	16,633	18,000	19,007	23,297	135.52	21,276	-	-	122.46
2310 - BOARD OF EDUCATION SERVICES	777	843	665	905	3.00	835	-	-	3.00
2320 - EXECUTIVE ADMINISTRATION SVCS	10,117	12,003	11,487	14,161	42.50	14,273	-	-	42.00
2410 - OFFICE OF THE PRINCIPAL SVCS	42,205	42,011	44,623	48,203	409.55	51,522	-	-	413.88
2490 - OTHER SCHOOL SUPPORT ADMIN	606	522	446	447	-	447	-	-	-
2510 - SUPPORT SERVICES-BUSINESS	496	258	372	421	2.50	426	-	-	2.00
2520 - FISCAL SERVICES	10,614	10,335	11,584	12,713	53.32	14,917	-	-	57.22
2540 - OPER/MAINTENANCE OF PLANT SVCS	49,957	51,069	54,880	57,499	468.72	59,755	-	-	508.45
2550 - STUDENT TRANSPORTATION SERVICE	23,604	26,901	25,818	28,582	103.13	28,732	-	-	112.50
2570 - INTERNAL SERVICES	3,206	3,078	3,174	6,234	25.00	3,464	-	-	25.00
2610 - DIRECTION OF CENTRAL SUPPORT	-	265	-	-	-	1,305	-	-	10.00
2620 - RESEARCH,DEVELOP,EVAL SVCS	1,617	977	1,931	3,337	21.50	2,208	-	-	12.50
2630 - INFORMATION SERVICES	2,474	2,513	2,576	3,054	23.75	3,376	-	-	26.00
2640 - STAFF SERVICES	5,190	5,839	6,200	12,113	51.00	8,164	-	-	53.00
2660 - TECHNOLOGY SERVICES	11,464	11,007	12,469	15,188	72.50	18,585	-	-	75.50
2670 - RECORDS MANAGEMENT SVCS	732	644	285	422	4.00	426	-	-	4.00
Subtotal - 2000 - SUPPORT SERVICES	248,784	265,988	281,918	317,405	2,094.57	324,026	-	-	2,154.26
3100 - FOOD SERVICES	170	195	165	165	1.88	192	-	-	1.88
3300 - COMMUNITY SVCS	1,991	1,296	1,342	1,649	10.35	2,201	-	-	10.00
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	2,160	1,491	1,507	1,814	11.63	2,393	-	-	11.88
5100 - DEBT SERVICE	-	-	-	-	-	1,223	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	-	-	-	-	-	1,223	-	-	-
52100 - Fund Transfers	5,328	5,492	1,311	1,234	-	1,136	-	-	-
Subtotal - 5200 - TRANSFERS OF FUNDS	5,328	5,492	1,311	1,234	-	1,136	-	-	-
61100 - Operating Contingency	-	-	-	40,946	-	47,500	-	-	-
Subtotal - 6000 - CONTINGENCIES	-	-	-	40,946	-	47,500	-	-	-
71100 - Ending Fund Balance	38,282	39,887	64,474	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	38,282	39,887	64,474	-	-	-	-	-	-
Total Requirements by Function	633,966	660,592	709,092	747,497	5,153.95	761,701	-	-	5,132.75

General Fund - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511100 - Licensed Staff	216,251	224,724	225,339	240,465	3,163.73	247,667	-	-	3,074.55
511210 - Classified - Represented	44,190	46,871	51,293	56,597	1,378.79	59,187	-	-	1,430.85
511220 - Non-Represented Staff	20,699	19,634	22,220	28,462	334.03	29,210	-	-	341.61
511310 - Administrators - Licensed	24,220	25,336	27,760	29,765	231.40	31,942	-	-	238.75
511320 - Administrators - NonLicensed	1,037	863	1,487	1,626	9.00	1,740	-	-	9.00
511420 - Directors/Program Admins	3,739	4,218	4,595	4,891	37.00	5,350	-	-	38.00
512100 - Substitutes - Licensed	7,904	8,312	8,786	8,941	-	9,244	-	-	-
512200 - Substitutes - Classified	808	637	656	1,406	-	1,436	-	-	-
512300 - Temporary Misc - Licensed	1,250	1,719	1,591	178	-	630	-	-	-
512400 - Temporary Misc - Classified	1,328	1,142	901	294	-	26	-	-	-
513100 - Extended Responsibility - LIC	2,263	2,230	2,454	2,151	-	1,817	-	-	-
513200 - Extended Responsibility - CLS	1,790	1,820	2,363	486	-	527	-	-	-
513300 - Extended Hours	3,573	3,871	3,028	4,063	-	4,080	-	-	-
513350 - PAT Overload Pay Stipend	-	1,820	2,298	2,584	-	2,571	-	-	-
513400 - Overtime Pay	1,275	1,420	1,116	706	-	740	-	-	-
513510 - Group Hlth Opt Out Lic	218	216	252	31	-	31	-	-	-
513520 - Group Hlth Opt Out Non Lic	44	49	35	-	-	-	-	-	-
Subtotal - 100 - SALARIES	330,589	344,883	356,176	382,646	5,153.95	396,197	-	-	5,132.75
521000 - PERS	10,997	9,798	16,404	17,626	-	16,111	-	-	-
521310 - PERS UAL	42,593	41,342	45,261	45,356	-	48,000	-	-	-
522000 - Social Security - FICA	24,872	26,019	26,791	28,829	-	30,309	-	-	-
523100 - Workers' Compensation	3,321	3,227	281	1,886	-	2,281	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
523200 - Unemployment Compensation	890	75	519	340	-	507	-	-	-
524100 - Group Health Insurance	69,147	73,060	82,585	87,784	-	89,964	-	-	-
524200 - Other Employer Paid Benefits	656	723	734	1,843	-	813	-	-	-
524300 - Retiree Health Insurance	2,820	2,562	1,895	2,376	-	2,872	-	-	-
524530 - Early Retirement Benefits	1,154	1,268	890	867	-	761	-	-	-
524400 - DCU Union Contract Items	6	7	4	-	-	-	-	-	-
524510 - PAT Union Tuition Reimbursemnt	874	841	754	875	-	875	-	-	-
524520 - PAT Union Prof Improvement Fds	497	559	338	500	-	500	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	157,828	159,479	176,456	188,282	-	192,992	-	-	-
531100 - Instructional Services	3,254	2,238	1,809	3,778	-	4,062	-	-	-
531200 - Instr Program Improvement Svcs	130	284	305	2,179	-	3,138	-	-	-
531300 - Student Services	-	-	10	-	-	-	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	919	1,060	786	1,453	-	1,437	-	-	-
531810 - Non-Instr Dev Profess Dev Fds	209	202	161	110	-	110	-	-	-
531900 - Other Instr Prof/Tech Svcs	3,653	5,124	6,114	4,306	-	4,217	-	-	-
532100 - Cleaning Services	-	1	6	151	-	1	-	-	-
532200 - Repairs and Maintenance Svcs	1,336	757	1,462	2,310	-	2,235	-	-	-
532400 - Rentals	739	763	337	203	-	203	-	-	-
532410 - Leased Copy Machines	951	651	-	-	-	-	-	-	-
532500 - Electricity	3,865	3,875	3,464	3,815	-	3,618	-	-	-
532600 - Fuel	2,998	2,711	2,734	3,605	-	3,446	-	-	-
532700 - Water and Sewage	2,806	3,008	3,036	3,455	-	3,559	-	-	-
532800 - Garbage	892	1,036	813	1,011	-	1,011	-	-	-
532900 - Other Property Services	3,178	3,369	4,871	3,565	-	3,097	-	-	-
533110 - Reimb - School Bus	10,902	14,090	13,161	15,474	-	15,474	-	-	-
533120 - Reimb - Taxi Cab	2,233	2,306	1,545	1,631	-	1,631	-	-	-
533130 - Reimb - In-Lieu	17	30	40	15	-	15	-	-	-
533140 - Reimb - Tri-Met	1,459	2,031	1,992	2,113	-	2,113	-	-	-
533150 - Reimb - Field Trips	882	628	314	356	-	356	-	-	-
533200 - Non-Reimb Student Transport	415	547	449	20	-	20	-	-	-
534100 - Travel, Local in District	244	243	152	224	-	223	-	-	-
534200 - Travel, Out of District	684	843	464	414	-	853	-	-	-
534210 - Trav Out Dist Profess Dev Fds	62	47	37	-	-	-	-	-	-
534300 - Travel, Student Activities	242	221	110	188	-	188	-	-	-
534901 - Student Academic Transport	4	-	-	-	-	-	-	-	-
535100 - Telephone	551	771	1,006	3,021	-	678	-	-	-
535300 - Postage	329	266	298	429	-	305	-	-	-
535400 - Advertising	81	84	68	70	-	70	-	-	-
535500 - Printing and Binding	851	906	1,602	2,073	-	1,939	-	-	-
535920 - Internet Fees	1	1	1	2	-	2	-	-	-
535990 - Wide Area Network/Misc	368	1,013	742	1,250	-	1,250	-	-	-
536000 - Charter Schools	13,925	13,796	14,066	15,187	-	15,507	-	-	-
537300 - Tuition to Private Schools	8,678	8,182	8,399	8,548	-	8,396	-	-	-
537410 - Tuition - Fees College Credit	13	8	-	3	-	3	-	-	-
538100 - Audit Services	237	230	231	227	-	227	-	-	-
538200 - Legal Services	2,728	2,857	2,087	2,089	-	2,089	-	-	-
538300 - Architect and Engineering Svcs	82	36	241	-	-	-	-	-	-
538400 - Negotiation Services	-	9	98	-	-	-	-	-	-
538500 - Management Services	397	394	85	78	-	78	-	-	-
538600 - Data Processing Services	110	66	126	-	-	-	-	-	-
538800 - Election Services	-	258	127	250	-	250	-	-	-
538910 - Security Services	391	317	233	721	-	361	-	-	-
538930 - Secretarial/Clerical Services	80	99	45	16	-	16	-	-	-
538940 - Professional Moving Services	133	104	93	537	-	407	-	-	-
538950 - Professional Health Care Svcs	143	12	47	11	-	11	-	-	-
538960 - Professional Child Care Svcs	98	94	118	298	-	298	-	-	-
538970 - Graphic Arts Services	1	-	-	-	-	-	-	-	-
538980 - Laundering Services	6	6	5	5	-	5	-	-	-
538990 - Non-Instr Pers/Professional Sv	10,624	11,548	10,601	11,597	-	14,694	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
539100 - Pass Through	21	106	68	47	-	47	-	-	-
Subtotal - 300 - PURCHASED SERVICES	81,918	87,227	84,559	96,835	-	97,641	-	-	-
541000 - Consumable Supplies	5,736	6,728	5,052	15,535	-	6,449	-	-	-
541100 - Loss Prevention	-	-	11	-	-	-	-	-	-
541270 - Food Inventory Adjustm-NS Only	-	(1)	-	-	-	-	(1)	-	-
541310 - Auto Parts, Batteries	120	76	72	88	-	88	-	-	-
541315 - Tires	15	22	-	20	-	20	-	-	-
541320 - Oil & Lubricants	6	10	130	8	-	8	-	-	-
541325 - Gas	173	173	-	215	-	215	-	-	-
541330 - Propane	115	81	195	150	-	150	-	-	-
541400 - Maintenance Materials	1,449	1,660	1,323	810	-	810	-	-	-
541500 - Inventory Adjustments	20	(14)	(4)	20	-	20	-	-	-
541600 - Interdepartmental Charges	(242)	(400)	(317)	72	-	71	-	-	-
541700 - Discounts Taken	(1)	-	-	-	-	-	-	-	-
542100 - Textbook Expansion	439	496	403	893	-	944	-	-	-
542200 - Textbook Adoption	1,185	2,282	1,348	3,204	-	2,595	-	-	-
542300 - Textbook Replacement	-	-	-	-	-	-	-	-	-
543000 - Library Books	334	467	266	282	-	385	-	-	-
544000 - Periodicals	51	7	61	11	-	11	-	-	-
544100 - Online Periodical Subscription	269	154	296	245	-	245	-	-	-
545100 - Purchased Food-NS Only	59	74	51	68	-	68	-	-	-
546000 - Non-Consumable Supplies	696	686	277	1,162	-	369	-	-	-
546100 - Minor Equipment - Tagged	52	178	58	53	-	253	-	-	-
547000 - Computer Software	1,639	2,674	3,176	3,132	-	3,034	-	-	-
548000 - Computer Equipment	927	1,435	6,548	3,386	-	772	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	13,042	16,788	18,945	29,354	-	16,505	-	-	-
552000 - Building Acquisition/Improvmnt	242	509	381	-	-	-	-	-	-
553000 - Improvements - Not Buildings	92	39	22	-	-	-	-	-	-
554100 - Initial and Addl Equipment	523	1,061	598	468	-	1,111	-	-	-
554110 - Vehicles	744	181	322	75	-	75	-	-	-
555010 - Computers	129	2	7	61	-	143	-	-	-
555020 - Printers	-	-	-	1	-	1	-	-	-
555030 - Software Capital Expense	120	129	26	-	-	-	-	-	-
555090 - Misc Other Technology	183	241	185	962	-	592	-	-	-
556410 - Buses/Capital Bus Improvements	562	377	393	430	-	430	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	2,595	2,539	1,936	1,997	-	2,352	-	-	-
561000 - Redemption of Principal	-	-	-	-	-	1,177	-	-	-
562100 - Interest (Except Bus/Garage)	-	-	-	-	-	47	-	-	-
563000 - Fiscal Charges	102	41	91	110	-	110	-	-	-
563500 - Administrative Write-Off	178	23	1	-	-	-	-	-	-
564000 - Dues and Fees	638	669	973	697	-	748	-	-	-
564010 - Dues & Fees Profess Dev Fds	2	4	1	103	-	103	-	-	-
565100 - Liability Insurance	560	2,300	522	616	-	616	-	-	-
565300 - Property Insurance Premiums	1,243	1	2,109	2,056	-	2,056	-	-	-
565500 - Judgmnts&Settlemts Against	242	829	122	703	-	703	-	-	-
565930 - Deductible Insurance Loss	1,383	382	1,371	1,886	-	1,786	-	-	-
567100 - Permits	30	41	37	26	-	26	-	-	-
567200 - Public Assessments	6	7	7	7	-	7	-	-	-
569000 - Grant Indirect Charges	-	-	-	-	-	-	-	-	-
Subtotal - Other Objects	4,384	4,297	5,235	6,204	-	7,378	-	-	-
571000 - Transfers to Other Funds	5,328	5,492	1,311	1,234	-	1,136	-	-	-
Subtotal - 700 - TRANSFERS	5,328	5,492	1,311	1,234	-	1,136	-	-	-
581000 - Operating Contingency	-	-	-	40,946	-	47,500	-	-	-
Subtotal - 581000 - Operating Contingency	-	-	-	40,946	-	47,500	-	-	-
376520 - Budgeted Ending Fund Balance	38,282	39,887	64,474	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	38,282	39,887	64,474	-	-	-	-	-	-
Total Requirements by Object	633,966	660,592	709,092	747,497	5,153.95	761,701	-	-	5,132.75

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.

Budget Forecast by Major Object and Function - General Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	73,909	76,496	79,173	81,944
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	293,823	304,107	314,751	325,767
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	104,279	107,929	111,706	115,616
OTHER REVENUE FROM LOCAL SOURCES	13,398	13,867	14,352	14,855
2000 - REVENUE - INTERMEDIATE SOURCES	13,762	14,244	14,742	15,258
3000 - REVENUE FROM STATE SOURCES	261,465	270,616	280,088	289,891
4000 - REVENUE FROM FEDERAL SOURCES	15	16	16	17
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	1,050	1,087	1,125	1,164
Total Resources	761,701	788,361	815,953	844,512

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	247,667	256,335	265,307	274,593
1121 - CLASSIFIED - REPRESENTED	59,187	61,259	63,403	65,622
1122 - NON-REPRESENTED STAFF	34,559	35,769	37,020	38,316
113 - ADMINISTRATORS	33,682	34,861	36,081	37,344
OTHER SALARIES	21,102	21,841	22,605	23,396
200 - ASSOCIATED PAYROLL COSTS	192,992	199,747	206,738	213,974
300 - PURCHASED SERVICES	97,641	101,058	104,595	108,256
400 - SUPPLIES AND MATERIALS	16,505	17,083	17,681	18,299
500 - CAPITAL OUTLAY	2,352	2,434	2,520	2,608
600 - OTHER OBJECTS	7,378	7,636	7,903	8,180
700 - TRANSFERS	1,136	1,176	1,217	1,260
581000 - OPERATING CONTINGENCY	47,500	49,163	50,883	52,664
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	761,701	788,361	815,953	844,512

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 AND STUDENTS SERVED BY MINOR FUNCTION (GENERAL FUND)

PORTLAND PUBLIC SCHOOLS
BUDGETED POSITIONS & STUDENTS SERVED BY PROGRAM (100 - General Funds)
For the 2021-22 Proposed Budget

Program	Licensed		Classified - Represented		Administrators		Non - Represented		Other		Number of Students	Proposed Budget	% Of Budget	Cost Per Student
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22				
1110 - ELEMENTARY K-5	1,057.60	1,001.10	27.01	22.90		1.00					22,944	131,312,781	17.24	5,723
1120 - MIDDLE SCHOOL PROGRAMS	498.39	473.20	1.77	0.50							11,462	60,439,210	7.93	5,273
1130 - HIGH SCHOOL PROGRAMS	617.05	625.20	4.94	5.00	2.50	2.50	1.21	1.20			14,587	86,722,495	11.39	5,945
1140 - PRE KINDERGARTEN PROGRAMS	1.50	1.50									377	331,201	0.04	879
1210 - PROGRAMS FOR TALENTED AND GIFTED											5,511	223,413	0.03	41
1220 - RESTRICTIVE PROGRAMS	101.10	98.10	261.36	268.30							1,456	28,624,351	3.76	19,660
1250 - LESS RESTRICTIVE PROGRAMS	185.25	192.30	143.95	134.60							6,073	31,932,469	4.19	5,258
1260 - TREATMENT AND HABILITATION	16.00	16.00										2,146,950	0.28	
1280 - ALTERNATIVE EDUCATION	8.25	7.00	2.00	2.00			1.00	1.00			3,069	29,646,971	3.89	9,660
1291 - ENGLISH LANGUAGE LEARNER	85.51	81.60	20.57	20.30							3,696	11,381,184	1.49	3,079
1292 - TEEN PARENT PROGRAMS			1.00	1.00							57	100,762	0.01	1,768
1299 - OTHER SPECIAL PROGRAMS			9.75	10.50							1,856	601,079	0.08	324
1400 - SUMMER SCHOOL PROGRAMS											1,209	1,959,100	0.26	1,620
1000 - INSTRUCTION	2,570.65	2,496.00	472.35	465.10	2.50	3.50	2.21	2.20				385,421,966	50.60	
2110 - ATTENDANCE/SOCIAL WORK SVCS	66.68	66.00	60.38	67.40			2.00	2.00			48,649	13,543,561	1.78	278
2120 - GUIDANCE SERVICES	146.73	150.20	19.59	15.80	5.60	5.00	18.99	19.00			48,649	25,343,512	3.33	521
2140 - PSYCHOLOGICAL SERVICES	50.68	50.20									7,644	6,446,438	0.85	843
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	87.60	90.60									4,430	11,816,486	1.55	2,667
2160 - OTHER STUDENT TREATMENT SVCS	32.30	27.30									7,644	3,683,417	0.48	482
2190 - SVC DIRECTION-STUDENT SUPPORT			16.30	16.30	23.50	25.50	14.04	15.00			48,649	13,618,381	1.79	280
2210 - IMPROVEMENT OF INSTRUCTION	0.75		1.50	1.50	8.00	8.00	5.00	5.50			48,649	5,886,426	0.77	121
2220 - EDUCATIONAL MEDIA SERVICES	63.55	64.20	44.38	45.60			6.00	6.80			48,649	12,700,043	1.67	261
2230 - ASSESSMENT AND TESTING							5.00	5.00			48,649	1,278,964	0.17	26
2240 - INSTRUC STAFF DEVELOPMENT	132.72	120.00			1.80	1.50	1.00	1.00			48,649	21,275,672	2.79	437
2310 - BOARD OF EDUCATION SERVICES							3.00	3.00			48,649	834,527	0.11	17
2320 - EXECUTIVE ADMINISTRATION SVCS			0.50	0.50	18.00	18.00	24.50	23.50			48,649	14,272,547	1.87	293
2410 - OFFICE OF THE PRINCIPAL SVCS	8.56	6.00	194.23	196.20	173.00	178.30	33.75	33.50			48,649	51,522,141	6.76	1,059
2490 - OTHER SCHOOL SUPPORT ADMIN											48,649	446,652	0.06	9
2510 - SUPPORT SERVICES-BUSINESS					1.00	1.00	1.00	1.00			48,649	426,275	0.06	9
2520 - FISCAL SERVICES			3.50	3.50	1.00	1.00	48.80	52.70			48,649	14,917,390	1.96	307
2540 - OPER/MAINTENANCE OF PLANT SVCS			425.20	466.30			43.50	42.20			48,649	59,755,111	7.84	1,228
2550 - STUDENT TRANSPORTATION SERVICE			94.13	103.50			9.00	9.00			48,649	28,731,774	3.77	591
2570 - INTERNAL SERVICES			12.00	12.00			13.00	13.00			48,649	3,464,442	0.45	71
2610 - DIRECTION OF CENTRAL SUPPORT				2.00			8.00	8.00			48,649	1,304,566	0.17	27
2620 - RESEARCH,DEVELOP,EVAL SVCS			2.00		3.00	3.00	8.50	9.50			48,649	2,208,435	0.29	45
2630 - INFORMATION SERVICES			6.50	6.50	1.00	1.00	16.25	18.50			48,649	3,375,567	0.44	69
2640 - STAFF SERVICES			1.00	1.00	1.00	1.00	49.00	51.00			48,649	8,163,827	1.07	168
2660 - TECHNOLOGY SERVICES	3.50	4.30	11.00	13.00	1.00	1.00	57.00	57.20			48,649	18,584,564	2.44	382
2670 - RECORDS MANAGEMENT SVCS			3.00	3.00			1.00	1.00			48,649	425,606	0.06	9
2000 - SUPPORT SERVICES	593.07	578.70	894.71	953.90	237.90	244.30	368.33	377.40				324,026,324	42.54	
3100 - FOOD SERVICES			1.88	1.90							48,649	191,832	0.03	4
3300 - COMMUNITY SVCS			9.85	10.00			0.50				48,649	2,201,409	0.29	45
3000 - ENTERPRISE AND COMMUNITY SVCS			11.73	11.90			0.50					2,393,241	0.31	
5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS											48,649	1,223,200	0.16	25
5200 - TRANSFERS OF FUNDS											48,649	1,136,000	0.15	23
6000 - CONTINGENCIES											48,649	47,500,000	6.24	976
FUND TOTAL	3,163.72	3,074.50	1,378.79	1,430.80	240.40	247.80	371.04	379.60				761,700,731	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 fifteen 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, 2020 was \$81.3 million.

Contributions - Contributions are financed on a pay-as-you-go basis. During fiscal year 2020 the District recognized, on a budgetary basis, expenditures of approximately \$8.7 million for the post-employment healthcare benefits.

Program membership for RHIS consisted of 614 retirees receiving benefits on June 30, 2020.

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 the 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, 2020 was \$6.2 million.

Contributions - Contributions are financed on a pay-as-you-go basis. During fiscal year 2020 the District recognized, on a budgetary basis, expenditures of approximately \$1.1 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 grow by \$102.45 million or 56% from 2020-21 to 2021-22. That increase is due to SIA and additional Federal funding (ESSER grants) we will receive in response to COVID-19. The ESSER grants are time bound with respective “use by” dates and therefore must be expensed accordingly by September 30, 2023 in order to claim the full grant.

Fund 200 - Special Revenue Funds Requirements Summary

Payroll and its associated costs along with purchased services are responsible for most of the anticipated expenditure growth in Fund 200.

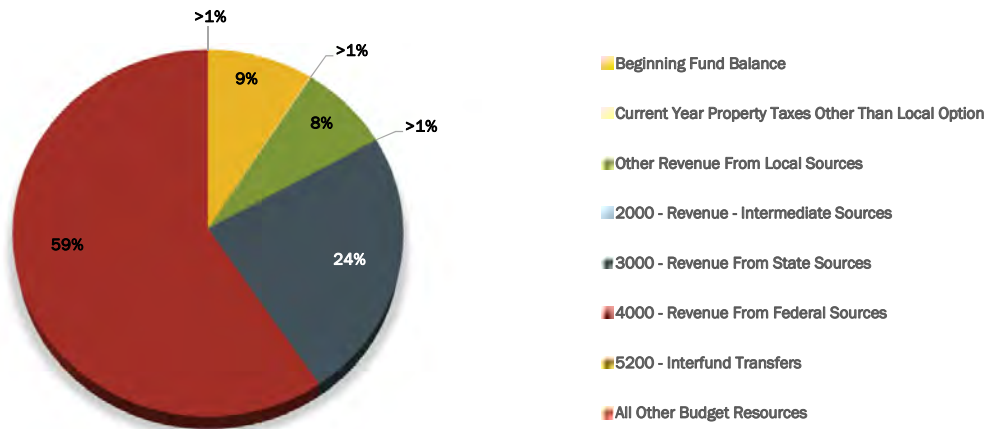
The various Special Revenue Funds support the District’s vision of strengthening the core functions and best practices by providing additional support in the form of grants and foundation funding to core curriculum areas and bringing more equity to historically underserved students through the Racial Equity Social Justice Lens. This is accomplished by providing Educational Assistants and additional Teachers as needed, as well as providing continued support of High School Success, funding engagement coaches and Community Engagement opportunities, strengthening Multi-tiered Systems of Support, increasing Social Emotional Learning, promoting family focused training and education, funding improving technological infrastructure to support Technology Aligned to Instruction, and continuing support of high-needs students through Enhanced Special Education Services. Also prevalent is the PERS Rate Stabilization Reserve Fund which continues support of the finance plan of aligned strategic investments and the Cafeteria Fund which provides equity for historically underserved students and students in need.

Summary of Resources by Major Object - 200 - Special Revenue Funds (In Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Beginning Fund Balance	36,645	36,207	37,428	36,735	25,676	-	-
Current Year Property Taxes Other Than Local Option	272	283	296	305	323	-	-
Other Revenue From Local Sources	23,309	23,416	20,451	22,809	22,338	-	-
2000 - Revenue - Intermediate Sources	61	104	43	144	-	-	-
3000 - Revenue From State Sources	18,970	28,529	24,982	46,229	67,866	-	-
4000 - Revenue From Federal Sources	50,662	48,277	53,984	77,439	170,042	-	-
5200 - Interfund Transfers	37	114	69	100	-	-	-
All Other Budget Resources	655	15	-	34	-	-	-
TOTAL RESOURCES	130,612	136,944	137,253	183,795	286,245	-	-

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.

Resources by Major Object - 200 - Special Revenue Funds

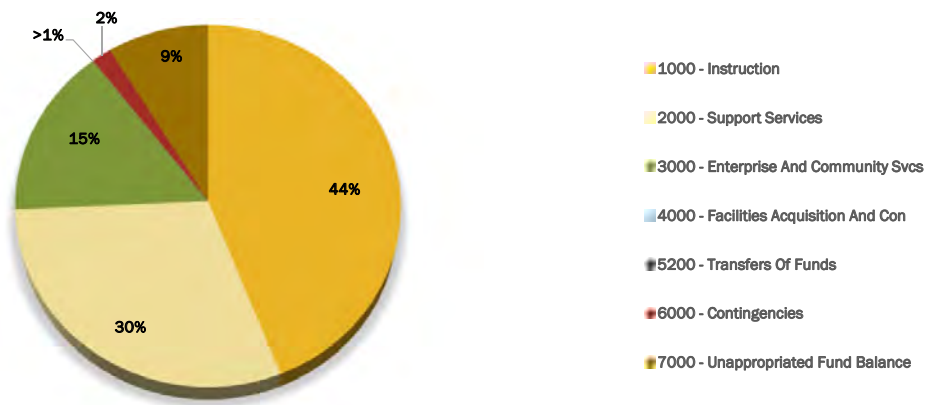


Summary of Requirements by Major Function - 200 - Special Revenue Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
1000 - Instruction	47,564	46,344	48,877	72,587	440.29	126,031	-	-	512.65
2000 - Support Services	24,996	31,769	32,104	59,790	300.56	86,530	-	-	328.34
3000 - Enterprise And Community Svcs	20,802	21,341	20,430	22,763	229.79	43,673	-	-	230.37
4000 - Facilities Acquisition And Con	-	49	52	14	-	69	-	-	-
5200 - Transfers Of Funds	1,043	14	-	-	-	-	-	-	-
6000 - Contingencies	-	-	-	-	-	4,912	-	-	-
7000 - Unappropriated Fund Balance	36,207	37,428	35,789	28,641	-	25,031	-	-	-
TOTAL REQUIREMENTS	130,612	136,944	137,252	183,795	970.64	286,245	-	-	1,071.36

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.

Requirements by Major Function - 200 - Special Revenue Funds

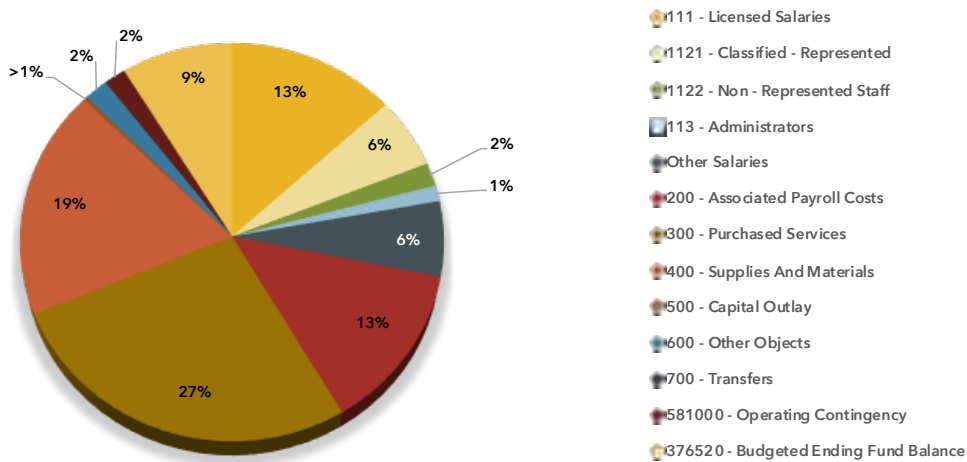


Summary of Requirements by Major Object - Fund 200 - Special Revenue Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
111 - Licensed Salaries	18,500	19,208	21,979	30,581	362.33	37,862	-	-	475.03
1121 - Classified - Represented	11,808	11,651	12,698	14,883	505.08	16,473	-	-	494.27
1122 - Non - Represented Staff	3,208	4,305	4,385	6,243	77.03	5,394	-	-	73.56
113 - Administrators	1,603	1,953	2,069	2,820	26.20	3,650	-	-	28.50
Other Salaries	3,311	4,461	3,122	7,579	-	17,441	-	-	-
200 - Associated Payroll Costs	19,621	19,994	23,075	27,324	-	38,074	-	-	-
300 - Purchased Services	11,082	9,938	9,213	18,183	-	77,723	-	-	-
400 - Supplies And Materials	19,251	22,500	18,906	39,873	-	53,415	-	-	-
500 - Capital Outlay	1,168	1,143	1,678	1,674	-	957	-	-	-
600 - Other Objects	3,810	4,277	4,337	5,994	-	5,313	-	-	-
700 - Transfers	1,043	88	-	-	-	-	-	-	-
581000 - Operating Contingency	-	-	-	-	-	4,912	-	-	-
376520 - Budgeted Ending Fund Balance	36,207	37,428	35,790	28,641	-	25,031	-	-	-
TOTAL REQUIREMENTS	130,612	136,944	137,252	183,795	970.64	286,245	-	-	1,071.36

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.

Requirements by Major Object - Fund 200 - 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. The 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

Student Body Activity Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	4,968	5,000	-	-
377000 - Fund Balance-Unres/Undes	4,257	4,369	4,968	-	-	-	-
Subtotal - Beginning Fund Balance	4,257	4,369	4,968	4,968	5,000	-	-
417900 - Other Curricular Activities	7,304	7,191	4,914	8,600	8,000	-	-
Subtotal - Other Revenue from Local Sources	7,304	7,191	4,914	8,600	8,000	-	-
Total Resources by Object	11,561	11,560	9,882	13,568	13,000	-	-

Student Body Activity Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
1132 - HIGH SCHOOL EXTRA CURRICULAR	7,192	6,592	4,952	8,600	-	8,000	-	-	-
Subtotal - 1000 - INSTRUCTION	7,192	6,592	4,952	8,600	-	8,000	-	-	-
71100 - Ending Fund Balance	4,369	4,968	4,930	4,968	-	5,000	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	4,369	4,968	4,930	4,968	-	5,000	-	-	-
Total Requirements by Function	11,561	11,560	9,882	13,568	-	13,000	-	-	-

Student Body Activity Fund - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
541000 - Consumable Supplies	7,192	6,592	4,952	8,600	-	8,000	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	7,192	6,592	4,952	8,600	-	8,000	-	-	-
376520 - Budgeted Ending Fund Balance	4,369	4,968	4,930	4,968	-	5,000	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	4,369	4,968	4,930	4,968	-	5,000	-	-	-
Total Requirements by Object	11,561	11,560	9,882	13,568	-	13,000	-	-	-

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.

Budget Forecast by Major Object and Function - 201 -Student Body Activity Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	5,000	5,175	5,356	5,544
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	8,000	8,280	8,570	8,870
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	13,000	13,455	13,926	14,413

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	8,000	8,280	8,570	8,870
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	5,000	5,175	5,356	5,544
Total Requirements	13,000	13,455	13,926	14,413

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.

CAFETERIA FUND (202)

This fund provides for all costs associated with operating federally-funded child nutrition programs in Portland schools.

While the district is experiencing a decline in meal participation, on an average day pre-pandemic, students consume 9,010 breakfasts, 17,356 lunches, and 1,800 after-school suppers and are provided a fresh fruit and vegetable program at 26 schools. Additionally for 10 weeks in the summer, breakfasts and/or lunches are served for free to children ages 1-18 years at more than 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, food preparation and cooking, equipment maintenance), management of information services (50,000 student meal accounts, collection and processing eligibility of 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 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) 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 price meals. Portland Public School's Board of Directors approves the price for full price meals (3.60.010-AD).

Fund 202 - Cafeteria Fund Detail

Cafeteria Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	3,870	-	-	-
377000 - Fund Balance-Unres/Undes	6,277	5,458	3,974	-	-	-	-
Subtotal - Beginning Fund Balance	6,277	5,458	3,974	3,870	-	-	-
416120 - Lunch	3,243	3,453	2,751	3,115	2,359	-	-
416201 - A la Carte Sales	1	-	-	-	-	-	-
416310 - Contracts and Other Sales	10	-	-	-	-	-	-
419200 - Contrib-Donation - Priv Source	55	41	55	12	12	-	-
419700 - Services Provided Other Funds	921	916	656	937	-	-	-
419910 - Miscellaneous	5	1	1	77	-	-	-
419920 - Jury Duty	-	-	-	-	-	-	-
419940 - Restitution	1	1	1	-	-	-	-
419950 - Sales, Royalties and Events	4	3	1	3	-	-	-
Subtotal - Other Revenue from Local Sources	4,239	4,415	3,465	4,144	2,371	-	-
431020 - SSF--School Lunch Match	139	139	142	144	-	-	-
432990 - Restricted State Grants	290	209	443	1,867	2,369	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	429	348	585	2,011	2,369	-	-
445010 - Fed Reimburse-Breakfast	2,646	2,655	2,822	2,467	2,522	-	-
445020 - Fed Reimburse-Lunch	7,287	6,909	6,620	6,522	6,743	-	-
445030 - Fed Reimburse-Fresh Fruit & Ve	522	529	419	523	465	-	-
445060 - Fed Reimburse - Supper	705	724	614	875	852	-	-
445080 - Fed Grants- State Pass Thru	1,101	1,129	1,197	1,047	1,047	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	12,260	11,946	11,672	11,433	11,629	-	-
452100 - Interfund Transfers	-	76	69	100	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	-	76	69	100	-	-	-
Total Resources by Object	23,206	22,244	19,765	21,559	16,368	-	-

Cafeteria Fund - Requirements by Function (Financial Data in Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
2520 - FISCAL SERVICES	-	-	526	606	-	321	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	-	-	526	606	-	321	-	-	-
3100 - FOOD SERVICES	17,748	18,269	17,531	20,211	191.81	16,047	-	-	192.24
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	17,748	18,269	17,531	20,211	191.81	16,047	-	-	192.24
71100 - Ending Fund Balance	5,458	-	1,708	742	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	5,458	-	1,708	742	-	-	-	-	-
Total Requirements by Function	23,206	18,269	19,765	21,559	191.81	16,368	-	-	192.24

Cafeteria Fund - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511210 - Classified - Represented	3,773	3,774	4,142	4,711	174.41	4,999	-	-	175.84
511220 - Non-Represented Staff	870	1,016	1,081	1,205	15.40	1,211	-	-	14.40
511420 - Directors/Program Admins	193	229	242	258	2.00	269	-	-	2.00
512400 - Temporary Misc - Classified	141	126	156	150	-	234	-	-	-
513300 - Extended Hours	3	1	-	1	-	1	-	-	-
513400 - Overtime Pay	41	66	60	66	-	35	-	-	-
513510 - Group Hlth Opt Out Lic	7	11	8	-	-	11	-	-	-
513520 - Group Hlth Opt Out Non Lic	29	38	42	-	-	22	-	-	-
Subtotal - 100 - SALARIES	5,055	5,261	5,731	6,390	191.81	6,780	-	-	192.24
521000 - PERS	118	120	231	283	-	265	-	-	-
521310 - PERS UAL	626	615	727	729	-	795	-	-	-
522000 - Social Security - FICA	379	394	434	489	-	519	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
523100 - Workers' Compensation	55	51	7	32	-	39	-	-	-
523200 - Unemployment Compensation	15	2	10	6	-	9	-	-	-
524100 - Group Health Insurance	1,703	1,708	1,669	2,007	-	1,704	-	-	-
524200 - Other Employer Paid Benefits	21	21	20	30	-	13	-	-	-
524300 - Retiree Health Insurance	49	36	35	40	-	49	-	-	-
524530 - Early Retirement Benefits	-	-	1	-	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	2,966	2,947	3,134	3,616	-	3,392	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	7	11	9	18	-	10	-	-	-
532200 - Repairs and Maintenance Svcs	33	69	79	100	-	80	-	-	-
532410 - Leased Copy Machines	2	6	-	-	-	-	-	-	-
532900 - Other Property Services	106	46	83	130	-	75	-	-	-
534100 - Travel, Local in District	7	10	8	11	-	10	-	-	-
534200 - Travel, Out of District	7	29	10	30	-	7	-	-	-
535100 - Telephone	7	9	14	14	-	14	-	-	-
535300 - Postage	9	13	11	15	-	15	-	-	-
535400 - Advertising	4	8	-	4	-	5	-	-	-
535500 - Printing and Binding	27	41	48	52	-	30	-	-	-
538940 - Professional Moving Services	-	-	-	1	-	-	-	-	-
538950 - Professional Health Care Svcs	-	-	-	1	-	1	-	-	-
538980 - Laundering Services	48	42	26	49	-	43	-	-	-
538990 - Non-Instr Pers/Professional Sv	133	113	84	150	-	110	-	-	-
Subtotal - 300 - PURCHASED SERVICES	393	397	372	574	-	399	-	-	-
541000 - Consumable Supplies	440	419	582	450	-	513	-	-	-
541270 - Food Inventory Adjustm-NS Only	82	(55)	(700)	-	-	-	-	-	-
541600 - Interdepartmental Charges	50	79	69	100	-	100	-	-	-
545100 - Purchased Food-NS Only	6,585	6,919	6,541	7,446	-	7,030	-	-	-
545300 - Donated Commodity -NS Only	1,192	1,206	1,309	1,122	-	1,122	-	-	-
546000 - Non-Consumable Supplies	71	34	32	35	-	(3,942)	-	-	-
547000 - Computer Software	139	147	131	133	-	127	-	-	-
548000 - Computer Equipment	9	1	8	10	-	5	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	8,568	8,750	7,972	9,296	-	4,956	-	-	-
552000 - Building Acquisition/Improvmnt	-	26	46	-	-	-	-	-	-
554100 - Initial and Addl Equipment	66	290	214	250	-	55	-	-	-
554110 - Vehicles	-	-	-	-	-	390	-	-	-
555010 - Computers	112	-	-	-	-	-	-	-	-
555090 - Misc Other Technology	8	-	7	1	-	1	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	186	316	267	251	-	446	-	-	-
564000 - Dues and Fees	64	67	55	83	-	74	-	-	-
569000 - Grant Indirect Charges	517	532	526	606	-	321	-	-	-
Subtotal - Other Objects	581	599	581	689	-	395	-	-	-
376520 - Budgeted Ending Fund Balance	5,458	3,975	1,708	742	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	5,458	3,975	1,708	742	-	-	-	-	-
Total Requirements by Object	23,206	22,245	19,765	21,559	191.81	16,368	-	-	192.24

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.

Budget Forecast by Major Object and Function - 202 - Cafeteria Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	-	-	-	-
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	2,371	2,454	2,540	2,629
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	2,369	2,452	2,538	2,627
4000 - REVENUE FROM FEDERAL SOURCES	11,629	12,036	12,457	12,893
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	16,368	16,942	17,535	18,149

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	4,999	5,174	5,355	5,542
1122 - NON-REPRESENTED STAFF	1,480	1,532	1,585	1,641
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	303	314	325	336
200 - ASSOCIATED PAYROLL COSTS	3,392	3,511	3,634	3,761
300 - PURCHASED SERVICES	399	413	427	442
400 - SUPPLIES AND MATERIALS	4,956	5,129	5,309	5,495
500 - CAPITAL OUTLAY	446	462	478	494
600 - OTHER OBJECTS	395	408	422	437
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	16,368	16,942	17,535	18,149

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.

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

Grants Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
377000 - Fund Balance-Unres/Undes	-	-	-	-	-	-	-
Subtotal - Beginning Fund Balance	-	-	-	-	-	-	-
412000 - Rev-Local Gov't Not Districts	2,397	1,883	3,683	1,533	1,067	-	-
419200 - Contrib-Donation - Priv Source	626	18	6	-	-	-	-
419400 - Svc Provided-Oth Local Ed Agcy	96	146	110	130	-	-	-
419600 - Recovery PY Expenditure	(50)	37	3	-	-	-	-
Subtotal - Other Revenue from Local Sources	3,069	2,084	3,802	1,663	1,067	-	-
422000 - Restricted Revenue	61	104	43	144	-	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	61	104	43	144	-	-	-
432990 - Restricted State Grants	18,302	28,179	24,396	31,823	33,971	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	18,302	28,179	24,396	31,823	33,971	-	-
442000 - Unrestr Rev-Fed Govt Thru St	-	-	-	-	535	-	-
443000 - Restr Rev-Fed Govt Direct	7,018	8,549	4,861	22,480	11,360	-	-
445080 - Fed Grants- State Pass Thru	30,836	27,170	36,961	43,461	146,503	-	-
447000 - Fed Grants-Other Interm Agency	491	563	432	15	15	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	38,345	36,282	42,254	65,956	158,413	-	-
Total Resources by Object	59,778	66,649	70,494	99,586	193,451	-	-

Grants Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
1111 - ELEMENTARY K-5	2,429	2,122	2,645	4,812	63.33	36,077	-	-	81.85
1113 - ELEMENTARY EXTRA CURRICULAR	377	157	7	15	-	-	-	-	-
1121 - MIDDLE SCHOOL PROGRAMS	302	300	566	523	9.01	4,511	-	-	12.00
1122 - MIDDLE SCHOOL EXTR CURRICULAR	-	5	-	-	-	-	-	-	-
1131 - HIGH SCHOOL PROGRAMS	1,076	1,631	2,117	5,432	14.83	6,532	-	-	21.20
1132 - HIGH SCHOOL EXTRA CURRICULAR	7	28	-	27	0.30	3	-	-	0.03
1140 - PRE KINDERGARTEN PROGRAMS	8,390	8,368	8,913	10,134	123.89	11,041	-	-	119.61
1220 - RESTRICTIVE PROGRAMS	2,465	2,157	2,352	7,441	37.15	4,128	-	-	38.15
1250 - LESS RESTRICTIVE PROGRAMS	10,189	10,258	12,546	11,130	69.37	9,760	-	-	60.93
1260 - TREATMENT AND HABILITATION	483	505	490	369	3.00	534	-	-	4.00
1272 - TITLE I A/D	2,050	2,190	3,309	5,334	0.10	4,465	-	-	-
1280 - ALTERNATIVE EDUCATION	3,845	3,994	4,072	4,320	32.94	13,425	-	-	36.89
1291 - ENGLISH LANGUAGE LEARNER	482	308	257	1,223	-	1,075	-	-	2.37
1292 - TEEN PARENT PROGRAMS	207	154	174	297	-	260	-	-	-
1293 - MIGRANT EDUCATION	150	244	256	256	1.00	354	-	-	1.00
1299 - OTHER SPECIAL PROGRAMS	1,038	870	436	2,325	-	1,609	-	-	-
1400 - SUMMER SCHOOL PROGRAMS	397	194	87	647	-	2,670	-	-	-
Subtotal - 1000 - INSTRUCTION	33,888	33,485	38,227	54,285	354.92	96,444	-	-	378.03
2110 - ATTENDANCE/SOCIAL WORK SVCS	1,346	2,505	2,980	1,566	21.66	2,629	-	-	26.00
2120 - GUIDANCE SERVICES	2,504	5,791	4,005	10,977	36.37	7,680	-	-	29.25
2130 - HEALTH SERVICES PROGRAMS	291	281	191	316	-	3,617	-	-	0.50
2140 - PSYCHOLOGICAL SERVICES	1,341	1,034	1,302	1,429	8.93	1,194	-	-	8.98
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	2,651	1,296	1,187	1,383	10.20	1,454	-	-	11.20
2160 - OTHER STUDENT TREATMENT SVCS	853	723	596	272	2.20	1,005	-	-	8.20
2190 - SVC DIRECTION-STUDENT SUPPORT	4,095	4,786	4,857	5,955	40.09	9,086	-	-	37.62
2210 - IMPROVEMENT OF INSTRUCTION	1,323	903	1,036	2,123	2.50	551	-	-	2.50
2220 - EDUCATIONAL MEDIA SERVICES	277	284	478	253	4.73	189	-	-	2.35
2230 - ASSESSMENT AND TESTING	-	4	-	-	-	-	-	-	-
2240 - INSTRUC STAFF DEVELOPMENT	5,720	6,916	5,913	11,826	44.83	8,786	-	-	41.61
2320 - EXECUTIVE ADMINISTRATION SVCS	638	448	410	-	-	-	-	-	-
2410 - OFFICE OF THE PRINCIPAL SVCS	873	1,270	1,154	2,384	23.87	2,676	-	-	24.59
2520 - FISCAL SERVICES	-	3,157	3,266	4,293	-	11,833	-	-	-

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
2540 - OPER/MAINTENANCE OF PLANT SVCS	244	50	50	50	-	11,885	-	-	-
2550 - STUDENT TRANSPORTATION SERVICE	14	101	134	54	-	158	-	-	-
2570 - INTERNAL SERVICES	-	-	-	-	-	1,992	-	-	-
2620 - RESEARCH,DEVELOP,EVAL SVCS	89	65	-	-	-	-	-	-	-
2630 - INFORMATION SERVICES	-	25	-	-	1.00	416	-	-	1.00
2640 - STAFF SERVICES	-	2	-	-	-	-	-	-	-
2660 - TECHNOLOGY SERVICES	584	538	1,945	141	0.60	1,265	-	-	-
2690 - OTHER SUPPORT SERVICES-CENTRAL	26	18	-	-	-	-	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	22,871	30,196	29,504	43,022	196.98	66,416	-	-	193.79
3100 - FOOD SERVICES	975	946	679	175	-	15,086	-	-	-
3300 - COMMUNITY SVCS	2,044	2,023	2,083	2,104	37.98	10,568	-	-	38.13
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	3,019	2,969	2,762	2,279	37.98	25,654	-	-	38.13
4110 - Service Area Direction	-	-	-	-	-	25	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	-	-	-	-	-	25	-	-	-
61100 - Operating Contingency	-	-	-	-	-	4,912	-	-	-
Subtotal - 6000 - CONTINGENCIES	-	-	-	-	-	4,912	-	-	-
71100 - Ending Fund Balance	-	-	-	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	-	-	-	-	-	-	-	-	-
Total Requirements by Function	59,778	66,649	70,494	99,586	589.88	193,451	-	-	609.95

Grants Fund - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511100 - Licensed Staff	16,390	17,473	19,867	21,913	238.97	22,422	-	-	275.54
511210 - Classified - Represented	6,819	6,722	6,993	8,485	273.70	9,308	-	-	258.87
511220 - Non-Represented Staff	1,798	2,602	2,550	4,004	52.71	3,384	-	-	50.04
511310 - Administrators - Licensed	1,546	1,849	1,906	2,424	23.50	3,132	-	-	24.50
511320 - Administrators - NonLicensed	-	-	-	57	-	-	-	-	-
511420 - Directors/Program Admins	308	449	470	323	1.00	116	-	-	1.00
512100 - Substitutes - Licensed	531	531	423	492	-	469	-	-	-
512200 - Substitutes - Classified	36	63	14	54	-	40	-	-	-
512300 - Temporary Misc - Licensed	280	436	262	237	-	-	-	-	-
512400 - Temporary Misc - Classified	309	369	310	429	-	-	-	-	-
513100 - Extended Responsibility - LIC	260	186	232	249	-	300	-	-	-
513200 - Extended Responsibility - CLS	14	3	4	-	-	-	-	-	-
513300 - Extended Hours	665	1,394	1,227	4,733	-	12,453	-	-	-
513350 - PAT Overload Pay Stipend	-	14	-	-	-	-	-	-	-
513400 - Overtime Pay	86	71	44	163	-	457	-	-	-
513510 - Group Hlth Opt Out Lic	16	16	28	4	-	-	-	-	-
Subtotal - 100 - SALARIES	29,057	32,178	34,330	43,567	589.88	52,081	-	-	609.95
521000 - PERS	953	921	1,646	1,619	-	2,192	-	-	-
521310 - PERS UAL	3,647	3,818	4,385	4,043	-	6,311	-	-	-
522000 - Social Security - FICA	2,180	2,405	2,574	2,513	-	3,984	-	-	-
523100 - Workers' Compensation	303	302	32	201	-	291	-	-	-
523200 - Unemployment Compensation	84	8	52	44	-	62	-	-	-
524100 - Group Health Insurance	7,050	7,492	8,785	8,236	-	10,794	-	-	-
524200 - Other Employer Paid Benefits	55	67	69	171	-	141	-	-	-
524300 - Retiree Health Insurance	251	236	181	250	-	367	-	-	-
524530 - Early Retirement Benefits	105	118	87	118	-	104	-	-	-
524510 - PAT Union Tuition Reimbursemt	-	1	-	-	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	14,628	15,367	17,811	17,195	-	24,246	-	-	-
531100 - Instructional Services	1,967	1,472	996	1,874	-	25,882	-	-	-
531200 - Instr Program Improvement Svcs	701	488	198	592	-	174	-	-	-
531300 - Student Services	78	78	95	167	-	28	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	321	357	282	930	-	382	-	-	-
531810 - Non-Instr Dev Profess Dev Fds	26	-	-	-	-	3	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
531900 - Other Instr Prof/Tech Svcs	2,257	3,080	3,650	5,156	-	15,436	-	-	-
532100 - Cleaning Services	-	-	13	-	-	1,992	-	-	-
532200 - Repairs and Maintenance Svcs	226	82	78	18	-	77	-	-	-
532400 - Rentals	11	12	6	13	-	10	-	-	-
532410 - Leased Copy Machines	31	27	-	10	-	-	-	-	-
532500 - Electricity	-	-	-	-	-	4,546	-	-	-
532600 - Fuel	-	-	-	10	-	-	-	-	-
532900 - Other Property Services	33	52	26	72	-	1,902	-	-	-
533110 - Reimb - School Bus	4	13	-	54	-	145	-	-	-
533120 - Reimb - Taxi Cab	14	101	105	-	-	103	-	-	-
533140 - Reimb - Tri-Met	588	-	-	-	-	-	-	-	-
533150 - Reimb - Field Trips	1	3	35	-	-	114	-	-	-
533200 - Non-Reimb Student Transport	74	42	64	99	-	119	-	-	-
534100 - Travel, Local in District	173	206	118	200	-	161	-	-	-
534200 - Travel, Out of District	595	899	424	308	-	212	-	-	-
534300 - Travel, Student Activities	41	63	36	16	-	29	-	-	-
534900 - Other Travel	-	-	1	-	-	-	-	-	-
534901 - Student Academic Transport	1	16	-	2	-	5	-	-	-
535100 - Telephone	40	42	58	311	-	1,197	-	-	-
535300 - Postage	10	6	5	5	-	3	-	-	-
535400 - Advertising	2	-	2	1	-	6	-	-	-
535500 - Printing and Binding	8	23	50	55	-	16	-	-	-
535990 - Wide Area Network/Misc	2	1	-	-	-	-	-	-	-
536000 - Charter Schools	-	-	-	73	-	3,698	-	-	-
538100 - Audit Services	-	-	-	287	-	267	-	-	-
538300 - Architect and Engineering Svcs	-	3	-	-	-	-	-	-	-
538600 - Data Processing Services	-	13	48	88	-	119	-	-	-
538910 - Security Services	-	-	-	-	-	-	-	-	-
538940 - Professional Moving Services	49	1	27	25	-	-	-	-	-
538950 - Professional Health Care Svcs	210	214	191	346	-	377	-	-	-
538960 - Professional Child Care Svcs	221	159	176	310	-	260	-	-	-
538970 - Graphic Arts Services	-	6	15	42	-	7	-	-	-
538980 - Laundering Services	40	23	23	82	-	70	-	-	-
538990 - Non-Instr Pers/Professional Sv	696	407	1,532	1,168	-	18,167	-	-	-
538995 - Meal Services	910	907	-	166	-	-	-	-	-
539100 - Pass Through	-	-	-	217	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	9,329	8,796	8,254	12,697	-	75,507	-	-	-
541000 - Consumable Supplies	913	1,191	797	16,781	-	23,471	-	-	-
541325 - Gas	-	-	11	-	-	-	-	-	-
541600 - Interdepartmental Charges	4	7	1	-	-	-	-	-	-
542100 - Textbook Expansion	149	464	450	70	-	3	-	-	-
542300 - Textbook Replacement	-	2	-	64	-	-	-	-	-
543000 - Library Books	180	200	323	-	-	8	-	-	-
544000 - Periodicals	9	8	-	5	-	6	-	-	-
544100 - Online Periodical Subscription	2	1	17	8	-	2	-	-	-
546000 - Non-Consumable Supplies	300	1,047	404	558	-	8,277	-	-	-
546100 - Minor Equipment - Tagged	188	264	164	211	-	61	-	-	-
547000 - Computer Software	545	862	1,154	1,353	-	596	-	-	-
548000 - Computer Equipment	667	2,155	2,005	1,344	-	53	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	2,957	6,203	5,326	20,394	-	32,477	-	-	-
551200 - Infrastructure	-	-	-	10	-	2	-	-	-
552000 - Building Acquisition/Improvmt	9	413	579	-	-	102	-	-	-
553000 - Improvements - Not Buildings	-	103	-	30	-	30	-	-	-
554100 - Initial and Addl Equipment	120	192	53	126	-	5	-	-	-
555010 - Computers	446	5	-	241	-	39	-	-	-
555020 - Printers	-	-	-	1	-	-	-	-	-
555090 - Misc Other Technology	328	25	766	951	-	15	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	903	737	1,398	1,359	-	193	-	-	-
561000 - Redemption of Principal	-	-	-	2	-	2	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
564000 - Dues and Fees	89	210	109	71	-	90	-	-	-
564100 - Bond Issuance Cost	-	2	-	-	-	-	-	-	-
569000 - Grant Indirect Charges	2,815	3,157	3,266	4,301	-	3,943	-	-	-
Subtotal - Other Objects	2,903	3,368	3,375	4,374	-	4,035	-	-	-
581000 - Operating Contingency	-	-	-	-	-	4,912	-	-	-
Subtotal - 581000 - Operating Contingency	-	-	-	-	-	4,912	-	-	-
376520 - Budgeted Ending Fund Balance	-	-	-	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	-	-	-	-	-	-	-	-	-
Total Requirements by Object	59,778	66,649	70,494	99,586	589.88	193,451	-	-	609.95

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.

Budget Forecast by Major Object and Function - 205 - Grants Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	-	-	-	-
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	1,067	1,104	1,143	1,183
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	33,971	35,160	36,391	37,664
4000 - REVENUE FROM FEDERAL SOURCES	158,413	163,957	169,696	175,635
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	193,451	200,222	207,230	214,483

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	22,422	23,207	24,019	24,860
1121 - CLASSIFIED - REPRESENTED	9,308	9,634	9,971	10,320
1122 - NON-REPRESENTED STAFF	3,500	3,623	3,749	3,881
113 - ADMINISTRATORS	3,132	3,242	3,355	3,473
OTHER SALARIES	13,719	14,199	14,696	15,211
200 - ASSOCIATED PAYROLL COSTS	24,246	25,095	25,973	26,882
300 - PURCHASED SERVICES	75,507	78,150	80,885	83,716
400 - SUPPLIES AND MATERIALS	32,477	33,614	34,790	36,008
500 - CAPITAL OUTLAY	193	200	207	214
600 - OTHER OBJECTS	4,035	4,176	4,322	4,474
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	4,912	5,084	5,262	5,446
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	193,451	200,222	207,230	214,483

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.

Grants Fund - Projected Grant Awards

Account by Project	Amount
412000 - Rev-Local Gov't Not Districts	
G1561 - Techsmart 3rd Grade Reading	299,093
G1668 - City Portland Gurls Tyme	2,000
G1708 - Multnomah County Attendance	9,000
G1978 - Metro Reading Results at Chapman	12,320
G2067 - Head Start PCL	594,673
G2069 - City of Portland Water Bureau Lead Grant	50,000
G9999 - Budget Revisions	100,000
412000 - Rev-Local Gov't Not Districts	1,067,086
432990 - Restricted State Grants	
G1776 - Aspire-Lincoln HS	3,000
G1787 - Preschool Promise	234,930
G1830 - Aspire - Alliance	3,800
G1927 - Outdoor School	375,000
G1970 - Aspire - Franklin HS	3,000
G1971 - Aspire - Wilson HS	3,000
G1974 - Teacher of the Year Munoz	7,500
G1981 - Long Range Facility Plan	25,000
G1988 - SSA Summer School	751,958
G2017 - Teen Parent Services	254,000
G2033 - M98 CTE 19/21 Yr2	249,420
G2034 - M98 Dropout Prevention 19/21 Yr2	1,221,312
G2035 - M98 Post Secondary Success 19/21 Yr2	159,956
G2045 - BVIS CVI	71,379
G2066 - Head Start State	5,799,811
G2068 - Preschool Promise	1,568,911
G2070 - Columbia Regional State	5,008,346
G2078 - Providence Nursing State	1,152,091
G2080 - DART LTCT State	4,325,300
G2086 - YTP State	44,052
G2090 - M98 CTE	2,523,675
G2091 - M98 Dropout Prevention	6,435,743
G2092 - M98 Post Secondary Success	2,455,405
G2093 - CTE Support	294,407
G9999 - Budget Revisions	1,000,000
432990 - Restricted State Grants	33,970,996
442000 - Unrestr Rev-Fed Govt Thru St	
G2023 - FED- Medicaid - CRP Audiology	100,000
G2024 - FED- Medicaid - DART Program	334,950
G2025 - FED- Medicaid - Special Education	100,000
442000 - Unrestr Rev-Fed Govt Thru St	534,950
443000 - Restr Rev-Fed Govt Direct	
G1455 - FED- Gear Up-Mobilizing for Col	383,078
G1716 - FED- PREP Education Innovation	1,305,166
G1770 - FED- SAY Wellness	415,748

Grants Fund - Projected Grant Awards

Account by Project	Amount
G1827 - FED- E3 Engage Empower Elevate	1,853,326
G1923 - FED- Developing Leaders	287,726
G1928 - FED- Perkins Innovation	166,667
G1989 - FED- Startalk	125,000
G2006 - FED- Head Start	1,245,551
G2021 - FED- Head Start COVID-19	9,645
G2062 - FED- Indian Education (Title VI-Part A)	113,933
G2065 - FED- Head Start	4,454,449
G9999 - Budget Revisions	1,000,000
443000 - Restr Rev-Fed Govt Direct	11,360,289
445080 - Fed Grants- State Pass Thru	
G0972 - FED- Int. Bacc (IB) Payment Prg	10,000
G1912 - FED- Health for K-5	272,125
G1984 - FED- ESSER	3,793,255
G1985 - FED- MultCo Teen Pregnancy	146,019
G1990 - FED- Title IA- School Budgets	282,073
G1991 - FED- Title IA- Central	2,079,089
G1992 - FED- Title IA- Focus/Priority Set Aside	350,822
G1993 - FED- Title IC- Migrant Education	45,758
G1994 - FED- Title IC- Migrant Ed Preschool	9,265
G1995 - FED- Title IC- Migrant Ed Summer	75,255
G1997 - FED- Title IIA- Teacher Quality	166,641
G1998 - FED- Title IIA- Private School	151,438
G1999 - FED- Title III- English Language Acquisition	388,532
G2000 - FED- Title IV-A Student Support and Academic Enrichment	167,685
G2001 - FED- Title IV-A Student Support and Academic Enrichment (Private)	36,500
G2004 - FED- ESSA Partnerships TB	598,741
G2011 - FED- Perkins	102,469
G2018 - FED- IDEA Sec 611	4,703,553
G2019 - FED- IDEA Sec 619	59,507
G2041 - FED- ESSER II	31,148,300
G2050 - FED- Title IA- School Budgets	2,521,336
G2051 - FED- Title IA- Central	5,996,645
G2052 - FED- Title IA- Focus/Priority Set Aside	1,358,233
G2053 - FED- Title IC- Migrant Education	468,536
G2054 - FED- Title IC- Migrant Ed Preschool	14,736
G2055 - FED- Title IC- Migrant Ed Summer	32,771
G2056 - FED- Title ID	195,510
G2057 - FED- Title IIA- Teacher Quality	1,412,727
G2058 - FED- Title IIA- Private School	182,562
G2059 - FED- Title III- English Language Acquisition	559,315
G2060 - FED- Title IV-A Student Support and Academic Enrichment	714,342
G2061 - FED- Title IV-A Student Support and Academic Enrichment (Private)	105,460
G2063 - FED- McKinney Homeless	50,000
G2064 - FED- ESSA Partnerships TB	970,600
G2071 - FED- Columbia Regional	5,518,725
G2072 - FED- CRP - Audiology	470,787
G2073 - FED- CRP - TBI	35,321

Grants Fund - Projected Grant Awards

Account by Project	Amount
G2074 - FED- CRP - Addition	219,612
G2075 - FED- OR Commission for the Blind	142,758
G2077 - FED- Providence Nursing	40,845
G2079 - FED- DART Title IND	145,000
G2081 - FED- DART IDEA	60,000
G2082 - FED- IDEA Sec 611	4,018,039
G2083 - FED- IDEA Sec 619	35,704
G2084 - FED- Extended Assessment	15,385
G2085 - FED- YTP	165,718
G2087 - FED- YTP Summer Work Program	57,500
G2088 - FED- Foster Care Transportation	100,500
G2089 - FED- Carl Perkins	307,406
G2094 - FED- ESSER III	74,000,000
G9999 - Budget Revisions	2,000,000
445080 - Fed Grants- State Pass Thru	146,503,100
447000 - Fed Grants-Other Interm Agency	
G1589 - FED- Paths 2 the Future	14,886
447000 - Fed Grants-Other Interm Agency	14,886
Grand Total	193,451,307

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 OPERS 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

PERS Rate Stabilization Reserve Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	18,491	18,937	-	-
377000 - Fund Balance-Unres/Undes	16,813	17,209	17,954	-	-	-	-
Subtotal - Beginning Fund Balance	16,813	17,209	17,954	18,491	18,937	-	-
411111 - Current-Multnomah Co	245	254	265	273	290	-	-
411112 - Current-Clackamas Co	-	-	-	-	-	-	-
411113 - Current-Washington Co	2	2	2	2	2	-	-
411311 - CY Gap Rate Taxes - Mult Co	26	27	28	30	31	-	-
411312 - CY Gap Rate Taxes - Clack Co	-	-	-	-	-	-	-
411313 - CY Gap Rate Taxes - Wash Co	-	-	-	-	-	-	-
Subtotal - Current Year Property Taxes other than Local Option	272	283	295	305	323	-	-
415100 - Interest on Investments	123	462	416	143	95	-	-
Subtotal - Other Revenue from Local Sources	123	462	416	143	95	-	-
Total Resources by Object	17,209	17,954	18,666	18,940	19,355	-	-

PERS Rate Stabilization Reserve Fund - Requirements by Function (Financial Data in Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
71100 - Ending Fund Balance	17,209	17,954	18,666	18,940	-	19,355	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	17,209	17,954	18,666	18,940	-	19,355	-	-	-
Total Requirements by Function	17,209	17,954	18,666	18,940	-	19,355	-	-	-

PERS Rate Stabilization Reserve Fund - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
376520 - Budgeted Ending Fund Balance	17,209	17,954	18,666	18,940	-	19,355	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	17,209	17,954	18,666	18,940	-	19,355	-	-	-
Total Requirements by Object	17,209	17,954	18,666	18,940	-	19,355	-	-	-

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.

Budget Forecast by Major Object and Function - 225 - PERS Rate Stabilization Reserve Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	18,937	19,600	20,286	20,996
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	323	334	346	358
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	95	98	102	105
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	19,355	20,032	20,734	21,459

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	19,355	20,032	20,734	21,459
Total Requirements	19,355	20,032	20,734	21,459

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.

STUDENT INVESTMENT ACCOUNT FUND (251)

The State of Oregon adopted a historic investment of funds (HB 3427) to Oregon schools last fiscal year, 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 \$31.5 million in the 2021-22 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 Object - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
432990 - Restricted State Grants	-	-	-	12,393	31,526	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	-	-	-	12,393	31,526	-	-
Total Resources by Object	-	-	-	12,393	31,526	-	-

251 - Student Investment Account - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
1111 - ELEMENTARY K-5	-	-	-	250	3.50	4,762	-	-	42.07
1121 - MIDDLE SCHOOL PROGRAMS	-	-	-	44	1.01	2,437	-	-	20.30
1122 - MIDDLE SCHOOL EXTR CURRICULAR	-	-	-	-	-	74	-	-	0.73
1131 - HIGH SCHOOL PROGRAMS	-	-	-	-	-	459	-	-	4.23
1140 - PRE KINDERGARTEN PROGRAMS	-	-	-	-	-	-	-	-	-
1220 - RESTRICTIVE PROGRAMS	-	-	-	45	-	-	-	-	-
1250 - LESS RESTRICTIVE PROGRAMS	-	-	-	-	-	-	-	-	-
1260 - TREATMENT AND HABILITATION	-	-	-	-	2.00	227	-	-	2.00
1280 - ALTERNATIVE EDUCATION	-	-	-	765	2.30	5,617	-	-	3.30
1291 - ENGLISH LANGUAGE LEARNER	-	-	-	-	-	86	-	-	0.75
1299 - OTHER SPECIAL PROGRAMS	-	-	-	50	2.75	168	-	-	2.75
Subtotal - 1000 - INSTRUCTION	-	-	-	1,154	11.56	13,830	-	-	76.13
2110 - ATTENDANCE/SOCIAL WORK SVCS	-	-	-	3,735	33.69	3,754	-	-	36.19
2120 - GUIDANCE SERVICES	-	-	-	3,677	32.10	3,394	-	-	30.30
2140 - PSYCHOLOGICAL SERVICES	-	-	-	351	3.40	495	-	-	3.80
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	-	-	-	83	-	-	-	-	-
2160 - OTHER STUDENT TREATMENT SVCS	-	-	-	198	3.00	339	-	-	3.00
2210 - IMPROVEMENT OF INSTRUCTION	-	-	-	283	1.00	116	-	-	1.00
2220 - EDUCATIONAL MEDIA SERVICES	-	-	-	-	-	29	-	-	0.25
2240 - INSTRUC STAFF DEVELOPMENT	-	-	-	2,267	18.25	4,963	-	-	40.50
2410 - OFFICE OF THE PRINCIPAL SVCS	-	-	-	-	2.00	407	-	-	3.00
2520 - FISCAL SERVICES	-	-	-	500	-	500	-	-	-
2540 - OPER/MAINTENANCE OF PLANT SVCS	-	-	-	145	-	-	-	-	-
2610 - DIRECTION OF CENTRAL SUPPORT	-	-	-	-	-	1,422	-	-	-
2660 - TECHNOLOGY SERVICES	-	-	-	-	-	516	-	-	4.17
Subtotal - 2000 - SUPPORT SERVICES	-	-	-	11,239	93.44	15,935	-	-	122.21
3300 - COMMUNITY SVCS	-	-	-	-	-	1,761	-	-	-
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	-	-	-	-	-	1,761	-	-	-
Total Requirements by Function	-	-	-	12,393	105.00	31,526	-	-	198.34

251 - Student Investment Object - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511100 - Licensed Staff	-	-	-	6,375	89.26	14,063	-	-	181.60
511210 - Classified - Represented	-	-	-	28	9.69	402	-	-	9.69
511220 - Non-Represented Staff	-	-	-	274	5.05	367	-	-	5.05
511310 - Administrators - Licensed	-	-	-	134	1.00	265	-	-	2.00
511420 - Directors/Program Administrators	-	-	-	124	-	-	-	-	-
512100 - Substitutes - Licensed	-	-	-	14	-	-	-	-	-
513300 - Extended Hours	-	-	-	25	-	2,534	-	-	-
Subtotal - 100 - SALARIES	-	-	-	6,974	105.00	17,631	-	-	198.34
521000 - PERS	-	-	-	327	-	729	-	-	-
521310 - PERS UAL	-	-	-	842	-	2,138	-	-	-
522000 - Social Security - FICA	-	-	-	534	-	1,349	-	-	-
523100 - Workers' Compensation	-	-	-	36	-	100	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
523200 - Unemployment Compensation	-	-	-	6	-	22	-	-	-
524100 - Group Health Insurance	-	-	-	2,005	-	3,650	-	-	-
524200 - Other Employer Paid Benefits	-	-	-	33	-	41	-	-	-
524300 - Retiree Health Insurance	-	-	-	46	-	126	-	-	-
524530 - Early Retirement Benefits	-	-	-	16	-	34	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	-	-	-	3,845	-	8,189	-	-	-
531100 - Instructional Services	-	-	-	280	-	-	-	-	-
531200 - Instr Program Improvement Svcs	-	-	-	55	-	-	-	-	-
531300 - Student Services	-	-	-	135	-	-	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	-	-	-	42	-	-	-	-	-
531900 - Other Instr Prof/Tech Svcs	-	-	-	169	-	-	-	-	-
534100 - Travel, Local in District	-	-	-	2	-	-	-	-	-
534200 - Travel, Out of District	-	-	-	2	-	-	-	-	-
536000 - Charter Schools	-	-	-	355	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	-	-	-	23	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	-	-	-	1,063	-	-	-	-	-
541000 - Consumable Supplies	-	-	-	10	-	5,206	-	-	-
542200 - Textbook Adoption	-	-	-	-	-	-	-	-	-
546000 - Non-Consumable Supplies	-	-	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	-	-	-	10	-	5,206	-	-	-
569000 - Grant Indirect Charges	-	-	-	500	-	500	-	-	-
Subtotal - Other Objects	-	-	-	500	-	500	-	-	-
Total Requirements by Object	-	-	-	12,393	105.00	31,526	-	-	198.34

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.

Budget Forecast by Major Object and Function - 251 - Student Investment Account Detail (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	31,526	32,629	33,771	34,953
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	31,526	32,629	33,771	34,953

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	14,063	14,555	15,065	15,592
1121 - CLASSIFIED - REPRESENTED	402	416	431	446
1122 - NON-REPRESENTED STAFF	367	380	393	407
113 - ADMINISTRATORS	265	274	284	294
OTHER SALARIES	2,534	2,623	2,714	2,809
200 - ASSOCIATED PAYROLL COSTS	8,189	8,476	8,772	9,079
300 - PURCHASED SERVICES	-	17	35	54
400 - SUPPLIES AND MATERIALS	5,206	5,388	5,577	5,772
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	500	500	500	500
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	31,526	32,629	33,771	34,953

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.

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

Dedicated Resource Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	9,405	1,739	-	-
377000 - Fund Balance-Unres/Undes	9,297	9,171	10,531	-	-	-	-
Subtotal - Beginning Fund Balance	9,297	9,171	10,531	9,405	1,739	-	-
413110 - Regular Day Tuition	159	215	140	160	160	-	-
413310 - Summer School Tuition	117	60	21	85	-	-	-
417420 - Other Activity Fees	1	1	-	-	-	-	-
417700 - Outdoor School Fees	11	361	-	-	-	-	-
419200 - Contrib-Donation - Priv Source	5,247	5,724	5,948	5,959	7,609	-	-
419400 - Svc Provided-Oth Local Ed Agcy	72	113	72	-	-	-	-
419410 - Svc Provided-Oth Dist in State	1,828	1,687	1,432	2,007	2,969	-	-
419600 - Recovery PY Expenditure	(1)	1	-	-	-	-	-
419910 - Miscellaneous	20	15	4	-	-	-	-
419940 - Restitution	1	1	-	-	-	-	-
419945 - E-RATE PRIORITY 1	1,060	1,012	191	-	-	-	-
419950 - Sales, Royalties and Events	58	72	46	48	67	-	-
Subtotal - Other Revenue from Local Sources	8,574	9,263	7,854	8,259	10,805	-	-
432990 - Restricted State Grants	239	1	1	1	-	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	239	1	1	1	-	-	-
442000 - Unrestr Rev-Fed Govt Thru St	56	49	58	50	-	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	56	49	58	50	-	-	-
452100 - Interfund Transfers	37	38	-	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	37	38	-	-	-	-	-
453000 - Sale of Fixed Assets	655	15	-	34	-	-	-
Subtotal - All Other Budget Resources	655	15	-	34	-	-	-
Total Resources by Object	18,858	18,537	18,445	17,749	12,544	-	-

Dedicated Resource Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
1111 - ELEMENTARY K-5	2,189	2,141	2,318	2,747	27.68	1,684	-	-	19.52
1113 - ELEMENTARY EXTRA CURRICULAR	6	18	35	36	-	71	-	-	-
1121 - MIDDLE SCHOOL PROGRAMS	839	758	503	556	4.89	573	-	-	4.38
1122 - MIDDLE SCHOOL EXTR CURRICULAR	2	27	-	-	-	9	-	-	-
1131 - HIGH SCHOOL PROGRAMS	772	721	761	1,214	7.29	1,064	-	-	6.72
1132 - HIGH SCHOOL EXTRA CURRICULAR	608	686	7	456	-	897	-	-	-
1140 - PRE KINDERGARTEN PROGRAMS	70	12	9	46	-	139	-	-	-
1220 - RESTRICTIVE PROGRAMS	77	137	88	88	-	112	-	-	-
1250 - LESS RESTRICTIVE PROGRAMS	1,791	1,654	1,849	2,740	30.51	2,410	-	-	27.82
1272 - TITLE I A/D	2	4	3	7	-	2	-	-	-
1280 - ALTERNATIVE EDUCATION	101	66	76	180	0.94	566	-	-	-
1291 - ENGLISH LANGUAGE LEARNER	-	-	-	-	-	4	-	-	0.05
1292 - TEEN PARENT PROGRAMS	-	-	-	45	-	46	-	-	-
1293 - MIGRANT EDUCATION	-	-	-	-	-	13	-	-	-
1400 - SUMMER SCHOOL PROGRAMS	29	43	49	432	2.50	166	-	-	-
Subtotal - 1000 - INSTRUCTION	6,484	6,267	5,698	8,549	73.81	7,756	-	-	58.49
2110 - ATTENDANCE/SOCIAL WORK SVCS	117	8	152	61	0.88	87	-	-	0.50
2120 - GUIDANCE SERVICES	228	395	312	390	0.40	378	-	-	1.00
2130 - HEALTH SERVICES PROGRAMS	14	20	-	249	-	51	-	-	-
2140 - PSYCHOLOGICAL SERVICES	-	9	-	-	-	-	-	-	-
2150 - SPEECH PATHOLOGY/AUDIOLOGY SVC	117	82	173	178	1.00	147	-	-	1.00
2190 - SVC DIRECTION-STUDENT SUPPORT	141	107	326	415	1.73	582	-	-	2.03
2210 - IMPROVEMENT OF INSTRUCTION	1	1	48	49	-	88	-	-	-
2220 - EDUCATIONAL MEDIA SERVICES	193	206	195	216	1.60	214	-	-	1.15

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
2240 - INSTRUC STAFF DEVELOPMENT	113	69	167	166	0.26	246	-	-	1.00
2320 - EXECUTIVE ADMINISTRATION SVCS	9	65	13	31	-	260	-	-	-
2410 - OFFICE OF THE PRINCIPAL SVCS	305	289	325	379	4.28	327	-	-	4.14
2520 - FISCAL SERVICES	18	97	126	187	-	169	-	-	-
2540 - OPER/MAINTENANCE OF PLANT SVCS	59	24	133	13	-	17	-	-	-
2550 - STUDENT TRANSPORTATION SERVICE	-	74	-	1	-	296	-	-	-
2630 - INFORMATION SERVICES	-	8	10	10	-	8	-	-	-
2640 - STAFF SERVICES	1	-	-	-	-	1	-	-	-
2660 - TECHNOLOGY SERVICES	809	119	93	2,578	-	986	-	-	1.53
Subtotal - 2000 - SUPPORT SERVICES	2,126	1,573	2,073	4,923	10.14	3,857	-	-	12.34
3100 - FOOD SERVICES	14	22	21	65	-	75	-	-	-
3300 - COMMUNITY SVCS	20	80	116	208	-	136	-	-	-
Subtotal - 3000 - ENTERPRISE AND COMMUNITY SVCS	34	102	137	273	-	211	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	-	49	52	14	-	44	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	-	49	52	14	-	44	-	-	-
52100 - Fund Transfers	1,043	14	-	-	-	-	-	-	-
Subtotal - 5200 - TRANSFERS OF FUNDS	1,043	14	-	-	-	-	-	-	-
71100 - Ending Fund Balance	9,171	10,532	10,485	3,991	-	676	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	9,171	10,532	10,485	3,991	-	676	-	-	-
Total Requirements by Function	18,858	18,537	18,445	17,749	83.95	12,544	-	-	70.83

Dedicated Resource Fund - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511100 - Licensed Staff	2,110	1,735	2,111	2,292	34.10	1,377	-	-	17.89
511210 - Classified - Represented	1,217	1,155	1,563	1,659	47.28	1,765	-	-	49.87
511220 - Non-Represented Staff	11	8	15	30	0.67	48	-	-	1.07
511310 - Administrators - Licensed	57	104	163	205	1.70	253	-	-	2.00
511420 - Directors/Program Admins	28	-	28	25	0.20	-	-	-	-
512100 - Substitutes - Licensed	81	107	43	127	-	22	-	-	-
512200 - Substitutes - Classified	1	1	1	17	-	-	-	-	-
512300 - Temporary Misc - Licensed	7	38	5	-	-	-	-	-	-
512400 - Temporary Misc - Classified	47	33	30	-	-	-	-	-	-
513100 - Extended Responsibility - LIC	71	102	52	111	-	586	-	-	-
513200 - Extended Responsibility - CLS	386	540	2	276	-	69	-	-	-
513300 - Extended Hours	275	301	172	422	-	208	-	-	-
513400 - Overtime Pay	27	14	7	9	-	-	-	-	-
Subtotal - 100 - SALARIES	4,318	4,138	4,192	5,173	83.95	4,328	-	-	70.83
521000 - PERS	94	75	162	242	-	179	-	-	-
521310 - PERS UAL	491	393	492	623	-	520	-	-	-
522000 - Social Security - FICA	325	276	316	396	-	328	-	-	-
523100 - Workers' Compensation	45	35	3	26	-	24	-	-	-
523200 - Unemployment Compensation	15	1	7	5	-	5	-	-	-
524100 - Group Health Insurance	1,000	856	1,109	1,307	-	1,140	-	-	-
524200 - Other Employer Paid Benefits	6	5	6	25	-	13	-	-	-
524300 - Retiree Health Insurance	37	26	24	33	-	30	-	-	-
524530 - Early Retirement Benefits	16	13	11	12	-	8	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	2,028	1,680	2,130	2,668	-	2,247	-	-	-
531100 - Instructional Services	128	59	64	291	-	138	-	-	-
531200 - Instr Program Improvement Svcs	55	3	8	53	-	67	-	-	-
531300 - Student Services	1	20	49	19	-	73	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	25	119	31	132	-	227	-	-	-
531900 - Other Instr Prof/Tech Svcs	106	146	79	403	-	235	-	-	-
532200 - Repairs and Maintenance Svcs	43	25	178	78	-	7	-	-	-
532400 - Rentals	54	11	2	12	-	76	-	-	-
532410 - Leased Copy Machines	-	-	-	8	-	3	-	-	-
532500 - Electricity	-	-	-	-	-	-	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
532600 - Fuel	-	-	-	1	-	-	-	-	-
532700 - Water and Sewage	-	-	-	-	-	-	-	-	-
532900 - Other Property Services	4	10	3	5	-	4	-	-	-
533120 - Reimb - Taxi Cab	-	-	-	-	-	-	-	-	-
533140 - Reimb - Tri-Met	-	-	-	-	-	-	-	-	-
533150 - Reimb - Field Trips	-	118	-	-	-	1	-	-	-
533200 - Non-Reimb Student Transport	37	15	13	26	-	19	-	-	-
534100 - Travel, Local in District	5	5	2	65	-	9	-	-	-
534200 - Travel, Out of District	30	85	26	95	-	50	-	-	-
534300 - Travel, Student Activities	28	60	5	46	-	17	-	-	-
534901 - Student Academic Transport	-	-	-	-	-	-	-	-	-
535100 - Telephone	80	1	1	80	-	1	-	-	-
535300 - Postage	1	1	3	21	-	2	-	-	-
535400 - Advertising	-	-	-	-	-	-	-	-	-
535500 - Printing and Binding	6	1	2	7	-	3	-	-	-
535990 - Wide Area Network/Misc	730	-	-	2,307	-	746	-	-	-
537410 - Tuition - Fees College Credit	11	-	-	1	-	57	-	-	-
538300 - Architect and Engineering Svcs	1	-	-	-	-	1	-	-	-
538940 - Professional Moving Services	-	2	-	1	-	-	-	-	-
538960 - Professional Child Care Svcs	-	-	-	4	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	16	64	91	55	-	76	-	-	-
538995 - Meal Services	-	-	-	-	-	-	-	-	-
539100 - Pass Through	-	-	32	137	-	5	-	-	-
Subtotal - 300 - PURCHASED SERVICES	1,360	745	589	3,849	-	1,817	-	-	-
541000 - Consumable Supplies	266	387	315	947	-	2,426	-	-	-
541100 - Loss Prevention	-	-	-	-	-	-	-	-	-
541310 - Auto Parts, Batteries	1	1	-	1	-	-	-	-	-
541325 - Gas	1	-	-	-	-	-	-	-	-
541400 - Maintenance Materials	-	-	-	-	-	-	-	-	-
541600 - Interdepartmental Charges	2	9	5	4	-	3	-	-	-
542100 - Textbook Expansion	12	13	4	13	-	2	-	-	-
543000 - Library Books	9	49	9	52	-	49	-	-	-
544000 - Periodicals	-	-	-	2	-	-	-	-	-
545100 - Purchased Food-NS Only	-	-	-	-	-	-	-	-	-
546000 - Non-Consumable Supplies	124	127	128	109	-	124	-	-	-
546100 - Minor Equipment - Tagged	6	-	-	4	-	2	-	-	-
547000 - Computer Software	7	10	63	94	-	62	-	-	-
548000 - Computer Equipment	106	359	132	348	-	108	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	534	955	656	1,573	-	2,776	-	-	-
552000 - Building Acquisition/Improvmt	4	-	13	2	-	60	-	-	-
553000 - Improvements - Not Buildings	29	44	-	9	-	3	-	-	-
554100 - Initial and Addl Equipment	43	29	-	16	-	17	-	-	-
554110 - Vehicles	-	-	-	-	-	-	-	-	-
555010 - Computers	-	3	-	23	-	-	-	-	-
555020 - Printers	-	-	-	-	-	-	-	-	-
555090 - Misc Other Technology	4	14	-	12	-	2	-	-	-
556410 - Buses/Capital Bus Improvements	-	-	-	-	-	236	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	79	91	13	64	-	318	-	-	-
563500 - Administrative Write-Off	25	1	-	-	-	-	-	-	-
564000 - Dues and Fees	196	212	254	243	-	213	-	-	-
564010 - Dues & Fees Profess Dev Fds	-	-	-	1	-	-	-	-	-
567100 - Permits	-	-	-	-	-	-	-	-	-
569000 - Grant Indirect Charges	104	96	126	187	-	169	-	-	-
Subtotal - Other Objects	325	310	380	431	-	382	-	-	-
571000 - Transfers to Other Funds	1,043	14	-	-	-	-	-	-	-
572000 - Pass-Through	-	74	-	-	-	-	-	-	-
Subtotal - 700 - TRANSFERS	1,043	88	-	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	9,171	10,530	10,485	3,991	-	676	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Subtotal - 376520 - Budgeted Ending Fund Balance	9,171	10,530	10,485	3,991	-	676	-	-	-
Total Requirements by Object	18,858	18,537	18,445	17,749	83.95	12,544	-	-	70.83

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.

Budget Forecast by Major Object and Function - 299 - Dedicated Resource Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	1,739	1,800	1,863	1,928
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	10,805	11,183	11,575	11,980
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	12,544	12,983	13,437	13,908

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	1,377	1,425	1,475	1,527
1121 - CLASSIFIED - REPRESENTED	1,765	1,827	1,891	1,957
1122 - NON-REPRESENTED STAFF	48	50	51	53
113 - ADMINISTRATORS	253	262	271	281
OTHER SALARIES	885	916	948	981
200 - ASSOCIATED PAYROLL COSTS	2,247	2,326	2,407	2,491
300 - PURCHASED SERVICES	1,817	1,881	1,946	2,015
400 - SUPPLIES AND MATERIALS	2,776	2,873	2,974	3,078
500 - CAPITAL OUTLAY	318	329	341	353
600 - OTHER OBJECTS	382	394	408	422
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	676	701	725	751
Total Requirements	12,544	12,983	13,437	13,908

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.

Dedicated Resource Fund - Projected Dedicated Resource Accounts

Account by Project	Amount
376510 - Budgeted Beginning Fund Balance	
S0081 - Regional Inservice	33,992
S0115 - Summer Scholars Program	673,807
S0118 - TLC / TNT Donations	4,000
S0126 - Project Return Homeless	486
S0170 - DART - Student Activities	4,149
S0220 - SLIP Testing for Non-ESL Stude	5,016
S0226 - Transition Center	13,018
S0229 - Credit-by-Exam: Ed Options (N	860
S0234 - Green Thumb Green House	11,145
S0256 - Nutrition Donations Misc Rev	50,000
S0281 - Audiology Services	2,500
S0290 - LTCT Fee for Service	66,369
S0319 - Unique Inks - Roosevelt	21,908
S0320 - Freshman Transitioning - Nike	6,122
S0327 - SPED Classrooms-Fee for Svc	27,428
S0334 - Star Autism/OrPats Reimb	3,071
S0340 - ODE Alternative Ed Summit	3,876
S0346 - Roosevelt Tennis Camp	10,220
S0359 - Nutrition Emp Wellness Pilot	24,823
S0376 - CRP-DDH Fund Raising	2,316
S0380 - Nike NSIF College Career Readiness Program	46,000
S0388 - CTE at Roosevelt	23,905
S0393 - Roosevelt RESPECT	3,895
S0398 - Startalk Supplemental	3,500
S0416 - Electric Bus Project	295,000
S0417 - Mike Walsh Field	200,000
S0420 - Portland Metro STEM Partnership (COVID-19)	16,929
S0421 - 3 to PhD	158,153
S0423 - Vollum STEM Indian Ed	5,000
S0424 - Rigler Online Learning Support	4,386
S0426 - Home Classroom Kits	2,960
S0428 - Homeless Student Support Services	13,116
S0430 - OCF/Salisbury	1,000
376510 - Budgeted Beginning Fund Balance	1,738,950
376520 - Budgeted Ending Fund Balance	
S0115 - Summer Scholars Program	504,830
S0234 - Green Thumb Green House	11,145
S0417 - Mike Walsh Field	150,000
S0441 - Project the Lead the Way	10,000
376520 - Budgeted Ending Fund Balance	675,975
413110 - Regular Day Tuition	
S0245 - Adv Place. (AP) Fee Payment Pr	160,000
413110 - Regular Day Tuition	160,000

Dedicated Resource Fund - Projected Dedicated Resource Accounts

Account by Project	Amount
419200 - Contrib-Donation - Priv Source	
S0023 - Television Services	3,902
S0082 - Cash Contributions	653,412
S0083 - Foundation Funds	1,169,294
S0117 - Teen Parent / Child Developmen	45,858
S0128 - Improving Achievement in Scien	2,529
S0133 - Donald Chapman Memorial Fund	62,511
S0134 - Steve Brown Memorial Schlrshp	6,754
S0142 - Benson House	443,853
S0166 - Special Projects	254,355
S0167 - Project: Community Care	905
S0171 - Capitol Hill ExAcademy	31,763
S0215 - Districtwide Music Program	1,514
S0230 - Spec Proj/Early Entry:TAG(NF)	38,664
S0240 - Walmart Foundation Grant	46,157
S0249 - PCC-Jefferson Middle College	91,115
S0251 - Head Start-BeverlyOliver Trust	85,000
S0253 - Vernon Choral Program	3,545
S0266 - iPad Fee for Service	25,497
S0272 - Athletic donations	891,337
S0280 - Vol Supp St award Learn Garden	1,778
S0285 - Assistive Tech & Ed Materials	10,000
S0296 - Wellness Works	1,046
S0299 - KPBS Radio Donation	92,834
S0300 - Verizon Innovative Learning	3,722
S0301 - Pauline Bryan Annuity	4,894
S0324 - PEMCO Partnership	7,037
S0325 - Independent Foundations	831,172
S0339 - Band Instrument Replacement	13,270
S0342 - Social and Emotional Learning	930
S0343 - Business to School Partnership	45,284
S0347 - Sabin Reads Literary Support	921
S0349 - Kaiser Perm. School Health Ctr	4,383
S0350 - PPS Parent Fund	1,025,243
S0351 - E-Rate Priority 1	746,329
S0353 - Safety Exercises	315
S0354 - Driver In-Service	609
S0357 - CommuniCare	5,050
S0358 - Digital Reading	1,029
S0362 - MLK Play Environments	2,557
S0363 - Moda Assist Project	15,248
S0367 - Environmental Sustainability	8,383
S0370 - Benson HS Engineering Program	30,871
S0371 - James John K2 Bsktbl Ct Rnvtn	3,242
S0375 - Attendance Monitoring	3,650
S0379 - School-Family Partnerships	46,800

Dedicated Resource Fund - Projected Dedicated Resource Accounts

Account by Project	Amount
S0380 - Nike NSIF College Career Readiness Program	82,500
S0381 - Chess for Success	10,430
S0382 - Lokey Lab - Alameda	3,291
S0383 - Greg Houser Business Center	180,000
S0385 - Four Cs	3,472
S0389 - Weimer Trust Speech and Debate	5,742
S0390 - REAHL Toolkit Development	11,678
S0392 - Benson Microbial Genetics	3,739
S0394 - All Star Awards	1,304
S0396 - Improving Arts Education	34,353
S0399 - Wilson HS Marquee	125
S0400 - LaBonte-Linehan TAG PD	26,395
S0402 - E-rate Priority 2	43,891
S0403 - Allstate Helping Hands	2,531
S0405 - Lincoln Suicide Prevention	50,661
S0408 - ABLE	50,000
S0409 - JHS Changing Lives Through Spo	5,994
S0411 - Climate Justice	31,873
S0412 - VILS	195,000
S0414 - Vestal Playground	1,000
S0422 - Math Shelf	49,300
S0429 - AGC Summer Construction Program	4,500
S0431 - Beaumont Band	9,817
S0433 - Peninsula Playground	6,430
S0441 - Project the Lead the Way	30,000
419200 - Contrib-Donation - Priv Source	7,608,588
419410 - Svc Provided-Oth Dist in State	
S0031 - L.E.A. Billings - Deaf / Hard	2,608,591
S0163 - Deaf/HOH EI-ECSE Classrm	227,885
S0281 - Audiology Services	5,000
S0368 - LEA Billings-BVI Para Educator	127,688
419410 - Svc Provided-Oth Dist in State	2,969,164
419950 - Sales, Royalties and Events	
S0204 - Wilcox Partners Coffee Cart	7,275
S0206 - Audiology Equipment - Non Medi	25,000
S0234 - Green Thumb Green House	12,000
S0302 - Pioneer Coffee Cart	13,000
S0303 - Community Transition Coffee Ca	10,000
419950 - Sales, Royalties and Events	67,275
Grand Total	12,543,977

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. Resources are expected to grow \$9.29 million from 2020-21 to 2021-22. 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 General Obligation (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 taxes consistent until maturity. Requirements are expected to increase by \$9.29 million from 2020-21 to 2021-22, primarily due to issuance of GO bonds in April and December 2020. 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, 2021 is \$1.43 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 \$482 million School Building Improvement Bond authorized in 2012 enabled the district to make improvements in more than 51 schools, and the \$790 million Health, Safety and Modernization Bond authorized in May 2017 is underway with the goal of reaching every school in the district. Bonds were issued in December 2020 under the May 2020 authorization for two purposes: 1) \$54.0 million to redeem a portion of the outstanding debt on the 2012 authorization; and 2) \$365.5 million to continue the work of modernizing PPS schools.

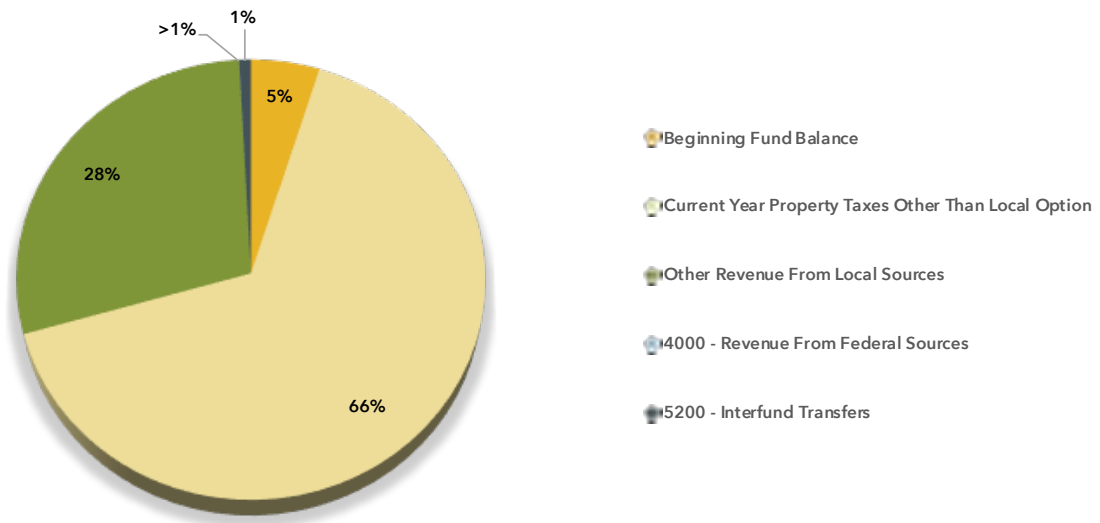
Limited Tax Pension Obligation Bonds were issued to finance the District's Unfunded Actuarial Liability (UAL) Bonds. The District participated in an Oregon School Boards Association (OSBA) sponsored pooled limited tax pension bond program in October 2002 and April 2003. Through these bond strategic investments, PPS has been able to contain its PERS costs. Under the terms of the borrowing agreements for the Limited Tax Pension Bonds, the District is bound by an intercept agreement whereby Wells Fargo Bank Northwest NA, as the trustee, directly receives specific amounts that have been withheld from the District's State School Fund support payments that are deposited in trust with Local Government Investment Pool (LGIP). Wells Fargo Bank Northwest NA then makes the scheduled semi-annual debt service payments from the LGIP trust account. Our combined PERS rate is now 16.18%, while some school districts experience rates in excess of 30%. This translates to General Fund resources remaining available for investment in programs aligned to our vision such as investments in Academic and Behavioral Programming, Technology Aligned with Instruction and Social Emotional Learning.

Summary of Resources by Major Object - 300 - Debt Service Funds (In Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Beginning Fund Balance	3,942	6,136	10,783	14,250	10,228	-	-
Current Year Property Taxes Other Than Local Option	115,364	123,335	124,515	128,923	138,667	-	-
Other Revenue From Local Sources	49,734	50,598	54,432	56,693	60,284	-	-
4000 - Revenue From Federal Sources	117	97	76	54	30	-	-
5200 - Interfund Transfers	4,451	4,458	1,752	1,751	1,754	-	-
TOTAL RESOURCES	173,608	184,625	191,558	201,671	210,963	-	-

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.

Resources by Major Object - 300 - Debt Service Funds

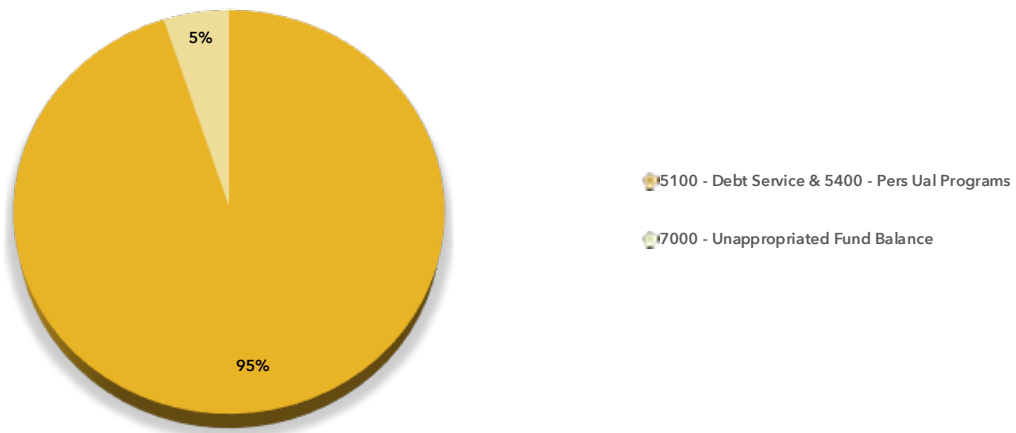


Summary of Requirements by Major Function - 300 - Debt Service Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
5100 - Debt Service & 5400 - Pers Ual Programs	167,472	173,842	177,734	191,444	-	200,309	-	-	-
7000 - Unappropriated Fund Balance	6,136	10,783	13,823	10,228	-	10,654	-	-	-
TOTAL REQUIREMENTS	173,608	184,625	191,557	201,672	-	210,963	-	-	-

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.

Requirements by Major Function - 300 - Debt Service Funds

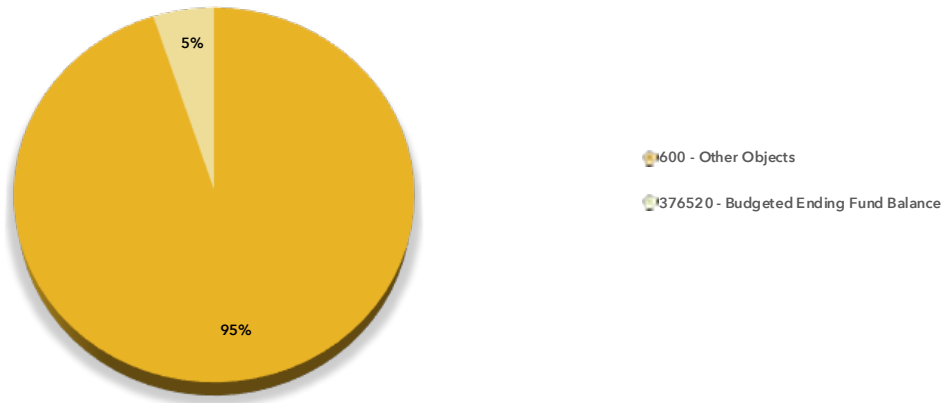


Summary of Requirements by Major Object - Fund 300 - Debt Service Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
600 - Other Objects	167,472	173,842	177,734	191,444	-	200,309	-	-	-
376520 - Budgeted Ending Fund Balance	6,136	10,783	13,823	10,228	-	10,654	-	-	-
TOTAL REQUIREMENTS	173,608	184,625	191,557	201,672	-	210,963	-	-	-

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.

Requirements by Major Object - Fund 300 - Debt Service Funds



DEBT SERVICE OVERVIEW

Limited Tax 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 (“OPERS”). 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 OPERS. 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. The District anticipates the total costs of financing the District’s actuarial obligation in this manner will result in a significant savings to the District when compared to paying for such costs as additional contribution rates to OPERS.

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 2002 series Limited Tax Pension Bonds were issued on October 31, 2002, and are payable annually through June 2028. Interest on the current coupon bonds is payable semiannually at rates ranging from 5.48 to 5.55 percent. The Series 2002A Bonds were paid off 6/30/2020. The Series 2002B Bonds maturing June 30, 2021 shall be subject to prepayment from pension prepayments on or after June 30, 2009, and those due June 30, 2028 are subject to mandatory prepayment prior to its stated maturity, in whole or part, on any June 30 on or after June 30, 2024. During 2012 \$14.2 million of Series 2002 Pension Bonds were refinanced. See the description of the Limited Tax Pension Bonds, Series 2012 below.

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 series Limited Tax Pension Bonds were issued on April 30, 2003, and are payable annually through June 2028. Interest on the deferred interest bonds is accreted semiannually at yields rates ranging from 6.15 to 6.27 percent. Interest on the current coupon bonds is payable semiannually at rates ranging from 5.45 to 5.68 percent. The bonds are federally taxable and are not subject to optional prepayment prior to their stated maturities.

On January 31, 2012 the District issued \$14.4 million in Limited Tax Pension Refunding Bonds, Series 2012. The interest rate is fixed at 2.75 percent and interest payments on the bonds are payable semiannually in June and December. The bonds mature on June 30, 2021. The total amount of interest savings (economic gain) as a result of the refinancing is \$3.2 million. The present value of future cash savings as a result of the refinancing is \$2.8 million. The bond proceeds, \$14,200, were used to pay on the Limited Tax Pension Bonds, Series 2002. The Series 2012 bonds are subject to optional prepayment.

Under the terms of the borrowing agreements for the 2002, 2003 and 2012 Limited Tax Pension Bonds, the District is bound by an intercept agreement whereby Wells Fargo Bank Northwest NA, as the trustee, directly receives specified amounts that have been withheld from the District’s State School Fund support payments that are deposited in trust with LGIP. Wells Fargo Bank Northwest NA then makes the scheduled semi-annual debt service payments from the LGIP trust account.

General Obligation Bonds

As part of a \$482 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 interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2013. The bonds mature on June 15, 2033 with principal payments due annually on June 15. The bonds were issued at a premium of \$7.9 million which is being amortized over the life of the bonds. During 2020 \$50.4 million of Series 2013B General Obligation Bonds were refinanced through an advance refunding. See the description of the General Obligation Bonds, Series 2020A below.

On April 30, 2015 the District issued \$244.7 million in General Obligation Bonds, Series 2015B. The interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2015. The Series 2015B Bonds maturing on or after 2026 are subject to redemption, at the option of the District, in whole or part, on or after June 15, 2025. The bonds mature on June 15, 2033 with principal payments due annually on June 15. The bonds were issued at a premium of \$33.2 million which is being amortized over the life of the bonds.

On August 10, 2017 the District issued \$62.2 million in General Obligation Bonds, Series 2017B. The interest rate is fixed at 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2017. The Series 2017B Bonds are not subject to early redemption prior to maturity. The bonds mature on June 15, 2030, with principal payments due annually on June 15. The bonds were issued at a premium of \$9.9 million which is being amortized over the life of the bonds.

As part of a \$790 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 \$169.0 million in General Obligation Bonds, Series 2017A. The interest rate is fixed at 1.65 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2017. The bonds mature on June 15, 2020, with principal payments due annually on June 15. The bonds were issued at a premium of \$155 thousand which is being amortized over the life of the bonds.

On August 10, 2017 the District issued \$179.7 million in General Obligation Bonds, Series 2017B. The interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2017. The Series 2017B Bonds maturing on June 15, 2028 and on any date thereafter are subject to redemption at the option of the District prior to their stated maturity dates at any time on or after June 15, 2027 in whole or in part; and, if in part, with maturities to be selected by the District at a price of par plus accrued interest, if any, to the date of redemption. The bonds mature on June 15, 2044 with principal payments due annually on June 15. The bonds were issued at a premium of \$1.1 million which is being amortized over the life of the bonds.

On April 14, 2020 the District issued \$441.3 million in General Obligation Bonds, Series 2020. The interest rates are fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2020. The Series 2020 Bonds maturing on or after June 15, 2031 are subject to optional early redemption prior to maturity. The bonds will mature on June 15, 2037, with principal payments due annually on June 15. The bonds were issued at a premium of \$68.2 million which is being amortized over the life of the bonds.

As part of a \$1.21 billion capital bond measure passed by District voters in May 2020, the District issued the following General Obligation debt to finance school renovation and replacement and to redeem GO bonds issued in 2013:

On December 30, 2020 the District Issued \$365.5 million in General Obligation Bonds, Series 2020B. The interest rates are fixed at rates ranging from 1.5 to 5.0 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2021. The bonds will mature on June 15, 2046, with principal payments due annually on June 15. The Series 2020B Bonds maturing on or after June 15, 2031 are subject to optional early redemption. The bonds were issued at a premium of \$29.6 million which is being amortized over the life of the bonds.

On December 30, 2020 the District Issued \$54.0 million in General Obligation Refunding Bonds, Series 2020C. The bond proceeds were used to redeem Series 2013B bonds. The interest rates are fixed at rates ranging from 1.05 to 2.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2020. The bonds will 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 bonds were issued at a premium of \$1.6 million which is being amortized over the life of the bonds. 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.

Other Debt

Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA), the City of Portland was awarded \$13.5 million in Recovery Zone Economic Development Bonds (RZEDBs). In July 2010, the City sub-awarded \$11.0 million of the RZED bonds to Portland Public Schools, which are being used to complete energy and water conservation projects that will financially benefit the District in reduced energy and water costs and will yield on-going financial benefit once the bonds are paid off. The District makes semi-annual interest payments and annual principal payments, and the bonds will mature in December 2022. The bond's interest payments of 5.05 percent are 42 percent federally subsidized.

On November 9, 2016 the District issued \$5.0 million in Full Faith and Credit Obligations, Series 2016. The interest rate is fixed at 2.99 percent. Interest payments on the obligations are payable semiannually in June and December, beginning June 1, 2018. The obligations mature on December 1, 2031, with principal payments due annually on December 1. The obligations carry a prepayment option such that any or all outstanding maturities may be redeemed on or after December 1, 2018. The bonds were issued at par.

On August 4, 2016 the District issued \$4.0 million in Qualified Zone Academy Bonds (QZAB), Series 2016. The District pays no interest rate 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 with level principal payments due annually on August 4.

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, 2017A, 2017B, 2020, 2020B, and 2020C GO 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, and there are no outstanding amounts due to the State of Oregon as of June 30, 2020.

Federal arbitrage restrictions apply to substantially all debt. Any liabilities to the federal government are accrued and paid when due. Long-term debt payments are made from the debt service funds.

IT PROJECTS DEBT SERVICE FUND (307)

The IT Projects Debt Service Fund was created for the purpose of capturing the General Fund debt repayment (principal and interest), the proceeds from which are spent in Fund 407.

The Board of Education issued debt in the amount of \$15 million in October 2009. The proceeds funded District Information Technology projects within these major areas: Teacher/Classroom, Information Systems, and Technical Infrastructure.

This fund was created on June 29, 2009 in accordance with Board Resolution No. 4106 and completed on June 30, 2019.

Fund 307 - IT Projects Debt Service Fund Detail

IT Projects Debt Service Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
452100 - Interfund Transfers	2,708	2,708	-	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	2,708	2,708	-	-	-	-	-
Total Resources by Object	2,708	2,708	-	-	-	-	-

IT Projects Debt Service Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
5100 - DEBT SERVICE	2,708	2,708	-	-	-	-	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERSONAL PROGRAMS	2,708	2,708	-	-	-	-	-	-	-
Total Requirements by Function	2,708	2,708	-	-	-	-	-	-	-

IT Projects Debt Service Fund - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
561000 - Redemption of Principal	2,533	2,619	-	-	-	-	-	-	-
562100 - Interest (Except Bus/Garage)	175	89	-	-	-	-	-	-	-
Subtotal - Other Objects	2,708	2,708	-	-	-	-	-	-	-
Total Requirements by Object	2,708	2,708	-	-	-	-	-	-	-

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.

Budget Forecast by Major Object and Function - 307 - IT Projects Debt Service Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	-	-	-	-

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	-	-	-	-
Total Requirements	-	-	-	-

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.

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.

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 an LGIP account 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

PERS UAL Debt Service Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	250	228	-	-
377000 - Fund Balance-Unres/Undes	641	1,907	231	-	-	-	-
Subtotal - Beginning Fund Balance	641	1,907	231	250	228	-	-
415100 - Interest on Investments	458	673	555	460	152	-	-
419700 - Services Provided Other Funds	47,683	46,505	51,328	50,374	53,742	-	-
419910 - Miscellaneous	-	-	-	3,559	3,957	-	-
Subtotal - Other Revenue from Local Sources	48,141	47,178	51,883	54,392	57,851	-	-
Total Resources by Object	48,782	49,085	52,114	54,642	58,079	-	-

PERS UAL Debt Service Fund - Requirements by Function (Financial Data in Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
5100 - DEBT SERVICE	46,874	48,854	51,859	54,414	-	57,699	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	46,874	48,854	51,859	54,414	-	57,699	-	-	-
71100 - Ending Fund Balance	1,907	231	255	228	-	380	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	1,907	231	255	228	-	380	-	-	-
Total Requirements by Function	48,782	49,085	52,114	54,642	-	58,079	-	-	-

PERS UAL Debt Service Fund - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
561000 - Redemption of Principal	12,077	11,949	12,160	21,903	-	23,573	-	-	-
562100 - Interest (Except Bus/Garage)	34,797	36,905	39,699	32,511	-	34,126	-	-	-
Subtotal - Other Objects	46,874	48,854	51,859	54,414	-	57,699	-	-	-
376520 - Budgeted Ending Fund Balance	1,907	231	255	228	-	380	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	1,907	231	255	228	-	380	-	-	-
Total Requirements by Object	48,782	49,085	52,114	54,642	-	58,079	-	-	-

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.

Budget Forecast by Major Object and Function - 308 - PERS UAL Debt Service Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	228	380	380	380
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	57,851	60,042	63,717	66,270
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	58,079	60,422	64,097	66,650

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	57,699	60,042	63,717	66,270
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	380	380	380	380
Total Requirements	58,079	60,422	64,097	66,650

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 includes the payment of debt for the Recovery Zone Bond-Energy and Water Conservation Program. The interest payments are federally subsidized by this bond program. The balance of the interest payments and the principal are funded through transfers from the General Fund.

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

Full Faith and Credit Debt Service Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
449100 - Federal Subsidy	117	97	76	54	30	-	-
Subtotal - 4000 - REVENUE FROM FEDERAL SOURCES	117	97	76	54	30	-	-
452100 - Interfund Transfers	1,743	1,750	1,752	1,751	1,754	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	1,743	1,750	1,752	1,751	1,754	-	-
Total Resources by Object	1,860	1,847	1,828	1,805	1,784	-	-

Full Faith and Credit Debt Service Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
5100 - DEBT SERVICE	1,860	1,847	1,828	1,805	-	1,784	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERSONAL PROGRAMS	1,860	1,847	1,828	1,805	-	1,784	-	-	-
Total Requirements by Function	1,860	1,847	1,828	1,805	-	1,784	-	-	-

Full Faith and Credit Debt Service Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
561000 - Redemption of Principal	1,434	1,479	1,519	1,556	-	1,598	-	-	-
562100 - Interest (Except Bus/Garage)	426	368	309	249	-	186	-	-	-
Subtotal - Other Objects	1,860	1,847	1,828	1,805	-	1,784	-	-	-
Total Requirements by Object	1,860	1,847	1,828	1,805	-	1,784	-	-	-

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.

Budget Forecast by Major Object and Function - 320 - Full Faith and Credit Debt Service Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	30	7	-	-
5200 - INTERFUND TRANSFERS	1,754	1,234	619	618
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	1,784	1,241	619	618

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	1,784	1,241	619	618
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	1,784	1,241	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, 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, 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

GO Bonds Debt Service Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	14,000	10,000	-	-
377000 - Fund Balance-Unres/Undes	3,301	4,229	10,552	-	-	-	-
Subtotal - Beginning Fund Balance	3,301	4,229	10,552	14,000	10,000	-	-
411111 - Current-Multnomah Co	114,514	122,421	123,606	127,950	137,664	-	-
411112 - Current-Clackamas Co	89	96	98	100	107	-	-
411113 - Current-Washington Co	760	818	811	873	896	-	-
Subtotal - Current Year Property Taxes other than Local Option	115,364	123,335	124,515	128,923	138,667	-	-
411130 - Foreclosures	-	-	-	-	-	-	-
411521 - PY GO Bond - Multnomah County	746	1,747	1,441	1,431	2,215	-	-
411522 - PY GO Bond - Clackamas County	-	1	1	1	1	-	-
411523 - PY GO Bond - Washington County	3	10	5	9	8	-	-
411901 - Pen/Int-Multnomah Co	68	128	155	98	108	-	-
411902 - Pen/Int-Clackamas Co	-	-	-	-	-	-	-
411903 - Pen/Int-Washington Co	-	1	1	1	1	-	-
415100 - Interest on Investments	775	1,533	945	761	100	-	-
Subtotal - Other Revenue from Local Sources	1,594	3,421	2,548	2,301	2,433	-	-
Total Resources by Object	120,259	130,984	137,615	145,225	151,100	-	-

GO Bonds Debt Service Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
5100 - DEBT SERVICE	116,030	120,432	124,047	135,225	-	140,826	-	-	-
Subtotal - 5100 - DEBT SERVICE & 5400 - PERS UAL PROGRAMS	116,030	120,432	124,047	135,225	-	140,826	-	-	-
71100 - Ending Fund Balance	4,229	10,552	13,568	10,000	-	10,274	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	4,229	10,552	13,568	10,000	-	10,274	-	-	-
Total Requirements by Function	120,259	130,984	137,615	145,225	-	151,100	-	-	-

GO Bonds Debt Service Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
561000 - Redemption of Principal	93,830	98,490	104,305	100,580	-	93,665	-	-	-
562100 - Interest (Except Bus/Garage)	22,200	21,942	19,742	34,645	-	47,161	-	-	-
Subtotal - Other Objects	116,030	120,432	124,047	135,225	-	140,826	-	-	-
376520 - Budgeted Ending Fund Balance	4,229	10,552	13,568	10,000	-	10,274	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	4,229	10,552	13,568	10,000	-	10,274	-	-	-
Total Requirements by Object	120,259	130,984	137,615	145,225	-	151,100	-	-	-

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.

Budget Forecast by Major Object and Function - 350 - GO Bond Debt Service Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	10,000	10,274	10,260	10,198
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	138,667	142,520	143,509	148,531
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	2,433	2,518	2,606	2,698
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	151,100	155,313	156,374	161,427

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	140,826	145,053	146,176	151,292
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	10,274	10,260	10,198	10,555
Total Requirements	151,100	155,313	156,374	161,847

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 \$831.48 million less than 2020-21. This is due to the anticipated bond measure and sale in November of 2020. The District has been awarded \$12.0 million in state grant resources for seismic rehabilitation, and has applied for an additional \$2.5 million. Seismic Rehabilitation Grant Program (SRGP) work will continue on Lent in 2021-22. If the additional \$2.5 million is awarded, work on Creative Science will commence in 2021-22 or 2022-23.

Fund 400 - Capital Projects Fund Requirements Summary

Various capital improvement initiatives are being made across the district. 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 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 2021-22 the District will see an overall decrease in capital resources of \$831.48 million, this decrease is due to the budgeted appropriation in 2020-21 for the anticipated bond measure and sale. 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 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, modernizations and new investments in curriculum and technology.

In 2021-22 the District is expecting \$2.5 million of SRGP grant funding. The seismic work will continue on Lent and if the additional grant is awarded, work on Creative Science will begin. There will be focused work on energy conservation, health & safety, security, legal and code related upgrades and supported improvements around delivery of instruction.

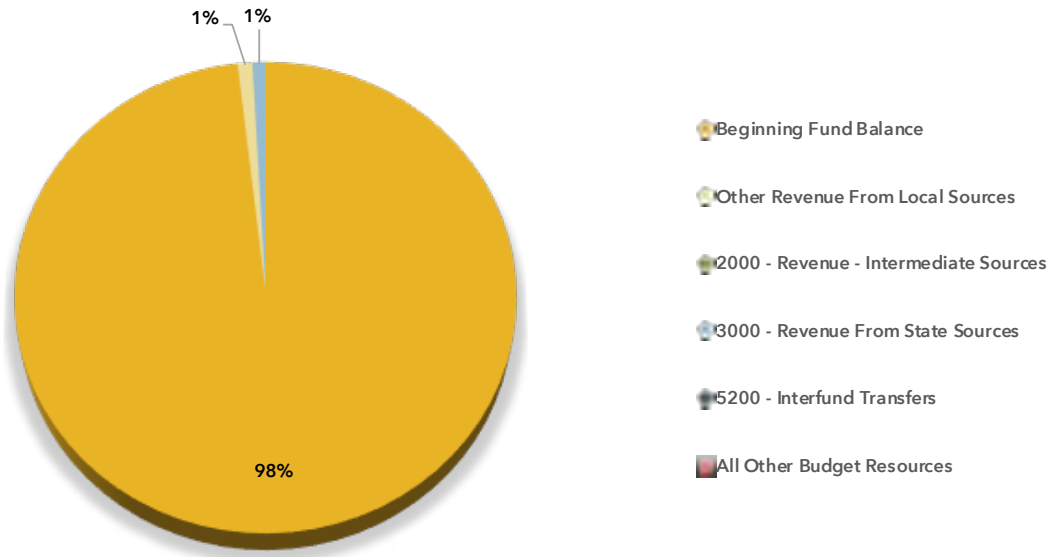
Over the long term, Portland Public Schools plans to modernize every school through a series of capital construction bonds, bringing them all up to modern facility and educational standards.

Summary of Resources by Major Object - 400 - Capital Project Funds (In Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Beginning Fund Balance	156,063	472,196	330,978	577,819	748,636	-	-
Other Revenue From Local Sources	9,308	20,736	13,908	12,766	7,425	-	-
2000 - Revenue - Intermediate Sources	2,024	6	227	-	-	-	-
3000 - Revenue From State Sources	-	4,500	11,368	3,500	6,544	-	-
5200 - Interfund Transfers	1,503	1,539	110	-	-	-	-
All Other Budget Resources	421,944	-	520,022	1,000,000	-	-	-
TOTAL RESOURCES	590,841	498,977	876,613	1,594,085	762,605	-	-

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.

Resources by Major Object - 400 - Capital Project Funds

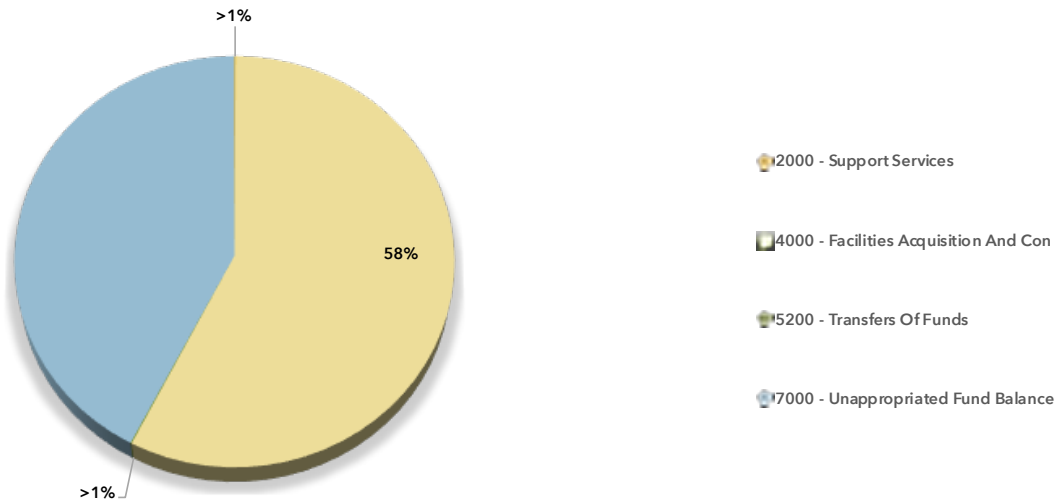


Summary of Requirements by Major Function - 400 - Capital Project Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
1000 - Instruction	-	-	-	29,644	-	-	-	-	-
2000 - Support Services	4,978	2,664	5,586	59,952	1.00	660	-	-	1.00
4000 - Facilities Acquisition And Con	113,042	164,715	207,400	1,331,591	40.80	438,057	-	-	39.55
5200 - Transfers Of Funds	625	619	620	617	-	618	-	-	-
7000 - Unappropriated Fund Balance	472,196	330,978	663,007	172,282	-	323,270	-	-	-
TOTAL REQUIREMENTS	590,841	498,977	876,613	1,594,086	41.80	762,605	-	-	40.55

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.

Requirements by Major Function - 400 - Capital Project Funds

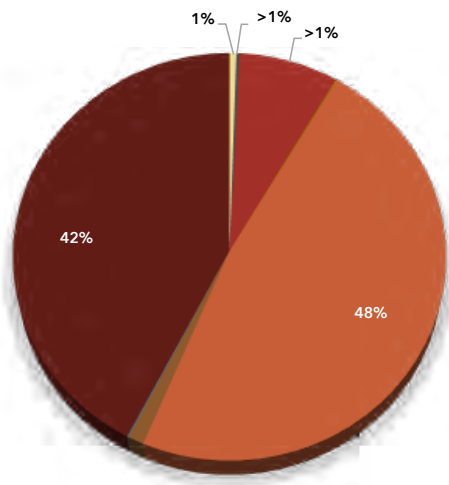


Summary of Requirements by Major Object - Fund 400 - Capital Project Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
1121 - Classified - Represented	284	186	244	602	11.00	342	-	-	6.00
1122 - Non - Represented Staff	1,267	1,827	2,258	3,133	30.80	3,614	-	-	34.30
113 - Administrators	-	-	-	-	-	31	-	-	0.25
Other Salaries	92	92	180	-	-	-	-	-	-
200 - Associated Payroll Costs	643	753	1,026	1,666	-	1,709	-	-	-
300 - Purchased Services	23,222	33,609	33,863	171,977	-	58,468	-	-	-
400 - Supplies And Materials	3,459	3,350	1,415	589	-	806	-	-	-
500 - Capital Outlay	83,425	123,959	165,725	1,227,823	-	364,700	-	-	-
600 - Other Objects	5,629	3,604	8,273	15,396	-	9,047	-	-	-
700 - Transfers	625	619	620	617	-	618	-	-	-
581000 - Operating Contingency	-	-	-	172,282	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	472,196	330,978	663,009	-	-	323,270	-	-	-
TOTAL REQUIREMENTS	590,841	498,977	876,613	1,594,085	41.80	762,605	-	-	40.55

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.

Requirements by Major Object - Fund 400 - Capital Project Funds



- 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

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

Construction Excise Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	10,129	9,744	-	-
377000 - Fund Balance-Unres/Undes	19,405	15,743	13,050	-	-	-	-
Subtotal - Beginning Fund Balance	19,405	15,743	13,050	10,129	9,744	-	-
411301 - Construct Excise Tax - Cty Ptd	8,200	5,990	4,291	6,000	5,000	-	-
411303 - Construct Excise Tax - Wash Ct	2	1	-	1	1	-	-
415100 - Interest on Investments	224	168	82	100	100	-	-
Subtotal - Other Revenue from Local Sources	8,425	6,159	4,373	6,101	5,101	-	-
Total Resources by Object	27,830	21,902	17,423	16,230	14,845	-	-

Construction Excise Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
4150 - Bldg Acquis/Constr/Improv Svcs	11,462	8,233	5,590	15,613	3.00	14,227	-	-	3.00
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	11,462	8,233	5,590	15,613	3.00	14,227	-	-	3.00
52100 - Fund Transfers	625	619	620	617	-	618	-	-	-
Subtotal - 5200 - TRANSFERS OF FUNDS	625	619	620	617	-	618	-	-	-
71100 - Ending Fund Balance	15,743	13,050	11,213	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	15,743	13,050	11,213	-	-	-	-	-	-
Total Requirements by Function	27,830	21,902	17,423	16,230	3.00	14,845	-	-	3.00

Construction Excise Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511220 - Non-Represented Staff	-	-	110	343	3.00	360	-	-	3.00
512300 - Temporary Misc - Licensed	7	-	-	-	-	-	-	-	-
512400 - Temporary Misc - Classified	-	-	-	-	-	-	-	-	-
513300 - Extended Hours	25	32	23	-	-	-	-	-	-
513400 - Overtime Pay	2	-	-	-	-	-	-	-	-
Subtotal - 100 - SALARIES	33	32	133	343	3.00	360	-	-	3.00
521000 - PERS	1	1	4	16	-	15	-	-	-
521310 - PERS UAL	4	4	14	41	-	44	-	-	-
522000 - Social Security - FICA	3	2	10	26	-	28	-	-	-
523100 - Workers' Compensation	-	-	-	2	-	2	-	-	-
523200 - Unemployment Compensation	-	-	-	-	-	-	-	-	-
524100 - Group Health Insurance	-	-	11	47	-	50	-	-	-
524200 - Other Employer Paid Benefits	-	-	1	2	-	1	-	-	-
524300 - Retiree Health Insurance	-	-	-	2	-	3	-	-	-
524530 - Early Retirement Benefits	-	-	-	1	-	1	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	8	8	40	138	-	142	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	-	-	-	-	-	-	-	-	-
532200 - Repairs and Maintenance Svcs	206	832	524	-	-	-	-	-	-
532400 - Rentals	5	2	-	-	-	-	-	-	-
532500 - Electricity	1	3	-	-	-	-	-	-	-
532900 - Other Property Services	250	185	137	-	-	-	-	-	-
534100 - Travel, Local in District	-	-	-	-	-	-	-	-	-
535500 - Printing and Binding	2	-	-	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	1,929	1,781	304	-	-	-	-	-	-
538500 - Management Services	81	65	-	-	-	-	-	-	-
538940 - Professional Moving Services	171	249	32	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	533	191	101	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	3,178	3,309	1,098	-	-	-	-	-	-
541000 - Consumable Supplies	2	6	1	-	-	-	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
541600 - Interdepartmental Charges	-	6	2	-	-	-	-	-	-
546000 - Non-Consumable Supplies	-	25	11	-	-	-	-	-	-
548000 - Computer Equipment	200	527	24	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	203	564	38	-	-	-	-	-	-
551000 - Land Acquisition	2	-	-	-	-	-	-	-	-
552000 - Building Acquisition/Improvmt	7,235	4,045	3,995	15,132	-	13,724	-	-	-
553000 - Improvements - Not Buildings	66	92	142	-	-	-	-	-	-
554100 - Initial and Addl Equipment	77	3	109	-	-	-	-	-	-
555090 - Misc Other Technology	-	3	-	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	7,380	4,144	4,246	15,132	-	13,724	-	-	-
564000 - Dues and Fees	18	54	6	-	-	-	-	-	-
567100 - Permits	284	123	29	-	-	-	-	-	-
567200 - Public Assessments	358	-	-	-	-	-	-	-	-
Subtotal - Other Objects	660	176	35	-	-	-	-	-	-
571000 - Transfers to Other Funds	625	619	620	617	-	618	-	-	-
Subtotal - 700 - TRANSFERS	625	619	620	617	-	618	-	-	-
376520 - Budgeted Ending Fund Balance	15,743	13,050	11,213	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	15,743	13,050	11,213	-	-	-	-	-	-
Total Requirements by Object	27,830	21,902	17,423	16,230	3.00	14,845	-	-	3.00

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.

Budget Forecast by Major Object and Function - 404 - Construction Excise Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	9,744	10,085	10,438	10,803
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	5,101	5,280	5,464	5,656
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	14,845	15,365	15,902	16,459

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	360	373	386	399
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	142	147	152	157
300 - PURCHASED SERVICES	-	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	13,724	14,205	14,703	15,217
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	618	640	662	685
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	14,845	15,365	15,902	16,459

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.

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

IT System Project Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
377000 - Fund Balance-Unres/Undes	985	385	50	-	-	-	-
Subtotal - Beginning Fund Balance	985	385	50	-	-	-	-
415100 - Interest on Investments	11	8	4	-	-	-	-
419946 - E-RATE PRIORITY 2	-	84	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	11	92	4	-	-	-	-
452100 - Interfund Transfers	275	311	-	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	275	311	-	-	-	-	-
Total Resources by Object	1,271	788	54	-	-	-	-

IT System Project Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
2660 - TECHNOLOGY SERVICES	886	738	54	-	-	-	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	886	738	54	-	-	-	-	-	-
71100 - Ending Fund Balance	385	50	-	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	385	50	-	-	-	-	-	-	-
Total Requirements by Function	1,271	788	54	-	-	-	-	-	-

IT System Project Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
532400 - Rentals	83	-	-	-	-	-	-	-	-
535100 - Telephone	-	11	1	-	-	-	-	-	-
535990 - Wide Area Network/Misc	-	65	-	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	27	17	-	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	110	93	1	-	-	-	-	-	-
547000 - Computer Software	47	164	53	-	-	-	-	-	-
548000 - Computer Equipment	350	441	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	396	605	53	-	-	-	-	-	-
555010 - Computers	272	-	-	-	-	-	-	-	-
555090 - Misc Other Technology	108	40	-	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	380	40	-	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	385	50	-	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	385	50	-	-	-	-	-	-	-
Total Requirements by Object	1,271	788	54	-	-	-	-	-	-

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.

Budget Forecast by Major Object and Function - 407 - IT System Project Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	-	-	-	-

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	-	-	-	-
Total Requirements	-	-	-	-

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 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

Full Faith and Credit Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	2,183	644	-	-
377000 - Fund Balance-Unres/Undes	10,365	5,822	4,172	-	-	-	-
Subtotal - Beginning Fund Balance	10,365	5,822	4,172	2,183	644	-	-
415100 - Interest on Investments	-	-	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	-	-	-	-	-	-	-
Total Resources by Object	10,365	5,822	4,172	2,183	644	-	-

Full Faith and Credit Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
2540 - OPER/MAINTENANCE OF PLANT SVCS	868	1,421	1,827	1,380	-	508	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	868	1,421	1,827	1,380	-	508	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	3,675	227	717	803	-	136	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	3,675	227	717	803	-	136	-	-	-
71100 - Ending Fund Balance	5,822	4,173	1,627	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	5,822	4,173	1,627	-	-	-	-	-	-
Total Requirements by Function	10,365	5,822	4,172	2,183	-	644	-	-	-

Full Faith and Credit Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
513300 - Extended Hours	-	1	1	-	-	-	-	-	-
Subtotal - 100 - SALARIES	-	1	1	-	-	-	-	-	-
521000 - PERS	-	-	-	-	-	-	-	-	-
521310 - PERS UAL	-	-	-	-	-	-	-	-	-
522000 - Social Security - FICA	-	-	-	-	-	-	-	-	-
523100 - Workers' Compensation	-	-	-	-	-	-	-	-	-
524100 - Group Health Insurance	-	-	-	-	-	-	-	-	-
524200 - Other Employer Paid Benefits	-	-	-	-	-	-	-	-	-
524300 - Retiree Health Insurance	-	-	-	-	-	-	-	-	-
524530 - Early Retirement Benefits	-	-	-	-	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	-	-	-	-	-	-	-	-	-
532200 - Repairs and Maintenance Svcs	-	10	198	1,380	-	508	-	-	-
532900 - Other Property Services	-	489	1,655	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	103	171	38	-	-	-	-	-	-
538500 - Management Services	-	7	-	-	-	-	-	-	-
538940 - Professional Moving Services	-	-	12	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	68	149	35	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	171	826	1,938	1,380	-	508	-	-	-
541000 - Consumable Supplies	702	413	148	-	-	-	-	-	-
546000 - Non-Consumable Supplies	221	-	-	-	-	-	-	-	-
547000 - Computer Software	99	253	43	-	-	-	-	-	-
548000 - Computer Equipment	-	2	3	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	1,021	668	194	-	-	-	-	-	-
552000 - Building Acquisition/Improvmt	3,351	149	234	803	-	136	-	-	-
553000 - Improvements - Not Buildings	-	-	7	-	-	-	-	-	-
554100 - Initial and Addl Equipment	-	-	165	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	3,351	149	406	803	-	136	-	-	-
564000 - Dues and Fees	-	-	2	-	-	-	-	-	-
567100 - Permits	-	4	3	-	-	-	-	-	-
Subtotal - Other Objects	-	4	5	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	5,822	4,173	1,628	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	5,822	4,173	1,628	-	-	-	-	-	-
Total Requirements by Object	10,365	5,821	4,172	2,183	-	644	-	-	-

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.

Budget Forecast by Major Object and Function - 420 - Full Faith and Credit Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	644	-	-	-
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	644	-	-	-

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	-	-	-	-
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	-	-	-	-
200 - ASSOCIATED PAYROLL COSTS	-	-	-	-
300 - PURCHASED SERVICES	508	-	-	-
400 - SUPPLIES AND MATERIALS	-	-	-	-
500 - CAPITAL OUTLAY	136	-	-	-
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	644	-	-	-

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.

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

Energy Efficient Schools Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	1,510	1,789	-	-
377000 - Fund Balance-Unres/Undes	2,237	2,144	1,943	-	-	-	-
Subtotal - Beginning Fund Balance	2,237	2,144	1,943	1,510	1,789	-	-
415100 - Interest on Investments	-	-	-	3	3	-	-
419910 - Miscellaneous	287	90	364	200	200	-	-
419948 - Utility Refund - PGE	649	675	614	625	625	-	-
419949 - Utility Refund - Pacific Power	276	258	223	250	250	-	-
Subtotal - Other Revenue from Local Sources	1,212	1,023	1,201	1,078	1,078	-	-
422000 - Restricted Revenue	253	6	226	-	-	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	253	6	226	-	-	-	-
Total Resources by Object	3,702	3,173	3,370	2,588	2,867	-	-

Energy Efficient Schools Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
4150 - Bldg Acquis/Constr/Improv Svcs	1,557	1,230	1,834	2,588	-	2,867	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	1,557	1,230	1,834	2,588	-	2,867	-	-	-
71100 - Ending Fund Balance	2,144	1,943	1,537	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	2,144	1,943	1,537	-	-	-	-	-	-
Total Requirements by Function	3,702	3,173	3,370	2,588	-	2,867	-	-	-

Energy Efficient Schools Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
532200 - Repairs and Maintenance Svcs	-	-	-	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	929	1,191	29	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	930	1,191	29	-	-	-	-	-	-
541000 - Consumable Supplies	5	-	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	5	-	-	-	-	-	-	-	-
552000 - Building Acquisition/Improvmt	622	40	1,805	2,588	-	2,867	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	622	40	1,805	2,588	-	2,867	-	-	-
376520 - Budgeted Ending Fund Balance	2,144	1,943	1,537	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	2,144	1,943	1,537	-	-	-	-	-	-
Total Requirements by Object	3,702	3,173	3,370	2,588	-	2,867	-	-	-

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.

Budget Forecast by Major Object and Function - 435 - Energy Efficient Schools Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	1,789	1,852	1,916	1,983
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	1,078	1,116	1,155	1,195
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	2,867	2,967	3,071	3,179

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	2,867	2,967	3,071	3,179
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	2,867	2,967	3,071	3,179

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.

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

Facilities Capital Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	747	231	-	-
377000 - Fund Balance-Unres/Undes	2,000	1,728	1,311	-	-	-	-
Subtotal - Beginning Fund Balance	2,000	1,728	1,311	747	231	-	-
415100 - Interest on Investments	9	7	-	8	8	-	-
419600 - Recovery PY Expenditure	-	-	263	-	-	-	-
419910 - Miscellaneous	-	-	14	-	-	-	-
Subtotal - Other Revenue from Local Sources	10	7	277	8	8	-	-
432990 - Restricted State Grants	-	4,500	11,368	3,500	6,544	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	-	4,500	11,368	3,500	6,544	-	-
452100 - Interfund Transfers	1,228	1,228	-	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	1,228	1,228	-	-	-	-	-
Total Resources by Object	3,237	7,462	12,956	4,255	6,783	-	-

Facilities Capital Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
2520 - FISCAL SERVICES	4	3	6	6	-	6	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	4	3	6	6	-	6	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	1,504	6,148	13,062	4,249	-	6,777	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	1,504	6,148	13,062	4,249	-	6,777	-	-	-
71100 - Ending Fund Balance	1,728	1,311	(112)	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	1,728	1,311	(112)	-	-	-	-	-	-
Total Requirements by Function	3,237	7,462	12,956	4,255	-	6,783	-	-	-

Facilities Capital Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511220 - Non-Represented Staff	13	-	-	-	-	-	-	-	-
Subtotal - 100 - SALARIES	13	-	-	-	-	-	-	-	-
521000 - PERS	-	-	-	-	-	-	-	-	-
521310 - PERS UAL	2	-	-	-	-	-	-	-	-
522000 - Social Security - FICA	1	-	-	-	-	-	-	-	-
523100 - Workers' Compensation	-	-	-	-	-	-	-	-	-
523200 - Unemployment Compensation	-	-	-	-	-	-	-	-	-
524100 - Group Health Insurance	4	-	-	-	-	-	-	-	-
524200 - Other Employer Paid Benefits	-	-	-	-	-	-	-	-	-
524300 - Retiree Health Insurance	-	-	-	-	-	-	-	-	-
524530 - Early Retirement Benefits	-	-	-	-	-	-	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	7	-	-	-	-	-	-	-	-
532200 - Repairs and Maintenance Svcs	371	280	119	-	-	-	-	-	-
532900 - Other Property Services	91	68	21	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	214	426	371	-	-	-	-	-	-
538940 - Professional Moving Services	2	2	-	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	151	84	20	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	828	860	531	-	-	-	-	-	-
541600 - Interdepartmental Charges	2	-	-	-	-	-	-	-	-
546000 - Non-Consumable Supplies	-	-	4	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	2	-	4	-	-	-	-	-	-
552000 - Building Acquisition/Improvmt	642	5,207	12,520	4,249	-	6,777	-	-	-
553000 - Improvements - Not Buildings	-	32	-	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	642	5,239	12,520	4,249	-	6,777	-	-	-
564000 - Dues and Fees	3	5	2	-	-	-	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
565100 - Liability Insurance	4	3	-	6	-	6	-	-	-
565300 - Property Insurance Premiums	-	-	6	-	-	-	-	-	-
567100 - Permits	8	43	4	-	-	-	-	-	-
Subtotal - Other Objects	16	52	12	6	-	6	-	-	-
376520 - Budgeted Ending Fund Balance	1,728	1,311	(112)	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	1,728	1,311	(112)	-	-	-	-	-	-
Total Requirements by Object	3,237	7,462	12,956	4,255	-	6,783	-	-	-

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.

Budget Forecast by Major Object and Function - 438 - Facilities Capital Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	231	239	247	256
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	8	8	9	9
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	6,544	6,773	7,010	7,255
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	6,783	7,020	7,266	7,520

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	6,777	7,014	7,260	7,514
600 - OTHER OBJECTS	6	6	6	7
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	6,783	7,020	7,266	7,520

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 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

Capital Asset Renewal Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	15,409	8,874	-	-
377000 - Fund Balance-Unres/Undes	4,188	4,916	5,763	-	-	-	-
Subtotal - Beginning Fund Balance	4,188	4,916	5,763	15,409	8,874	-	-
415100 - Interest on Investments	-	-	31	1	1	-	-
419114 - CUB HS Athletic Field Use Fees	137	256	88	100	100	-	-
419130 - Rent-Lease of Facilities	591	591	729	500	500	-	-
Subtotal - Other Revenue from Local Sources	728	847	848	601	601	-	-
453000 - Sale of Fixed Assets	-	-	10,500	-	-	-	-
Subtotal - All Other Budget Resources	-	-	10,500	-	-	-	-
Total Resources by Object	4,916	5,763	17,111	16,010	9,475	-	-

Capital Asset Renewal Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
2520 - FISCAL SERVICES	-	-	73	-	-	-	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	-	-	73	-	-	-	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	-	-	2,365	16,010	-	9,475	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	-	-	2,365	16,010	-	9,475	-	-	-
71100 - Ending Fund Balance	4,916	5,763	14,673	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	4,916	5,763	14,673	-	-	-	-	-	-
Total Requirements by Function	4,916	5,763	17,111	16,010	-	9,475	-	-	-

Capital Asset Renewal Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
532200 - Repairs and Maintenance Svcs	-	-	354	-	-	-	-	-	-
532900 - Other Property Services	-	-	160	-	-	-	-	-	-
538200 - Legal Services	-	-	13	-	-	-	-	-	-
538300 - Architect and Engineering Svcs	-	-	114	-	-	-	-	-	-
538940 - Professional Moving Services	-	-	10	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	-	-	239	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	-	-	890	-	-	-	-	-	-
541000 - Consumable Supplies	-	-	15	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	-	-	15	-	-	-	-	-	-
552000 - Building Acquisition/Improvmt	-	-	1,179	16,010	-	9,475	-	-	-
553000 - Improvements - Not Buildings	-	-	119	-	-	-	-	-	-
554100 - Initial and Addl Equipment	-	-	155	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	-	-	1,453	16,010	-	9,475	-	-	-
564000 - Dues and Fees	-	-	71	-	-	-	-	-	-
567100 - Permits	-	-	8	-	-	-	-	-	-
Subtotal - Other Objects	-	-	79	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	4,916	5,763	14,673	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	4,916	5,763	14,673	-	-	-	-	-	-
Total Requirements by Object	4,916	5,763	17,111	16,010	-	9,475	-	-	-

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.

Budget Forecast by Major Object and Function - 445 - Capital Asset Renewal Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	8,874	9,185	9,506	9,839
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	601	622	644	666
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	-	-	-	-
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	9,475	9,807	10,150	10,505

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	9,475	9,807	10,150	10,505
600 - OTHER OBJECTS	-	-	-	-
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	-	-	-	-
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	9,475	9,807	10,150	10,505

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 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

GO Bonds Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	547,563	727,354	-	-
377000 - Fund Balance-Unres/Undes	116,871	441,140	304,370	-	-	-	-
Subtotal - Beginning Fund Balance	116,871	441,140	304,370	547,563	727,354	-	-
415100 - Interest on Investments	(1,065)	12,591	7,195	4,979	637	-	-
415300 - Gain/Loss Sale of Investment	(12)	(13)	9	-	-	-	-
419600 - Recovery PY Expenditure	-	31	-	-	-	-	-
Subtotal - Other Revenue from Local Sources	(1,077)	12,609	7,204	4,979	637	-	-
422000 - Restricted Revenue	767	-	-	-	-	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	767	-	-	-	-	-	-
451100 - Bond Proceeds	410,840	-	441,320	1,000,000	-	-	-
451200 - Bond Premium	11,060	-	68,202	-	-	-	-
453000 - Sale of Fixed Assets	43	-	-	-	-	-	-
Subtotal - All Other Budget Resources	421,944	-	509,522	1,000,000	-	-	-
Total Resources by Object	538,505	453,748	821,096	1,552,542	727,991	-	-

GO Bonds Fund - Requirements by Function (Financial Data in Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
1111 - ELEMENTARY K-5	-	-	-	15,123	-	-	-	-	-
1121 - MIDDLE SCHOOL PROGRAMS	-	-	-	7,690	-	-	-	-	-
1131 - HIGH SCHOOL PROGRAMS	-	-	-	6,832	-	-	-	-	-
Subtotal - 1000 - INSTRUCTION	-	-	-	29,644	-	-	-	-	-
2520 - FISCAL SERVICES	3,219	478	3,036	5,928	-	-	-	-	-
2540 - OPER/MAINTENANCE OF PLANT SVCS	-	11	48	-	-	-	-	-	-
2570 - INTERNAL SERVICES	-	13	119	138	1.00	146	-	-	1.00
2660 - TECHNOLOGY SERVICES	-	-	-	52,500	-	-	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	3,219	502	3,203	58,566	1.00	146	-	-	1.00
4110 - Service Area Direction	2,224	2,541	2,954	3,826	26.80	4,505	-	-	30.55
4150 - Bldg Acquis/Constr/Improv Svcs	91,922	146,335	180,874	1,288,224	11.00	324,661	-	-	6.00
4180 - OTHER CAPITAL ITEMS	-	-	-	-	-	75,408	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	94,146	148,876	183,828	1,292,049	37.80	404,575	-	-	36.55
71100 - Ending Fund Balance	441,140	304,370	634,067	172,282	-	323,270	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	441,140	304,370	634,067	172,282	-	323,270	-	-	-
Total Requirements by Function	538,505	453,748	821,096	1,552,542	38.80	727,991	-	-	37.55

GO Bonds Fund - Requirement by Object (Financials Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511210 - Classified - Represented	284	186	244	602	11.00	342	-	-	6.00
511220 - Non-Represented Staff	1,116	1,751	2,011	2,506	25.80	3,078	-	-	30.30
511310 - Administrators - Licensed	-	-	-	-	-	31	-	-	0.25
511420 - Directors/Program Admins	138	76	137	283	2.00	175	-	-	1.00
512100 - Substitutes - Licensed	-	1	-	-	-	-	-	-	-
512200 - Substitutes - Classified	-	(7)	-	-	-	-	-	-	-
512300 - Temporary Misc - Licensed	-	-	-	-	-	-	-	-	-
512400 - Temporary Misc - Classified	3	6	2	-	-	-	-	-	-
513300 - Extended Hours	35	56	151	-	-	-	-	-	-
513400 - Overtime Pay	17	-	1	-	-	-	-	-	-
513510 - Group Hlth Opt Out Lic	4	4	3	-	-	-	-	-	-
Subtotal - 100 - SALARIES	1,595	2,073	2,549	3,392	38.80	3,626	-	-	37.55

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
521000 - PERS	22	31	88	159	-	147	-	-	-
521310 - PERS UAL	191	231	321	409	-	440	-	-	-
522000 - Social Security - FICA	121	154	186	259	-	277	-	-	-
523100 - Workers' Compensation	17	20	4	17	-	21	-	-	-
523200 - Unemployment Compensation	4	1	3	3	-	5	-	-	-
524100 - Group Health Insurance	244	280	350	636	-	636	-	-	-
524200 - Other Employer Paid Benefits	8	10	12	17	-	7	-	-	-
524300 - Retiree Health Insurance	16	12	15	21	-	26	-	-	-
524530 - Early Retirement Benefits	6	7	7	8	-	7	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	628	745	986	1,528	-	1,566	-	-	-
531200 - Instr Program Improvement Svcs	-	-	-	-	-	16,604	-	-	-
531800 - Local Mtgs/Non-Instr Staff Dev	2	1	-	82	-	47	-	-	-
531810 - Non-Instr Dev Profess Dev Fds	-	-	-	54	-	31	-	-	-
532200 - Repairs and Maintenance Svcs	263	193	117	-	-	-	-	-	-
532400 - Rentals	-	4	14	-	-	-	-	-	-
532410 - Leased Copy Machines	5	5	-	78	-	45	-	-	-
532500 - Electricity	48	196	192	-	-	-	-	-	-
532900 - Other Property Services	487	618	312	-	-	-	-	-	-
533200 - Non-Reimb Student Transport	-	2	-	-	-	-	-	-	-
534100 - Travel, Local in District	2	8	8	20	-	16	-	-	-
534200 - Travel, Out of District	22	17	11	127	-	74	-	-	-
535100 - Telephone	5	6	8	23	-	16	-	-	-
535400 - Advertising	-	-	-	-	-	-	-	-	-
535500 - Printing and Binding	26	15	13	-	-	-	-	-	-
537100 - Tuition to Other Dist InState	-	2	-	-	-	-	-	-	-
538100 - Audit Services	-	369	271	1,167	-	678	-	-	-
538200 - Legal Services	-	-	647	121	-	70	-	-	-
538300 - Architect and Engineering Svcs	12,346	19,529	20,353	21,972	-	23,299	-	-	-
538500 - Management Services	3,565	3,736	5,103	141,073	-	9,755	-	-	-
538940 - Professional Moving Services	492	623	356	295	-	849	-	-	-
538990 - Non-Instr Pers/Professional Sv	683	2,007	1,969	5,585	-	6,475	-	-	-
539100 - Pass Through	-	-	-	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	17,946	27,330	29,374	170,598	-	57,960	-	-	-
541000 - Consumable Supplies	80	76	109	215	-	574	-	-	-
541400 - Maintenance Materials	4	-	-	-	-	-	-	-	-
541600 - Interdepartmental Charges	8	12	8	-	-	-	-	-	-
541700 - Discounts Taken	-	-	(3)	-	-	-	-	-	-
546000 - Non-Consumable Supplies	1,488	167	27	40	-	39	-	-	-
547000 - Computer Software	180	124	186	334	-	194	-	-	-
548000 - Computer Equipment	65	1,133	784	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	1,825	1,513	1,111	589	-	806	-	-	-
552000 - Building Acquisition/Improvmt	68,107	110,865	144,998	1,096,815	-	261,891	-	-	-
553000 - Improvements - Not Buildings	8	114	22	-	-	-	-	-	-
554100 - Initial and Addl Equipment	1,278	3,335	241	5,949	-	8,216	-	-	-
554110 - Vehicles	-	27	-	-	-	-	-	-	-
555010 - Computers	486	(3)	-	40,000	-	15,572	-	-	-
555030 - Software Capital Expense	-	-	15	12,500	-	19,105	-	-	-
555090 - Misc Other Technology	538	9	14	3,855	-	26,937	-	-	-
559000 - Other Capital Outlay	-	-	-	29,644	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	70,417	114,347	145,290	1,188,762	-	331,721	-	-	-
563000 - Fiscal Charges	2	2	2	-	-	-	-	-	-
564000 - Dues and Fees	65	92	166	333	-	497	-	-	-
564010 - Dues & Fees Profess Dev Fds	16	-	-	-	-	-	-	-	-
564100 - Bond Issuance Cost	2,774	-	1,820	5,928	-	-	-	-	-
565100 - Liability Insurance	445	335	-	4,726	-	2,741	-	-	-
565300 - Property Insurance Premiums	161	1,052	2,141	855	-	854	-	-	-
567100 - Permits	1,489	1,891	3,590	3,549	-	4,948	-	-	-
Subtotal - Other Objects	4,953	3,371	7,719	15,391	-	9,041	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
376520 - Budgeted Ending Fund Balance	441,140	304,370	634,067	172,282	-	323,270	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	441,140	304,370	634,067	172,282	-	323,270	-	-	-
Total Requirements by Object	538,505	453,748	821,096	1,552,542	38.80	727,991	-	-	37.55

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.

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 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	278	-	-	-
377000 - Fund Balance-Unres/Undes	13	318	318	-	-	-	-
Subtotal - Beginning Fund Balance	13	318	318	278	-	-	-
422000 - Restricted Revenue	1,003	-	-	-	-	-	-
Subtotal - 2000 - REVENUE - INTERMEDIATE SOURCES	1,003	-	-	-	-	-	-
452100 - Interfund Transfers	-	-	110	-	-	-	-
Subtotal - 5200 - INTERFUND TRANSFERS	-	-	110	-	-	-	-
Total Resources by Object	1,016	318	428	278	-	-	-

470 - Partnership Funds - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
2520 - FISCAL SERVICES	-	-	423	-	-	-	-	-	-
Subtotal - 2000 - SUPPORT SERVICES	-	-	423	-	-	-	-	-	-
4150 - Bldg Acquis/Constr/Improv Svcs	697	-	5	278	-	-	-	-	-
Subtotal - 4000 - FACILITIES ACQUISITION AND CON	697	-	5	278	-	-	-	-	-
71100 - Ending Fund Balance	318	318	-	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	318	318	-	-	-	-	-	-	-
Total Requirements by Function	1,016	318	428	278	-	-	-	-	-

470 - Partnership Funds - Requirements by Object (Financial Data in Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
538300 - Architect and Engineering Svcs	58	-	-	-	-	-	-	-	-
Subtotal - 300 - PURCHASED SERVICES	58	-	-	-	-	-	-	-	-
546000 - Non-Consumable Supplies	6	-	-	-	-	-	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	6	-	-	-	-	-	-	-	-
552000 - Building Acquisition/Improvmt	600	-	5	278	-	-	-	-	-
554100 - Initial and Addl Equipment	33	-	-	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	633	-	5	278	-	-	-	-	-
563500 - Administrative Write-Off	-	-	423	-	-	-	-	-	-
Subtotal - Other Objects	-	-	423	-	-	-	-	-	-
376520 - Budgeted Ending Fund Balance	318	318	-	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	318	318	-	-	-	-	-	-	-
Total Requirements by Object	1,016	318	428	278	-	-	-	-	-

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.

Budget Forecast by Major Object and Function - 470 - Partnership Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	-	-	-	-

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
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	-	-	-	-
Total Requirements	-	-	-	-

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.

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 \$790 million May 2017 Health, Safety and Modernization Bond is now underway and reaching every school in the district. That work includes:

- Water quality 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. Construction began in the summer of 2019 for a new Kellogg Middle School and the modernization of Madison High School and both are scheduled to be completed in 2021. Construction of a new Lincoln High School began in January of 2020 and is scheduled to be completed in 2023. The master plan for Benson Polytechnic has been approved, and construction for the modernization of the school and a new Multiple Pathways to Graduation building on the Benson campus is scheduled to begin in 2021.

The \$1.2 billion November 2020 Bond work will include:

- Replacing textbooks and curriculum materials
- Provide students with tablets and laptops and update classroom and district technology
- Updating special education learning spaces and technology tools
- Implementing the first phase of PPS' ADA transition plan across the district
- Repairing or replacing school roofs
- Seismically retrofitting up to three schools

- Repairing or replacing heating, cooling and ventilation systems
- Updating security and intrusion alarm systems and locks

The measure provides funding to modernize Jefferson High School and complete pre-construction designs for Cleveland and Ida B Wells (formerly Wilson) High Schools. Additional neighborhood school projects will be planned and the completion of the Benson Polytechnic modernization. Also, an alternative school programs building will be built on the Benson campus.

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.

BOND



Combined Project Cost Summary Report for Capital Improvement Bond Program

Project Name	Original Budget	Current Budget (3/11/2021)	Actuals Approved	Budget FY22
2012 Bond				
Franklin HS Modernization	81,585,655	113,022,229	112,872,628	-
Grant HS Modernization	88,336,829	159,460,317	158,837,342	2,921,689
Roosevelt HS Modernization	68,418,695	108,503,379	102,330,987	1,835,921
Faubion Replacement	27,035,537	50,119,665	50,028,171	-
Improvement Projects	67,741,921	85,863,137	85,180,218	-
Master Planning - Benson HS	191,667	398,642	398,642	-
Master Planning - Cleveland HS	191,667	-	-	-
Master Planning - Jefferson HS	191,667	-	-	-
Master Planning - Lincoln HS	191,667	357,094	357,094	-
Master Planning - Madison HS	191,667	324,080	324,070	-
Master Planning - Wilson HS	191,667	-	-	-
Swing Sites & Transportation	9,550,000	5,234,879	5,234,879	-
Educational Specification	-	275,168	275,168	-
Debt Repayment	45,000,000	45,000,000	45,000,000	-
2012 Bond Program	93,181,361	33,260,855	30,868,453	137,571
	482,000,000	601,819,444	591,707,652	4,895,181
Additional Funding Resource (If/When Needed)	-	10,000,000	-	-
	482,000,000	611,819,444	591,707,652	4,895,181

Project Name	Original Budget	Current Budget (3/11/2021)	Actuals Approved	Budget FY22
2017 Bond				
Benson HS Modernization	202,000,000	67,322,571	23,233,541	102,798,671
Kellogg Replacement	45,000,000	59,846,150	53,064,349	604,290
Lincoln HS Replacement	187,000,000	242,500,000	65,079,843	88,065,179
Madison HS Modernization	146,000,000	202,540,250	150,668,387	19,577,186
	580,000,000	572,208,971	292,046,121	211,045,326
Benson HS Modernization: Pre-Design - Pre-Bond	-	561,725	561,725	-
Kellogg Replacement: Pre-Design - Pre-Bond	-	385,873	385,873	-
Lincoln HS Modernization: Pre-Design - Pre-Bond	-	378,557	378,557	-
Madison HS Modernization: Pre-Design - Pre-Bond	-	274,297	274,297	-
Cleveland HS Modernization-Pre-Design - Pre-Bond - 4964 - FY19	-	153,100	130,615	-
Jefferson HS Modernization-Pre-Design - Pre-Bond - 4965 - FY19	-	151,800	127,610	-
Wilson HS Modernization-Pre Design - Pre-Bond - 4966 - FY19	-	151,700	120,453	-
2017 Bond Program: Pre-Design - Pre-Bond	-	81,323	81,323	-
Lent SRGP Design	-	27,540	27,540	-
Creative Science SRGP Design	-	34,852	-	-
2017 Bond Program	210,000,000	180,783,633	29,387,562	9,611,857
	210,000,000	182,984,400	31,475,556	9,611,857
Environmental Health & Safety - ADA	-	12,855	12,855	-
Environmental Health & Safety - Asbestos	-	5,030,430	4,330,927	5,652,461
Environmental Health & Safety - Fire Alarm / Sprinklers	-	12,994,293	12,143,409	-
Environmental Health & Safety - Lead Based Paint	-	11,963,004	2,855,913	2,751,976
Environmental Health & Safety - Radon	-	194,200	181,767	200,000
Environmental Health & Safety - Roofs	-	79,548,887	73,399,104	18,281,267
Environmental Health & Safety - Security	-	9,005,952	7,022,054	330,000
Environmental Health & Safety - Water Quality	-	11,520,080	3,774,234	3,867,572
	-	130,269,702	103,720,263	31,083,276
	790,000,000	885,463,073	427,241,939	251,740,459

Project Name	Original Budget	Current Budget (3/11/2021)	Actuals Approved	Budget FY22
2020 Bond				
2017 Bond Balance	152,000,000	152,000,000	-	-
MPG Building	64,000,000	64,000,000	-	38,600,000
Center for Black Student Excellence	60,000,000	60,000,000	-	6,352,501
Jefferson High School Modernization	311,000,000	311,000,000	-	2,730,001
Roosevelt Phase V	2,000,000	2,000,000	-	-
	589,000,000	589,000,000	-	47,682,502
Cleveland High School Modernization - Planning & Design	20,000,000	20,000,000	-	-
Wilson High School Modernization - Planning & Design	20,000,000	20,000,000	-	-
	40,000,000	40,000,000	-	-
Capacity	10,000,000	10,000,000	-	-
Accessibitly - ADA	33,800,000	33,800,000	-	2,200,380
Special Education Improvements	13,400,000	13,400,000	-	872,340
Roofing	65,700,000	65,700,000	-	3,486,768
Mechanical	75,000,000	75,000,000	-	1,986,768
Security	25,900,000	25,900,000	-	1,604,505
Seismic	17,200,000	17,200,000	-	5,018,583
2020 Bond Program	156,356,000	156,362,168	4,281,333	9,824,691
	397,356,000	397,362,168	4,281,333	24,994,035
	1,026,356,000	1,026,362,168	4,281,333	72,676,537
2020 Technology				
Device Replacement	31,006,443	31,006,443	-	15,571,518
Classroom Modernization	24,780,325	24,780,325	-	12,444,745
Infrastructure and Security	38,041,500	38,041,500	-	19,104,543
ERP Replacement Planning	11,107,080	11,107,080	-	-
Technology Program Administration	23,264,652	23,264,652	-	11,683,570
	128,200,000	128,200,000	-	58,804,376
2020 Curriculum				
Humanities	12,825,000	12,825,000	-	5,320,919
Social & Emotional Learning	1,054,500	1,054,500	-	437,498
Science	6,729,800	6,729,800	-	2,792,104
Math	6,460,000	6,460,000	-	2,680,167
Visual & Performing Arts	5,700,000	5,700,000	-	2,364,852
Health	1,281,170	1,281,170	-	531,540
Physical Education	2,518,830	2,518,830	-	1,045,028
Climate Change	950,000	950,000	-	394,142
Curriculum Program Administration	15,924,700	15,924,700	-	1,037,750
	53,444,000	53,444,000	-	16,604,000
	1,208,000,000	1,208,006,168		148,084,913
Total Bond	2,480,000,000	2,705,288,684	1,018,949,592	404,720,553

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 Budget 2021-22 - Proposed								
Category/Fund	438	191	445	404	435	423	424	Grand Total
Health & Safety	\$ -	\$ 200,000	\$ 3,019,147	\$ 863,296	\$ -	\$ -	\$ -	\$ 4,082,443
Warm & Dry	\$ -	\$ 200,000	\$ 3,236,721	\$ 418,837	\$ -	\$ -	\$ -	\$ 3,855,558
Security	\$ -	\$ 200,000	\$ 512,200	\$ 141,825	\$ -	\$ -	\$ -	\$ 854,025
Legal/Regulatory	\$ -	\$ 250,000	\$ 250,000	\$ 69,193	\$ -	\$ -	\$ -	\$ 569,193
Delivery of Instruction	\$ 150,000	\$ 125,000	\$ 1,185,648	\$ 11,957,036	\$ -	\$ -	\$ -	\$ 13,417,684
Delivery of Support Services	\$ -	\$ 150,000	\$ 110,333	\$ 250,000	\$ -	\$ -	\$ 308,000	\$ 818,333
Energy	\$ -	\$ -	\$ 160,000	\$ 123,945	\$ -	\$ -	\$ -	\$ 283,945
Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Restricted Grants/Funds	\$ 6,543,285	\$ -	\$ -	\$ 618,000	\$ -	\$ -	\$ -	\$ 7,161,285
Projects in Process	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Budget to be Programmed	\$ 88,838	\$ 120,606	\$ 1,000,000	\$ 402,700	\$ 2,866,498	\$ 136,000	\$ 200,000	\$ 4,814,642
Fund Totals	\$ 6,782,123	\$ 1,245,606	\$ 9,474,049	\$ 14,844,831	\$ 2,866,498	\$ 136,000	\$ 508,000	\$ 35,857,107

Project Management Budget 2020-21 - Adopted								
Category/Fund	438	191	445	404	435	423	424	Grand Total
Health & Safety	\$ 465,000	\$ 200,000	\$ 3,019,147	\$ 863,296	\$ -	\$ 464,599	\$ 15,387	\$ 5,027,430
Warm & Dry	\$ 40,000	\$ 200,000	\$ 3,236,721	\$ 418,837	\$ -	\$ 66,500	\$ -	\$ 3,962,058
Security	\$ 50,000	\$ 200,000	\$ 512,200	\$ 141,825	\$ -	\$ -	\$ -	\$ 904,025
Legal/Regulatory	\$ 100,000	\$ 250,000	\$ 250,000	\$ 69,193	\$ -	\$ 132,580	\$ -	\$ 801,773
Delivery of Instruction	\$ 450,000	\$ 125,000	\$ 1,185,648	\$ 11,957,036	\$ -	\$ 249,868	\$ -	\$ 13,967,552
Delivery of Support Services	\$ 310,000	\$ 150,000	\$ 2,021,203	\$ 250,000	\$ -	\$ -	\$ -	\$ 2,731,203
Energy	\$ -	\$ -	\$ 160,000	\$ 123,945	\$ -	\$ -	\$ 21,516	\$ 305,461
Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Restricted Grants/Funds	\$ 2,073,487	\$ -	\$ -	\$ 617,000	\$ -	\$ -	\$ 1,112,485	\$ 3,802,972
Projects in Process	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Budget to be Programmed	\$ 766,333	\$ 185,606	\$ 5,625,095	\$ 1,788,464	\$ 2,587,993	\$ 89,761	\$ 30,224	\$ 11,073,477
Fund Totals	\$ 4,254,820	\$ 1,310,606	\$ 16,010,014	\$ 16,229,595	\$ 2,587,993	\$ 1,003,308	\$ 1,179,613	\$ 42,575,949

Project Management Budget 2019-20 - Final								
Category/Fund	438	191	445	404	435	423	424	Grand Total
Health & Safety	\$ 455,014	\$ 173,976	\$ 391,204	\$ 507,402	\$ -	\$ 396,197	\$ 21,839	\$ 1,945,632
Warm & Dry	\$ 316,708	\$ 114,850	\$ 772,732	\$ 577,270	\$ -	\$ 18,000	\$ 49,480	\$ 1,849,040
Security	\$ -	\$ 228,958	\$ 4,795	\$ 250	\$ -	\$ -	\$ -	\$ 234,003
Legal/Regulatory	\$ -	\$ 208,234	\$ 201,043	\$ 21,576	\$ -	\$ 87,740	\$ -	\$ 518,593
Delivery of Instruction	\$ 70,664	\$ 217,557	\$ 223,737	\$ 3,333,375	\$ -	\$ 215,190	\$ -	\$ 4,060,523
Delivery of Support Services	\$ -	\$ 643,996	\$ 843,670	\$ 187,467	\$ -	\$ -	\$ 1,692	\$ 1,676,825
Energy	\$ -	\$ -	\$ 30	\$ 962,222	\$ 1,834,581	\$ -	\$ -	\$ 2,796,832
Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Restricted Grants/Funds	\$ 12,225,116	\$ -	\$ -	\$ 620,304	\$ -	\$ -	\$ 1,754,231	\$ 14,599,651
Budget to be Programmed	\$ (112,000)	\$ (146,965)	\$ 14,673,411	\$ 11,213,000	\$ 1,536,550	\$ 858,643	\$ 770,274	\$ 28,792,914
Fund Totals	\$ 12,955,501	\$ 1,440,606	\$ 17,110,622	\$ 17,422,866	\$ 3,371,131	\$ 1,575,770	\$ 2,597,517	\$ 56,474,013

Category	Examples
Health & Safety:	Projects include Abatement, Structural, Radon mitigation, other hazards as identified.
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 marshal citations, ADA upgrades, code compliance requirements, backflows etc
Delivery of Instruction:	Kilns, Modularity, playgrounds, classroom changes and other projects that impact students and the learning environments
Delivery of Support Services	Plumbing fixtures, Flooring projects, Dishwashers, water heaters, asphalt repairs and other projects that provide basic essential services.
Energy	Energy improvement projects to include HVAC control upgrades, LED lighting retrofits,
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 learning for theater teachers) and engage in return to work efforts that promote keeping injured staff meaningfully engaged in their schools and offices during recovery (e.g., light duty work stations, substitute funding).

Costs include employee injury claim expenses, Third Party Administrator (TPA) contract, staff injury prevention, risk control initiatives, return to work efforts, premiums for excess insurance, and the statutory reserve funds.

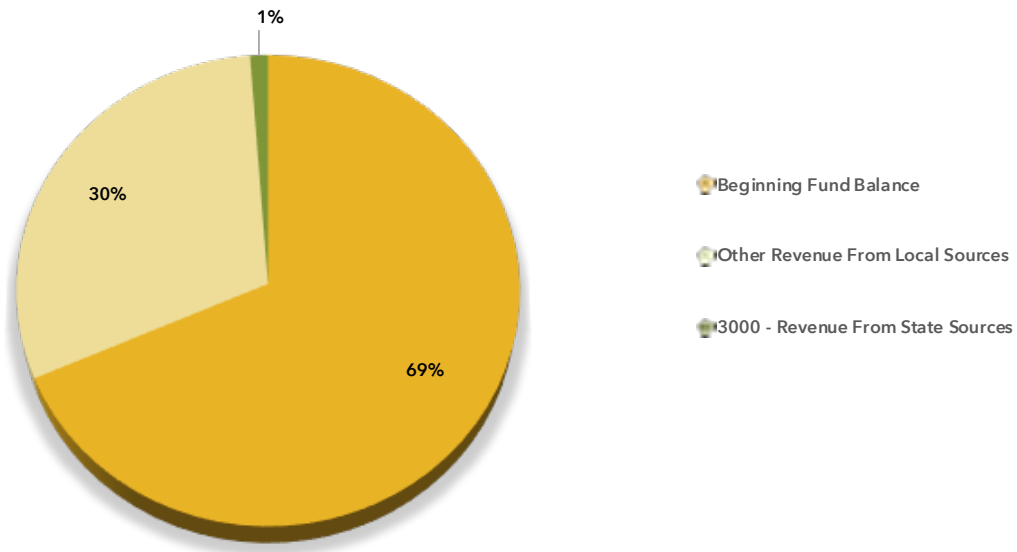
Resources include earnings on investments, insurance recoveries, reimbursements from the Oregon EAIP (Employer at Injury Program), and revenues specifically generated from payroll funds solely for the workers' compensation self-insurance program.

Summary of Resources by Major Object - 600 - Internal Service Funds (In Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Beginning Fund Balance	4,706	5,937	8,117	6,186	5,858	-	-
Other Revenue From Local Sources	3,670	3,788	729	2,155	2,594	-	-
3000 - Revenue From State Sources	204	184	221	192	100	-	-
TOTAL RESOURCES	8,580	9,908	9,067	8,533	8,552	-	-

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.

Resources by Major Object - 600 - Internal Service Funds

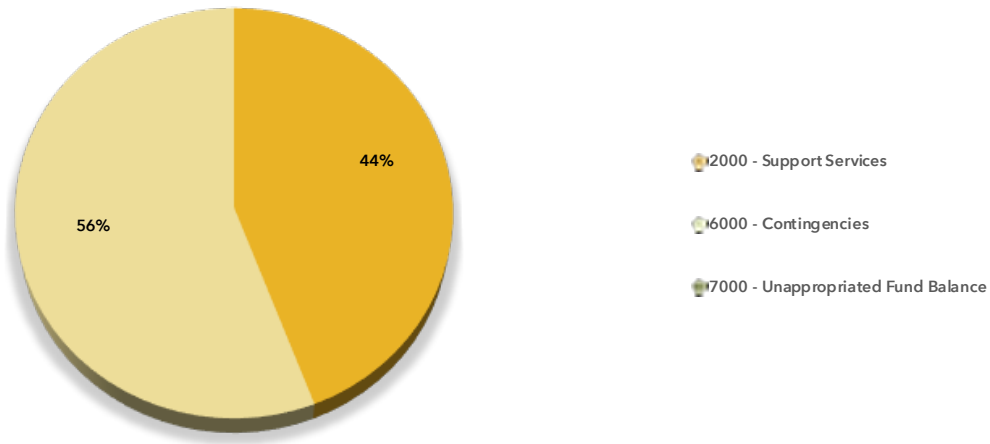


Summary of Requirements by Major Function - 600 - Internal Service Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
2000 - Support Services	2,643	1,791	3,208	3,762	2.28	3,778	-	-	2.28
6000 - Contingencies	-	-	-	4,769	-	4,774	-	-	-
7000 - Unappropriated Fund Balance	5,937	8,117	5,858	-	-	-	-	-	-
TOTAL REQUIREMENTS	8,580	9,908	9,066	8,531	2.28	8,552	-	-	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.

Requirements by Major Function - 600 - Internal Service Funds

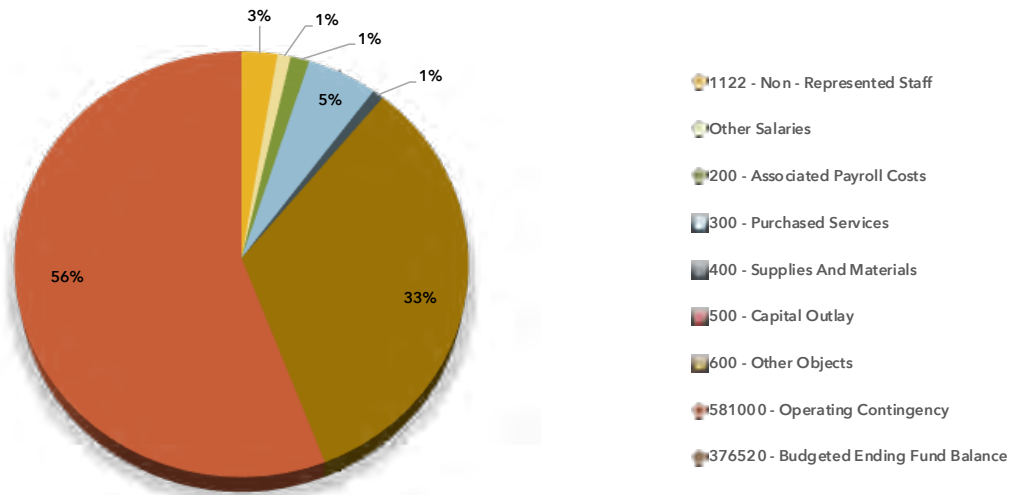


Summary of Requirements by Major Object - Fund 600 - Internal Service Funds (Financial Data in Thousands)

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
1122 - Non - Represented Staff	173	187	193	213	2.28	224	-	-	2.28
Other Salaries	63	56	27	84	-	84	-	-	-
200 - Associated Payroll Costs	81	78	82	114	-	117	-	-	-
300 - Purchased Services	264	252	309	443	-	443	-	-	-
400 - Supplies And Materials	29	3	18	71	-	71	-	-	-
500 - Capital Outlay	2	-	-	-	-	-	-	-	-
600 - Other Objects	2,031	1,215	2,580	2,838	-	2,839	-	-	-
581000 - Operating Contingency	-	-	0	4,769	-	4,774	-	-	-
376520 - Budgeted Ending Fund Balance	5,937	8,117	5,857	-	-	-	-	-	-
TOTAL REQUIREMENTS	8,580	9,908	9,066	8,532	2.28	8,552	-	-	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.

Requirements by Major Object - Fund 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. It accounts for the programs in workers' compensation self-insurance including claim expenses, Third Party Administrator (TPA) contracts, injury prevention risk control initiatives, and the statutory reserve funds.

Resources in Fund 601 include earnings on investment, insurance recoveries, reimbursements from the Oregon Employer at Injury Program (EAIP), and revenues specifically generated from payrolls from other funds solely for the District's Workers' Compensation Program.

Fund 601 - Self Insurance Fund Detail

Self Insurance Fund - Resources by Object (In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22
Resources by Object							
376510 - Budgeted Beginning Fund Balance	-	-	-	6,186	5,858	-	-
377000 - Fund Balance-Unres/Undes	4,706	5,937	8,117	-	-	-	-
Subtotal - Beginning Fund Balance	4,706	5,937	8,117	6,186	5,858	-	-
415100 - Interest on Investments	81	275	134	55	16	-	-
419600 - Recovery PY Expenditure	9	3	-	6	5	-	-
419700 - Services Provided Other Funds	3,581	3,510	595	2,094	2,573	-	-
Subtotal - Other Revenue from Local Sources	3,670	3,788	729	2,155	2,594	-	-
431992 - Return To Work	204	184	221	192	100	-	-
Subtotal - 3000 - REVENUE FROM STATE SOURCES	204	184	221	192	100	-	-
Total Resources by Object	8,580	9,908	9,067	8,532	8,552	-	-

Self Insurance Fund - Requirements by Function (Financial Data In Thousands)

Description by Function Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Function									
2520 - FISCAL SERVICES	2,643	1,791	3,208	3,762	2.28	3,778	-	-	2.28
Subtotal - 2000 - SUPPORT SERVICES	2,643	1,791	3,208	3,762	2.28	3,778	-	-	2.28
61100 - Operating Contingency	-	-	-	4,769	-	4,774	-	-	-
Subtotal - 6000 - CONTINGENCIES	-	-	-	4,769	-	4,774	-	-	-
71100 - Ending Fund Balance	5,937	8,117	5,858	-	-	-	-	-	-
Subtotal - 7000 - UNAPPROPRIATED FUND BALANCE	5,937	8,117	5,858	-	-	-	-	-	-
Total Requirements by Function	8,580	9,908	9,067	8,532	2.28	8,552	-	-	2.28

Self Insurance Fund - Requirements by Object (Financial Data In Thousands)

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
Requirements by Object									
511220 - Non-Represented Staff	116	128	192	145	1.78	224	-	-	2.28
511420 - Directors/Program Admins	57	59	1	68	0.50	-	-	-	-
512100 - Substitutes - Licensed	29	56	19	66	-	66	-	-	-
512200 - Substitutes - Classified	34	-	6	18	-	18	-	-	-
513300 - Extended Hours	-	1	1	-	-	-	-	-	-
513400 - Overtime Pay	-	-	-	-	-	-	-	-	-
513510 - Group Hlth Opt Out Lic	1	-	-	-	-	-	-	-	-
Subtotal - 100 - SALARIES	236	243	219	297	2.28	307	-	-	2.28
521000 - PERS	3	3	7	14	-	13	-	-	-
521310 - PERS UAL	27	25	28	36	-	37	-	-	-
522000 - Social Security - FICA	18	18	16	23	-	24	-	-	-
523100 - Workers' Compensation	2	2	-	1	-	2	-	-	-
523200 - Unemployment Compensation	1	-	-	-	-	-	-	-	-
524100 - Group Health Insurance	26	26	27	36	-	38	-	-	-
524200 - Other Employer Paid Benefits	1	1	1	1	-	1	-	-	-
524300 - Retiree Health Insurance	2	2	1	2	-	2	-	-	-
524530 - Early Retirement Benefits	1	1	1	1	-	1	-	-	-
Subtotal - 200 - ASSOCIATED PAYROLL COSTS	81	78	81	114	-	117	-	-	-
532200 - Repairs and Maintenance Svcs	-	-	9	13	-	13	-	-	-
532900 - Other Property Services	-	-	29	200	-	200	-	-	-
534100 - Travel, Local in District	-	1	-	3	-	3	-	-	-
534200 - Travel, Out of District	-	-	1	7	-	7	-	-	-
535300 - Postage	-	-	-	-	-	-	-	-	-
538200 - Legal Services	-	2	-	-	-	-	-	-	-
538940 - Professional Moving Services	-	-	-	-	-	-	-	-	-
538990 - Non-Instr Pers/Professional Sv	264	249	271	220	-	220	-	-	-
Subtotal - 300 - PURCHASED SERVICES	264	252	310	443	-	443	-	-	-

Description by Object Code	Actual 2017-18	Actual 2018-19	Actual 2019-20	Budget 2020-21	Budget FTE 2020-21	Proposed 2021-22	Approved 2021-22	Adopted 2021-22	Budget FTE 2021-22
541000 - Consumable Supplies	-	-	-	11	-	11	-	-	-
541600 - Interdepartmental Charges	-	-	-	2	-	2	-	-	-
544000 - Periodicals	-	-	-	1	-	1	-	-	-
546000 - Non-Consumable Supplies	27	3	-	34	-	34	-	-	-
547000 - Computer Software	-	-	16	20	-	20	-	-	-
548000 - Computer Equipment	1	-	1	3	-	3	-	-	-
Subtotal - 400 - SUPPLIES AND MATERIALS	29	3	17	71	-	71	-	-	-
555010 - Computers	2	-	-	-	-	-	-	-	-
Subtotal - 500 - CAPITAL OUTLAY	2	-	-	-	-	-	-	-	-
563000 - Fiscal Charges	9	-	-	-	-	-	-	-	-
564000 - Dues and Fees	-	-	-	2	-	3	-	-	-
565350 - Work Comp Insurance Premiums	104	109	135	110	-	110	-	-	-
565910 - Worker's Comp Claim Expense	1,797	989	2,324	2,600	-	2,600	-	-	-
565920 - Worker's Comp Assessment	121	117	121	126	-	126	-	-	-
Subtotal - Other Objects	2,031	1,215	2,580	2,838	-	2,839	-	-	-
581000 - Operating Contingency	-	-	-	4,769	-	4,774	-	-	-
Subtotal - 581000 - Operating Contingency	-	-	-	4,769	-	4,774	-	-	-
376520 - Budgeted Ending Fund Balance	5,937	8,117	5,858	-	-	-	-	-	-
Subtotal - 376520 - Budgeted Ending Fund Balance	5,937	8,117	5,858	-	-	-	-	-	-
Total Requirements by Object	8,580	9,908	9,067	8,532	2.28	8,552	-	-	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.

Budget Forecast by Major Object and Function - 601 - Self Insurance Fund (In Thousands)

Resources	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
BEGINNING FUND BALANCE	5,858	6,063	6,275	6,495
CURRENT YEAR PROPERTY TAXES OTHER THAN LOCAL OPTION	-	-	-	-
CURRENT YEAR LOCAL OPTION PROPERTY TAXES	-	-	-	-
OTHER REVENUE FROM LOCAL SOURCES	2,594	2,685	2,779	2,876
2000 - REVENUE - INTERMEDIATE SOURCES	-	-	-	-
3000 - REVENUE FROM STATE SOURCES	100	104	107	111
4000 - REVENUE FROM FEDERAL SOURCES	-	-	-	-
5200 - INTERFUND TRANSFERS	-	-	-	-
ALL OTHER BUDGET RESOURCES	-	-	-	-
Total Resources	8,552	8,851	9,161	9,482

Requirements	Proposed 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
111 - LICENSED SALARIES	-	-	-	-
1121 - CLASSIFIED - REPRESENTED	-	-	-	-
1122 - NON-REPRESENTED STAFF	224	232	240	248
113 - ADMINISTRATORS	-	-	-	-
OTHER SALARIES	84	87	90	93
200 - ASSOCIATED PAYROLL COSTS	117	121	125	130
300 - PURCHASED SERVICES	443	459	475	491
400 - SUPPLIES AND MATERIALS	71	73	76	79
500 - CAPITAL OUTLAY	-	-	-	-
600 - OTHER OBJECTS	2,839	2,937	3,040	3,147
700 - TRANSFERS	-	-	-	-
581000 - OPERATING CONTINGENCY	4,774	4,942	5,115	5,294
376520 - BUDGETED ENDING FUND BALANCE	-	-	-	-
Total Requirements	8,552	8,851	9,161	9,481

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
2020-2021 LOCAL SERVICE PLAN SELECTIONS

PORTLAND SCHOOL DISTRICT					
as of:	3/5/2021	ODE Extended ADMw	57,556.88		
		CTA ADMw Ext.	57,556.88		
		CTA ADMr	48,570.00		
Resolution		Contract		Total	
Units	Amount	Units	Amount	Units	Amount

ROW	MOE	Unit	Unit Cost 7/8/2020	Resolution		Contract		Total	
				Units	Amount	Units	Amount	Units	Amount
INSTRUCTIONAL SERVICES									
1		Curriculum Services							
2		Classroom Law Project (CLP)	All/None	\$ 26,072	A \$ 25,743	N \$ -	\$ -	A \$ 25,743	\$ -
3		School Improvement							
4		Current Program (w/ 1.05 Math, 1.0 Lit)	All/None	\$ 582,480	A \$ 298,682	N \$ -	\$ -	A \$ 298,682	\$ -
5		add 1.0 English Language Learner TOSA	All/None	\$ 116,347	N \$ -	N \$ -	\$ -	N \$ -	\$ -
6		add 1.0 Teacher PreK-3	All/None	\$ 106,281	N \$ -	N \$ -	\$ -	N \$ -	\$ -
7		add 0.5 Science Facilitator	All/None	\$ 63,503	N \$ -	N \$ -	\$ -	N \$ -	\$ -
8		add 1.0 Student Assessment Specialist	All/None	\$ 116,347	N \$ -	N \$ -	\$ -	N \$ -	\$ -
9		Helensview School							
10		General Ed (1.0x) slot	1 Student	\$ 12,392	51.44 \$ 637,453	0 \$ -	\$ -	51.44 \$ 637,453	\$ -
11	Y	SPED slot (1.0x plus Special Ed Teachers)	1 Student	\$ 16,776	42 \$ 704,605	0 \$ -	\$ -	42 \$ 704,605	\$ -
12		ELL Slot (1.5x slot)	1 Student	\$ 18,588	7.37 \$ 136,995	0 \$ -	\$ -	7.37 \$ 136,995	\$ -
13		Helensview Phoenix (2.0x slot)	1 Student	\$ 24,784	17.75 \$ 439,922	0 \$ -	\$ -	17.75 \$ 439,922	\$ -
14		Home School Notification							
15		Service	ALL	\$ 47,624	A \$ 24,420	N \$ -	\$ -	A \$ 24,420	\$ -
16		Educ. Prog. in Adult Correction Facilities (Incarcerated Youth)							
17		Service	All/None	\$ 365,192	A \$ 342,075	N \$ -	\$ -	A \$ 342,075	\$ -
18		Outdoor Schools							
19		6th Grade Offering Level 1: Full Week	1 Student	\$ 530	1710 \$ 906,351	1710 \$ 906,351	\$ -	3420 \$ 1,812,703	\$ -
20		6th Grade Offering Level 4: FSE	1 Student	\$ 312	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
21		6th Grade Outdoor School Credits							
22		Measure 99 Reimbursement Estimate	1 Student	(530) / (312)	1710 \$ (906,351)	1710 \$ (906,351)	\$ -	3420 \$ (1,812,703)	\$ -
23		Outdoor School/FSE credit (METRO)	1 Student	\$ -	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
24		4th Grade Overnight	1 Student	\$ 147	0 \$ -	1165 \$ 171,718	\$ -	1165 \$ 171,718	\$ -
STUDENT SERVICES									
Special Education Services									
25	Y	The Creeks: Social Emotional Skills (SESP)	1 Student	\$ 55,382	5 \$ 276,910	26.13 \$ 1,447,132	\$ -	31.13 \$ 1,724,042	\$ -
26	Y	The Creeks: Behavioral Health (BH)	1 Student	\$ 55,382	4 \$ 221,528	2.42 \$ 134,024	\$ -	6.42 \$ 355,552	\$ -
27	Y	The Creeks: Therapeutic Classroom (TC)	1 Student	\$ 55,382	3 \$ 166,146	0 \$ -	\$ -	3 \$ 166,146	\$ -
28	Y	Helensview Therapeutic Classroom (TC)	1 Student	\$ 49,680	12 \$ 596,160	3.53 \$ 175,370	\$ -	15.53 \$ 771,530	\$ -
29		Functional Living Skills (FLS)							
30	Y	FLS: K-12 and Transition	1 Student	\$ 76,368	0 \$ -	1.22 \$ 93,169	\$ -	1.22 \$ 93,169	\$ -
31	Y	FLS: Alternative Behavior Prog (Wheatley)	1 Student	\$ 111,496	15 \$ 1,672,440	1.85 \$ 206,268	\$ -	16.85 \$ 1,878,708	\$ -
32		Related Services							
33	Y	Individually Purchased Option							
34	Y	Speech Pathologist	1 FTE	\$ 122,602	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
35	Y	Occupational Therapist	1 FTE	\$ 97,107	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
36	Y	Physical Therapist	1 FTE	\$ 133,671	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
37	Y	Psychological Services	1 FTE	\$ 110,334	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
38	Y	Educational Assistants	0.875 FTE	\$ 52,208	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
39	Y	Assistive Technology (AT)	1 FTE	\$ 142,234	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
40	Y	Speech Pathology Assistant (SLPA)	1 FTE	\$ 76,111	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
41	Y	Certified Occup. Therapy Asst (COTA)	1 FTE	\$ 76,111	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
42	Y	Licensed Physical Therapy Asst (LPTA)	1 FTE	\$ 76,111	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
43	Y	Behavior Interventionist	1 FTE	\$ 95,530	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
44	Y	Transition Specialist	1 FTE	\$ -	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
45	N	ELL Teacher - Riverdale	1 FTE	\$ 109,862	0 \$ -	0 \$ -	\$ -	0 \$ -	\$ -
School Health Services									
46		Hearing and Vision Screening	All/None	\$ 199,933	A \$ 102,521	N \$ -	\$ -	A \$ 102,521	\$ -
47		Immunization	All/None	\$ 151,870	A \$ 77,876	N \$ -	\$ -	A \$ 77,876	\$ -
48		School Nurse Services							
49		Registered Nurses	1 FTE	\$ 129,362	24.8 \$ 3,208,178	3.94 \$ 509,686	\$ -	28.74 \$ 3,717,864	\$ -
50		School Health Assistants	Hour	\$ 39.08	83355 \$ 3,257,513	0 \$ -	\$ -	83355 \$ 3,257,513	\$ -
51		Complex Needs Nursing	All/None	\$ 508,880	A \$ 260,942	N \$ -	\$ -	A \$ 260,942	\$ -
52		1:1 Nurses	1 FTE	\$ 129,362	0 \$ -	2.98 \$ 385,499	\$ -	2.98 \$ 385,499	\$ -

Multnomah Education Service District
2020-2021 LOCAL SERVICE PLAN SELECTIONS

PORTLAND SCHOOL DISTRICT					
as of:	3/5/2021	ODE Extended ADMw	57,556.88		
		CTA ADMw Ext.	57,556.88		
		CTA ADMr	48,570.00		
Resolution		Contract		Total	
Units	Amount	Units	Amount	Units	Amount

ROW	MOE	Unit	Unit Cost 7/8/2020	Resolution		Contract		Total		
				Units	Amount	Units	Amount	Units	Amount	
TECHNOLOGY SERVICES (via the "CTA")**										
Application and Development Services										
53		Business Systems ("IFAS") - Corbett SD only	per memo	\$ 22,839	N	\$ -	N	\$ -	N	\$ -
54		Data Warehouse Services - Level 1 (Database)	A/N (ADMw)	\$ 2.79	N	\$ -	N	\$ -	N	\$ -
55		Data Warehouse Services - Level 2 (add'l cost)	A/N (ADMw)	\$ 2.26	N	\$ -	N	\$ -	N	\$ -
56		Student Info Sys - Level 1B (SIS Admin)	A/N (ADMw)	\$ 5.39	A	\$ 310,232	N	\$ -	A	\$ 310,232
57		Student Info Sys - Level 1A (SIS Admin + add'l cost)	A/N (ADMw)	\$ 2.77	A	\$ 173,822	N	\$ -	A	\$ 173,822
58		Student Info Sys - Level 2 (includes 1B + 1A)	A/N (ADMw)	\$ 14.20	N	\$ -	N	\$ -	N	\$ -
59		Forecast5 Analytics	A/N (ADMw)	\$ 1.00	A	\$ 43,000	N	\$ -	A	\$ 43,000
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 ("AESOP")	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		\$ 500,000	N	\$ -	N	\$ -	N	\$ -
68		One-time Equipment - Portland SD only		\$ 365,000	A	\$ 365,000	N	\$ -	A	\$ 365,000
69		One-time Implementation Services	All/None	\$ 2.00	A	\$ 135,000	N	\$ -	A	\$ 135,000
70		Internet Connectivity - Portland SD	All/None	\$ 131,047	A	\$ 131,047	N	\$ -	A	\$ 131,047
71		Last Mile Connect & Network Monitoring	All/None	\$ 1,396,462	N	\$ -	N	\$ -	N	\$ -
72		Network services - Portland SD only	All/None	\$ 1,224,411	A	\$ 1,224,411	N	\$ -	A	\$ 1,224,411
73		Engineering Support	Hour	\$ 91	0	\$ -	0	\$ -	0	\$ -
74		On-Site Help Desk Technician	Day	\$ 538	0	\$ -	0	\$ -	0	\$ -
75		Database Administration	Month	\$ 3,400	0	\$ -	0	\$ -	0	\$ -
76		Instructional Services								
77		Follett Destiny Library and Textbook Mgmt.	A/N (ADMr)	\$ 4.70	A	\$ 214,809	N	\$ -	A	\$ 214,809
78		** CTA offers many services not listed on the MESD DSP								
79		ADMINISTRATIVE SUPPORT SERVICES								
80		Inter-District Delivery System (PONY)	All/None	\$ 39,243	A	\$ 20,845	N	\$ -	A	\$ 20,845
81		School Announce Closure Network	ALL (div by 8)	\$ 2,480	A	\$ 310	N	\$ -	A	\$ 310
82		Government Affairs	A/N (ADMw)	\$ 152,720	N	\$ -	N	\$ -	N	\$ -
83		Multnomah County MOU Coordinator	All/None	\$ 8,000	A	\$ 8,000	N	\$ -	A	\$ 8,000
84		Other Business Administrative Services	per memo	memo	N	\$ -	N	\$ -	N	\$ -
SUBTOTAL MESD SERVICES				\$ 15,142,353		\$ 3,122,866		\$ 18,265,219		
TRANSIT REQUESTED BY DISTRICT				\$ 8,500,000						
GRAND TOTAL MESD SERVICES AND TRANSITS				\$ 23,642,353						
RESOURCES AVAILABLE FOR RESOLUTION SERVICES						\$ 3,619,750				
Balance Forward from Prior Year District Service Plan						\$ 21,012,114				
Apportionment of Current Year SSF Revenue						\$ -				
Apportionment of Prior Year SSF Revenue Adjustment (May 2021 Warrant)						\$ -				
TOTAL RESOURCES FOR RESOLUTION SERVICES						\$ 24,631,864				
ENDING CONTINGENCY BALANCE						\$ 989,512				
Maintenance of Effort (MOE) Total ----- sum of services with "Y" in MOE column						\$ 3,637,789				
Instructional Services				\$ 2,609,897		\$ 171,718		\$ 2,781,615		
Student Services - Special Education				\$ 2,933,184		\$ 2,055,963		\$ 4,989,147		
Student Services - School Health Services				\$ 6,907,030		\$ 895,185		\$ 7,802,215		
Technology Services (CTA)				\$ 2,663,087		\$ -		\$ 2,663,087		
Administrative Support Services				\$ 29,155		\$ -		\$ 29,155		
subtotal MESD Services				\$ 15,142,353		\$ 3,122,866		\$ 18,265,219		
Transits direct to district				\$ 8,500,000		\$ -		\$ -		
Total MESD Services & Transits				\$ 23,642,353		\$ 3,122,866		\$ 18,265,219		

INFORMATIONAL SECTION



INFORMATIONAL SECTION

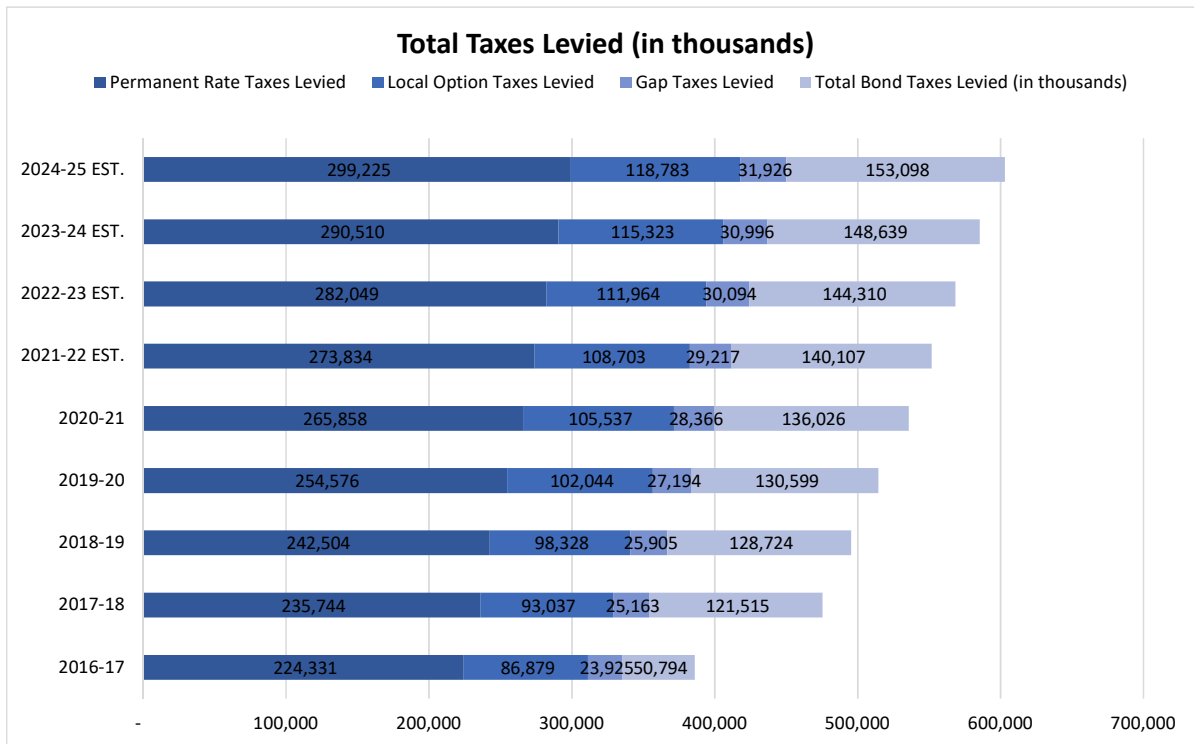
The Informational Section includes detailed historical and projected personnel resource allocations, property tax information and other performance measures used by the District.

PORTLAND PUBLIC SCHOOLS ASSESSED VALUE OF TAXABLE PROPERTY

Fiscal Year	Residential Property	Personal Property	Total Assessed Value	Total Direct Rate ^a	Levy Amount Before Adjustments
2025 ^b	59,727,541	2,866,003	62,593,544	9.7681	611,420
2024 ^b	57,987,904	2,782,527	60,770,431	9.7681	593,612
2023 ^b	56,298,936	2,701,482	59,000,418	9.7681	576,322
2022 ^b	54,659,161	2,622,798	57,281,960	9.7481	559,536
2021	53,067,147	2,546,406	55,613,553	9.6698	537,772
2020	51,230,970	2,472,239	53,703,209	9.6734	519,493
2019	48,899,771	2,212,720	51,112,491	9.7571	498,710
2018	47,696,076	2,009,538	49,705,614	9.6863	481,463

^a Per \$1,000 of Assessed Value

^b Estimated



Note: All Amounts listed in thousands

PROPERTY TAX LEVIES AND COLLECTIONS

<u>Fiscal Year</u>	<u>Taxes Levied Before Adjustments</u>	<u>Taxes Levied for the Fiscal Year *</u>	<u>Adjustment Factor</u>	<u>Current & Prior Year Collection</u>	<u>Collection Rate</u>
2022	559,536	553,941	99.00%	531,783	96.00%
2021	537,772	528,371	98.25%	507,236	96.00%
2020	519,493	514,918	99.12%	490,715	95.30%
2019	498,710	495,645	99.39%	478,929	96.63%
2018	481,463	476,797	99.03%	456,887	95.82%
2017	394,402	386,715	98.05%	373,955	96.70%

* Estimated

** Amounts are based upon the tax collection year July 1 to June 30

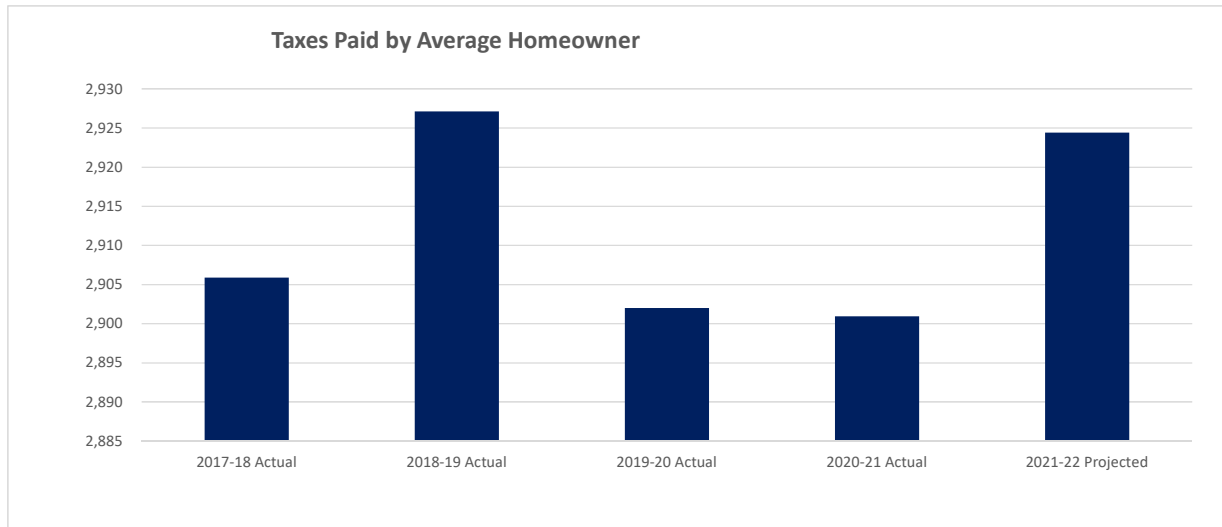
Note: All Amounts listed in thousands

BUDGET'S EFFECT ON AVERAGE HOMEOWNER

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected *
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	2.4182	2.4890	2.4053	2.4017	2.4890
Total Tax Rate	9.6863	9.7571	9.6734	9.6698	9.7481
Average Assessed Value	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
Tax Burden	2,906	2,927	2,902	2,901	2,924

* Actual levy rate determined by county assessor's 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)

Taxpayer	2019 ¹			2010		
	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total Taxable Assessed Value
Portland General Electric Co	\$ 389,953	1	0.76 %	\$ 234,930	3	0.63 %
Pacificorp (PP&L)	338,450	2	0.66	279,681	2	0.75
CenturyLink	284,055	3	0.56			
Port of Portland	244,941	4	0.48	188,106	5	0.51
Weston Investment Co LLC	242,243	5	0.47	208,639	4	0.56
AT&T Inc	206,633	6	0.40			
Pearl District Lodging Associates LLC	206,053	7	0.40			
Comcast Corporation	189,854	8	0.37	286,866	1	0.77
Capref Lloyd Center LLC	188,640	9	0.37			
111 SW 5th Avenue Investors LLC	167,941	10	0.33			
Qwest Corporation				182,685	6	0.49
Evraz Inc NA				175,714	7	0.47
LC Portland LLC				168,334	8	0.45
Fred Meyer Stores Inc				142,479	9	0.38
555 SW Oak LLC				126,398	10	0.34
Subtotal of Ten Largest Taxpayers	2,458,763		4.81	1,993,832		5.37
All Other Taxpayers	48,653,728		95.19	35,089,212		94.63
Total All Taxpayers	<u>\$ 51,112,491</u>		<u>100.00 %</u>	<u>\$ 37,083,044</u>		<u>100.00 %</u>

Notes

¹ 2020 information not available 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 Rate²
2011	748,031	\$ 31,161,157	\$ 41,658	9.5 %
2012	759,256	32,715,802	43,089	8.9
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	- ¹	- ¹	- ¹	4.0
2020	- ¹	- ¹	- ¹	11.6

Notes

¹ Data for 2019 and 2020 not available at time of printing.

² Oregon unemployment rates as of June 30 each year.

Sources

US Department of Commerce, Bureau of Economic Analysis: population, personal income and per capita information.

US Department of Labor, Bureau of Labor Statistics: unemployment rate information.

DEBT SERVICE OVERVIEW

Limited Tax 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 (“OPERS”). 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 OPERS. 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. The District anticipates the total costs of financing the District’s actuarial obligation in this manner will result in a significant savings to the District when compared to paying for such costs as additional contribution rates to OPERS.

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 2002 series Limited Tax Pension Bonds were issued on October 31, 2002, and are payable annually through June 2028. Interest on the current coupon bonds is payable semiannually at rates ranging from 5.48 to 5.55 percent. The Series 2002A Bonds were paid off 6/30/2020. The Series 2002B Bonds maturing June 30, 2021 shall be subject to prepayment from pension prepayments on or after June 30, 2009, and those due June 30, 2028 are subject to mandatory prepayment prior to its stated maturity, in whole or part, on any June 30 on or after June 30, 2024. During 2012 \$14.2 million of Series 2002 Pension Bonds were refinanced. See the description of the Limited Tax Pension Bonds, Series 2012 below.

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 series Limited Tax Pension Bonds were issued on April 30, 2003, and are payable annually through June 2028. Interest on the deferred interest bonds is accreted semiannually at yields rates ranging from 6.15 to 6.27 percent. Interest on the current coupon bonds is payable semiannually at rates ranging from 5.45 to 5.68 percent. The bonds are federally taxable and are not subject to optional prepayment prior to their stated maturities.

On January 31, 2012 the District issued \$14.4 million in Limited Tax Pension Refunding Bonds, Series 2012. The interest rate is fixed at 2.75 percent and interest payments on the bonds are payable semiannually in June and December. The bonds mature on June 30, 2021. The total amount of interest savings (economic gain) as a result of the refinancing is \$3.2 million. The present value of future cash savings as a result of the refinancing is \$2.8 million. The bond proceeds, \$14,200, were used to pay on the Limited Tax Pension Bonds, Series 2002. The Series 2012 bonds are subject to optional prepayment.

Under the terms of the borrowing agreements for the 2002, 2003 and 2012 Limited Tax Pension Bonds, the District is bound by an intercept agreement whereby Wells Fargo Bank Northwest NA, as the trustee, directly receives specified amounts that have been withheld from the District’s State School Fund support payments that are deposited in trust with LGIP. Wells Fargo Bank Northwest NA then makes the scheduled semi-annual debt service payments from the LGIP trust account.

General Obligation Bonds

As part of a \$482 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 interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2013. The bonds mature on June 15, 2033 with principal payments due annually on June 15. The bonds were issued at a premium of \$7.9 million which is being amortized over the life of the bonds. During 2020 \$50.4 million of Series 2013B General Obligation Bonds were refinanced through an advance refunding. See the description of the General Obligation Bonds, Series 2020A below.

On April 30, 2015 the District issued \$244.7 million in General Obligation Bonds, Series 2015B. The interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2015. The Series 2015B Bonds maturing on or after 2026 are subject to redemption, at the option of the District, in whole or part, on or after June 15, 2025. The bonds mature on June 15, 2033 with principal payments due annually on June 15. The bonds were issued at a premium of \$33.2 million which is being amortized over the life of the bonds.

On August 10, 2017 the District issued \$62.2 million in General Obligation Bonds, Series 2017B. The interest rate is fixed at 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2017. The Series 2017B Bonds are not subject to early redemption prior to maturity. The bonds mature on June 15, 2030, with principal payments due annually on June 15. The bonds were issued at a premium of \$9.9 million which is being amortized over the life of the bonds.

As part of a \$790 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 \$169.0 million in General Obligation Bonds, Series 2017A. The interest rate is fixed at 1.65 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2017. The bonds mature on June 15, 2020, with principal payments due annually on June 15. The bonds were issued at a premium of \$155 thousand which is being amortized over the life of the bonds.

On August 10, 2017 the District issued \$179.7 million in General Obligation Bonds, Series 2017B. The interest rate is fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2017. The Series 2017B Bonds maturing on June 15, 2028 and on any date thereafter are subject to redemption at the option of the District prior to their stated maturity dates at any time on or after June 15, 2027 in whole or in part; and, if in part, with maturities to be selected by the District at a price of par plus accrued interest, if any, to the date of redemption. The bonds mature on June 15, 2044 with principal payments due annually on June 15. The bonds were issued at a premium of \$1.1 million which is being amortized over the life of the bonds.

On April 14, 2020 the District issued \$441.3 million in General Obligation Bonds, Series 2020. The interest rates are fixed at rates ranging from 3.00 to 5.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2020. The Series 2020 Bonds maturing on or after June 15, 2031 are subject to optional early redemption prior to maturity. The bonds will mature on June 15, 2037, with principal payments due annually on June 15. The bonds were issued at a premium of \$68.2 million which is being amortized over the life of the bonds.

As part of a \$1.21 billion capital bond measure passed by District voters in May 2020, the District issued the following General Obligation debt to finance school renovation and replacement and to redeem GO bonds issued in 2013:

On December 30, 2020 the District Issued \$365.5 million in General Obligation Bonds, Series 2020B. The interest rates are fixed at rates ranging from 1.5 to 5.0 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2021. The bonds will mature on June 15, 2046, with principal payments due annually on June 15. The Series 2020B Bonds maturing on or after June 15, 2031 are subject to optional early redemption. The bonds were issued at a premium of \$29.6 million which is being amortized over the life of the bonds.

On December 30, 2020 the District Issued \$54.0 million in General Obligation Refunding Bonds, Series 2020C. The bond proceeds were used to redeem Series 2013B bonds. The interest rates are fixed at rates ranging from 1.05 to 2.00 percent. Interest payments on the bonds are payable semiannually in June and December, beginning December 15, 2020. The bonds will 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 bonds were issued at a premium of \$1.6 million which is being amortized over the life of the bonds. 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.

Other Debt

Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA), the City of Portland was awarded \$13.5 million in Recovery Zone Economic Development Bonds (RZEDBs). In July 2010, the City sub-awarded \$11.0 million of the RZED bonds to Portland Public Schools, which are being used to complete energy and water conservation projects that will financially benefit the District in reduced energy and water costs and will yield on-going financial benefit once the bonds are paid off. The District makes semi-annual interest payments and annual principal payments, and the bonds will mature in December 2022. The bond's interest payments of 5.05 percent are 42 percent federally subsidized.

On November 9, 2016 the District issued \$5.0 million in Full Faith and Credit Obligations, Series 2016. The interest rate is fixed at 2.99 percent. Interest payments on the obligations are payable semiannually in June and December, beginning June 1, 2018. The obligations mature on December 1, 2031, with principal payments due annually on December 1. The obligations carry a prepayment option such that any or all outstanding maturities may be redeemed on or after December 1, 2018. The bonds were issued at par.

On August 4, 2016 the District issued \$4.0 million in Qualified Zone Academy Bonds (QZAB), Series 2016. The District pays no interest rate 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 with level principal payments due annually on August 4.

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, 2017A, 2017B, 2020, 2020B, and 2020C GO 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, and there are no outstanding amounts due to the State of Oregon as of June 30, 2020.

Federal arbitrage restrictions apply to substantially all debt. Any liabilities to the federal government are accrued and paid when due. Long-term debt payments are made from the debt service funds.

BONDED AND OTHER DEBT

<u>Issue Date</u>	<u>Original Issue</u>	<u>Outstanding @ June 30,2021</u>	<u>2021-22 Principal Payments</u>	<u>2021-22 Interest Payments</u>
General Obligation Bonds				
May 1, 2013	68,575	6,025 *	2,865	301
April 30, 2015	244,700	116,145	5,735	4,782
August 10, 2017	241,890	177,695	2,315	6,093
April 14, 2020	441,320	386,390	41,625	17,881
Dec 30,2020	365,465	365,465	40,240	17,249
Dec 30,2020	53,965	53,405	885	854
		<u>1,105,125</u>	<u>93,665</u>	<u>47,160</u>
Limited Tax Pension Obligation Bonds				
October 31, 2002	156,580	142,580	15,900	7,892
April 30, 2003	124,800	15,209	7,673	17,372
April 30, 2003	156,370	156,370	-	8,862
January 31, 2012	14,400	-	-	-
		<u>314,159</u>	<u>23,573</u>	<u>34,126</u>
Full Faith & Credit Ogligations				
July 2010	11,000	1,701	1,093	72
August 4, 2016	4,000	3,200	200	-
November 9, 2016	5,048	3,918	305	113
		<u>8,819</u>	<u>1,598</u>	<u>185</u>
TOTAL		1,428,103	118,836	81,471

*Note \$50,410 refunded 12/30/20

Note: All Amounts listed in thousands.

Long Term Debt

Fiscal Year	LTD Tax Pension & Refunding	2010 Recovery Bonds	2016 Qualified Zone Bonds	FF&C Taxable Debt 2016	2013 GO Bonds	2015 GO Bonds	2017 GO Bonds	2020 GO Bonds	2020B GO Bonds	2020C GO Bonds	TOTAL
Principal:											
2022	23,573	1,093	200	305	2,865	5,735	2,315	41,625	40,240	885	118,836
2023	25,481	608	200	315	3,160	6,340	2,650	36,945	57,970	905	134,574
2024	48,820	-	200	325	-	6,980	2,985	40,430	-	4,070	103,810
2025	54,100	-	200	335	-	7,665	3,345	44,140	-	4,295	114,080
2026	61,345	-	200	345	-	8,390	3,305	26,630	-	4,535	104,750
2027-2031	100,840	-	1,000	1,885	-	53,650	24,025	113,885	18,585	26,405	340,275
2032-2036	-	-	1,000	408	-	27,385	38,890	66,330	58,805	12,310	205,128
2037-2041	-	-	200	-	-	-	56,350	16,405	81,915	-	154,870
2042-2046	-	-	-	-	-	-	43,830	-	107,950	-	151,780
Principal Total	\$ 314,159	\$ 1,701	\$ 3,200	\$ 3,918	\$ 6,025	\$ 116,145	\$ 177,695	\$ 386,390	\$ 365,465	\$ 53,405	\$ 1,428,103
Interest:											
2022	34,126	72	-	113	301	4,782	6,093	17,881	17,249	854	81,471
2023	34,561	15	-	103	158	4,496	5,977	15,800	9,816	836	71,762
2024	14,897	-	-	94	-	4,179	5,844	13,952	6,918	818	46,702
2025	12,170	-	-	83	-	3,830	5,695	11,931	6,918	737	41,364
2026	9,126	-	-	74	-	3,446	5,528	9,724	6,918	651	35,467
2027-2031	7,547	-	-	205	-	11,091	25,120	27,552	34,069	1,941	107,525
2032-2036	-	-	-	6	-	1,312	20,170	9,014	26,433	264	57,199
2037-2041	-	-	-	-	-	-	13,188	492	17,103	-	30,783
2042-2046	-	-	-	-	-	-	3,099	-	6,846	-	9,945
Interest Total	\$ 112,427	\$ 87	\$ -	\$ 678	\$ 459	\$ 33,136	\$ 90,714	\$ 106,346	\$ 132,270	\$ 6,101	\$ 482,218
Total	\$ 426,586	\$ 1,788	\$ 3,200	\$ 4,596	\$ 6,484	\$ 149,281	\$ 268,409	\$ 492,736	\$ 497,735	\$ 59,506	\$ 1,910,321

Payments by Debt Service Fund 2021-22

Fiscal Year	LTD Tax Pension & Refunding	2010 Recovery Bonds	2016 Qualified Zone Bonds	FF&C Taxable Debt 2016	2013 GO Bonds	2015 GO Bonds	2017 GO Bonds	2020 GO Bonds	2020B GO Bonds	2020C GO Bonds	TOTAL
Fund 308	\$ 57,699										57,699
Fund 320		1,165	200	418							1,783
Fund 350					\$ 3,166	\$ 10,517	\$ 8,408	\$ 59,506	\$ 57,489	\$ 1,739	140,825
Total	\$ 57,699	\$ 1,165	\$ 200	\$ 418	\$ 3,166	\$ 10,517	\$ 8,408	\$ 59,506	\$ 57,489	\$ 1,739	\$ 200,307

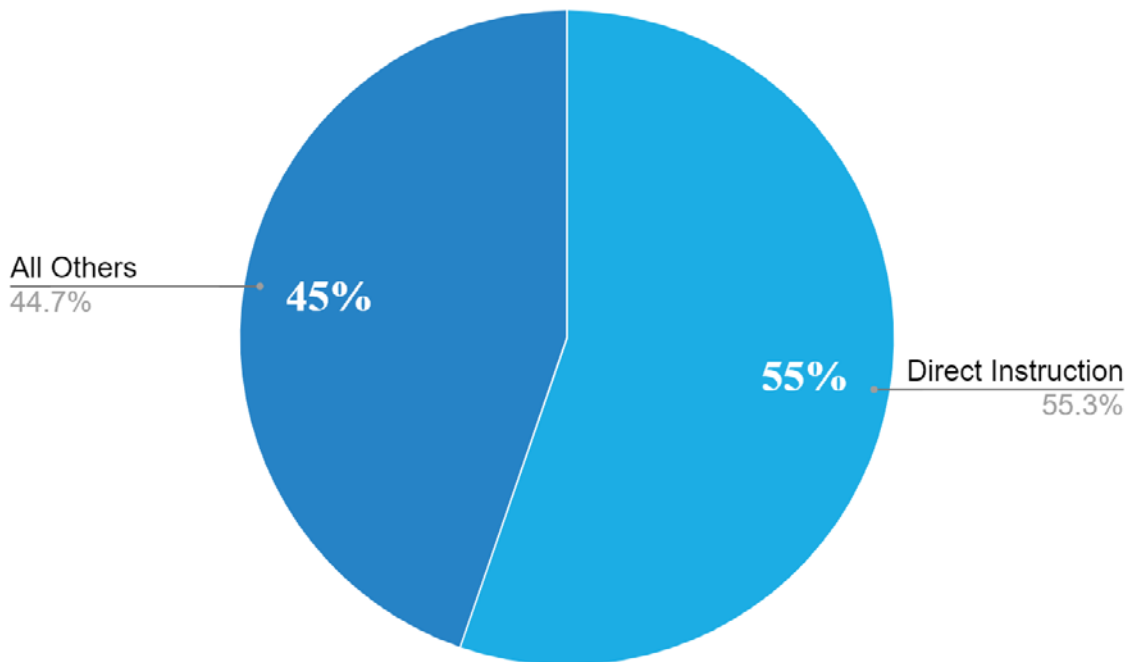
Note: All Amounts listed in thousands.

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 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 2021-22 Budget 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.

Direct Instruction Programs vs All Others



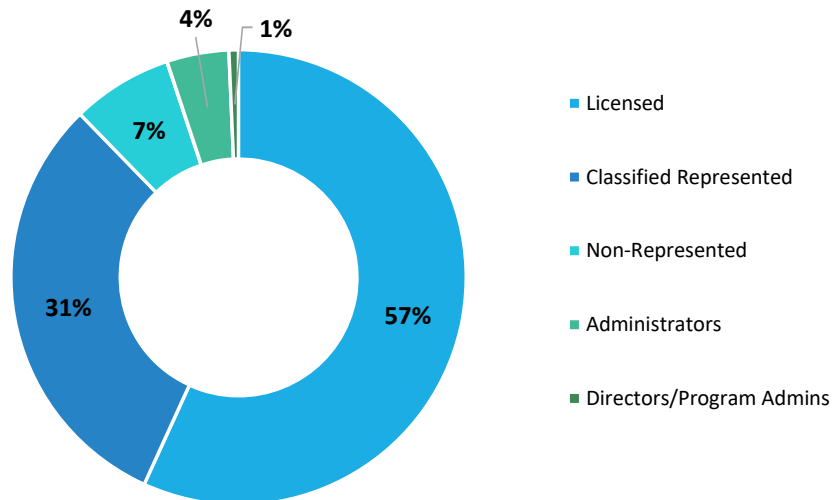
FTE BY MAJOR FUNCTION AND EMPLOYEE TYPE

Licensed Staff	Teachers, Licensed Support Personnel, Counselors, TOSAs, POSAs
Classified - Represented	Educational Assistants, Secretarial, Clerical, Maintenance, Transportation
Non-Represented Staff	Professional Central Office Staff
Administrators - Licensed	Superintendent, Academic Administrators and Directors, Principals
Administrators - NonLicensed	Operational and Business Administrators
Directors/Program Admins	Operational and Business Directors and Supervisors

PBAM Function	2018 Actual	2019 Actual	2020 Actual	2021 Current	2022 Proposed
11 - Regular Programs: Primary Instructional Activities					
Licensed Staff	2,233.39	2,267.25	2,258.52	2,264.46	2,262.23
Classified - Represented	196.88	188.08	194.26	193.67	195.15
Non-Represented Staff	3.53	1.78	4.26	3.60	2.80
Administrators - Licensed	4.34	1.50	4.50	5.50	6.50
12 - Special Programs: Instructional activities for students with special needs					
Licensed Staff	462.44	459.63	492.09	495.40	496.69
Classified - Represented	521.36	487.86	515.94	519.61	512.10
Non-Represented Staff	-	0.80	0.75	1.80	2.80
Administrators - Licensed	1.50	3.00	1.00	-	-
Directors/Program Admins	1.00	1.00	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	379.60	440.06	421.68	489.63	504.96
Classified - Represented	115.51	110.46	127.08	137.08	131.62
Non-Represented Staff	34.86	52.25	51.75	58.52	57.23
Administrators - Licensed	21.26	39.70	34.50	48.60	50.00
Administrators - NonLicensed	-	-	-	-	-
Directors/Program Admins	11.30	9.90	17.00	6.20	6.00
22 - Support Services—Instructional Staff: Activities associated with assisting the instructional staff					
Licensed Staff	204.07	189.19	230.58	262.33	268.97
Classified - Represented	56.79	57.98	51.37	52.23	50.60
Non-Represented Staff	14.50	10.00	15.50	18.00	19.25
Administrators - Licensed	10.05	3.70	9.01	9.80	9.50
Directors/Program Admins	-	-	-	1.00	1.00
23 - Support Services—General Administration: Activities associated with administering policy and operating the district					
Licensed Staff	-	0.75	1.00	-	-
Classified - Represented	1.50	2.00	2.00	-	0.50
Non-Represented Staff	36.00	40.50	30.25	21.50	21.50
Administrators - Licensed	4.00	11.00	14.00	14.00	14.00
Administrators - NonLicensed	4.00	1.00	4.00	4.00	4.00
Directors/Program Admins	5.75	7.00	6.00	6.00	5.00
24 - School Administration: Activities of School Direction and Supervision					
Licensed Staff	10.01	9.40	8.47	9.23	6.73
Classified - Represented	195.84	206.61	205.41	203.94	205.04
Non-Represented Staff	20.44	16.45	24.92	48.82	48.58
Administrators - Licensed	164.59	163.55	167.20	176.70	184.25
Directors/Program Admins	1.00	-	1.00	1.00	1.00
25 - Support Services—Business - Activities including fiscal, operation and maintenance, and internal services.					
Classified - Represented	547.80	538.25	549.75	534.83	585.25
Non-Represented Staff	111.35	104.60	109.60	106.05	109.20
Administrators - NonLicensed	3.00	1.00	2.00	2.00	2.00

PBAM Function	2018 Actual	2019 Actual	2020 Actual	2021 Current	2022 Proposed
Directors/Program Admins	16.00	18.00	14.00	12.50	12.00
26 - Support Services—Central Activities other than gen admin, which support instructional and supporting programs.					
Licensed Staff	0.20	-	-	3.50	10.00
Classified - Represented	11.50	10.00	10.50	23.90	25.50
Non-Represented Staff	117.55	106.90	123.10	129.95	133.20
Administrators - Licensed	-	0.30	3.00	3.00	3.00
Administrators - NonLicensed	3.00	3.00	3.00	3.00	3.00
Directors/Program Admins	15.00	12.95	12.00	11.00	13.00
31 - Food Services: Activities concerned with providing food to students and staff					
Classified - Represented	164.29	175.67	177.04	176.29	177.72
Non-Represented Staff	15.19	16.40	15.40	15.40	14.40
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					
Licensed Staff	-	1.00	-	-	-
Classified - Represented	28.80	29.24	42.34	41.33	41.63
Non-Represented Staff	7.06	2.78	5.00	7.00	6.50
Directors/Program Admins	1.00	-	-	-	-
41 - Facilities Acquisition and Construction: Activities concerned with the acquisition of land and buildings					
Classified - Represented	1.00	-	5.50	11.00	6.00
Non-Represented Staff	14.00	32.00	20.50	27.80	32.30
Administrators - Licensed	-	-	-	-	0.25
Administrators - NonLicensed	-	-	-	-	-
Directors/Program Admins	1.00	-	1.00	2.00	1.00
Grand Total	5,775.25	5,836.49	5,990.77	6,168.67	6,246.95

2021-22 Budgeted Personnel Resource Allocations



SCHOOL STAFFING

The main priorities for the 2021-22 school staffing are to keep all staffing formulas and investments the same as the 2020-21 school year, with a few more targeted investments to support learning acceleration. In 2020-21, the main priorities, with the addition of the Student Investment Account (SIA) grant funds, were to add mental health and social/emotional supports and continue investing in the schools with the greatest needs. Since SIA is continuing, all of these investments are continuing. Schools with a Title I, Comprehensive School Improvement (CSI), and Targeted School Improvement (TSI) designation are considered those with the highest needs. CSI and TSI are federally required designations under the Every Student Succeeds Act (ESSA).

The information below provides the details associated with staffing assignments to the schools in the district, including the General Fund and SIA grant funds.

Teacher Staffing

Grades K-5

K-5 class sizes will remain the same as 2020-21 for all schools. Teacher needs 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:

Grade	CSI Schools		Title I Schools		Other Schools	
	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	30	16-30	31	16-31
2	29	15-29	30	16-30	32	17-32
3	30	16-30	30	16-30	33	17-33
4	34	18-34	34	18-34	35	18-35
5	34	18-34	34	18-34	35	18-35

K-5 Special Education (SPED) Focus Students and K-5 Homeroom participation

In past years, students in SPED focused classrooms were counted in their homeroom class size and counted in their SPED focus classroom class size, resulting in double counting. Students in SPED focused Classrooms will now be counted as half time participants in homerooms when they spend 1 to 3 hours in the classroom. If the student does not attend a general homeroom during the day, they will now be counted in the classroom size.

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 the General Fund 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

If the K-5 Arts allotment was not enough to offer two days of Arts per week to each Homeroom and SPED Focus Classroom, additional funding was allocated to ensure two days of Arts per week.

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 middle grades, the number of teachers allocated is based on the estimated number of sections needed per grade level using a maximum size of 34 for Title I Schools and 35 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.

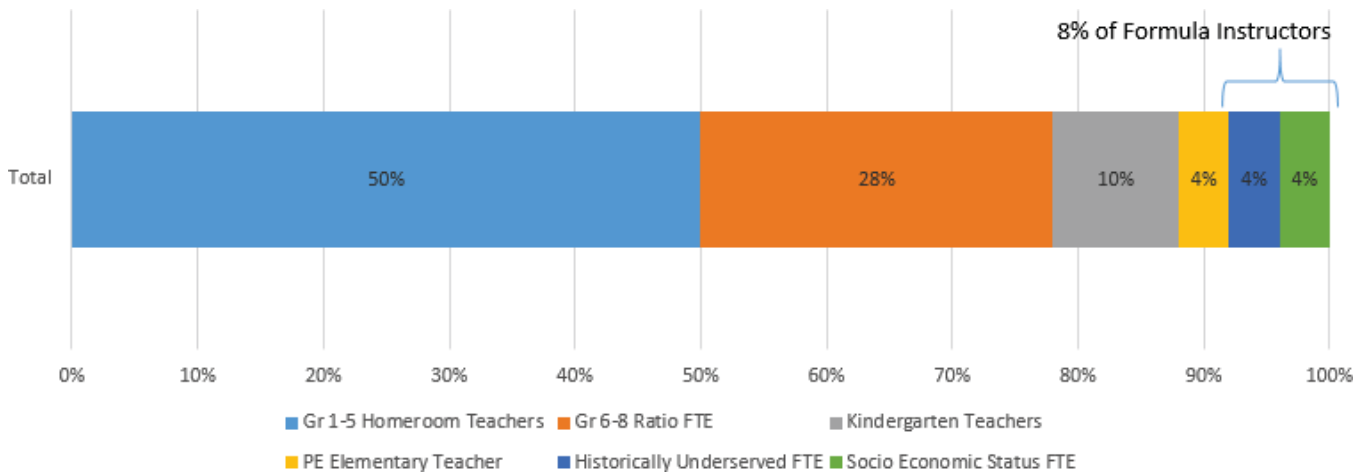
Grade 9-12 Teacher Staffing

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.

		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.

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.

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
- Limited English Proficiency
- 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. New for 2020-21, with the SIA funding, all K-5, K-8 and High Schools receive a Social Worker allocation whereas Middle Schools see an improved Counselor ratio. 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)	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	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
K-5 School Total	3.00	3.00	3.00	3.50	3.00	4.00	4.25	4.25

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	0.50	0.50	0.50	0.50	0.50	0.50	0.50
K-8 School Total	3.00	3.00	3.00	4.00	4.00	4.25	4.25

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 (1)	0.25	0.25	1.00	1.25	1.25	1.25
Middle School Total	3.75	3.75	4.50	4.75	4.75	5.75

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	<500	500-599	600-699	700-799	800-899	900-999	1000-1099	1100-1199	1200-1299	1300-1399	1400-1499	1500-1599	1600+
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
Vice Principal	1.00	1.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00
Secretary	1.00	1.00	1.50	1.50	1.50	1.50	1.50	1.50	1.75	1.75	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
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
Discretionary Support				0.25	0.50	1.00	1.00	1.00	1.25	1.50	1.50	1.75	2.00
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
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
High School Total	7.00	7.00	7.50	8.75	9.00	9.50	9.50	9.50	10.00	10.25	10.50	10.75	12.00

Note: There are additional support staff provided centrally and not shown above:

- Campus Monitors are provided centrally through the Security Services department
- Athletic Directors are provided centrally through the Athletic department

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
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

Additional Targeted Investments

As part of the SIA and supporting the schools with the greatest need, additional FTE was provided in 2020-21 for targeted investments. These have continued in 2021-22 and additional investments have been added:

- Instructional Specialists to CSI and TSI Schools
 - ▶ 1.5 Instructional Specialists for CSI schools
 - ▶ 1.0 Instructional Specialists for all Title or TSI schools serving grades K-8
- 0.5 Assistant Principal FTE to all single administer schools identified as in need of support (Title I, CSI, TSI), which can be combined with 0.7 Equity FTE to fund a 1.0 Assistant Principal
- Credit recovery teacher FTE for the High schools and CBOs
- 0.5 Social Worker to Title or TSI Middle and K-8 Schools
- 0.5 FTE to expand 6-8 electives
- 7 period day pilot at 5 Middle Schools
- 13.2 FTE to continue and expand the Jefferson, Roosevelt, Franklin, Cleveland, and Madison Cluster Arts pathways

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.

These special situations include:

- Schools operating on more than one site (including Alliance High School, Beverly Cleary, and Access)
- 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

Grant Funds and Special Revenue Funds

Many schools have grant and/or special revenue funds that provide for additional staff in the schools.

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.

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.

English as a Second Language Staffing

English as a Second Language (ESL) school-based funding and staffing is a supplemental allocation intended to support school ESL programs and services. ESL 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.

Typically projections are developed by the ESL Department based on the roll forward of the current year students by grade and estimates of student progression through proficiency levels. Projections normally also take into account the following trends for Emergent Bilinguals (EB) at each school:

- Overall count over two years entering kindergarten
- Promoting from 5th or 8th grade
- Graduating High School
- Exiting the ESL program

Due to the pandemic, there is not current data available on ESL students at the time of the staffing release, so the typical projection development process could not be used. For 2021-22, the ESL Teacher and EA allocations were rolled forward from 2020-21. The only adjustments made were for Kellogg and the related feeder schools, as the students will be moving between schools.

ESL FTE Allocations:

- Schools with 15 students and above are allocated teachers in 0.5 FTE increments.

EB Students	Teacher Allocation
1-14	Itinerant Teacher
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

Additional factors that may affect ESL allocations at schools:

- Reconfigurations from K-8 to K-5 schools
- Changes in forecasted Emergent Bilingual (EB) enrollment which in part drives ESL FTE allocation. A decline in EB enrollment at a school would cause a decline in the FTE allocation.
- Unique conditions at certain schools require ESL FTE allocations to be adjusted:
 - ▶ Schools with very small Emergent Bilingual populations are allocated FTE based on needs of the unique program/services
 - ▶ Some K-8 schools with split campuses, which were allocated 1.0 or fewer FTE, are adjusted up

- ▶ Some K-8 schools with students spanning all grade and English Language Development (ELD) levels, which were allocated 1.0 or fewer FTE, are adjusted up
- ▶ Some high schools receive a minimum 0.5 FTE allocation

Bilingual Educational Assistants

Bilingual Educational Assistant (EA) staffing is based on the same Emergent Bilingual (EB) projection used for the ESL FTE allocation. Extra weighting is added for students averaging an emergent or early progressing English Language Proficiency Assessment for the 21st Century (ELPA21) proficiency level. Students in these levels receive Bilingual EA support during core classes and may receive support for their families as needed.

This allocation model is described in the table below:

Weighted English Language Learners (ELL) Students	EA Allocation (0.875 FTE 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)
250-299	2.188 FTE (2.5 EAs)
300-349	2.625 FTE (3 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 2021-22, which remain unchanged from 2020-21.

School Psychologists (K-12)

School Psychologists are allocated based on the table below. Schedules will continue to be divided into full days at each school they serve. These FTEs are centrally managed.

Grade-Level	Students to School Psychologist Ratio
K-5	110:1
K-8	115:1
6-8	125:1
K-12	125:1
HS	135:1

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	50:1
HS	55:1

Designated Special Education Classrooms

Designated staffing for self-contained classrooms at high-need school sites with a maximum of 15 students per classroom staffing formula is as follows:

Classroom Type	Grade-Level	Teacher	Para-educators	Therapeutic Intervention Coach (TIC)	Qualified Mental Health Professional (QMHP)
Behavior Classrooms	K-5	1	3	1	
	6-8	1	3		
	HS	1	2	1	1
Communication Behavior Classrooms (CB)	K-8	1	3		
Intensive Skills Centers	K-12	1	3		

One-to-One Paraeducators

Paraeducators will be assigned to schools to meet the needs of students as indicated by services on Individual Education Plan (IEP). All paraeducators for adult assistance in all grades K-12 will be allocated from an FTE pool managed centrally by the Special Education department.

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:

- Every 14 Students with Learning Center Supports = 0.5 FTE
- Students included:
 - ▶ Students currently eligible and currently receiving Learning Center Supports
 - ▶ 50% of students in process of establishing initial eligibility for Special Education (K-8 only)
 - ▶ 50% of all incoming kindergarten students who are on an IEP (K-5 and K-8 only)

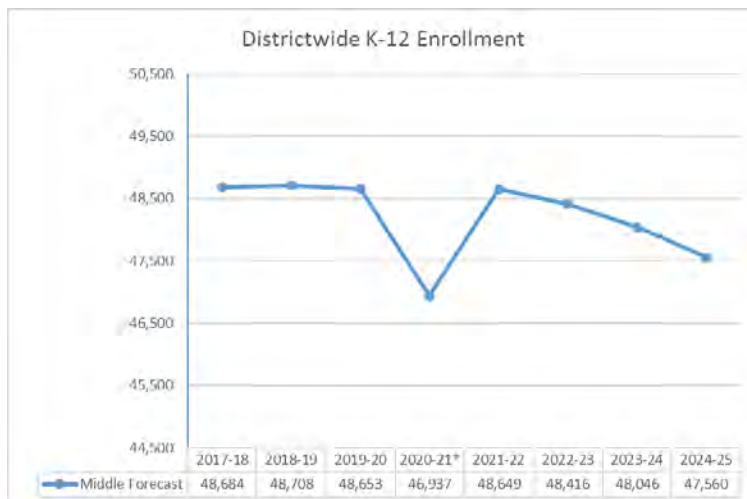
STUDENT ENROLLMENT HISTORY AND PROJECTED ENROLLMENT

School staffing for 2021-22 is based on projected October 2021 Enrollment, which typically uses the actual October 2020 enrollment as the base. Since the COVID pandemic had a significant impact on the October 2020 enrollment, it is important to note that those large enrollment losses were not carried forward in the School and District projections, in an effort to lessen impacts to K-8 staffing in 2021-22. The graph below shows the impact of the pandemic.

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. The Middle Forecast is used, but low and high forecasts show the potential variance.

PPS’ enrollment projections by PRC are done at the district, cluster and school level. They use 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 will be 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.

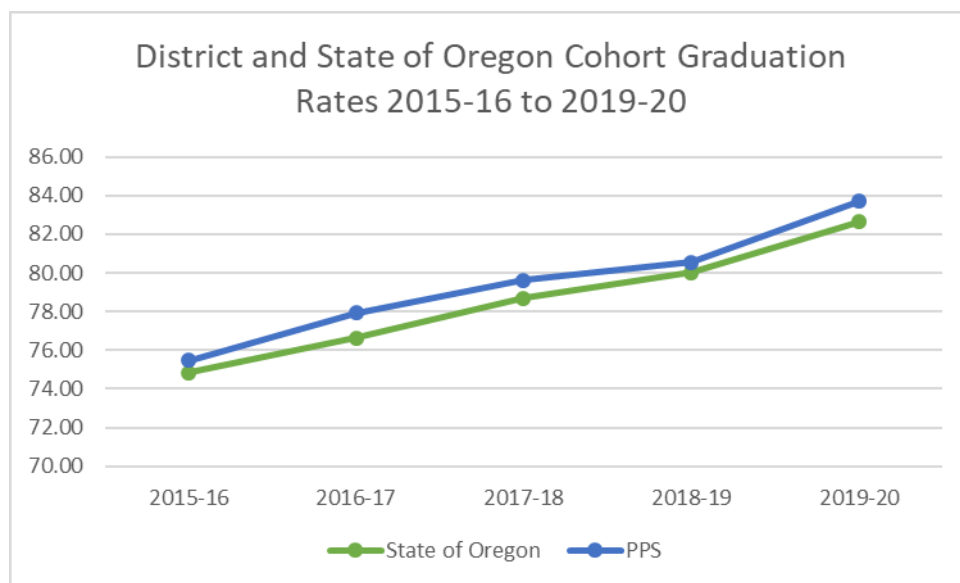
Students leave a school's cohort if they transfer:

- 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 2015-16 through 2019-20. PPS continues to have a slightly 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.

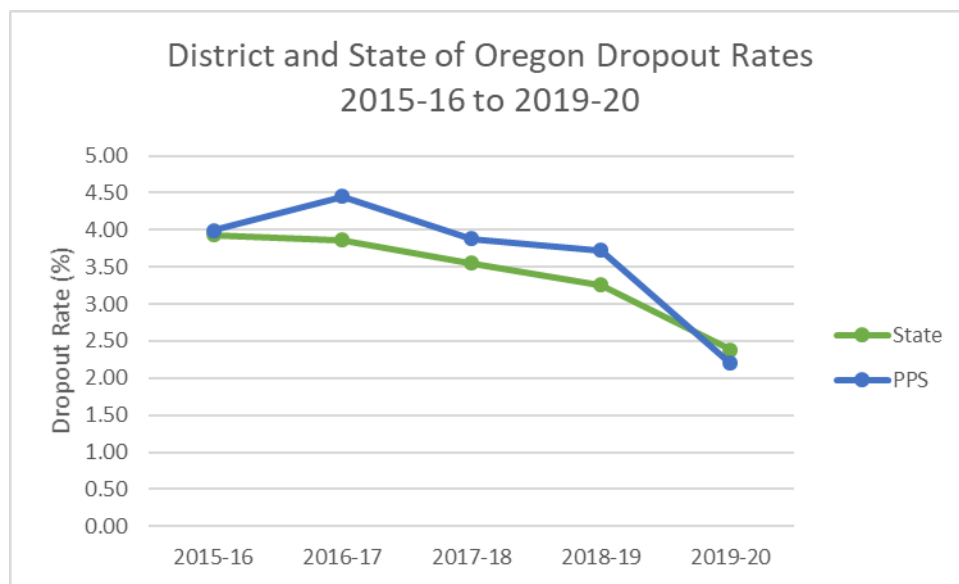
As defined in ORS 339.505, a dropout is an individual who has enrolled for the current school year, or was enrolled in a previous school year and did not attend during the current school year:

- is not a high school graduate
- has not received a GED certificate
- has withdrawn from school

Dropouts do NOT include students who:

- are deceased
- are being home schooled
- 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 a GED certificate
- received an adult high school diploma from a community college

The following data are the one year dropout rates for 2015-16 through 2019-20. PPS has had a slightly higher one year dropout rate than the state over the past few years. However, the dropout rate has continued to decrease since 2016-17. Due to the COVID pandemic and change in state-wide data practices, the 2019-20 District and State data should be reviewed with caution.



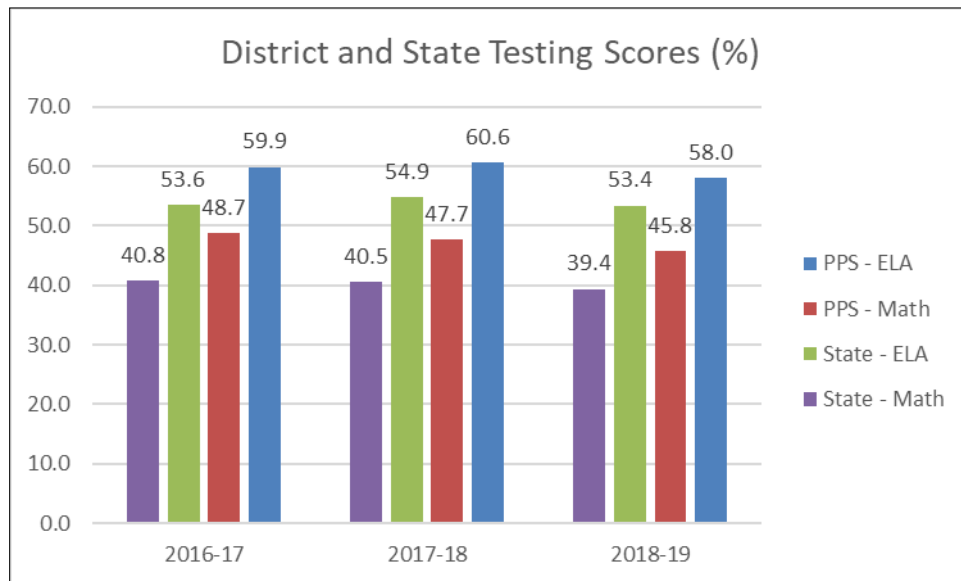
Source: ODE Dropout Rates

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. PPS has scored approximately 5% higher than the state in ELA and 6% higher than the state for Math in 2016-17 through 2018-19.

Due to the COVID pandemic, the statewide assessments have been halted for the time being so there are not any more recent data available to report.

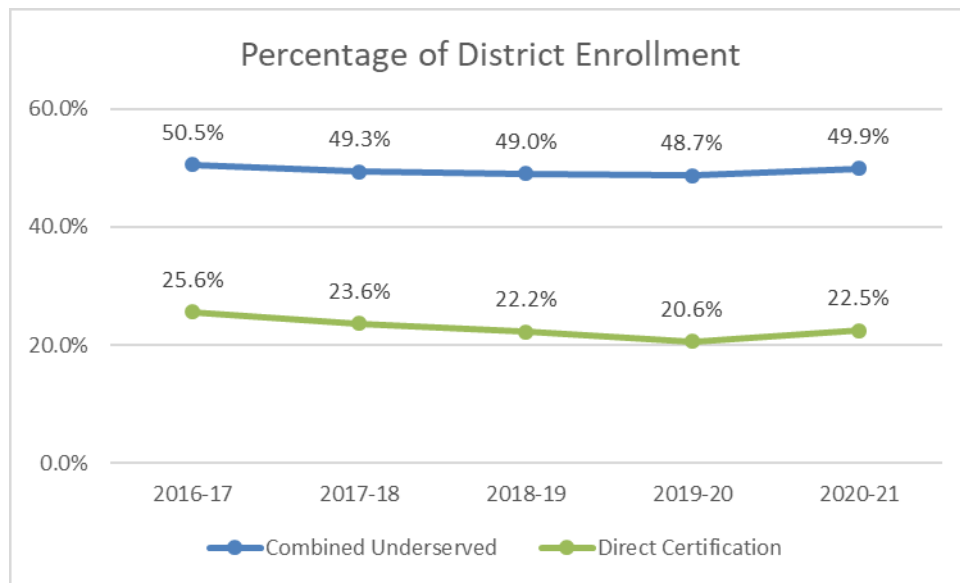


Source: ODE Statewide Assessments

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. The percentage of students eligible to receive free meals by Direct Certification was on the decline until the COVID pandemic hit, which also impacts the percentage of students considered Combined Underserved.



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 as a Second Language (ESL) 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>

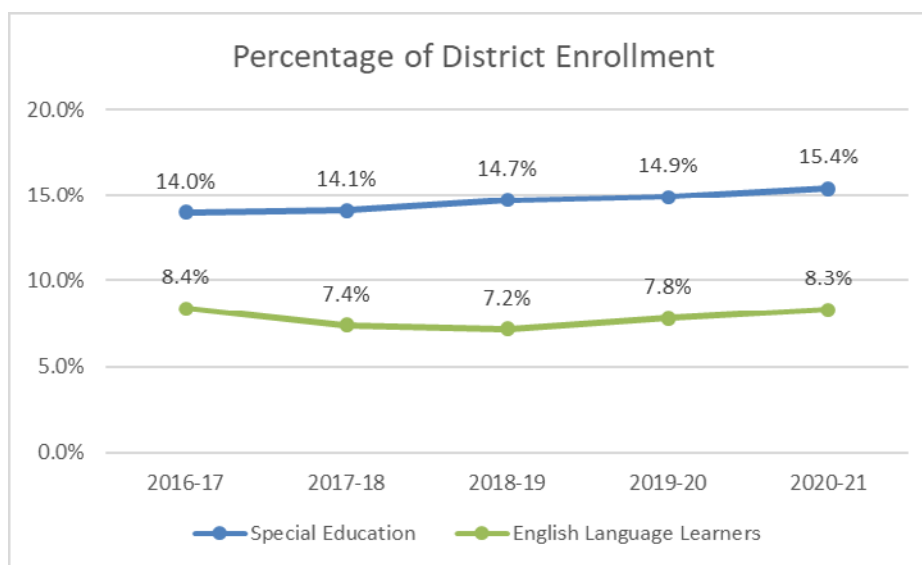
At non-CEP schools, a combination of paper applications and Direct Certification are used to identify who qualifies for free or reduced price meals. The federal government provides free meals to families whose income is at or below 130% of the federal poverty level, according to information supplied 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/cacfp/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 as a Second Language (ESL) services.

There has been a slow but steady increase in the percentage of Special Education Students at PPS since 2016-17. 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 percentage.



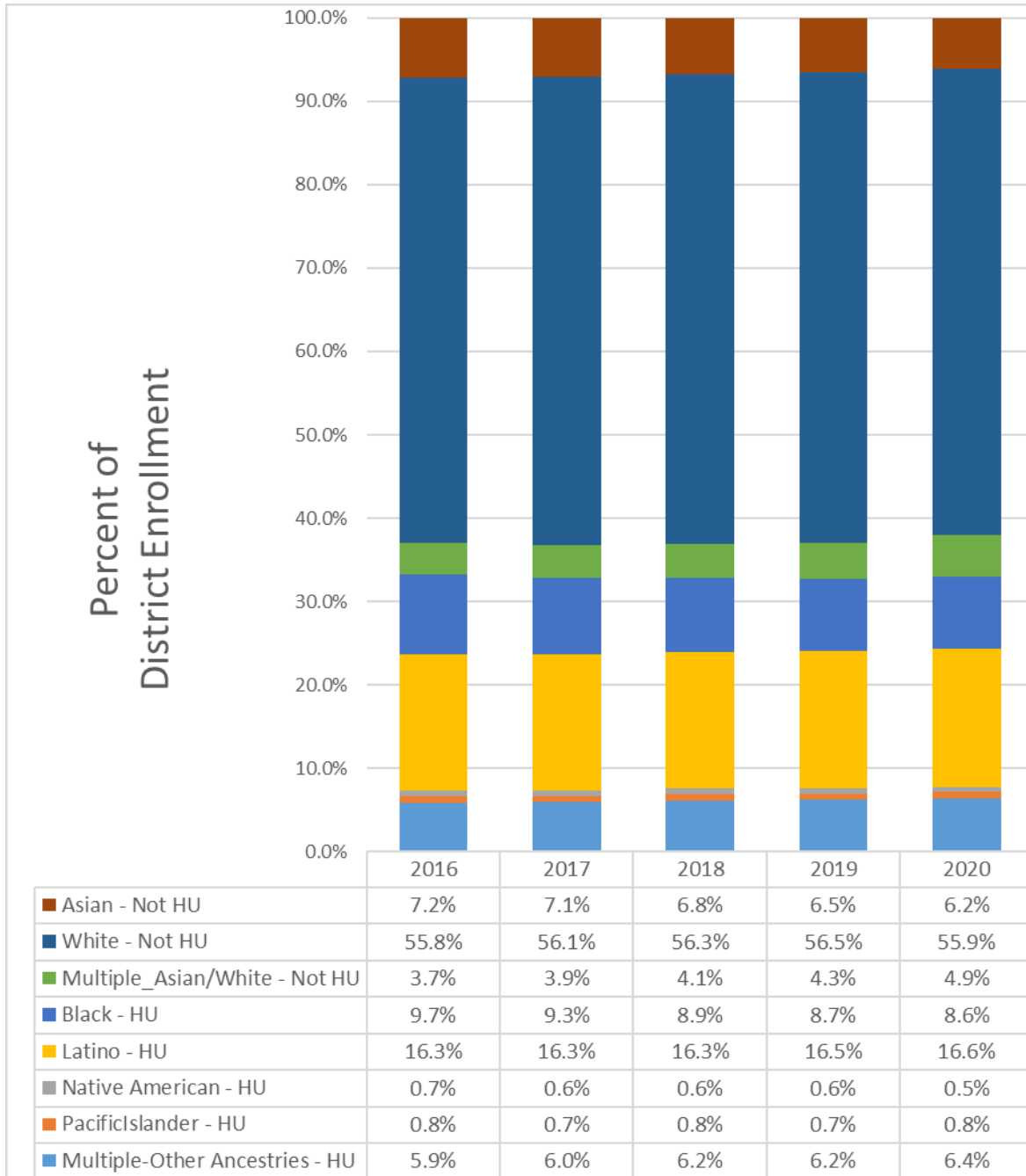
Source: PPS October 1 Enrollment

Student Race/Ethnicity Percentages

The overall percentages of PPS students by race/ethnicity have been relatively unchanged over the past three years. 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.



Source: PPS October 1 Enrollment

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.

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.

AYP (Adequate Yearly Progress) - Adequate Yearly Progress is the measure of the extent to which students in a school, taken as a whole, and certain groups within a school, demonstrate proficiency in at least reading/language arts and mathematics. It also measures the progress of schools under other academic indicators, such as the graduation or school attendance rate. This was established as part of the No Child Left Behind (NCLB) Act.

B

BESC (Blanchard Education Service Center) - Headquarters of Portland Public Schools, located at 501 North Dixon Street, across from the Rose Quarter in North Portland.

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

Comprehensive Annual 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.

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: $\$10,000 + (\$82 \times \text{Projected Students})$
- High Schools: $\$50,000 + (\$86 \times \text{Projected Students})$

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 Support and 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)

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 citizen 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 Support and 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



LA

SAFETY
+ FIRST



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 personal 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. Teachers of general education, ESL/bilingual teachers, teachers of special education, and media specialists (librarians).
- TEACHER SUPPORT PERSONNEL - LICENSED. Behavior management specialists, child development specialists, educational audiologists, home/hospital teachers, speech/language pathologists, occupational therapists, physical therapists, school psychologists, social workers, and student management specialists.
- COUNSELORS and work experience coordinators.
- OTHER SALARIED - LICENSED. Teachers on special assignment (TOSA), achievement coordinators, instructional support specialists, and curriculum guide leaders.

511210 Classified - Represented

- TEACHER SUPPORT PERSONNEL - NON-LICENSED. Includes positions such as campus security agents, community agents, study hall monitors, and student management assistants.
- EDUCATIONAL ASSISTANTS. Includes special education paraeducators, certified occupational therapy assistants, interpreters, library assistants, licensed physical therapy assistants, licensed practical nurses.
- SECRETARIAL. Secretaries, principals' secretaries, school secretaries, administrative secretaries, and director secretaries. Temporary classified help (limited term employees) is charged to object 512400, and contracted secretarial services are charged to object 538900.
- CLERICAL. Clerks, computer operators, data processing couriers, dispatchers, high school bookkeepers, receptionists, switchboard operators, warehouse persons, and word processors.
- CAFETERIA STAFF. Cafeteria substitutes, central kitchen lead person, cooks, dessert makers, food service assistants, and snack bar manager.
- MAINTENANCE WORKERS (except apprentices) charged to work orders.
- DRIVERS - BUS AND TRUCK (also includes food service delivery drivers).

511220 Non-Represented Staff

- PROFESSIONAL - NON-LICENSED. Includes analysts, associates, functional leads, representatives, technical support staff, confidential assistants, etc.

- OTHER SALARIES - NON-LICENSED. Includes assistant supervisors, coordinators, print press operators, radio and television staff and videographers, hourly performing arts staff, and positions not specified elsewhere.

511310 Administrators - Licensed

- SUPERINTENDENT
- ASSISTANT / 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 absent due to illness, emergency, family illness, and other types of absences.
- 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.

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 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

- Payments made to employees for tuition reimbursement.

524520 PAT Union Professional Improvement Funds

- PROFESSIONAL CONFERENCE - 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 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

- STUDENT ACTIVITY EXPENSES. Includes only transportation cost for field trips for non-educational purposes 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 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.

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, 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. Supplies such as chalk, home economics food, gas/ oil for shop equipment, paintbrushes, test tubes, pencils, pens, pre-printed forms, and computer cables. 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, 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, filmstrips, 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 is used only 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, blank floppy disks, emulator boards, multi-protocol adapter boards, interface boards, font cartridges, etc.

548000 Computer Hardware

- Non-capital computer hardware, such as 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

- Computer equipment and expenditures for computer hardware, related equipment, and other capital outlay for technology.

555020 Printers

555030 Software Capital Expense

- Purchase and upgrades of individual software programs in excess of \$5,000.

555090 Miscellaneous Other Technology

- Technology equipment such as monitors, additional memory, speakers, keyboards, etc.

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 expenditure 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 expense. (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 citizens, 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

2021-22 SCHOOL REPORTS

VOLUME #2

FISCAL YEAR JULY 1, 2021- JUNE 30, 2022

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

www.pps.net

Cover artwork created by: Ryan, 8th Grade - West Sylvan Middle School

"I unintentionally created this piece as a symbol of our lives at this moment, in quarantine. Inside the light bulb lies a city of health, happiness and prosperity, whose inhabitants live without a care in the world, free as birds. But we all know how easily the light bulb shatters, don't we?"

501 N DIXON STREET, PORTLAND, OREGON 97227

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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. The 2020-21 school reports were released without the budget information due to an ongoing second round of staffing. This release includes both the 2020-21 and 2021-22 budget information so that decision-makers and the public have the information to better understand our individual schools during the current budget process. As of the publication of this document the District is beginning to reopen the classrooms to students and staff as vaccinations continue to be distributed and the State pandemic cases decline. This year, Portland Public Schools (PPS) faced unprecedented challenges, however, as we have since the start of the pandemic, we will continue to meet the challenges presented to us while continuing our journey toward realizing our PPS Vision to prepare our students to lead a more socially just world.

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 (2021-22) 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 co-located 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 will be added at a later time.

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.

Centrally allocated FTE by Position (CASR)

These are the FTE that are not allocated directly to the School, but are a central resource that are allocated by the central department. Special Education and ESL FTE 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 are in the school per FTE 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 is 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.

School Financial Data

The school financial data shows five years of actual financial data along with the current budget. The projected budget for the next fiscal year will be added at a later time.

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 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 displayed for Math and English Language Arts. 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

Six 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 School Improvement and TSI representing Targeted School Improvement. Targeted means the school has been identified for 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.

Achievement, Students-per-FTE and Dollars-per-student, by School

Achievement - % Earning Level 3 or Level 4
(On Track to Be College and Career Ready)
(Note with COVID-19 Pandemic 2019-20 unavailable.)

Students per FTE
School General Fund, Title-I, Foundation, Grants,
including Special Education, ESL, Nutrition
Services, etc.

Dollars per Student
School General Fund, Title-I, Foundation, Grants,
including Special Education, ESL, Nutrition Services,
etc.

Sorted by 2019-20 Free Meals by Direct Certification

School/Name	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22								
	Math	Math	Math	English LA	English LA	English LA	Students per FTE	Students per FTE	Students per FTE	Students per FTE	Students per FTE	\$ per Student	\$ per Student	\$ per Student	\$ per Student	\$ per Student	Meals by Direct Certification	Meals by Direct Certification	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I	School Type (Programs) and Title-I							
Rosa Parks	20%	15%	10%	22%	29%	24%	7.8:1	8.0:1	7.4:1	7.6:1	\$8,960.1	\$10,322.1	\$10,920.1	\$11,421.1	\$10,920.1	65%	K-5 CSI Title I	K-5 CSI Title I																								
George	19%	11%	12%	29%	27%	26%	7.9:1	8.0:1	7.2:1	6.9:1	\$8,071.1	\$7,777.1	\$9,580.1	\$10,860.1	\$9,580.1	56%	6-8 (Spanish Immersion) TSI Title I	6-8 (Spanish Immersion) TSI Title I																								
Boise-Eliot/Humboldt	10%	16%	13%	24%	22%	17%	6.3:1	6.3:1	6.3:1	6.6:1	\$10,160.1	\$9,839.1	\$11,922.1	\$12,141.1	\$9,839.1	55%	PK-5 CSI Title I	PK-5 CSI Title I																								
Woodmere	26%	19%	18%	41%	32%	27%	7.3:1	6.6:1	6.4:1	6.0:1	\$8,558.1	\$9,864.1	\$10,377.1	\$11,332.1	\$10,377.1	50%	K-5 TSI Title I	K-5 TSI Title I																								
Sitton	20%	8%	13%	20%	21%	20%	6.8:1	6.9:1	6.3:1	6.5:1	\$8,695.1	\$8,649.1	\$10,822.1	\$11,082.1	\$10,822.1	49%	K-5 (Spanish Immersion) CSI Title I	K-5 (Spanish Immersion) CSI Title I																								
Scott	20%	15%	19%	23%	25%	24%	7.6:1	8.0:1	7.6:1	8.0:1	\$7,585.1	\$8,182.1	\$9,322.1	\$9,675.1	\$9,322.1	47%	K-5 (Spanish Immersion) CSI Title I	K-5 (Spanish Immersion) CSI Title I																								
César Chávez	18%	14%	15%	25%	22%	24%	8.3:1	8.2:1	8.2:1	8.2:1	\$8,326.1	\$8,666.1	\$9,331.1	\$10,275.1	\$9,331.1	47%	K-8 (Spanish Immersion) CSI Title I	K-8 (Spanish Immersion) CSI Title I																								
Lent	17%	15%	15%	25%	27%	25%	7.9:1	7.8:1	8.2:1	6.4:1	\$8,668.1	\$9,449.1	\$8,238.1	\$12,191.1	\$8,238.1	47%	K-5 (Spanish Immersion) CSI Title I	K-5 (Spanish Immersion) CSI Title I																								
Manysville	41%	40%	31%	53%	47%	47%	7.5:1	7.0:1	7.0:1	7.2:1	\$8,319.1	\$8,802.1	\$8,676.1	\$10,708.1	\$8,802.1	47%	PK-5 Title I	PK-5 Title I																								
Rigler	14%	13%	8%	19%	21%	18%	7.3:1	7.5:1	6.5:1	7.2:1	\$9,388.1	\$9,040.1	\$11,799.1	\$10,420.1	\$9,040.1	46%	K-5 (Spanish Immersion) CSI Title I	K-5 (Spanish Immersion) CSI Title I																								
Kelly	19%	25%	23%	29%	31%	30%	8.8:1	8.7:1	7.8:1	8.6:1	\$8,469.1	\$8,341.1	\$9,594.1	\$10,092.1	\$9,594.1	46%	K-5 (Russian Immersion) TSI Title I	K-5 (Russian Immersion) TSI Title I																								
Whitman	35%	30%	39%	47%	45%	40%	7.1:1	6.6:1	6.4:1	7.5:1	\$9,944.1	\$11,378.1	\$11,724.1	\$11,471.1	\$11,378.1	45%	PK-5 Title I	PK-5 Title I																								
Harrison Park	34%	31%	25%	38%	41%	36%	9.6:1	8.6:1	8.2:1	8.5:1	\$7,193.1	\$8,051.1	\$8,526.1	\$9,125.1	\$8,051.1	45%	K-8 Title I	K-8 Title I																								
MLK Jr	8%	7%	7%	12%	17%	21%	6.9:1	7.4:1	7.3:1	7.8:1	\$10,947.1	\$10,471.1	\$11,269.1	\$11,489.1	\$11,269.1	45%	PK-5 (Mandarin Immersion) TSI Title I	PK-5 (Mandarin Immersion) TSI Title I																								
Faubion	19%	12%	10%	37%	27%	25%	8.0:1	8.3:1	7.7:1	7.9:1	\$7,617.1	\$8,129.1	\$7,313.1	\$10,331.1	\$7,313.1	44%	PK-8 TSI Title I	PK-8 TSI Title I																								
Lane	25%	21%	24%	34%	38%	39%	8.4:1	8.5:1	7.8:1	7.7:1	\$7,988.1	\$7,568.1	\$8,621.1	\$9,983.1	\$8,621.1	44%	6-8 (Russian Immersion) TSI Title I	6-8 (Russian Immersion) TSI Title I																								
Vestal	29%	28%	27%	40%	38%	41%	6.2:1	6.4:1	5.7:1	5.9:1	\$8,897.1	\$9,279.1	\$11,580.1	\$12,073.1	\$11,580.1	44%	K-5 TSI Title I	K-5 TSI Title I																								
Lee	28%	33%	33%	34%	38%	45%	6.3:1	6.7:1	6.2:1	6.5:1	\$9,737.1	\$9,760.1	\$10,482.1	\$10,431.1	\$10,482.1	40%	K-5 TSI Title I	K-5 TSI Title I																								
Woodlawn	32%	30%	34%	42%	40%	45%	6.9:1	6.5:1	7.0:1	7.3:1	\$8,849.1	\$9,616.1	\$9,809.1	\$9,808.1	\$9,809.1	36%	PK-5 Title I	PK-5 Title I																								
James John	23%	28%	27%	30%	34%	37%	7.4:1	7.1:1	5.8:1	6.5:1	\$8,392.1	\$8,571.1	\$10,633.1	\$10,579.1	\$10,633.1	36%	K-5 (Spanish Immersion) TSI Title I	K-5 (Spanish Immersion) TSI Title I																								
Roseway Heights	60%	44%	25%	64%	58%	33%	11.2:1	10.7:1	10.9:1	10.4:1	\$6,517.1	\$7,418.1	\$7,254.1	\$8,525.1	\$7,254.1	36%	6-8 (Spanish Immersion) TSI Title I	6-8 (Spanish Immersion) TSI Title I																								
Kellogg	11%	13%	9%	39%	43%	36%	9.0:1	9.2:1	8.9:1	9.2:1	\$7,535.1	\$7,066.1	\$8,203.1	\$9,104.1	\$8,203.1	35%	9-12 (Advanced Placement, PSU Inquiry Partnership) TSI	9-12 (Advanced Placement, PSU Inquiry Partnership) TSI																								
Roosevelt	23%	23%	23%	27%	34%	43%	9.4:1	8.3:1	8.3:1	8.2:1	\$6,779.1	\$8,433.1	\$9,104.1	\$10,312.1	\$9,104.1	35%	6-8 (Mandarin Immersion) Title I	6-8 (Mandarin Immersion) Title I																								
Harriet Tubman	6%	15%	23%	27%	34%	43%	7.8:1	8.1:1	7.4:1	7.5:1	\$9,539.1	\$9,347.1	\$10,142.1	\$11,169.1	\$9,347.1	35%	9-12 (Middle College Program) TSI	9-12 (Middle College Program) TSI																								
Jefferson	5%	5%	5%	17%	24%	21%	5.1:1	4.8:1	4.4:1	4.3:1	\$16,655.1	\$17,375.1	\$20,460.1	\$25,154.1	\$17,375.1	35%	9-12 CSI	9-12 CSI																								
Alliance	27%	23%	29%	49%	46%	52%	9.7:1	8.9:1	9.0:1	9.2:1	\$7,461.1	\$8,492.1	\$8,035.1	\$9,124.1	\$8,035.1	33%	9-12 (Advanced Placement, AVID, STEM Programs)	9-12 (Advanced Placement, AVID, STEM Programs)																								
McDaniel	33%	43%	38%	51%	52%	46%	8.0:1	7.6:1	7.5:1	7.9:1	\$7,640.1	\$8,484.1	\$8,533.1	\$8,976.1	\$8,484.1	32%	K-5 Title I	K-5 Title I																								
Groat	43%	48%	49%	61%	61%	60%	9.0:1	9.3:1	10.7:1	10.1:1	\$6,620.1	\$6,721.1	\$6,369.1	\$7,177.1	\$6,369.1	31%	K-5	K-5																								
Markham	31%	21%	18%	38%	30%	31%	10.3:1	9.6:1	9.4:1	10.0:1	\$7,333.1	\$7,428.1	\$7,113.1	\$8,169.1	\$7,113.1	30%	6-8 (Spanish Immersion) TSI	6-8 (Spanish Immersion) TSI																								
Ockley Green	40%	39%	39%	57%	57%	52%	10.2:1	10.1:1	9.0:1	9.3:1	\$6,424.1	\$6,476.1	\$7,712.1	\$7,729.1	\$6,476.1	29%	K-5	K-5																								
Arieta	25%	19%	17%	37%	32%	33%	7.0:1	7.0:1	6.1:1	7.0:1	\$7,963.1	\$8,494.1	\$10,337.1	\$10,078.1	\$10,337.1	27%	K-5 TSI	K-5 TSI																								
Peninsula	64%	56%	56%	74%	74%	71%	11.3:1	12.1:1	9.7:1	11.9:1	\$6,878.1	\$6,633.1	\$7,506.1	\$8,031.1	\$7,506.1	27%	K-5 TSI	K-5 TSI																								
Chapman	47%	50%	52%	61%	66%	62%	9.3:1	9.1:1	9.2:1	9.4:1	\$7,940.1	\$7,683.1	\$7,695.1	\$9,352.1	\$7,695.1	26%	K-5	K-5																								
Creston	36%	44%	44%	47%	48%	53%	12.1:1	12.4:1	11.1:1	12.4:1	\$7,216.1	\$6,653.1	\$7,844.1	\$7,902.1	\$6,653.1	25%	K-8	K-8																								
Vernon	25%	31%	37%	34%	43%	43%	9.6:1	9.3:1	9.6:1	9.4:1	\$8,061.1	\$9,000.1																														

Achievement, Students-per-FTE and Dollars-per-student, by School

Achievement - % Earning Level 3 or Level 4 (On Track to Be College and Career Ready)
 Note with COVID-19 Pandemic 2019-20 unavailable.

Students per FTE
 School General Fund, Title-I, Foundation, Grants, **including** Special Education, ESL, Nutrition Services, etc.

Dollars per Student
 School General Fund, Title-I, Foundation, Grants, **excluding** Special Education, ESL, Nutrition Services, etc.

School/Name	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
	Math	Math	Math	English	English	English	Students per FTE	Students per FTE	Students per FTE	Students per FTE	Students per FTE	\$ per Student	\$ per Student	\$ per Student	\$ per Student	\$ per Student	Meals by Direct Certification	School Type (Programs) and Title-I	ODE status,			
Chief Joseph	42%	38%	49%	50%	48%	55%	11.9:1	12.4:1	9.6:1	10.7:1	\$6,606:1	\$6,909:1	\$8,470:1	\$8,786:1	19%	K-5 TSI	19%	6-8 (Spanish Immersion) TSI				
Beaumont	52%	49%	43%	57%	61%	54%	10.6:1	9.8:1	8.4:1	9.2:1	\$6,846:1	\$7,196:1	\$8,319:1	\$9,011:1	18%	K-5 TSI	18%	K-5 TSI				
Sabin	58%	57%	58%	73%	70%	73%	9.6:1	9.4:1	8.2:1	8.2:1	\$6,252:1	\$7,062:1	\$8,427:1	\$8,427:1	17%	K-5 (Vietnamese Immersion)	17%	K-5 (Vietnamese Immersion)				
Rose City Park	49%	47%	45%	54%	64%	62%	11.4:1	12.0:1	12.1:1	12.6:1	\$7,144:1	\$6,882:1	\$6,502:1	\$7,282:1	17%	K-5 (Spanish Immersion)	17%	K-5 (Spanish Immersion)				
Atkinson	54%	48%	44%	68%	66%	65%	13.3:1	12.5:1	12.4:1	12.6:1	\$6,326:1	\$7,194:1	\$6,328:1	\$7,833:1	17%	K-8 (Environmental Curriculum)	17%	K-8 (Environmental Curriculum)				
Sunnyside Environmental	37%	53%	48%	59%	73%	63%	11.7:1	10.8:1	10.1:1	12.4:1	\$6,471:1	\$6,209:1	\$7,406:1	\$6,781:1	15%	K-5	15%	K-5				
Lewis	52%	50%	35%	75%	75%	61%	13.3:1	12.4:1	12.0:1	11.7:1	\$6,302:1	\$6,350:1	\$6,747:1	\$7,140:1	15%	6-8 (Arts Focus)	15%	6-8 (Arts Focus)				
Jackson	53%	58%	60%	74%	76%	75%	12.5:1	12.8:1	11.8:1	12.0:1	\$5,622:1	\$5,645:1	\$6,014:1	\$6,378:1	13%	6-8 (Bernstein Artful Learning)	13%	6-8 (Bernstein Artful Learning)				
Creative Science	49%	51%	53%	70%	71%	66%	13.9:1	14.1:1	12.4:1	12.1:1	\$6,536:1	\$6,583:1	\$7,046:1	\$7,736:1	14%	K-8 (Science Focus)	14%	K-8 (Science Focus)				
Woodstock	65%	68%	64%	73%	79%	74%	12.4:1	12.1:1	13.2:1	13.1:1	\$6,536:1	\$6,888:1	\$6,710:1	\$7,333:1	13%	K-5 (Mandarin Immersion)	13%	K-5 (Mandarin Immersion)				
Metro. Learning Center	50%	51%	46%	67%	78%	67%	11.0:1	10.4:1	9.6:1	10.0:1	\$7,797:1	\$8,665:1	\$9,409:1	\$10,374:1	13%	K-12 (Alternative Program)	13%	K-12 (Alternative Program)				
Capitol Hill	67%	68%	63%	75%	73%	74%	13.3:1	12.4:1	12.6:1	12.9:1	\$6,542:1	\$6,946:1	\$6,646:1	\$7,274:1	12%	K-5	12%	K-5				
Cleveland	9%	39%	39%	91%	86%	64%	12.2:1	12.4:1	12.2:1	11.9:1	\$6,635:1	\$6,966:1	\$6,724:1	\$7,500:1	12%	9-12 (International Baccalaureate)	12%	9-12 (International Baccalaureate)				
Glenoe	63%	61%	64%	71%	74%	75%	14.0:1	13.6:1	12.3:1	12.6:1	\$6,704:1	\$6,926:1	\$7,361:1	\$8,021:1	11%	K-5	11%	K-5				
Ida B. Welis-Barnett	16%	17%	22%	54%	73%	64%	11.7:1	11.9:1	11.9:1	12.3:1	\$6,980:1	\$6,949:1	\$7,118:1	\$7,408:1	10%	9-12 (Advanced Placement, Computer Sciences)	10%	9-12 (Advanced Placement, Computer Sciences)				
Maplewood	54%	43%	44%	66%	58%	54%	12.8:1	13.1:1	13.0:1	12.6:1	\$6,369:1	\$6,857:1	\$6,082:1	\$7,684:1	10%	K-5 TSI	10%	K-5 TSI				
Gray	65%	68%	71%	76%	79%	75%	13.2:1	13.5:1	11.3:1	12.5:1	\$5,934:1	\$5,843:1	\$6,735:1	\$7,011:1	9%	6-8	9%	6-8				
Sellwood	69%	68%	66%	75%	81%	77%	15.8:1	15.6:1	13.8:1	14.3:1	\$5,447:1	\$5,826:1	\$6,266:1	\$6,806:1	9%	6-8	9%	6-8				
Mt Tabor	59%	56%	49%	68%	62%	61%	14.7:1	14.2:1	13.6:1	13.4:1	\$5,896:1	\$6,144:1	\$6,467:1	\$7,150:1	9%	6-8 (Japanese & Spanish Immersion) TSI	9%	6-8 (Japanese & Spanish Immersion) TSI				
Stephenson	74%	78%	72%	75%	89%	81%	11.1:1	11.3:1	10.6:1	11.7:1	\$6,929:1	\$6,399:1	\$7,158:1	\$7,459:1	9%	K-5	9%	K-5				
Bridlemile	73%	77%	75%	78%	82%	82%	11.1:1	11.4:1	11.0:1	12.1:1	\$6,616:1	\$6,279:1	\$6,436:1	\$6,937:1	8%	K-5	8%	K-5				
Winterhaven	90%	88%	82%	80%	87%	80%	14.2:1	12.8:1	11.7:1	11.6:1	\$6,805:1	\$7,180:1	\$7,630:1	\$8,159:1	8%	K-8 (STEM Focus)	8%	K-8 (STEM Focus)				
Grant	39%	38%	58%	77%	77%	85%	13.1:1	12.7:1	12.6:1	12.8:1	\$6,707:1	\$6,489:1	\$6,264:1	\$6,813:1	8%	9-12 (Advanced Placement, Dual-Credit Courses)	8%	9-12 (Advanced Placement, Dual-Credit Courses)				
Abernethy	69%	73%	64%	80%	82%	77%	14.0:1	12.0:1	12.3:1	13.7:1	\$6,594:1	\$6,508:1	\$6,825:1	\$7,040:1	8%	K-5	8%	K-5				
Llewellyn	71%	73%	71%	82%	87%	80%	11.4:1	11.6:1	11.0:1	11.7:1	\$6,036:1	\$5,679:1	\$6,157:1	\$6,566:1	7%	K-5	7%	K-5				
Skyline	52%	50%	61%	60%	65%	70%	10.9:1	9.9:1	7.7:1	9.1:1	\$7,381:1	\$8,962:1	\$11,846:1	\$9,797:1	7%	K-8	7%	K-8				
West Sylvan	78%	77%	75%	86%	86%	84%	15.8:1	14.9:1	13.8:1	14.4:1	\$5,771:1	\$5,794:1	\$5,786:1	\$6,608:1	7%	6-8 (Spanish Immersion)	7%	6-8 (Spanish Immersion)				
Rieke	75%	69%	64%	83%	76%	72%	12.4:1	12.6:1	12.0:1	14.3:1	\$6,948:1	\$6,659:1	\$6,937:1	\$7,118:1	6%	K-5	6%	K-5				
Ainsworth	80%	79%	76%	90%	89%	82%	12.3:1	12.4:1	11.4:1	12.6:1	\$6,184:1	\$6,076:1	\$6,676:1	\$6,696:1	6%	K-5 (Spanish Immersion)	6%	K-5 (Spanish Immersion)				
Laurelhurst	73%	69%	70%	85%	84%	82%	13.8:1	14.1:1	13.9:1	14.1:1	\$6,391:1	\$6,489:1	\$6,775:1	\$7,172:1	6%	K-8	6%	K-8				
Duniway	75%	69%	60%	82%	79%	73%	13.8:1	14.0:1	13.1:1	14.3:1	\$6,271:1	\$6,310:1	\$5,900:1	\$6,855:1	5%	K-5	5%	K-5				
Access	100%	100%	95%	99%	97%	94%	9.8:1	9.5:1	11.1:1	11.1:1	\$9,536:1	\$9,607:1	\$8,843:1	\$9,746:1	5%	1-8	5%	1-8				
Beverly Cleary	74%	74%	69%	85%	81%	81%	12.9:1	12.8:1	12.8:1	12.9:1	\$6,198:1	\$6,445:1	\$6,353:1	\$6,791:1	5%	K-8	5%	K-8				
Alameda	78%	70%	74%	83%	83%	79%	12.3:1	12.9:1	11.8:1	13.1:1	\$5,847:1	\$6,013:1	\$6,495:1	\$6,441:1	4%	K-5	4%	K-5				
Lincoln	68%	47%	43%	88%	73%	81%	13.8:1	13.3:1	13.0:1	13.6:1	\$6,671:1	\$7,129:1	\$7,232:1	\$7,835:1	4%	9-12 (International Baccalaureate)	4%	9-12 (International Baccalaureate)				
Richmond	81%	80%	75%	83%	82%	75%	15.4:1	15.3:1	14.8:1	16.1:1	\$5,898:1	\$6,026:1	\$6,248:1	\$6,347:1	2%	K-8	2%	K-8				
Odyssey									12.6:1	12.6:1	\$7,253:1	\$7,875:1	\$7,875:1	\$7,875:1								
Forest Park	82%	79%	79%	89%	88%	86%	11.0:1	11.9:1	12.4:1	14.8:1	\$7,210:1	\$6,674:1	\$5,486:1	\$6,935:1								



Abernethy

2421 SE Orange Ave
503-916-6190

Principal: Christie Petersen

K-5 Constructed 1924

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	519	516	520	507	451	470	463	456
Total	519	516	520	507	451	470	463	456

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	22.95	22.95	23.20	21.20	20.20	
		Counseling Services	1.50	1.50	1.50	1.50	1.50	
		Library/Media Services	1.00	1.00	1.00	1.00	0.90	
		Instructional Specialists	1.50	2.00	1.50	1.00	1.00	
		Other						
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.50	1.50	
		Ed. Assistant/ Paraeducator				0.25		
		Library/Media Services						
	Admin.	2.00	1.00	1.00	1.00	1.00	1.00	
	School Total		30.95	29.95	29.70	27.45	27.40	25.50
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	1.50	2.00	1.50	
		ESL	0.25	0.25	0.25	0.25	0.25	
		Other						
	Classified/ Non-Rep	Special Education			0.88	7.50	2.81	
		ESL						
		Nutrition Services	2.13	2.06	2.06	1.69	1.56	
		Custodial	2.00	2.00	2.00	2.73	2.73	
	Other	0.75	0.75	0.75	0.75	0.88		
	CASR Total		6.63	6.56	7.44	14.92	9.23	8.79
	Grand Total		37.58	36.51	37.14	42.37	36.63	34.29

Overall Students per FTE 13.8:1 14.1:1 14.0:1 12.0:1 12.3:1 13.7:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	23.85	23.95	23.45	21.45	21.90
		Gen Fund Equity					
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00
		Foundation	2.10	2.50	2.75	2.25	1.50
		Title I					
		SIA					0.50
	Classified/ Non-Rep	Other					2.00
		Gen Fund	2.00	1.50	1.50	1.50	0.59
		Gen Fund Equity					
		Foundation					0.92
		Title I					
	Admin.	Other				0.25	
		Gen Fund	2.00	1.00	1.00	1.00	1.00
		Gen Fund Equity					
	School Total		30.95	29.95	29.70	27.45	27.40

School and CASR	Licensed	28.70	29.20	28.95	26.95	26.15	24.75
	Classified/ Non-Rep	6.88	6.31	7.19	14.42	9.48	8.54
	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,195,950	\$ 2,299,813	\$ 2,325,855	\$ 2,175,372	\$ 2,108,532	\$ 2,217,221
Associated Payroll Costs	\$ 1,021,502	\$ 1,107,363	\$ 1,073,428	\$ 1,090,203	\$ 903,102	\$ 1,029,209
Purchased Services	\$ 51,460	\$ 45,654	\$ 19,563	\$ 17,132	\$ 13,324	\$ 15,024
Supplies and Materials	\$ 11,553	\$ 24,979	\$ 9,815	\$ 16,625	\$ 52,939	\$ 45,592
Capital	\$ 19,903	\$ 875				\$ 1,452
Other Objects		\$ 82		\$ 82		\$ 480
Total	\$3,300,369	\$3,478,766	\$3,428,662	\$3,299,414	\$3,077,897	\$3,308,978
Dollars per Student	\$ 6,359 :1	\$ 6,742 :1	\$ 6,594 :1	\$ 6,508 :1	\$ 6,825 :1	\$ 7,040 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	25%	24%	25%	24%	28%
*Students with Disabilities	14%	14%	15%	12%	13%
*English Language Learners	1%				1%
*Free-Direct Certification	5%	5%	6%	5%	8%
*Black	0%	0%	1%	1%	1%
*Latino	5%	6%	5%	6%	6%
*Native American					
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	3%	2%	2%	3%	3%
Multi-Race - Asian/White	5%	4%	4%	6%	6%
Asian	3%	4%	3%	2%	2%
White	83%	84%	85%	82%	81%

Student Performance Data

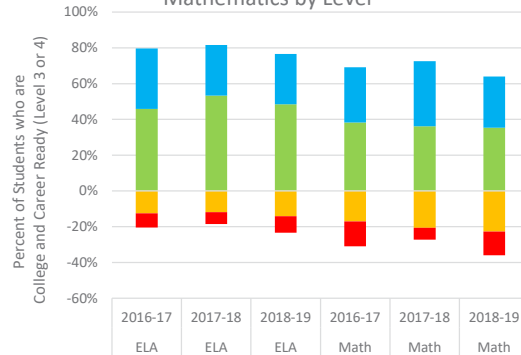
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	46%	53%	49%
ELA	Level 3	34%	28%	28%
ELA	Level 2	13%	12%	14%
ELA	Level 1	8%	7%	9%

ELA Participation	86%	96%	96%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	38%	36%	35%
Math	Level 3	31%	37%	29%
Math	Level 2	17%	21%	23%
Math	Level 1	14%	7%	13%

Math Participation	87%	95%	94%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



ACCESS

ACCESS @ Lane 7200 SE 60th Ave, ACCESS @ Vestal 161 NE 82nd Avenue
 Lane 503-916-6355, Vestal 503-916-6437
 Principal: Not announced

1-8

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Access	352	336	297	300	318	314	304	304
Total	352	336	297	300	318	314	304	304

Moved from Rose City Park to Vestal and Lane starting 2018-19 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	16.00	16.25	16.90	16.75	16.15	16.85
		Counseling Services	1.00	1.00	2.00	2.00	2.50	2.50
		Library/Media Services	1.00	1.00	0.80	1.00	1.00	1.00
		Instructional Specialists						
		Other		0.50	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Clerical	1.50	1.50	2.00	2.00	2.00	2.00
		Ed. Assistant/Paraeducator	0.75	0.75	1.00	0.90	0.50	
		Library/Media Services						
	Admin.				2.00			
	Admin.		1.00	1.00	2.00	2.00	2.00	2.00
School Total			21.25	22.00	25.70	27.65	25.15	25.35
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	2.00	2.00	2.00	2.00
		ESL						
		Other			1.00			
	Classified/ Non-Rep	Special Education	1.75	1.75	1.75	1.88	1.44	0.94
		ESL						
		Nutrition Services	0.88	0.88				
		Custodial	2.73	2.00				
Other	1.00							
CASR Total			7.85	6.13	4.75	3.88	3.44	2.94
Grand Total			29.10	28.13	30.45	31.53	28.59	28.29

Overall Students per FTE 12.1:1 11.9:1 9.8:1 9.5:1 11.1:1 11.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	17.50	17.21	20.20	19.80	19.65	20.10
		Gen Fund Equity						
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation		1.05		0.45		0.25
		Title I						
		SIA					0.50	0.50
		Other						
	Classified/ Non-Rep	Gen Fund	0.52	2.25	2.00	2.40	2.50	2.00
		Gen Fund Equity						
		Foundation	1.73		1.00	0.50		
		Title I						
	Admin.	Other				2.00		
		Gen Fund	1.00	1.00	2.00	2.00	2.00	2.00
Gen Fund Equity								
Admin.	Other							
School Total			21.25	22.00	25.70	27.65	25.15	25.35

School and CASR	Licensed	19.50	20.25	23.70	22.75	22.65	23.35
	Classified/ Non-Rep	8.60	6.88	4.75	6.78	3.94	2.94
	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.

ACCESS

ACCESS @ Lane 7200 SE 60th Ave, ACCESS @ Vestal 161 NE 82nd Avenue
 Lane 503-916-6355, Vestal 503-916-6437
 Principal: Not announced



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,400,650	\$ 1,560,944	\$ 1,924,880	\$ 1,952,877	\$ 1,897,500	\$ 2,051,177
Associated Payroll Costs	\$ 662,689	\$ 737,418	\$ 866,099	\$ 917,057	\$ 908,190	\$ 983,993
Purchased Services	\$ 10,568	\$ 7,705	\$ 10,526	\$ 7,613	\$ 1,440	\$ 11,088
Supplies and Materials	\$ 13,270	\$ 4,573	\$ 30,668	\$ 3,711	\$ 5,048	\$ 12,516
Capital	\$ 10,084			\$ 9		\$ 1,080
Other Objects	\$ 887			\$ 898		\$ 360
Total	\$2,098,147	\$2,310,640	\$2,832,172	\$2,882,165	\$2,812,178	\$3,060,214
Dollars per Student	\$ 5,961 :1	\$ 6,877 :1	\$ 9,536 :1	\$ 9,607 :1	\$ 8,843 :1	\$ 9,746 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	26%	28%	30%	32%	30%
*Students with Disabilities	13%	14%	18%	20%	17%
*English Language Learners					
*Free-Direct Certification	5%	3%	2%	5%	5%
*Black	2%	2%	2%	3%	3%
*Latino	6%	6%	7%	6%	5%
*Native American					
*Pacific Islander					0%
*Multi-Race - Other Ancestry	4%	5%	5%	4%	4%
Multi-Race - Asian/White	6%	8%	8%	7%	9%
Asian	12%	12%	14%	13%	11%
White	70%	67%	64%	68%	69%

Student Performance Data

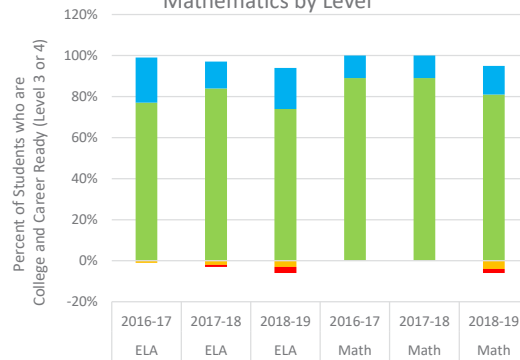
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	77%	84%	74%
ELA	Level 3	22%	13%	20%
ELA	Level 2	1%	2%	3%
ELA	Level 1		1%	3%

ELA Participation	95%	95%	95%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	89%	89%	81%
Math	Level 3	11%	11%	14%
Math	Level 2			4%
Math	Level 1			2%

Math Participation	95%	95%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Ainsworth

2425 SW Vista Ave
503-916-6288

Principal: Andrew Johnson

K-5 (Spanish Immersion) Constructed 1912

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	289	325	313	338	297	323	328	328
Spanish Immersion	316	313	312	306	297	304	295	287
Total	605	638	625	644	594	627	623	615

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	25.50	26.50	27.10	27.60	28.80	27.10
		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 Specialists	0.50	0.55	0.50			
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	3.51	2.75	2.75	4.13	2.75	1.75
		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		36.51	36.81	37.35	38.73	39.05	35.85	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.00	1.00	1.00	1.00	1.00	1.50
		ESL	0.50	1.00	1.50	1.00	1.00	1.00
		Other						
	Classified/ Non-Rep	Special Education	2.63	1.75	4.38	4.69	3.75	3.75
		ESL		0.44	0.44	0.44	0.44	0.44
		Nutrition Services	1.25	1.25	1.25	1.31	1.31	1.31
		Custodial	4.00	3.00	3.00	3.00	4.00	4.00
	Other		0.88	1.75	1.75	1.75	1.75	
CASR Total		9.38	9.31	13.31	13.19	13.25	13.75	
Grand Total		45.88	46.12	50.67	51.92	52.31	49.61	

Overall Students per FTE 13.2:1 13.8:1 12.3:1 12.4:1 11.4:1 12.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	24.55	25.55	26.60	26.10	27.39	25.60
		Gen Fund Equity						
		City Arts Tax	1.50	1.50	1.50	1.50	1.50	1.50
		Foundation	1.95	2.00	1.50	2.00	1.91	
		Title I						
		SIA					0.50	0.50
	Other						2.00	
	Classified/ Non-Rep	Gen Fund	6.51	5.25	4.50	6.38	5.31	2.50
		Gen Fund Equity						
		Foundation		0.50	1.25	0.75	0.44	1.75
		Title I						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total		36.51	36.81	37.35	38.73	39.05	35.85	

School and CASR	Licensed	29.50	31.05	32.10	31.60	33.30	32.10
	Classified/ Non-Rep	14.38	13.07	16.57	18.32	17.01	15.51
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,338,996	\$ 2,542,155	\$ 2,615,562	\$ 2,577,107	\$ 2,630,463	\$ 2,783,473
Associated Payroll Costs	\$ 1,119,719	\$ 1,183,988	\$ 1,210,497	\$ 1,314,771	\$ 1,307,231	\$ 1,369,995
Purchased Services	\$ 18,995	\$ 15,716	\$ 10,240	\$ 8,860	\$ 5,624	\$ 19,056
Supplies and Materials	\$ 20,980	\$ 19,621	\$ 28,478	\$ 12,383	\$ 21,979	\$ 23,265
Capital						\$ 1,836
Other Objects				\$ 85		\$ 612
Total	\$3,498,691	\$3,761,480	\$3,864,777	\$3,913,206	\$3,965,297	\$4,198,237
Dollars per Student	\$ 5,783 :1	\$ 5,896 :1	\$ 6,184 :1	\$ 6,076 :1	\$ 6,676 :1	\$ 6,696 :1

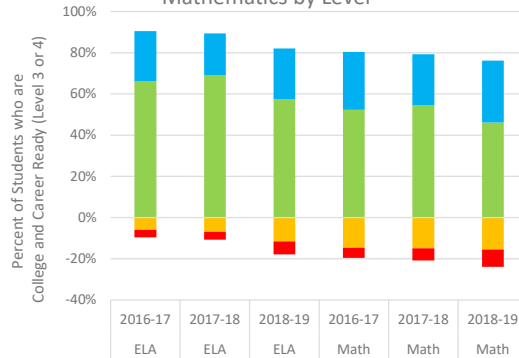
Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	29%	28%	29%	34%	37%
*Students with Disabilities	6%	5%	7%	10%	11%
*English Language Learners	5%	6%	6%	8%	9%
*Free-Direct Certification	2%	2%	3%	4%	6%
*Black	1%	1%	1%	1%	1%
*Latino	16%	15%	15%	17%	19%
*Native American		0%	1%	1%	1%
*Pacific Islander		0%	0%	1%	0%
*Multi-Race - Other Ancestry	3%	4%	3%	3%	2%
Multi-Race - Asian/White	7%	6%	7%	6%	7%
Asian	8%	9%	9%	8%	7%
White	65%	64%	65%	65%	64%

Student Performance Data

Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	66%	69%	57%
ELA	Level 3	24%	20%	25%
ELA	Level 2	6%	7%	12%
ELA	Level 1	4%	4%	6%
ELA Participation		96%	97%	98%

Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	52%	55%	46%
Math	Level 3	28%	25%	30%
Math	Level 2	15%	15%	16%
Math	Level 1	5%	6%	8%
Math Participation		96%	98%	98%

Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Alameda

2732 NE Fremont St
503-916-6036
Principal: Raddy Lurie

K-5 Constructed 1921

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	747	734	730	704	623	667	639	633
Total	747	734	730	704	623	667	639	633

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	30.75	28.75	29.55	27.55	27.55	27.30
		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 Specialists						
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/Paraeducator	2.00	2.98	2.67	1.98	1.00	
		Library/Media Services						
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
	School Total			39.75	38.73	39.22	36.53	35.55
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	3.00	3.50	3.50	3.50	3.00
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	8.75	8.75	8.75	8.44	8.44	8.44
		ESL						
		Nutrition Services	1.69	1.69	1.69	2.06	2.06	2.06
		Custodial	3.00	4.00	5.00	3.00	3.00	3.00
Other	0.88	0.88	0.88	0.88				
CASR Total			17.56	18.56	20.06	18.13	17.26	16.76
Grand Total			57.31	57.30	59.28	54.66	52.81	51.06

Overall Students per FTE 13.0:1 12.8:1 12.3:1 12.9:1 11.8:1 13.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	30.51	30.25	30.55	28.55	28.05	28.05
		Gen Fund Equity						
		City Arts Tax Foundation	1.50	1.50	1.50	1.50	1.50	1.50
		Foundation	1.74		0.50	0.50	0.50	0.25
		Title I						
		SIA					0.50	0.50
	Classified/ Non-Rep	Gen Fund	4.00	2.18	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation		2.80	2.67	1.98	1.00	
		Title I						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total			39.75	38.73	39.22	36.53	35.55

School and CASR	Licensed	37.00	35.00	36.30	34.30	34.30	33.55
	Classified/ Non-Rep	18.31	20.30	20.98	18.36	16.51	15.51
	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,694,302	\$ 2,774,931	\$ 2,874,302	\$ 2,761,505	\$ 2,735,876	\$ 2,870,937
Associated Payroll Costs	\$ 1,240,386	\$ 1,300,147	\$ 1,285,940	\$ 1,370,508	\$ 1,266,616	\$ 1,365,299
Purchased Services	\$ 24,783	\$ 16,769	\$ 12,077	\$ 8,591	\$ 4,976	\$ 20,064
Supplies and Materials	\$ 58,198	\$ 62,732	\$ 86,980	\$ 90,666	\$ 38,790	\$ 37,096
Capital	\$ 41,884	\$ 4,932	\$ 3,207			\$ 1,944
Other Objects	\$ 2,112	\$ 1,632	\$ 5,608	\$ 2,018		\$ 648
Total	\$4,061,664	\$4,161,142	\$4,268,114	\$4,233,287	\$4,046,258	\$4,295,988
Dollars per Student	\$ 5,437 :1	\$ 5,669 :1	\$ 5,847 :1	\$ 6,013 :1	\$ 6,495 :1	\$ 6,441 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	21%	22%	23%	21%	22%
*Students with Disabilities	11%	11%	12%	12%	12%
*English Language Learners					
*Free-Direct Certification	4%	3%	3%	3%	4%
*Black	1%	2%	1%	1%	1%
*Latino	5%	6%	6%	6%	6%
*Native American			0%		
*Pacific Islander					
*Multi-Race - Other Ancestry	3%	3%	3%	3%	4%
Multi-Race - Asian/White	6%	7%	7%	8%	8%
Asian	1%	1%	2%	1%	1%
White	84%	81%	81%	81%	80%

Student Performance Data

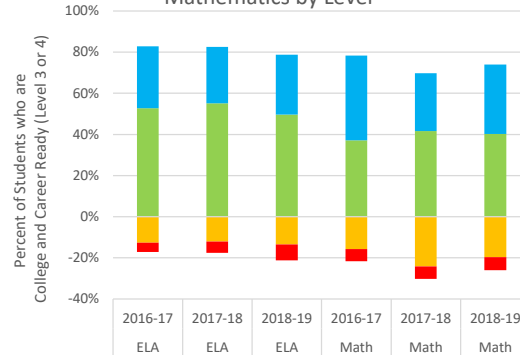
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	53%	55%	50%
ELA	Level 3	30%	27%	29%
ELA	Level 2	13%	12%	14%
ELA	Level 1	4%	5%	8%

ELA Participation	92%	92%	96%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	37%	42%	40%
Math	Level 3	41%	28%	34%
Math	Level 2	16%	24%	20%
Math	Level 1	6%	6%	6%

Math Participation	91%	91%	95%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Alliance

Meek 4039 NE Alberta Court Alliance @ Benson 546 NE 12th Ave
 Alliance @ Meek 503-916-5747 Alliance @ Benson 503-916-6486
 Principal: Bonnie Hopson

The Oregon Department of Education has identified this school as a Comprehensive Support and Improvement school.

9-12 Meek constructed 1954

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Meek Campus	127	110	114	114	114	114	114	114
Benson Campus	72	81	84	84	84	84	84	84
Total	199	191	198	198	198	198	198	198

October enrollment shown for each year. Alliance accepts students every week through rolling admissions, and enrollment grows after October 1st.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	19.05	18.25	19.50	19.75	21.00	21.75
		Counseling Services	2.25	2.00	2.00	2.00	2.00	2.00
		Library/Media Services		0.50	0.50	0.50	0.50	0.50
		Instructional Specialists			0.50	1.00	2.00	2.00
		Other				2.00	3.00	3.00
	Classified/ Non-Rep	Clerical	4.00	3.00	3.00	3.00	4.00	4.00
		Ed. Assistant/Paraeducator	3.90	3.00	4.00	3.38	2.88	3.38
		Library/Media Services						
	Admin.	Other	1.00	1.00	1.00	1.00	1.00	1.00
	Other	Other	2.00	2.00	2.00	2.00	2.00	2.75
School Total		32.20	29.75	32.50	34.63	38.38	40.38	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	2.50	2.50	2.50	2.00
		ESL						
		Other						
	Classified/ Non-Rep	Special Education						
		ESL						
		Nutrition Services	0.56	0.56	0.56	0.69	0.69	0.69
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
Other	Other	1.25	1.25	1.25	1.25	1.25	1.25	
CASR Total		6.31	6.31	6.31	6.44	6.44	5.94	
Grand Total		38.51	36.06	38.81	41.06	44.81	46.31	

Overall Students per FTE 5.2:1 5.3:1 5.1:1 4.8:1 4.4:1 4.3:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	20.05	19.75	19.25	18.50	20.75	19.50
		Gen Fund Equity	1.25	1.00	2.25	3.25	2.00	2.00
		City Arts Tax						
		Foundation						
		Title I						
		SIA					2.00	3.50
		Other			1.00	3.50	3.75	4.25
	Classified/ Non-Rep	Gen Fund	6.40	6.00	6.00	5.50	5.00	5.50
		Gen Fund Equity	1.50	1.00	0.50	0.50	1.00	1.00
		Foundation						
		Title I	1.00					
		Other			1.50	1.38	1.88	1.88
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.75
Gen Fund Equity								
Other								
School Total		32.20	29.75	32.50	34.63	38.38	40.38	

School and CASR	Licensed	23.80	23.25	25.00	27.75	31.00	31.25
	Classified/ Non-Rep	12.71	10.81	11.81	11.31	11.81	12.31
	Admin.	2.00	2.00	2.00	2.00	2.00	2.75

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 @ Benson 546 NE 12th Ave
 Alliance @ Meek 503-916-5747 Alliance @ Benson 503-916-6486
 Principal: Bonnie Hopson

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,004,793	\$ 2,051,662	\$ 2,187,617	\$ 2,238,426	\$ 2,584,955	\$ 3,152,085
Associated Payroll Costs	\$ 957,271	\$ 953,705	\$ 978,873	\$ 1,093,592	\$ 1,297,067	\$ 1,570,601
Purchased Services	\$ 91,975	\$ 93,690	\$ 68,823	\$ 59,539	\$ 2,158	\$ 127,466
Supplies and Materials	\$ 43,158	\$ 34,020	\$ 46,790	\$ 31,735	\$ 166,983	\$ 127,350
Capital	\$ 3,754		\$ 13,243	\$ 14,027		\$ 2,172
Other Objects	\$ 5,487	\$ 1,360	\$ 2,423	\$ 2,916		\$ 720
Total	\$ 3,106,439	\$ 3,134,437	\$ 3,297,770	\$ 3,440,237	\$ 4,051,163	\$ 4,980,394
Dollars per Student	\$ 15,610 :1	\$ 16,411 :1	\$ 16,655 :1	\$ 17,375 :1	\$ 20,460 :1	\$ 25,154 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	79%	75%	74%	71%	75%
*Students with Disabilities	32%	32%	27%	26%	28%
*English Language Learners		1%	3%	1%	3%
*Free-Direct Certification	40%	43%	31%	26%	35%
*Black	20%	20%	20%	15%	14%
*Latino	21%	22%	26%	28%	25%
*Native American	3%	2%	1%	1%	
*Pacific Islander	2%	1%	1%		
*Multi-Race - Other Ancestry	10%	9%	11%	10%	11%
Multi-Race - Asian/White	1%	1%	1%	1%	1%
Asian	2%	2%	3%	3%	2%
White	41%	44%	38%	43%	47%

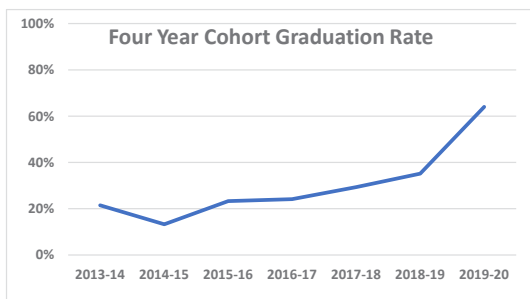
Student Performance Data

Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	3%	10%	6%
ELA	Level 3	13%	14%	15%
ELA	Level 2	20%	14%	24%
ELA	Level 1	63%	62%	56%

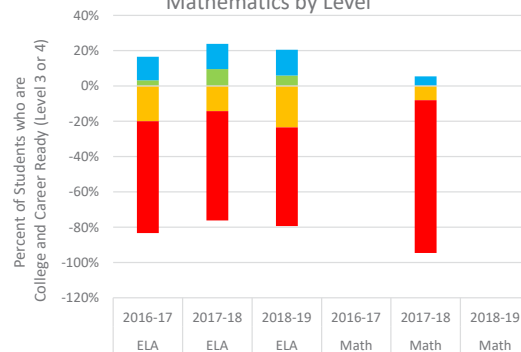
ELA Participation	68%	76%	52%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4			
Math	Level 3		5%	
Math	Level 2		8%	
Math	Level 1		87%	

Math Participation		67%	
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Arleta

5109 SE 66th Ave

503-916-6330

Principal: John Horn

K-5 Constructed 1929

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	457	454	490	526	485	343	335	334
Total	457	454	490	526	485	343	335	334

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	23.40	22.83	22.60	25.70	27.50	17.00
		Counseling Services	1.00	1.00	1.50	1.60	2.00	1.50
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists						
		Other			1.00			
	Classified/ Non-Rep	Clerical	3.00	1.50	1.60	2.00	2.00	1.50
		Ed. Assistant/Paraeducator	2.25		0.50	0.50	1.42	0.80
		Library/Media Services						
	Admin.							
		Other	2.00	2.00	2.00	2.00	2.00	1.00
School Total		32.65	28.33	30.20	32.80	35.92	22.80	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.00	3.75	4.50	5.00	5.00	2.50
		ESL	1.50	1.50	1.00	1.50	1.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	4.38	5.25	7.00	7.50	5.63	5.63
		ESL	0.44	0.44				
		Nutrition Services	1.56	1.56	1.56	1.38	1.56	1.56
		Custodial	2.73	2.00	3.00	3.00	3.00	3.00
		Other		1.00	1.00	1.00	1.00	1.00
	CASR Total		14.60	15.50	18.06	19.38	17.69	14.19
	Grand Total		47.25	43.83	48.26	52.18	53.61	36.99

Overall Students per FTE 9.7:1 10.4:1 10.2:1 10.1:1 9.0:1 9.3:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	22.65	21.58	23.10	25.20	26.50	14.25
		Gen Fund Equity	1.75	2.50	2.50	2.60	2.50	1.75
		City Arts Tax Foundation	1.00	0.50	0.50	0.50	1.00	0.50
		Title I						
		SIA					0.50	1.00
		Other		0.25				2.00
		Classified/ Non-Rep	Gen Fund	4.25	1.50	1.60	2.00	2.42
	Gen Fund Equity	1.00				1.00	0.50	
	Foundation							
	Title I							
	Other			0.50	0.50		0.30	
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	1.00
		Gen Fund Equity						
		Other						
	School Total		32.65	28.33	30.20	32.80	35.92	22.80

School and CASR	Licensed	30.90	30.08	31.60	34.80	37.00	22.50
	Classified/ Non-Rep	14.35	11.75	14.66	15.38	14.61	13.49
	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.

Arleta

5109 SE 66th Ave
503-916-6330
Principal: John Horn



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,084,370	\$ 1,957,600	\$ 2,119,408	\$ 2,292,101	\$ 2,445,982	\$ 1,755,724
Associated Payroll Costs	\$ 1,029,790	\$ 929,211	\$ 975,850	\$ 1,077,476	\$ 1,247,708	\$ 866,634
Purchased Services	\$ 11,394	\$ 8,916	\$ 7,593	\$ 10,241	\$ 2,838	\$ 11,820
Supplies and Materials	\$ 23,745	\$ 25,141	\$ 44,903	\$ 26,345	\$ 43,564	\$ 15,234
Capital	\$ 2,170					\$ 1,152
Other Objects	\$ 45					\$ 384
Total	\$3,151,515	\$2,920,869	\$3,147,754	\$3,406,163	\$3,740,092	\$2,650,948
Dollars per Student	\$ 6,896 :1	\$ 6,434 :1	\$ 6,424 :1	\$ 6,476 :1	\$ 7,712 :1	\$ 7,729 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	56%	54%	53%	52%	53%
*Students with Disabilities	19%	20%	21%	19%	19%
*English Language Learners	10%	5%	5%	7%	8%
*Free-Direct Certification	32%	28%	27%	27%	29%
*Black	4%	2%	2%	3%	3%
*Latino	16%	14%	15%	16%	15%
*Native American	1%	0%	1%	1%	0%
*Pacific Islander		0%	1%	1%	1%
*Multi-Race - Other Ancestry	6%	7%	7%	8%	7%
Multi-Race - Asian/White	4%	3%	3%	3%	4%
Asian	10%	9%	8%	9%	9%
White	60%	64%	64%	61%	61%

Student Performance Data

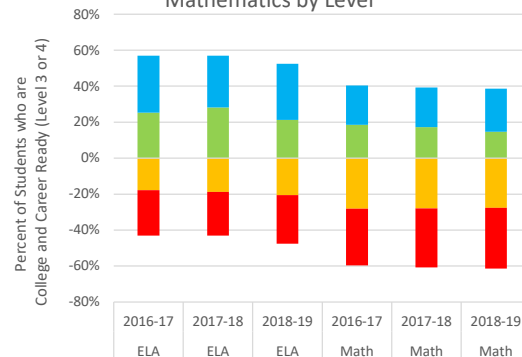
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	25%	28%	21%
ELA	Level 3	32%	29%	31%
ELA	Level 2	18%	19%	21%
ELA	Level 1	25%	24%	27%

ELA Participation	93%	90%	92%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	19%	17%	15%
Math	Level 3	22%	22%	24%
Math	Level 2	28%	28%	28%
Math	Level 1	32%	33%	34%

Math Participation	94%	88%	92%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Astor

5601 N Yale St
503-916-6244

Principal: Blake Robertson
K-8 Constructed 1949

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Black/African American.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	455	425	434	416	394	400	374	366
Total	455	425	434	416	394	400	374	366

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	24.00	22.20	20.45	22.55	22.30	21.90
		Counseling Services	1.00	1.00	1.00	1.00	1.50	1.00
		Library/Media Services	1.00	1.00	0.50	0.50	1.00	1.00
		Instructional Specialists		0.80	1.80	0.80	1.80	1.30
		Other				0.50		1.00
	Classified/ Non-Rep	Clerical	2.00	1.75	1.50	1.50	2.00	1.80
		Ed. Assistant/Paraeducator	0.84	0.63				
		Library/Media Services			0.50	0.50		
	Admin.							
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total		30.84	29.38	27.75	29.35	30.60	30.00	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	3.00	3.00	2.50	2.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	4.38	3.50	2.63	2.81	2.81	2.81
		ESL						
		Nutrition Services	1.44	1.44	1.25	1.19	1.25	1.25
		Custodial	2.00	3.73	2.73	2.73	3.73	3.73
	Other							
CASR Total		10.56	11.41	9.85	9.98	10.54	10.54	
Grand Total		41.40	40.79	37.60	39.33	41.14	40.54	

Overall Students per FTE 11.0:1 10.4:1 11.5:1 10.6:1 9.6:1 9.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	22.75	22.50	20.80	22.90	23.10	21.30
		Gen Fund Equity	2.25	2.00	1.95	1.95	2.00	2.00
		City Arts Tax Foundation	1.00	0.50	0.50	0.50	0.50	0.50
		Title I						
		SIA					1.00	1.90
		Other			0.50			0.50
	Classified/ Non-Rep	Gen Fund	2.84	1.92	2.00	2.00	1.80	1.60
		Gen Fund Equity						
		Foundation						
		Title I						
Other		0.46			0.20	0.20		
Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00	
	Gen Fund Equity							
	Other							
School Total		30.84	29.38	27.75	29.35	30.60	30.00	

School and CASR	Licensed	28.75	27.75	27.00	28.60	29.35	28.95
	Classified/ Non-Rep	10.65	11.04	8.60	8.73	9.79	9.59
	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.

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,120,560	\$ 2,015,888	\$ 2,052,213	\$ 2,187,260	\$ 2,189,784	\$ 2,484,127
Associated Payroll Costs	\$ 970,318	\$ 967,237	\$ 977,810	\$ 1,082,059	\$ 1,101,487	\$ 1,191,441
Purchased Services	\$ 24,121	\$ 16,400	\$ 9,110	\$ 6,459	\$ 4,173	\$ 13,312
Supplies and Materials	\$ 26,843	\$ 16,085	\$ 21,421	\$ 21,127	\$ 60,534	\$ 52,334
Capital	\$ 4,315					\$ 1,284
Other Objects						\$ 432
Total	\$3,146,157	\$3,015,610	\$3,060,555	\$3,296,904	\$3,355,978	\$3,742,930
Dollars per Student	\$ 6,915 :1	\$ 7,096 :1	\$ 7,052 :1	\$ 7,925 :1	\$ 8,518 :1	\$ 9,357 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	50%	52%	53%	51%	51%
*Students with Disabilities	14%	17%	18%	19%	19%
*English Language Learners	1%	1%	2%	3%	4%
*Free-Direct Certification	25%	24%	24%	20%	21%
*Black	10%	8%	6%	4%	5%
*Latino	15%	17%	19%	19%	19%
*Native American	2%	1%	1%	1%	1%
*Pacific Islander	1%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	8%	9%	9%	11%	12%
Multi-Race - Asian/White	3%	3%	4%	4%	4%
Asian	2%	2%	2%	2%	2%
White	60%	59%	57%	57%	57%

Student Performance Data

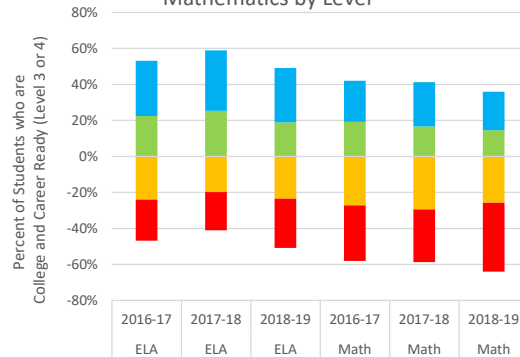
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	22%	25%	19%
ELA	Level 3	31%	34%	30%
ELA	Level 2	24%	20%	24%
ELA	Level 1	23%	21%	27%

ELA Participation	92%	90%	92%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	19%	17%	15%
Math	Level 3	23%	25%	22%
Math	Level 2	27%	29%	26%
Math	Level 1	31%	29%	38%

Math Participation	91%	90%	90%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Atkinson

5800 SE Division St
503-916-6333

Principal: Jennifer Fontana

K-5 (Spanish Immersion) Constructed 1953

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	268	249	253	238	246	249	249	237
Spanish Immersion	164	171	166	153	144	147	141	136
Total	432	420	419	391	390	396	390	373

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	21.00	19.50	20.20	20.40	19.00	20.15
		Counseling Services	1.00	1.00	1.00	1.00	1.50	1.50
		Library/Media Services	1.00	1.00	1.00	0.50	0.83	0.80
		Instructional Specialists		0.50		1.13		
		Other			0.50			
	Classified/ Non-Rep	Clerical	2.00	2.00	1.75	1.75	1.75	1.76
		Ed. Assistant/ Paraeducator	2.18		1.00		1.25	1.14
		Library/Media Services				0.50		
	Admin.							
		Other	1.00	1.00	1.00	1.00	1.00	1.00
School Total		28.18	25.00	26.45	26.28	25.33	26.35	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	3.00	3.00	3.00	3.00	3.00
		ESL	1.00	1.50	1.00	1.00	1.00	1.00
		Other						
	Classified/ Non-Rep	Special Education	7.00	9.63	8.75	9.38	8.44	8.44
		ESL	0.44	0.44	0.44			
		Nutrition Services	1.31	1.31	1.31	0.75	0.88	1.13
		Custodial	2.73	2.00	2.00	2.73	2.73	2.73
		Other	1.25	0.25	0.25	0.25	0.25	0.25
	CASR Total		16.73	18.13	16.75	17.11	16.29	16.54
	Grand Total		44.91	43.13	43.20	43.38	41.62	42.89

Overall Students per FTE 9.6:1 9.7:1 9.7:1 9.0:1 9.4:1 9.2:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	20.25	19.38	20.45	20.28	18.95	18.15
		Gen Fund Equity	1.75	1.00	1.25	1.50	0.88	0.80
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Title I						
		SIA					0.50	2.50
		Other		0.50				
		Classified/ Non-Rep	Gen Fund	4.18	1.50	2.25	2.25	2.75
	Gen Fund Equity			0.50	0.50		0.25	1.40
	Foundation							
	Title I							
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
	School Total		28.18	25.00	26.45	26.28	25.33	26.35

School and CASR	Licensed	27.00	26.50	26.70	27.03	25.33	26.45
	Classified/ Non-Rep	16.91	15.63	15.50	15.36	15.29	15.44
	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: Jennifer Fontana



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,667,993	\$ 1,738,863	\$ 1,780,719	\$ 1,850,591	\$ 1,636,374	\$ 2,042,551
Associated Payroll Costs	\$ 838,627	\$ 839,778	\$ 821,358	\$ 943,466	\$ 823,002	\$ 1,012,827
Purchased Services	\$ 18,127	\$ 11,815	\$ 13,069	\$ 9,348	\$ 2,144	\$ 13,152
Supplies and Materials	\$ 22,586	\$ 37,673	\$ 17,392	\$ 8,799	\$ 6,555	\$ 31,551
Capital	\$ 11,715					\$ 1,272
Other Objects		\$ 3,899		\$ 800		\$ 420
Total	\$2,559,049	\$2,632,028	\$2,632,538	\$2,813,005	\$2,468,075	\$3,101,773
Dollars per Student	\$ 5,924 :1	\$ 6,267 :1	\$ 6,283 :1	\$ 7,194 :1	\$ 6,328 :1	\$ 7,833 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	48%	48%	49%	48%	50%
*Students with Disabilities	16%	16%	17%	15%	19%
*English Language Learners	12%	10%	10%	9%	10%
*Free-Direct Certification	19%	15%	15%	14%	17%
*Black	3%	2%	2%	2%	2%
*Latino	26%	27%	26%	26%	26%
*Native American	1%	1%	1%	0%	0%
*Pacific Islander					0%
*Multi-Race - Other Ancestry	3%	3%	3%	3%	2%
Multi-Race - Asian/White	3%	4%	3%	4%	4%
Asian	7%	6%	4%	3%	2%
White	58%	58%	60%	62%	63%

Student Performance Data

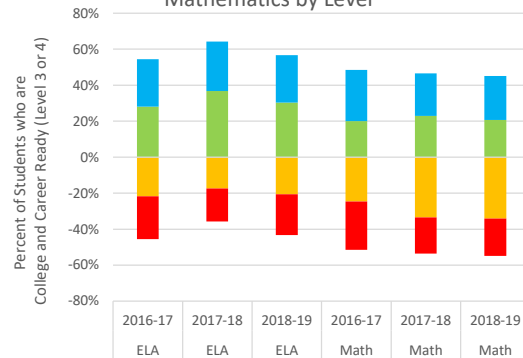
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	28%	37%	30%
ELA	Level 3	26%	27%	26%
ELA	Level 2	22%	17%	21%
ELA	Level 1	24%	18%	23%

ELA Participation	92%	97%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	20%	23%	21%
Math	Level 3	28%	24%	24%
Math	Level 2	25%	34%	34%
Math	Level 1	27%	20%	21%

Math Participation	92%	96%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Beach

1710 N Humboldt St
503-916-6236

Principal: Lisa Hawking

K-5 (Spanish Immersion) Constructed 1928

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	183	158	147	153	130	143	149	149
Spanish Immersion	281	284	281	283	252	267	264	265
Total	464	442	428	436	382	410	413	414

Converted from a K-8 to K-5 Feeding Ockley Green MS starting 2016-17 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed						
	Teachers	23.00	22.00	22.20	21.20	21.70	20.70
	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 Specialists		0.50		1.30	1.00	1.50
	Other	1.00	1.00		0.50	0.50	0.50
	Classified/ Non-Rep						
	Clerical	2.00	1.50	2.00	2.00	2.00	2.00
	Ed. Assistant/ Paraeducator	3.00	1.50	2.75	1.20	0.47	0.36
	Library/Media Services						
Other	1.00	1.00					
Admin.							
Admin.	2.00	1.00	2.00	1.00	1.00	1.00	
School Total		34.00	30.50	30.95	29.20	28.67	28.06
Centrally Allocated School Resources (CASR)	Licensed						
	Special Education	1.00	1.00	1.00	1.00	1.00	1.00
	ESL	1.50	1.50	1.00	1.00	1.00	1.00
	Other			1.00			
	Classified/ Non-Rep						
	Special Education	0.88	0.88	1.75	1.88	1.88	0.94
	ESL	0.88	0.44	0.44	0.88	0.44	0.44
	Nutrition Services	2.94	2.94	2.94	1.63	1.63	1.63
	Custodial	3.73	3.00	3.00	3.00	3.73	3.73
	Other	1.00	1.00	1.00			
CASR Total		11.91	10.75	12.13	9.38	9.66	8.73
Grand Total		45.91	41.25	43.08	38.58	38.33	36.79

Overall Students per FTE 10.1:1 10.7:1 9.9:1 11.3:1 10.0:1 11.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed						
	Gen Fund	22.00	22.00	22.28	21.95	21.45	20.95
	Gen Fund Equity	3.00	2.50	0.43	1.25	2.25	1.75
	City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
	Title I			0.50	0.30		
	SIA					0.50	1.00
	Other				0.50		
	Classified/ Non-Rep						
	Gen Fund	5.50	3.12	3.25	1.50	1.50	1.50
	Gen Fund Equity			0.50	1.50	0.50	0.50
	Foundation	0.50	0.88	1.00	0.20		0.36
	Title I						
	Other					0.47	
	Admin.						
	Gen Fund	2.00	1.00	1.00	1.00	1.00	1.00
Gen Fund Equity			1.00				
Other							
School Total		34.00	30.50	30.95	29.20	28.67	28.06

School and CASR	Licensed	28.50	28.00	27.20	27.00	27.20	26.70
	Classified/ Non-Rep	15.41	12.25	13.88	10.58	10.13	9.09
	Admin.	2.00	1.00	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,066,911	\$ 1,900,550	\$ 2,001,604	\$ 1,982,164	\$ 1,867,058	\$ 2,109,049
Associated Payroll Costs	\$ 997,502	\$ 866,252	\$ 871,888	\$ 940,647	\$ 920,649	\$ 1,047,229
Purchased Services	\$ 56,673	\$ 10,302	\$ 7,174	\$ 5,467	\$ 2,940	\$ 13,512
Supplies and Materials	\$ 29,521	\$ 8,249	\$ 20,621	\$ 9,448	\$ 28,051	\$ 16,226
Capital	\$ 5,204					\$ 1,308
Other Objects		\$ 82				\$ 432
Total	\$3,155,810	\$2,785,435	\$2,901,287	\$2,937,725	\$2,818,698	\$3,187,756
Dollars per Student	\$ 6,801 :1	\$ 6,302 :1	\$ 6,779 :1	\$ 6,738 :1	\$ 7,379 :1	\$ 7,775 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	64%	61%	56%	54%	54%
*Students with Disabilities	11%	12%	11%	13%	14%
*English Language Learners	16%	12%	10%	14%	13%
*Free-Direct Certification	31%	26%	25%	21%	24%
*Black	11%	11%	10%	9%	10%
*Latino	38%	36%	31%	30%	29%
*Native American	1%	0%	0%	0%	
*Pacific Islander	1%	1%	0%		
*Multi-Race - Other Ancestry	5%	5%	7%	6%	7%
Multi-Race - Asian/White	2%	1%	2%	2%	1%
Asian	1%	1%	1%	1%	
White	41%	46%	49%	52%	54%

Student Performance Data

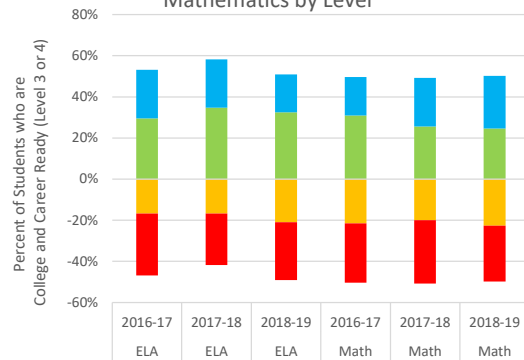
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	30%	35%	33%
ELA	Level 3	24%	24%	18%
ELA	Level 2	17%	17%	21%
ELA	Level 1	30%	25%	28%

ELA Participation	92%	94%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	31%	26%	25%
Math	Level 3	19%	24%	26%
Math	Level 2	22%	20%	23%
Math	Level 1	29%	31%	27%

Math Participation	92%	94%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Beaumont

4043 NE Fremont St
503-916-5610

Principal: Harriette Vimegnon

6-8 (Spanish Immersion) Constructed 1926

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Economically Disadvantaged.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	482	480	447	436	392	398	380	373
Spanish Immersion	87	111	124	137	126	130	142	134
Total	569	591	571	573	518	528	522	507

Sabin no longer has students feeding Beaumont starting 2018-19 SY.

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	25.38	23.50	25.00	26.00	28.00	25.50
		Counseling Services	1.50	1.50	2.00	2.00	2.50	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists				1.00	1.50	1.50
		Other		1.00	1.00	1.00	1.00	1.50
	Classified/ Non-Rep	Clerical	4.00	3.16	2.00	2.00	2.00	1.50
		Ed. Assistant/ Paraeducator			0.50	0.51	0.44	0.44
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
	Admin.	Other	0.50	1.50	1.50	1.50	2.25	1.50
			2.00	2.00	2.00	2.00	2.00	2.00
School Total		34.88	34.16	35.50	37.51	41.19	37.44	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.00	4.00	4.00	5.50	5.50	5.50
		ESL	1.00	1.00	1.50	1.50	1.50	1.50
		Other						
	Classified/ Non-Rep	Special Education	7.88	7.88	7.00	10.32	8.44	8.44
		ESL	0.44	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	1.50	1.25	1.25	1.31	1.38	1.38
		Custodial	4.00	3.00	4.00	2.00	3.00	3.00
		Other						
	CASR Total		18.81	17.56	18.19	21.07	20.26	20.26
	Grand Total		53.69	51.72	53.69	58.58	61.44	57.69

Overall Students per FTE 10.6:1 11.4:1 10.6:1 9.8:1 8.4:1 9.2:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	24.87	25.25	25.50	27.50	29.50	25.50
		Gen Fund Equity	2.25	0.50	3.00	2.50	2.50	2.00
		City Arts Tax Foundation		0.75		0.50		
		Title I						
		SIA					1.50	3.00
		Other	0.26					0.50
	Classified/ Non-Rep	Gen Fund	4.51	2.66	4.00	4.56	4.00	3.00
		Gen Fund Equity		3.00	1.00		1.00	1.00
		Foundation	0.93			0.45	0.50	0.44
		Title I						
Admin.	Other	0.06				0.19		
	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00	
	Gen Fund Equity							
School Total		34.88	34.16	35.50	37.51	41.19	37.44	

School and CASR	Licensed	32.38	31.50	34.00	37.50	40.50	38.00
	Classified/ Non-Rep	19.31	18.22	17.69	19.08	18.94	17.69
	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.

Beaumont
4043 NE Fremont St
503-916-5610
Principal: Harriette Vimignon



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	Actual	Actual	Actual	Actual	Budget	Budget
Salaries	\$ 2,304,534	\$ 2,378,215	\$ 2,624,776	\$ 2,721,007	\$ 2,840,763	\$ 3,137,337
Associated Payroll Costs	\$ 1,090,060	\$ 1,129,157	\$ 1,226,754	\$ 1,364,242	\$ 1,406,449	\$ 1,522,858
Purchased Services	\$ 20,877	\$ 17,590	\$ 21,552	\$ 17,630	\$ 3,944	\$ 22,096
Supplies and Materials	\$ 27,909	\$ 13,498	\$ 35,714	\$ 20,281	\$ 58,343	\$ 73,548
Capital	\$ 11,452					\$ 1,596
Other Objects						\$ 528
Total	\$3,454,831	\$3,538,459	\$3,908,796	\$4,123,160	\$4,309,499	\$4,757,963
Dollars per Student	\$ 6,072 :1	\$ 5,987 :1	\$ 6,846 :1	\$ 7,196 :1	\$ 8,319 :1	\$ 9,011 :1

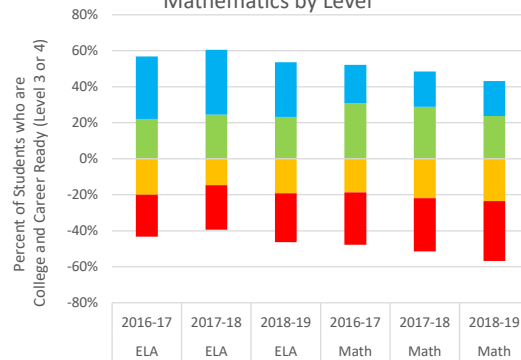
Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	47%	47%	47%	50%	48%
*Students with Disabilities	12%	11%	12%	15%	16%
*English Language Learners	8%	9%	12%	10%	12%
*Free-Direct Certification	24%	24%	22%	21%	19%
*Black	11%	11%	11%	10%	8%
*Latino	21%	20%	22%	24%	26%
*Native American	1%	1%	1%		
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	5%	6%	6%	6%	6%
Multi-Race - Asian/White	2%	2%	3%	2%	5%
Asian	2%	3%	3%	2%	2%
White	58%	57%	55%	56%	54%

Student Performance Data

Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	22%	25%	23%
ELA	Level 3	35%	36%	31%
ELA	Level 2	20%	15%	19%
ELA	Level 1	23%	25%	27%
ELA Participation		92%	85%	93%

Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	31%	29%	24%
Math	Level 3	21%	20%	20%
Math	Level 2	19%	22%	24%
Math	Level 1	29%	30%	33%
Math Participation		89%	83%	93%

Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Benson

546 NE 12th Ave
503-916-5100

Principal: Curtis Wilson

9-12 (Professional, Technical, Health Occupations) Constructed 1917

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Benson Polytechnic H.S.	994	1026	1035	1055	1005	975	966	980
Total	994	1026	1035	1055	1005	975	966	980

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	53.00	51.50	55.00	51.00	55.33	52.83
		Counseling Services	3.50	3.50	3.50	3.50	3.50	3.50
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists				2.00	2.17	3.17
		Other	3.50	2.25	3.50	2.50	2.50	1.50
	Classified/ Non-Rep	Clerical	5.50	5.38	6.00	5.00	6.05	6.25
		Ed. Assistant/ Paraeducator					0.44	0.44
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
	Admin.	Other	3.00	1.38	2.50	2.50	4.50	6.00
	Admin.	Other	3.00	3.00	3.00	3.00	3.75	3.75
School Total		73.50	69.00	75.50	71.50	80.24	79.44	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	6.50	7.00	8.00	8.00	8.00	7.50
		ESL	0.50	1.00	1.00	1.00	1.00	1.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	3.50	3.50	3.50	4.69	4.69	5.63
		ESL			0.44	0.88	0.44	0.44
		Nutrition Services	2.75	2.75	2.88	2.75	2.75	2.75
		Custodial	8.00	11.00	9.00	6.00	7.00	7.00
		Other	2.80	2.00	2.00	2.00	2.00	2.00
	CASR Total		25.05	28.25	27.82	26.32	26.88	27.32
	Grand Total		98.55	97.25	103.32	97.82	107.12	106.76

Overall Students per FTE 10.1:1 10.5:1 10.0:1 10.8:1 9.4:1 9.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	56.50	53.08	54.00	52.00	52.50	49.82
		Gen Fund Equity	4.00	5.00	7.00	6.00	8.00	7.00
		City Arts Tax Foundation						
		Title I						
		SIA					1.00	1.00
		Other	0.50	0.17	2.00	2.00	3.00	4.18
	Classified/ Non-Rep	Gen Fund	7.00	7.25	8.25	8.50	8.99	9.69
		Gen Fund Equity	2.50	0.50				
		Foundation						
		Title I			1.25		3.00	4.00
	Admin.	Gen Fund	3.00	3.00	3.00	3.00	3.50	3.50
		Gen Fund Equity						
		Other					0.25	0.25
	School Total		73.50	69.00	75.50	71.50	80.24	79.44

School and CASR	Licensed	69.00	67.25	73.00	70.00	74.50	71.50
	Classified/ Non-Rep	26.55	27.00	27.32	24.82	28.87	31.51
	Admin.	3.00	3.00	3.00	3.00	3.75	3.75

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
546 NE 12th 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	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	Actual	Actual	Actual	Actual	Budget	Budget
Salaries	\$ 4,696,774	\$ 4,816,380	\$ 5,323,340	\$ 5,132,293	\$ 5,833,558	\$ 6,000,351
Associated Payroll Costs	\$ 2,194,101	\$ 2,283,135	\$ 2,485,871	\$ 2,551,440	\$ 2,801,673	\$ 2,986,646
Purchased Services	\$ 63,747	\$ 75,759	\$ 87,364	\$ 70,105	\$ 30,699	\$ 72,520
Supplies and Materials	\$ 174,364	\$ 198,550	\$ 241,627	\$ 138,211	\$ 856,402	\$ 787,201
Capital	\$ 4,451	\$ 2,469	\$ 9,990		\$ 9,000	\$ 13,020
Other Objects	\$ 14,941	\$ 42,256	\$ 16,200	\$ 2,908	\$ 11,000	\$ 15,121
Total	\$ 7,148,379	\$ 7,418,549	\$ 8,164,392	\$ 7,894,958	\$ 9,542,331	\$ 9,874,859
Dollars per Student	\$ 7,192 :1	\$ 7,231 :1	\$ 7,888 :1	\$ 7,483 :1	\$ 9,495 :1	\$ 10,128 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	67%	64%	61%	60%	63%
*Students with Disabilities	15%	15%	16%	17%	19%
*English Language Learners	4%	5%	4%	5%	7%
*Free-Direct Certification	31%	26%	23%	19%	23%
*Black	17%	15%	13%	13%	12%
*Latino	25%	26%	25%	26%	27%
*Native American	1%	1%	0%	0%	1%
*Pacific Islander	1%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	7%	7%	7%	6%	6%
Multi-Race - Asian/White	2%	3%	3%	3%	3%
Asian	12%	10%	10%	8%	7%
White	36%	39%	42%	44%	44%

Student Performance Data

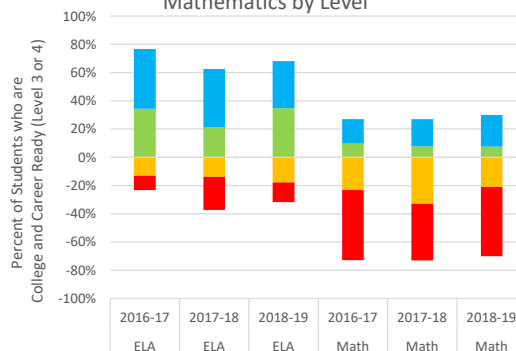
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	34%	22%	35%
ELA	Level 3	42%	41%	33%
ELA	Level 2	13%	14%	18%
ELA	Level 1	10%	24%	14%

ELA Participation	91%	83%	88%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	10%	8%	8%
Math	Level 3	17%	19%	22%
Math	Level 2	23%	33%	21%
Math	Level 1	50%	40%	49%

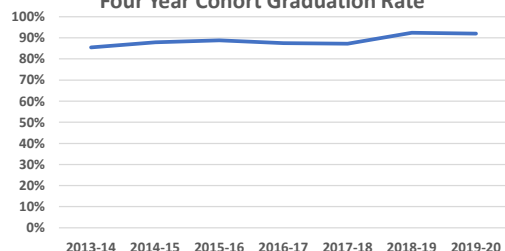
Math Participation	61%	71%	65%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.

Four Year Cohort Graduation Rate





Beverly Cleary

Fernwood Campus 1915 NE 33rd Ave.
Fernwood 503-916-6480

Hollyrood Campus 1915 NE 33rd Ave
Hollyrood 503-916-6480

Principal: John Ferraro

K-8 Fernwood constructed 1911, Hollyrood constructed 1959

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	884	897	782	742	692	678	630	602
Total	884	897	782	742	692	678	630	602

Shared Rose City Park site with ACCESS through 2017-18 SY. 2018-19 SY boundary change with Irvington and Rose City Park/Roseway Heights, consolidated to two sites

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	40.30	40.10	35.55	33.48	31.40	28.50	
		Counseling Services	2.00	2.00	2.00	2.00	2.50	2.00	
		Library/Media Services	1.50	1.50	1.00	1.00	1.00	1.00	
		Instructional Specialists				0.38			
		Other							
	Classified/ Non-Rep	Clerical	3.50	3.50	3.00	3.00	3.00	3.00	
		Ed. Assistant/Paraeducator	1.59	1.50					
		Library/Media Services	0.68	0.50	0.50	0.50	0.50	0.50	
		Other		0.50					
	Admin.		3.00	3.00	2.00	2.00	2.00	2.00	
School Total			52.57	52.60	44.05	42.35	40.40	37.00	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	3.00	3.00	2.50	2.50	
		ESL	0.50	0.50	0.25	0.25	0.25	0.25	
		Other							
	Classified/ Non-Rep	Special Education	3.50	3.50	3.50	3.75	3.75	3.75	
		ESL							
		Nutrition Services	1.13	1.13	1.25	1.25	1.56	1.56	
		Custodial	6.00	5.00	7.00	5.73	5.73	5.73	
	Other	1.75	2.63	1.75	1.75	1.75	1.75		
	CASR Total			15.38	15.25	16.75	15.73	15.54	15.54
	Grand Total			67.94	67.85	60.80	58.08	55.94	52.54

Overall Students per FTE 13.0:1 13.2:1 12.9:1 12.8:1 12.4:1 12.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	39.98	39.78	36.65	35.10	32.90	29.50
		Gen Fund Equity						
		City Arts Tax	1.50	1.50	1.00	1.00	1.00	1.00
		Foundation	2.32	2.32	0.90	0.75	0.50	
		Title I						
		SIA					0.50	1.00
	Classified/ Non-Rep	Gen Fund	5.77	4.50	3.50	3.20	3.20	3.50
		Gen Fund Equity						
		Foundation		1.50		0.30	0.30	
		Title I						
		Other						
	Admin.	Gen Fund	3.00	3.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total			52.57	52.60	44.05	42.35	40.40

School and CASR	Licensed	46.80	46.60	41.80	40.10	37.65	34.25
	Classified/ Non-Rep	18.14	18.25	17.00	15.98	16.29	16.29
	Admin.	3.00	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.

Beverly Cleary

Fernwood Campus 1915 NE 33rd Ave.

Fernwood 503-916-6480

Hollyrood Campus 1915 NE 33rd Ave

Hollyrood 503-916-6480

Principal: John Ferraro



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 3,404,768	\$ 3,611,171	\$ 3,263,705	\$ 3,160,633	\$ 2,979,163	\$ 3,076,225
Associated Payroll Costs	\$ 1,588,991	\$ 1,744,007	\$ 1,523,109	\$ 1,603,011	\$ 1,389,077	\$ 1,475,756
Purchased Services	\$ 31,658	\$ 26,551	\$ 23,915	\$ 8,867	\$ 4,116	\$ 20,352
Supplies and Materials	\$ 22,262	\$ 47,338	\$ 35,998	\$ 9,630	\$ 24,073	\$ 29,036
Capital	\$ 37,730					\$ 1,968
Other Objects	\$ 99					\$ 660
Total	\$5,085,508	\$5,429,066	\$4,846,728	\$4,782,141	\$4,396,429	\$4,603,997
Dollars per Student	\$ 5,753 :1	\$ 6,052 :1	\$ 6,198 :1	\$ 6,445 :1	\$ 6,353 :1	\$ 6,791 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	23%	24%	23%	24%	26%
*Students with Disabilities	8%	9%	10%	12%	13%
*English Language Learners	1%	1%	1%	1%	1%
*Free-Direct Certification	6%	5%	4%	4%	5%
*Black	2%	3%	3%	2%	1%
*Latino	7%	8%	7%	8%	7%
*Native American	1%	1%	1%	1%	0%
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	2%	3%	3%	3%	4%
Multi-Race - Asian/White	4%	4%	4%	5%	6%
Asian	4%	3%	4%	3%	2%
White	79%	79%	78%	78%	79%

Student Performance Data

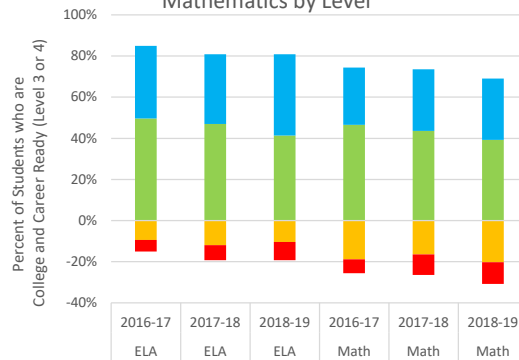
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	50%	47%	41%
ELA	Level 3	35%	34%	39%
ELA	Level 2	9%	12%	10%
ELA	Level 1	6%	7%	9%

ELA Participation	95%	93%	95%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	47%	44%	39%
Math	Level 3	28%	30%	30%
Math	Level 2	19%	16%	20%
Math	Level 1	7%	10%	11%

Math Participation	95%	91%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to 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 Comprehensive Support and Improvement school. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	513	483	310	325	327	362	373	371
Total	513	483	310	325	327	362	373	371

Converted from a K-8 to K-5 Feeding Harriet Tubman MS starting 2018-19 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	30.75	28.95	19.00	16.50	19.70	21.70
		Counseling Services	1.50	2.50	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	0.80	0.80	1.00	1.00	2.00	1.00
		Other	1.00	1.00	1.00		1.00	1.00
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/Paraeducator	4.75	3.88	5.38	6.13	6.13	7.01
		Library/Media Services	1.00	1.00				
	Admin.				0.88	2.88	2.75	2.75
	School Total		44.80	42.63	31.75	32.01	37.08	38.96
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	4.00	3.00	3.00	3.00	3.00
		ESL	1.50	1.50	0.25	0.25	0.25	0.25
		Other		1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	3.50	6.13	6.13	6.57	5.63	6.57
		ESL						
		Nutrition Services	2.75	2.69	2.81	2.13	2.13	2.13
		Custodial	4.00	7.00	3.00	3.00	3.00	3.00
	Other		1.00	1.00				
CASR Total		15.75	23.31	17.19	15.94	15.00	15.94	
Grand Total		60.55	65.94	48.94	47.95	52.09	54.90	

Overall Students per FTE 8.5:1 7.3:1 6.3:1 6.8:1 6.3:1 6.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	26.29	25.80	16.50	16.30	17.70	18.20
		Gen Fund Equity	4.75	4.95	3.50	1.50	1.42	1.49
		City Arts Tax Foundation	1.00	1.00	1.00	0.50	1.00	1.00
		Title I	3.01	2.50	2.00	1.20	2.00	1.45
		SIA					1.50	2.50
		Other					1.08	1.06
		Classified/ Non-Rep	Gen Fund	4.75	3.40	3.40	3.00	1.38
	Gen Fund Equity			0.10		2.20	2.75	2.63
	Foundation							
	Title I	2.88	2.88	4.13	5.31	3.44	4.32	
	Other	0.12		0.23		2.81	2.81	
	Admin.	Gen Fund	2.00	2.00	1.00	1.36	1.50	1.50
		Gen Fund Equity				0.64	0.50	0.50
		Other						
	School Total		44.80	42.63	31.75	32.01	37.08	38.96

School and CASR	Licensed	39.55	40.75	27.25	23.75	28.95	29.95
	Classified/ Non-Rep	19.00	23.19	20.69	22.20	21.14	22.95
	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.

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,729,753	\$ 2,882,015	\$ 2,076,276	\$ 2,015,474	\$ 2,548,271	\$ 2,832,464
Associated Payroll Costs	\$ 1,357,281	\$ 1,425,716	\$ 997,304	\$ 1,076,696	\$ 1,236,448	\$ 1,437,138
Purchased Services	\$ 27,734	\$ 61,097	\$ 57,893	\$ 54,312	\$ 25,855	\$ 58,656
Supplies and Materials	\$ 71,314	\$ 37,867	\$ 17,986	\$ 50,591	\$ 87,871	\$ 65,081
Capital	\$ 21,768					\$ 1,188
Other Objects	\$ 2,228			\$ 559		\$ 396
Total	\$4,210,077	\$4,406,694	\$3,149,459	\$3,197,632	\$3,898,445	\$4,394,923
Dollars per Student	\$ 8,207 :1	\$ 9,124 :1	\$ 10,160 :1	\$ 9,839 :1	\$ 11,922 :1	\$ 12,141 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	91%	88%	89%	85%	85%
*Students with Disabilities	15%	16%	16%	17%	16%
*English Language Learners	7%	5%	4%	3%	3%
*Free-Direct Certification	58%	55%	59%	52%	55%
*Black	59%	56%	53%	50%	44%
*Latino	13%	13%	13%	13%	15%
*Native American	2%	1%		0%	0%
*Pacific Islander	0%	0%	0%	0%	2%
*Multi-Race - Other Ancestry	9%	10%	11%	11%	13%
Multi-Race - Asian/White		0%	0%	1%	1%
Asian	2%	3%	3%	3%	2%
White	15%	17%	19%	23%	22%

Student Performance Data

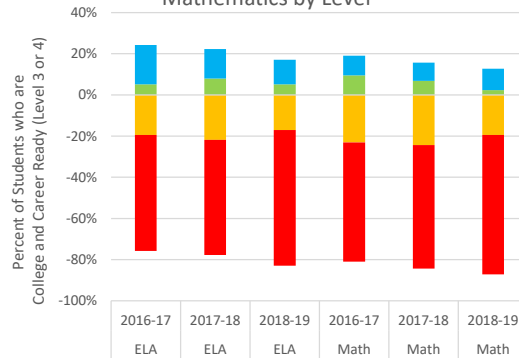
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	5%	8%	5%
ELA	Level 3	19%	14%	12%
ELA	Level 2	20%	22%	17%
ELA	Level 1	56%	56%	66%

ELA Participation	89%	79%	91%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	10%	7%	2%
Math	Level 3	10%	9%	11%
Math	Level 2	23%	24%	20%
Math	Level 1	58%	60%	68%

Math Participation	88%	78%	90%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Bridger

7910 SE Market St
503-916-6336

Principal: Melissa Schachner

K-5 (Spanish Immersion) Constructed 1951

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Economically Disadvantaged, Black/African American.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	210	223	191	194	195	129	118	119
Spanish Immersion	290	308	313	322	319	249	245	234
Total	500	531	504	516	514	378	363	353

Capacity challenges in 2018-19, added portable and will hold Kindergarten at Holiday for 2019-20 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	24.40	26.50	27.70	29.00	30.80	21.20
		Counseling Services	1.00	2.00	2.00	2.00	2.00	1.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists	2.00		1.30	1.80	1.50	0.50
		Other	0.25		0.50	0.50		0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.50	2.50	2.00
		Ed. Assistant/Paraeducator	5.63	9.29	4.00	2.43	2.75	3.38
		Library/Media Services	0.80	0.80	0.50	0.50		
	Admin.	Other			1.00	1.00		
			3.00	2.00	2.00	3.00	3.00	2.00
School Total		39.58	43.09	41.50	43.23	43.05	31.08	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	2.00	1.50	2.00	1.50	1.00
		ESL	2.50	2.00	2.00	2.00	2.00	1.00
		Other				1.00		
	Classified/ Non-Rep	Special Education	1.75	0.88	2.63	1.88	1.88	1.88
		ESL	0.88	0.88	0.88	0.88	0.44	0.44
		Nutrition Services	1.88	1.88	1.88	2.75	2.63	2.75
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
		Other	0.75					
	CASR Total		11.75	9.63	10.88	12.50	10.44	9.07
	Grand Total		51.33	52.71	52.38	55.73	53.49	40.15

Overall Students per FTE 9.7:1 10.1:1 9.6:1 9.3:1 9.6:1 9.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	23.40	25.50	29.00	30.70	30.70	18.70
		Gen Fund Equity	3.25	2.50	2.00	2.10	2.60	0.50
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Title I						
		SIA					0.50	1.50
		Other	0.50					2.00
		Classified/ Non-Rep	Gen Fund	4.31	6.38	4.50	6.08	3.81
	Gen Fund Equity			2.00	3.00		1.00	1.60
	Foundation							
	Title I		4.12	3.71				
	Other					0.35	0.44	1.78
	Admin.	Gen Fund	3.00	2.00	2.00	2.36	2.70	1.50
		Gen Fund Equity				0.64	0.30	0.50
		Other						
	School Total		39.58	43.09	41.50	43.23	43.05	31.08

School and CASR	Licensed	32.65	33.00	35.50	38.80	38.30	25.70
	Classified/ Non-Rep	15.68	17.71	14.88	13.93	12.19	12.45
	Admin.	3.00	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,356,605	\$ 2,563,921	\$ 2,688,211	\$ 2,997,845	\$ 3,044,029	\$ 2,383,517
Associated Payroll Costs	\$ 1,187,690	\$ 1,283,557	\$ 1,309,584	\$ 1,616,640	\$ 1,516,888	\$ 1,180,994
Purchased Services	\$ 18,171	\$ 17,199	\$ 15,107	\$ 9,296	\$ 27,440	\$ 12,696
Supplies and Materials	\$ 32,828	\$ 46,654	\$ 49,635	\$ 19,255	\$ 28,569	\$ 44,690
Capital				\$ 70		\$ 1,224
Other Objects	\$ 2,655	\$ 9	\$ 200	\$ 1,049		\$ 408
Total	\$3,597,950	\$3,911,340	\$4,062,738	\$4,644,156	\$4,616,926	\$3,623,529
Dollars per Student	\$ 7,196 :1	\$ 7,366 :1	\$ 8,061 :1	\$ 9,000 :1	\$ 8,982 :1	\$ 9,586 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	71%	67%	64%	65%	64%
*Students with Disabilities	15%	13%	12%	14%	13%
*English Language Learners	21%	19%	16%	16%	15%
*Free-Direct Certification	37%	30%	25%	25%	24%
*Black	5%	5%	5%	7%	6%
*Latino	40%	39%	39%	39%	37%
*Native American	1%	1%	0%	0%	0%
*Pacific Islander	1%	2%	2%	1%	1%
*Multi-Race - Other Ancestry	5%	6%	4%	4%	5%
Multi-Race - Asian/White	3%	3%	3%	4%	4%
Asian	8%	7%	7%	5%	4%
White	37%	38%	40%	40%	42%

Student Performance Data

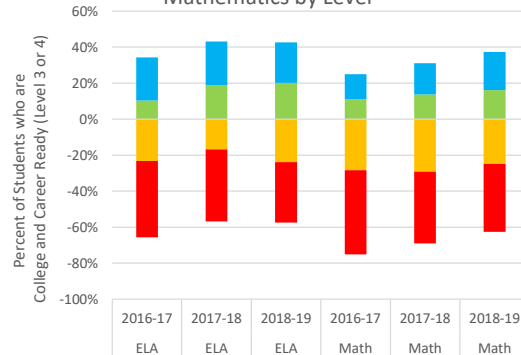
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	10%	19%	20%
ELA	Level 3	24%	24%	23%
ELA	Level 2	23%	17%	24%
ELA	Level 1	43%	40%	34%

ELA Participation	92%	98%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	11%	14%	16%
Math	Level 3	14%	17%	21%
Math	Level 2	28%	29%	25%
Math	Level 1	47%	40%	38%

Math Participation	91%	98%	96%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Bridlemile

4300 SW 47th Dr
503-916-6292

Principal: Jerome Townsend

K-5 Constructed 1956

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	511	535	518	508	437	465	472	462
Total	511	535	518	508	437	465	472	462

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	22.60	22.50	22.90	20.90	21.40	20.50
		Counseling Services	1.50	1.50	1.50	1.50	1.50	1.50
		Library/Media Services	1.00	1.00	1.00	0.50	0.50	0.50
		Instructional Specialists		0.50		0.50		0.50
		Other			0.50			
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	1.50	1.50	2.00
		Ed. Assistant/ Paraeducator	1.45	1.44	1.44	2.40	0.48	
		Library/Media Services				0.50	0.50	0.50
	Admin.					1.00		
	Admin.		2.00	1.00	2.00	1.00	1.00	1.00
School Total			30.55	29.94	31.34	29.80	26.88	26.50
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	2.00	3.00	3.00	3.00	3.00
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	6.13	5.25	8.75	8.44	6.57	5.63
		ESL						
		Nutrition Services	1.88	0.88	0.88	0.75	0.88	0.88
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
Other								
CASR Total			12.50	10.63	15.13	14.69	12.94	12.00
Grand Total			43.05	40.57	46.47	44.49	39.82	38.50

Overall Students per FTE 11.9:1 13.2:1 11.1:1 11.4:1 11.0:1 12.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	23.08	23.13	23.90	21.90	20.90	18.50
		Gen Fund Equity						
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	1.02	0.87	1.00	0.50	1.00	1.00
		Title I						
		SIA					0.50	2.50
	Other		0.50					
	Classified/ Non-Rep	Gen Fund	2.50	1.50	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation	0.95	1.94	1.44	2.40	0.48	0.50
		Title I						
		Other				1.00		
	Admin.	Gen Fund	2.00	1.00	2.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			30.55	29.94	31.34	29.80	26.88	26.50

School and CASR	Licensed	27.60	28.00	29.40	26.90	26.90	26.50
	Classified/ Non-Rep	13.45	11.57	15.07	16.59	11.92	11.00
	Admin.	2.00	1.00	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.

Bridlemile

4300 SW 47th Dr
503-916-6292
Principal: Jerome Townsend



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,059,605	\$ 2,134,061	\$ 2,311,239	\$ 2,119,890	\$ 1,884,282	\$ 2,148,650
Associated Payroll Costs	\$ 939,095	\$ 1,026,532	\$ 1,087,136	\$ 1,051,516	\$ 918,487	\$ 1,043,173
Purchased Services	\$ 28,302	\$ 15,359	\$ 9,224	\$ 5,993	\$ 1,672	\$ 14,916
Supplies and Materials	\$ 26,264	\$ 14,453	\$ 19,504	\$ 12,219	\$ 8,129	\$ 16,911
Capital						\$ 1,440
Other Objects	\$ 1,728	\$ 3,235				\$ 480
Total	\$3,054,994	\$3,193,639	\$3,427,103	\$3,189,619	\$2,812,570	\$3,225,570
Dollars per Student	\$ 5,978 :1	\$ 5,969 :1	\$ 6,616 :1	\$ 6,279 :1	\$ 6,436 :1	\$ 6,937 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	30%	30%	27%	27%	34%
*Students with Disabilities	11%	11%	11%	12%	16%
*English Language Learners	3%	4%	4%	3%	5%
*Free-Direct Certification	8%	8%	6%	7%	8%
*Black	1%	2%	2%	2%	1%
*Latino	9%	10%	9%	9%	10%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	1%	0%			
*Multi-Race - Other Ancestry	4%	3%	4%	4%	5%
Multi-Race - Asian/White	5%	6%	6%	7%	9%
Asian	4%	4%	5%	5%	3%
White	75%	74%	74%	74%	71%

Student Performance Data

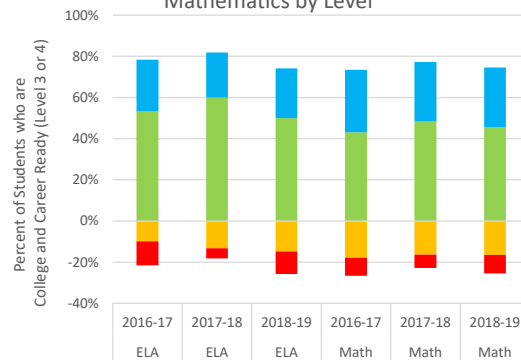
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	53%	60%	50%
ELA	Level 3	25%	22%	24%
ELA	Level 2	10%	13%	15%
ELA	Level 1	12%	5%	11%

ELA Participation	94%	93%	95%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	43%	49%	46%
Math	Level 3	30%	29%	29%
Math	Level 2	18%	16%	17%
Math	Level 1	9%	7%	9%

Math Participation	92%	94%	94%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Buckman

320 SE 16th Ave
503-916-6230

Principal: Teresa Seidel

K-5 (Arts Focus) Constructed 1922

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Buckman	459	474	450	427	446	448	442	436
Total	459	474	450	427	446	448	442	436

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	21.00	21.00	20.90	20.40	21.40	20.40
		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 Specialists						
		Other					1.50	1.50
	Classified/ Non-Rep	Clerical	2.00	1.90	2.00	2.00	1.60	1.60
		Ed. Assistant/Paraeducator	2.75	1.75	1.75	0.60		
		Library/Media Services						
	Admin.					0.94		
	School Total			28.75	27.65	27.65	26.94	27.50
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	4.00	4.50	4.50	4.50	4.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	4.38	5.25	7.00	7.50	8.44	8.44
		ESL						
		Nutrition Services	1.38	1.38	1.25	1.13	1.13	1.13
		Custodial	3.00	2.00	2.73	3.00	4.00	4.00
CASR Total		12.00	12.88	15.73	16.38	18.32	18.32	
Grand Total			40.75	40.53	43.38	43.32	45.82	44.82

Overall Students per FTE 11.3:1 11.7:1 10.4:1 9.9:1 9.7:1 10.0:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	19.53	19.78	20.20	20.15	21.15	18.15
		Gen Fund Equity	1.75	1.12	1.12	1.25	2.00	2.00
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.73	1.10	0.58		0.09	0.17
		Title I						
		SIA					0.50	0.50
	Classified/ Non-Rep	Other					0.16	2.08
		Gen Fund	4.25	1.90	2.00	1.50	1.50	1.50
		Gen Fund Equity	0.50	1.75	1.75	0.50		
		Foundation				1.54	0.10	
		Title I						
	Admin.	Other						0.10
		Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
	School Total			28.75	27.65	27.65	26.94	27.50

School and CASR	Licensed	26.25	27.25	27.65	27.15	29.65	28.65
	Classified/ Non-Rep	13.50	12.28	14.73	15.17	15.17	15.17
	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.

Buckman

320 SE 16th Ave
503-916-6230
Principal: Teresa Seidel



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,835,112	\$ 1,816,137	\$ 1,935,688	\$ 1,889,775	\$ 2,060,354	\$ 2,194,617
Associated Payroll Costs	\$ 916,564	\$ 930,319	\$ 929,205	\$ 941,119	\$ 986,191	\$ 1,077,904
Purchased Services	\$ 10,765	\$ 8,182	\$ 6,678	\$ 6,160	\$ 3,776	\$ 14,496
Supplies and Materials	\$ 33,750	\$ 12,781	\$ 34,172	\$ 5,031	\$ 22,740	\$ 17,340
Capital	\$ 9,520					\$ 1,404
Other Objects	\$ 1,350					\$ 468
Total	\$2,807,061	\$2,767,418	\$2,905,744	\$2,842,085	\$3,073,061	\$3,306,229
Dollars per Student	\$ 6,116 :1	\$ 5,838 :1	\$ 6,457 :1	\$ 6,656 :1	\$ 6,890 :1	\$ 7,380 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	45%	44%	43%	45%	46%
*Students with Disabilities	16%	14%	17%	19%	18%
*English Language Learners	3%	2%	2%	2%	2%
*Free-Direct Certification	20%	19%	16%	19%	21%
*Black	4%	4%	4%	3%	4%
*Latino	12%	13%	14%	14%	14%
*Native American	0%	0%		0%	0%
*Pacific Islander		0%	0%		
*Multi-Race - Other Ancestry	6%	8%	7%	8%	9%
Multi-Race - Asian/White	5%	4%	5%	5%	5%
Asian	3%	3%	2%	1%	1%
White	69%	68%	68%	69%	68%

Student Performance Data

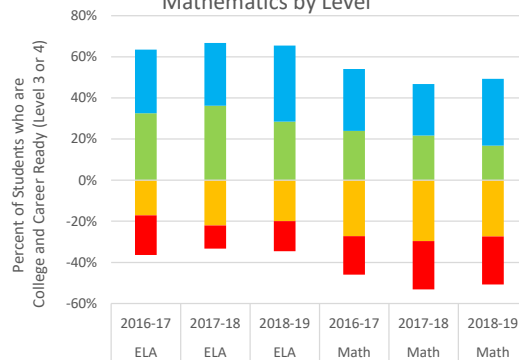
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	33%	36%	29%
ELA	Level 3	31%	31%	37%
ELA	Level 2	17%	22%	20%
ELA	Level 1	19%	11%	15%

ELA Participation	80%	82%	92%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	24%	22%	17%
Math	Level 3	30%	25%	33%
Math	Level 2	27%	30%	27%
Math	Level 1	19%	23%	23%

Math Participation	81%	81%	91%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Capitol Hill

8401 SW 17th Ave
503-916-6303

Principal: Aimee Alexander-Shea

K-5 Constructed 1917

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	448	442	443	416	346	380	371	375
Total	448	442	443	416	346	380	371	375

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	19.13	19.00	20.20	20.40	16.00	17.00
		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 Specialists						
		Other					0.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	0.25	0.72	0.94	0.99		
		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		24.38	24.72	26.14	26.39	21.50	22.50	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.00	1.00	1.00	1.00	1.00
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	1.75	1.75	1.75	1.88		0.94
		ESL						
		Nutrition Services	1.31	1.31	1.31	1.00	1.00	1.00
		Custodial	3.73	2.73	2.73	2.73	3.45	3.45
Other								
CASR Total		8.79	7.29	7.29	7.10	5.95	6.89	
Grand Total		33.16	32.01	33.43	33.49	27.45	29.39	

Overall Students per FTE 13.5:1 13.8:1 13.3:1 12.4:1 12.6:1 12.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	19.50	19.50	20.70	20.70	16.50	17.50
		Gen Fund Equity						
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.13			0.20		
		Title I						
		SIA					0.50	0.50
	Classified/ Non-Rep	Gen Fund	2.75	2.00	2.18	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation		0.47	0.94	0.99		
		Title I						
Other			0.75	0.32	0.50	0.50	0.50	
Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00	
	Gen Fund Equity							
	Other							
School Total		24.38	24.72	26.14	26.39	21.50	22.50	

School and CASR	Licensed	22.63	22.00	23.20	23.40	19.50	20.50
	Classified/ Non-Rep	9.54	9.01	9.23	9.09	6.95	7.89
	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: Aimee Alexander-Shea



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,632,145	\$ 1,739,897	\$ 1,939,870	\$ 1,898,207	\$ 1,519,626	\$ 1,849,910
Associated Payroll Costs	\$ 787,701	\$ 853,001	\$ 910,975	\$ 959,625	\$ 717,969	\$ 884,650
Purchased Services	\$ 25,849	\$ 11,384	\$ 6,043	\$ 3,872	\$ 1,790	\$ 12,756
Supplies and Materials	\$ 37,229	\$ 26,167	\$ 41,047	\$ 27,860	\$ 60,183	\$ 15,040
Capital	\$ 19,014		\$ 75			\$ 1,236
Other Objects		\$ 164	\$ 82			\$ 408
Total	\$2,501,938	\$2,630,613	\$2,898,092	\$2,889,564	\$2,299,567	\$2,764,000
Dollars per Student	\$ 5,585 :1	\$ 5,952 :1	\$ 6,542 :1	\$ 6,946 :1	\$ 6,646 :1	\$ 7,274 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	33%	33%	31%	31%	30%
*Students with Disabilities	11%	9%	9%	7%	7%
*English Language Learners	4%	4%	4%	3%	3%
*Free-Direct Certification	11%	13%	11%	10%	12%
*Black	5%	5%	4%	3%	3%
*Latino	11%	10%	11%	10%	10%
*Native American	0%	0%	0%	0%	1%
*Pacific Islander	0%	0%		0%	0%
*Multi-Race - Other Ancestry	4%	3%	4%	5%	4%
Multi-Race - Asian/White	3%	3%	4%	3%	4%
Asian	4%	4%	4%	4%	3%
White	74%	74%	73%	75%	76%

Student Performance Data

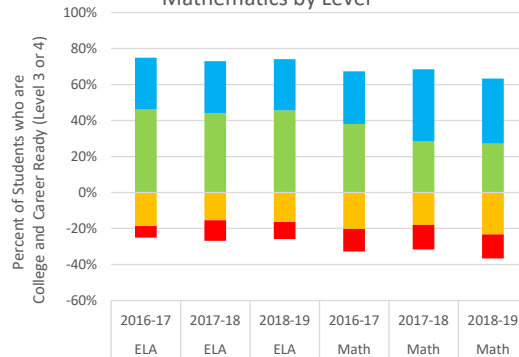
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	46%	44%	46%
ELA	Level 3	29%	29%	28%
ELA	Level 2	19%	15%	16%
ELA	Level 1	6%	12%	10%

ELA Participation	83%	94%	98%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	38%	29%	27%
Math	Level 3	29%	40%	36%
Math	Level 2	20%	18%	23%
Math	Level 1	13%	14%	13%

Math Participation	82%	93%	98%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



César Chávez

5103 N Willis Blvd
503-916-5666

Principal: Risa Munoz Nabielski

K-8 (Spanish Immersion) Constructed 1927

The Oregon Department of Education has identified this school as a Comprehensive Support and Improvement school. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	243	249	259	230	236	217	213	199
Spanish Immersion	308	291	291	319	308	324	309	309
Total	551	540	550	549	544	541	522	508

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	29.00	30.50	30.00	30.80	32.70	30.00
		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 Specialists	0.50	2.00	1.50	2.00	2.00	3.50
		Other	1.00	1.00	1.00	1.00	1.00	1.50
	Classified/ Non-Rep	Clerical	2.50	3.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	6.34	5.29	5.07	4.78	4.26	4.25
		Library/Media Services						
	Other	1.50	1.00	5.00	4.63	3.63	3.63	
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00	
School Total		45.84	47.79	49.57	50.21	50.58	49.88	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	2.00	2.00	2.00	2.00	2.00
		ESL	3.50	4.00	3.50	3.50	3.50	3.50
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	0.88		0.88	0.94	0.94	0.94
		ESL	2.19	2.19	2.63	2.63	1.75	1.75
		Nutrition Services	2.75	2.69	2.69	2.94	2.69	2.69
		Custodial	4.45	3.73	3.73	3.73	3.73	3.73
	Other							
CASR Total		16.76	15.60	16.41	16.73	15.60	15.60	
Grand Total		62.61	63.39	65.98	66.94	66.18	65.48	

Overall Students per FTE 8.8:1 8.5:1 8.3:1 8.2:1 8.2:1 8.3:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	28.36	31.09	31.66	31.50	32.70	29.50
		Gen Fund Equity	3.96	4.27	2.09	4.30	4.00	4.00
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	0.50	1.00
		Title I						
		SIA					1.50	3.00
		Other	0.19	0.14	0.75			0.50
		Classified/ Non-Rep	Gen Fund	3.78	3.60	3.08	4.00	1.50
	Gen Fund Equity		1.09	1.46	5.40	2.40	1.50	1.25
	Foundation							
	Title I		5.45	3.23	3.59	5.01	5.38	5.23
	Other	0.02	1.00			1.50	1.50	
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
Other								
School Total		45.84	47.79	49.57	50.21	50.58	49.88	

School and CASR	Licensed	40.00	43.50	42.00	43.30	45.20	44.50
	Classified/ Non-Rep	20.61	17.89	21.98	21.64	18.98	18.98
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,435,086	\$ 2,842,153	\$ 2,945,108	\$ 2,964,658	\$ 3,147,345	\$ 3,597,915
Associated Payroll Costs	\$ 1,286,083	\$ 1,441,178	\$ 1,479,286	\$ 1,696,752	\$ 1,778,313	\$ 1,866,636
Purchased Services	\$ 102,475	\$ 138,214	\$ 40,744	\$ 16,320	\$ 73,205	\$ 42,635
Supplies and Materials	\$ 59,880	\$ 38,265	\$ 105,898	\$ 75,949	\$ 71,930	\$ 49,620
Capital	\$ 7,821	\$ 358	\$ 4,527	\$ 3,410	\$ 5,071	\$ 1,632
Other Objects	\$ 3,519	\$ 6,741	\$ 3,531	\$ 800		\$ 540
Total	\$3,894,864	\$4,466,908	\$4,579,094	\$4,757,890	\$5,075,864	\$5,558,978
Dollars per Student	\$ 7,069 :1	\$ 8,272 :1	\$ 8,326 :1	\$ 8,666 :1	\$ 9,331 :1	\$ 10,275 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	88%	87%	87%	84%	85%
*Students with Disabilities	12%	13%	13%	11%	12%
*English Language Learners	38%	34%	34%	36%	35%
*Free-Direct Certification	53%	49%	50%	44%	47%
*Black	16%	16%	16%	15%	16%
*Latino	56%	53%	52%	53%	53%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	5%	5%	4%	3%	3%
*Multi-Race - Other Ancestry	5%	7%	7%	5%	6%
Multi-Race - Asian/White	0%	0%	1%	1%	1%
Asian	1%	2%	2%	2%	2%
White	17%	17%	18%	21%	21%

Student Performance Data

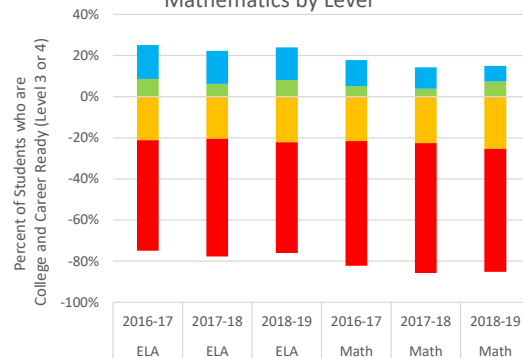
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	9%	6%	8%
ELA	Level 3	16%	16%	16%
ELA	Level 2	21%	21%	22%
ELA	Level 1	54%	57%	54%

ELA Participation	91%	95%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	5%	4%	7%
Math	Level 3	13%	10%	8%
Math	Level 2	22%	23%	25%
Math	Level 1	61%	63%	60%

Math Participation	86%	96%	96%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Chapman

1445 NW 26th Ave
503-916-6295

Principal: Pamela Van Der Wolf
K-5 Constructed 1923

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Hispanic/Latino.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	584	532	484	484	375	436	436	451
Total	584	532	484	484	375	436	436	451

Kindergarten no longer at Ramona site, as of middle 2018-19 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	27.50	24.00	22.40	21.40	19.20	19.45
		Counseling Services	2.00	1.50	2.00	1.00	1.50	1.50
		Library/Media Services	0.50	0.75	0.75	0.80	0.50	0.75
		Instructional Specialists					1.50	1.75
		Other						
	Classified/ Non-Rep	Clerical	3.00	2.75	2.00	1.50	1.50	1.75
		Ed. Assistant/Paraeducator	6.38	4.14	3.38	2.40	0.88	1.10
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
	Admin.	Other				0.88	1.00	
	Admin.		3.00	3.00	2.00	2.00	2.00	2.00
School Total		42.88	36.64	33.03	30.48	28.58	28.80	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.00	1.50	1.50	1.50	1.00
		ESL	1.00	1.00	1.00	1.00	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	2.63	3.50	2.63	2.81	2.81	0.94
		ESL	0.44	0.44	0.44			
		Nutrition Services	2.38	2.38	1.25	1.38	1.38	1.38
		Custodial	5.45	4.73	3.00	3.00	4.00	4.00
	Other	0.13						
	CASR Total		13.51	13.04	9.81	9.69	10.19	7.81
	Grand Total		56.39	49.68	42.84	40.17	38.77	36.61

Overall Students per FTE 10.4:1 10.7:1 11.3:1 12.1:1 9.7:1 11.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	27.23	23.25	23.40	20.90	19.70	19.70
		Gen Fund Equity	0.75	1.75	0.75	0.30	1.00	1.25
		City Arts Tax Foundation	1.50	1.00	1.00	1.00	1.00	1.00
		Foundation	0.52	0.25		1.00		
		Title I						
		SIA					1.00	1.50
		Other						
	Classified/ Non-Rep	Gen Fund	6.37	5.57	3.50	2.88	2.13	2.00
		Gen Fund Equity		0.50	0.50	1.60	1.47	1.10
		Foundation	3.50	1.31	0.94	0.80		
		Title I						
		Other			0.94		0.28	0.25
	Admin.	Gen Fund	3.00	3.00	2.00	1.36	1.50	1.50
		Gen Fund Equity				0.64	0.50	0.50
		Other						
School Total		42.88	36.64	33.03	30.48	28.58	28.80	

School and CASR	Licensed	32.50	28.25	27.65	25.70	24.70	24.95
	Classified/ Non-Rep	20.89	18.43	13.19	12.47	12.07	9.66
	Admin.	3.00	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.

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,587,015	\$ 2,380,178	\$ 2,199,153	\$ 2,051,789	\$ 1,835,635	\$ 2,275,342
Associated Payroll Costs	\$ 1,218,260	\$ 1,190,985	\$ 1,054,349	\$ 1,068,286	\$ 913,947	\$ 1,133,645
Purchased Services	\$ 35,818	\$ 23,987	\$ 43,982	\$ 20,841	\$ 20,928	\$ 26,528
Supplies and Materials	\$ 24,700	\$ 17,622	\$ 31,368	\$ 44,639	\$ 44,150	\$ 64,096
Capital	\$ 79			\$ 25,000		\$ 1,368
Other Objects	\$ 1,728	\$ 800				\$ 456
Total	\$3,867,600	\$3,613,572	\$3,328,851	\$3,210,556	\$2,814,660	\$3,501,435
Dollars per Student	\$ 6,623 :1	\$ 6,792 :1	\$ 6,878 :1	\$ 6,633 :1	\$ 7,506 :1	\$ 8,031 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	40%	37%	42%	45%	51%
*Students with Disabilities	9%	8%	9%	9%	10%
*English Language Learners	6%	5%	6%	5%	6%
*Free-Direct Certification	20%	18%	21%	25%	27%
*Black	3%	2%	3%	4%	7%
*Latino	9%	9%	10%	12%	14%
*Native American	1%	0%	0%	1%	2%
*Pacific Islander			0%		
*Multi-Race - Other Ancestry	5%	4%	7%	7%	8%
Multi-Race - Asian/White	7%	7%	6%	6%	5%
Asian	7%	7%	6%	4%	4%
White	69%	71%	68%	66%	60%

Student Performance Data

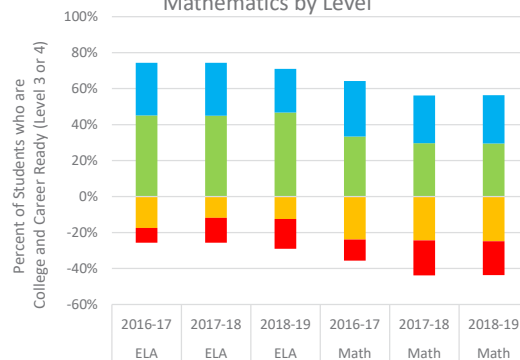
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	45%	45%	47%
ELA	Level 3	29%	29%	24%
ELA	Level 2	18%	12%	13%
ELA	Level 1	8%	14%	17%

ELA Participation	90%	91%	91%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	33%	30%	30%
Math	Level 3	31%	27%	27%
Math	Level 2	24%	24%	25%
Math	Level 1	12%	20%	19%

Math Participation	89%	91%	91%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Chief Joseph

2409 N Saratoga St
503-916-6255

Principal: Amber Gerber
K-5 Constructed 1949

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Economically Disadvantaged, Students with Disabilities, Black/African American, English Learners.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	326	363	358	351	305	317	314	305
Total	326	363	358	351	305	317	314	305

Converted to K-4 (2016-17 SY) and then K-5 (starting 2017-18) Feeding Ockley Green MS.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	15.50	18.50	16.00	15.50	16.50	15.20
		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 Specialists					0.50	1.00
		Other			1.00	1.00	1.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	1.00	0.48	0.98	0.50	0.90	0.90
		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		21.50	23.98	22.98	22.00	24.40	23.60	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.00	1.00	1.00	1.00	1.00	0.50
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	1.75	1.75	1.75	1.88	1.88	0.94
		ESL						
		Nutrition Services	1.38	1.38	1.38	1.00	1.00	1.00
		Custodial	3.00	2.00	2.00	2.00	3.00	3.00
	Other	0.50	0.50	0.50				
CASR Total		8.13	7.13	7.13	6.38	7.38	5.94	
Grand Total		29.63	31.10	30.10	28.38	31.78	29.54	

Overall Students per FTE 11.0:1 11.7:1 11.9:1 12.4:1 9.6:1 10.7:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	16.00	17.50	16.50	16.00	17.00	14.00
		Gen Fund Equity	0.50	1.50	1.00	1.00	1.00	1.00
		City Arts Tax Foundation	0.50	1.00	1.00	1.00	1.00	0.50
		Title I						
		SIA					1.00	3.70
		Other						
		Classified/ Non-Rep	Gen Fund	2.50	2.50	2.00	2.00	2.40
	Gen Fund Equity		0.50		1.00	1.00	1.00	1.00
	Foundation		0.30					
	Title I							
	Other		0.20	0.48	0.48			
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total		21.50	23.98	22.98	22.00	24.40	23.60	

School and CASR	Licensed	18.50	21.50	20.00	19.50	21.50	20.20
	Classified/ Non-Rep	10.13	8.60	9.10	7.88	9.28	8.34
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,341,943	\$ 1,591,996	\$ 1,602,644	\$ 1,597,537	\$ 1,681,167	\$ 1,821,810
Associated Payroll Costs	\$ 640,648	\$ 764,652	\$ 745,244	\$ 815,054	\$ 882,394	\$ 892,040
Purchased Services	\$ 9,258	\$ 7,878	\$ 5,606	\$ 6,401	\$ 1,792	\$ 11,160
Supplies and Materials	\$ 15,329	\$ 14,476	\$ 11,393	\$ 6,161	\$ 18,016	\$ 58,600
Capital	\$ 2,503					\$ 1,080
Other Objects	\$ 82					\$ 360
Total	\$2,009,762	\$2,379,001	\$2,364,887	\$2,425,153	\$2,583,368	\$2,785,050
Dollars per Student	\$ 6,165 :1	\$ 6,554 :1	\$ 6,606 :1	\$ 6,909 :1	\$ 8,470 :1	\$ 8,786 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	49%	47%	47%	47%	42%
*Students with Disabilities	15%	12%	13%	13%	13%
*English Language Learners	6%	5%	5%	7%	7%
*Free-Direct Certification	24%	22%	22%	23%	19%
*Black	10%	10%	9%	7%	4%
*Latino	10%	10%	11%	11%	10%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	2%	2%	2%	1%	2%
*Multi-Race - Other Ancestry	10%	11%	11%	10%	9%
Multi-Race - Asian/White	4%	4%	5%	5%	5%
Asian	4%	4%	4%	3%	4%
White	59%	58%	57%	62%	66%

Student Performance Data

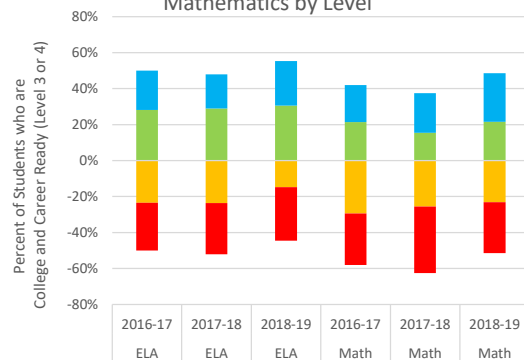
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	28%	29%	31%
ELA	Level 3	22%	19%	25%
ELA	Level 2	23%	24%	15%
ELA	Level 1	27%	28%	30%

ELA Participation	97%	93%	95%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	21%	16%	22%
Math	Level 3	21%	22%	27%
Math	Level 2	29%	26%	23%
Math	Level 1	29%	37%	28%

Math Participation	96%	92%	95%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Cleveland

3400 SE 26th Ave
503-916-5120

Principal: JoAnn Wadkins

9-12 (International Baccalaureate) Constructed 1929

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	1512	1466	1510	1427	1457	1456	1431	1437
Mandarin Immersion	97	120	141	133	124	134	137	145
Total	1609	1586	1651	1560	1581	1590	1568	1582

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	76.35	72.38	70.68	71.92	67.41	69.74
		Counseling Services	5.60	5.00	6.00	6.00	5.00	5.50
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	1.00	1.00	1.01		3.51	2.84
		Other	1.75	2.50	2.89	2.17	1.92	1.92
	Classified/ Non-Rep	Clerical	9.95	10.70	10.35	8.95	8.70	8.59
		Ed. Assistant/ Paraeducator	4.88					
		Library/Media Services	2.00	4.25	1.75	2.00	3.50	3.50
	Admin.		4.00	4.00	4.00	3.80	4.00	4.00
	School Total		106.53	100.83	97.68	95.84	95.03	97.09
Centrally Allocated School Resources (CASR)	Licensed	Special Education	8.50	8.00	9.00	9.00	9.00	9.00
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	9.63	9.63	11.38	10.32	10.32	12.19
		Nutrition Services	1.38	1.38	1.38	1.38	1.38	1.38
		Custodial	11.45	8.45	12.00	5.00	9.00	9.00
		Other	4.00	2.00	2.00	3.00	3.00	3.00
	CASR Total		36.45	30.95	37.25	30.19	34.19	36.07
	Grand Total		142.98	131.78	134.93	126.04	129.23	133.16

Overall Students per FTE 11.3:1 12.0:1 12.2:1 12.4:1 12.2:1 11.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	80.70	78.13	78.16	76.83	73.58	75.83
		Gen Fund Equity	4.50	3.50				
		City Arts Tax						
		Foundation		0.25	1.16	1.00	0.25	
		Title I						
		SIA					1.00	1.00
		Other	0.50		2.26	3.26	4.01	4.17
	Classified/ Non-Rep	Gen Fund	16.83	11.45	11.85	9.63	9.20	9.09
		Gen Fund Equity		1.00				
		Foundation		2.50				
		Title I						
		Other			0.25	1.33	3.00	3.00
	Admin.	Gen Fund	4.00	4.00	4.00	3.80	4.00	4.00
		Gen Fund Equity						
Other								
School Total		106.53	100.83	97.68	95.84	95.03	97.09	

School and CASR	Licensed	95.70	91.38	92.08	91.59	89.33	91.50
	Classified/ Non-Rep	43.28	36.40	38.85	30.65	35.89	37.66
	Admin.	4.00	4.00	4.00	3.80	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.



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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 6,874,190	\$ 7,252,284	\$ 7,248,175	\$ 7,189,282	\$ 7,147,940	\$ 7,896,582
Associated Payroll Costs	\$ 3,302,420	\$ 3,429,380	\$ 3,451,362	\$ 3,544,188	\$ 3,306,887	\$ 3,799,872
Purchased Services	\$ 68,246	\$ 62,868	\$ 75,040	\$ 53,029	\$ 16,304	\$ 58,095
Supplies and Materials	\$ 60,479	\$ 51,027	\$ 101,630	\$ 41,971	\$ 160,102	\$ 157,884
Capital	\$ 13,645	\$ 22,562	\$ 4,890	\$ 1,064		\$ 5,604
Other Objects	\$ 19,193	\$ 31,442	\$ 73,227	\$ 37,131		\$ 6,872
Total	\$10,338,173	\$10,849,564	\$10,954,324	\$10,866,665	\$10,631,233	\$11,924,909
Dollars per Student	\$ 6,425 :1	\$ 6,841 :1	\$ 6,635 :1	\$ 6,966 :1	\$ 6,724 :1	\$ 7,500 :1

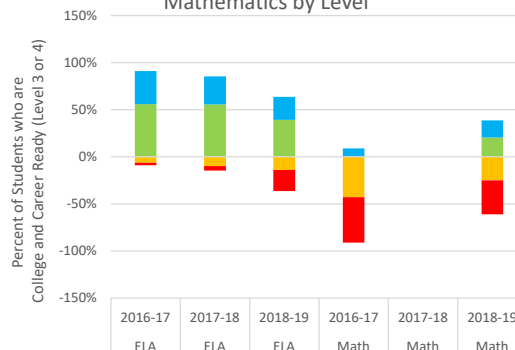
Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	32%	29%	29%	29%	31%
*Students with Disabilities	11%	10%	11%	11%	11%
*English Language Learners	1%	1%	1%	1%	1%
*Free-Direct Certification	14%	11%	11%	9%	12%
*Black	3%	3%	3%	2%	3%
*Latino	9%	9%	8%	9%	9%
*Native American	1%	0%	0%	0%	0%
*Pacific Islander	1%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	4%	4%	5%	5%	5%
Multi-Race - Asian/White	4%	5%	5%	5%	7%
Asian	9%	10%	10%	10%	9%
White	70%	70%	69%	69%	67%

Student Performance Data

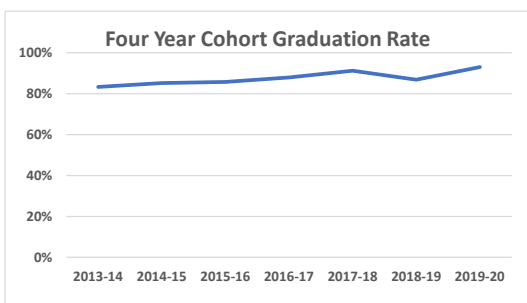
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	56%	56%	39%
ELA	Level 3	35%	30%	24%
ELA	Level 2	6%	10%	14%
ELA	Level 1	3%	5%	22%
ELA Participation		66%	55%	65%

Subject	Math	2016-17	2017-18	2018-19
Math	Level 4			20%
Math	Level 3	9%		18%
Math	Level 2	43%		25%
Math	Level 1	48%		36%
Math Participation		16%		52%

Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.





Creative Science

1231 SE 92nd
503-916-6431

Principal: Not announced

K-8 (Science Focus) Constructed 1955

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Creative Science School	492	479	466	468	450	453	449	450
Total	492	479	466	468	450	453	449	450

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	20.50	20.25	20.50	20.27	20.30	20.30
		Counseling Services	1.00	1.00	1.00	1.00	1.50	1.50
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists						1.00
		Other	0.50	0.60				
	Classified/ Non-Rep	Clerical	2.00	2.00	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	1.13	1.38	0.88	0.75	0.75	0.75
		Library/Media Services						
	Admin.							
		Other	2.00	2.00	2.00	2.00	2.00	2.00
School Total		28.13	28.23	26.88	26.53	27.05	28.05	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	2.00	2.00	2.00	2.00	2.00
		ESL	0.50	0.50	0.50	0.25	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education				0.94	0.94	1.88
		ESL						
		Nutrition Services	1.38	1.25	2.06	1.44	2.19	1.44
		Custodial	2.73	2.73	2.00	2.00	2.73	2.73
	Other					0.88	0.88	
CASR Total		6.10	6.48	6.56	6.63	9.23	9.41	
Grand Total		34.23	34.70	33.44	33.15	36.28	37.47	

Overall Students per FTE 14.4:1 13.8:1 13.9:1 14.1:1 12.4:1 12.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	22.50	21.85	22.00	21.77	21.80	21.80
		Gen Fund Equity		0.50				1.00
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
		Title I						
		SIA					0.50	0.50
		Other						
		Classified/ Non-Rep	Gen Fund	3.13	3.38	2.38	2.25	2.25
	Gen Fund Equity							
	Foundation							
	Title I							
	Admin.	Other						
		Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total		28.13	28.23	26.88	26.53	27.05	28.05

School and CASR	Licensed	25.00	25.35	25.00	24.52	25.30	26.30
	Classified/ Non-Rep	7.23	7.35	6.44	6.63	8.98	9.17
	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.

Creative Science

1231 SE 92nd
503-916-6431
Principal: Not announced



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,862,698	\$ 2,036,977	\$ 2,045,484	\$ 2,023,021	\$ 2,129,530	\$ 2,333,457
Associated Payroll Costs	\$ 905,418	\$ 951,904	\$ 938,217	\$ 1,039,382	\$ 1,029,483	\$ 1,117,639
Purchased Services	\$ 20,485	\$ 18,706	\$ 13,345	\$ 7,964	\$ 1,888	\$ 33,562
Supplies and Materials	\$ 23,735	\$ 12,292	\$ 45,958	\$ 10,546	\$ 9,804	\$ 17,823
Capital		\$ 1,210	\$ 2,726			\$ 1,416
Other Objects						\$ 468
Total	\$2,812,336	\$3,021,090	\$3,045,731	\$3,080,913	\$3,170,705	\$3,504,365
Dollars per Student	\$ 5,716 :1	\$ 6,307 :1	\$ 6,536 :1	\$ 6,583 :1	\$ 7,046 :1	\$ 7,736 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	37%	38%	37%	37%	41%
*Students with Disabilities	13%	17%	18%	18%	20%
*English Language Learners	5%	3%	3%	3%	5%
*Free-Direct Certification	15%	14%	13%	12%	14%
*Black	2%	3%	2%	2%	3%
*Latino	5%	6%	6%	6%	8%
*Native American	0%	1%	1%	1%	1%
*Pacific Islander	1%	1%	0%	0%	0%
*Multi-Race - Other Ancestry	5%	4%	4%	5%	5%
Multi-Race - Asian/White	3%	2%	3%	3%	3%
Asian	11%	10%	10%	10%	10%
White	73%	74%	74%	73%	70%

Student Performance Data

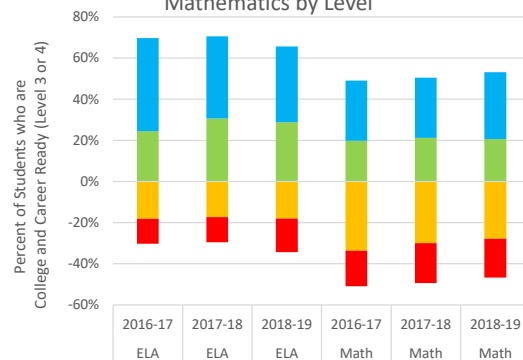
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	24%	31%	29%
ELA	Level 3	45%	40%	37%
ELA	Level 2	18%	17%	18%
ELA	Level 1	12%	12%	16%

ELA Participation	84%	86%	92%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	20%	21%	21%
Math	Level 3	29%	29%	33%
Math	Level 2	34%	30%	28%
Math	Level 1	17%	19%	19%

Math Participation	83%	85%	91%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Creston

4701 SE Bush St
503-916-6340

Principal: Angelica Cruz

K-5 Constructed 1946

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	356	372	361	375	385	265	261	248
Total	356	372	361	375	385	265	261	248

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	20.60	18.00	20.35	18.30	18.80	14.75
		Counseling Services	1.00	1.00	1.75	1.75	1.50	
		Library/Media Services	1.00	1.00	0.50	1.00	1.00	1.00
		Instructional Specialists					1.00	
		Other		0.50		1.00		0.50
	Classified/ Non-Rep	Clerical	2.00	1.95	2.00	2.00	2.00	1.50
		Ed. Assistant/ Paraeducator	2.54	2.00	1.50	1.00	1.50	0.50
		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			28.14	25.45	27.60	26.55	27.30	19.75
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	2.00	2.50	2.50	1.00
		ESL	1.50	1.00	1.00	0.50	1.00	0.50
		Other						
	Classified/ Non-Rep	Special Education		0.88	1.75	5.63	4.69	0.94
		ESL	0.44	0.44	0.44	0.88	0.44	
		Nutrition Services	2.00	2.00	2.00	2.19	2.00	2.00
		Custodial	3.73	3.73	4.00	3.00	4.00	4.00
	Other							
CASR Total			9.16	9.54	11.19	14.69	8.44	
Grand Total			37.30	34.99	38.79	41.24	28.19	

Overall Students per FTE 9.5:1 10.6:1 9.3:1 9.1:1 9.2:1 9.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	18.77	18.00	20.60	20.80	19.80	13.80
		Gen Fund Equity	2.13	2.00	1.50	0.75	1.50	1.25
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
		Title I	0.65					
		SIA					0.50	0.70
		Other	0.56					
		Gen Fund	3.54	3.62	2.50	2.00	3.00	2.00
	Classified/ Non-Rep	Gen Fund Equity	0.25		1.50	1.50	1.00	0.50
		Foundation						
		Title I	0.69					
		Other	0.06	0.33				
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
	School Total			28.14	25.45	27.60	26.55	19.75

School and CASR	Licensed	25.60	23.00	25.60	25.05	25.80	17.75
	Classified/ Non-Rep	10.70	10.99	12.19	15.19	15.13	9.44
	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,805,407	\$ 1,814,519	\$ 1,934,932	\$ 1,913,045	\$ 1,945,819	\$ 1,658,631
Associated Payroll Costs	\$ 868,068	\$ 869,851	\$ 885,414	\$ 951,615	\$ 974,569	\$ 792,117
Purchased Services	\$ 14,853	\$ 14,455	\$ 26,450	\$ 6,326	\$ 1,994	\$ 9,816
Supplies and Materials	\$ 14,900	\$ 14,527	\$ 19,367	\$ 9,791	\$ 40,346	\$ 16,455
Capital	\$ 2,277			\$ 500		\$ 948
Other Objects			\$ 130			\$ 312
Total	\$2,705,504	\$2,713,353	\$2,866,293	\$2,881,277	\$2,962,728	\$2,478,279
Dollars per Student	\$ 7,600 :1	\$ 7,294 :1	\$ 7,940 :1	\$ 7,683 :1	\$ 7,695 :1	\$ 9,352 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	59%	53%	52%	51%	55%
*Students with Disabilities	23%	24%	23%	23%	23%
*English Language Learners	12%	10%	8%	8%	9%
*Free-Direct Certification	32%	27%	26%	21%	26%
*Black	4%	5%	4%	4%	4%
*Latino	21%	18%	17%	18%	20%
*Native American					
*Pacific Islander	2%	1%	2%	2%	1%
*Multi-Race - Other Ancestry	7%	5%	6%	8%	6%
Multi-Race - Asian/White	1%	2%	2%	2%	2%
Asian	10%	9%	7%	5%	5%
White	55%	61%	63%	62%	63%

Student Performance Data

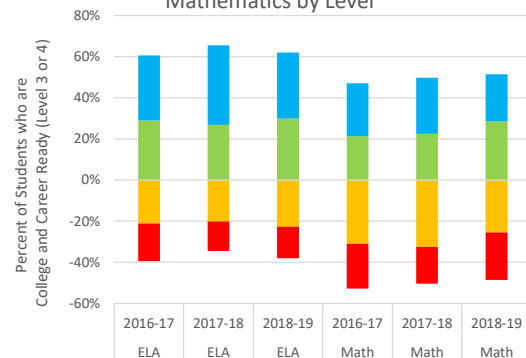
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	29%	27%	30%
ELA	Level 3	32%	39%	32%
ELA	Level 2	21%	20%	23%
ELA	Level 1	18%	14%	15%

ELA Participation	91%	93%	94%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	21%	23%	29%
Math	Level 3	26%	27%	23%
Math	Level 2	31%	33%	26%
Math	Level 1	22%	18%	23%

Math Participation	89%	91%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



da Vinci

2508 NE Everett St
503-916-5356

Principal: Robbie Davis

6-8 (Arts Focus) Constructed 1928

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
DaVinci Arts M.S.	461	457	456	450	443	452	457	457
Total	461	457	456	450	443	452	457	457

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	19.65	19.20	19.24	19.30	19.00	20.00
		Counseling Services	1.00	1.00	1.00	1.00	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists			0.16	0.20		
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	0.20	0.20	0.20	0.20	0.40	0.40
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Other	0.50	0.50				
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total			26.35	25.90	25.60	25.70	26.40	27.40
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	2.50	3.00	3.00	3.00
		ESL						
		Other						
	Classified/ Non-Rep	Special Education	4.38	3.50	2.63	3.75	3.75	4.69
		ESL						
		Nutrition Services	1.25	0.63	0.63	0.88	0.69	0.69
		Custodial	2.00	3.00	3.00	3.00	3.00	3.00
Other								
CASR Total			10.13	9.63	8.75	10.63	10.44	11.38
Grand Total			36.48	35.53	34.35	36.33	36.84	38.78

Overall Students per FTE 12.6:1 12.9:1 13.3:1 12.4:1 12.0:1 11.7:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	20.36	20.25	19.70	19.50	19.50	20.00
		Gen Fund Equity	0.50		1.00	1.00	1.00	1.00
		City Arts Tax Foundation	0.29	0.45	0.20	0.50		0.25
		Title I						
		SIA					1.00	1.00
		Other						0.25
	Classified/ Non-Rep	Gen Fund	2.50	2.50	2.10	2.50	2.50	2.50
		Gen Fund Equity						
		Foundation	0.70	0.70	0.60	0.20	0.40	0.40
		Title I						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total			26.35	25.90	25.60	25.70	26.40

School and CASR	Licensed	23.65	23.20	23.40	24.00	24.50	25.50
	Classified/ Non-Rep	10.83	10.33	8.95	10.33	10.34	11.28
	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,772,010	\$ 1,870,255	\$ 1,926,655	\$ 1,915,554	\$ 2,011,694	\$ 2,126,410
Associated Payroll Costs	\$ 858,720	\$ 920,026	\$ 918,647	\$ 928,592	\$ 962,421	\$ 1,042,713
Purchased Services	\$ 15,733	\$ 12,443	\$ 12,649	\$ 6,811	\$ 2,064	\$ 14,592
Supplies and Materials	\$ 13,095	\$ 10,239	\$ 15,598	\$ 6,717	\$ 12,653	\$ 41,712
Capital	\$ 3,759					\$ 1,404
Other Objects						\$ 468
Total	\$2,663,317	\$2,812,964	\$2,873,549	\$2,857,674	\$2,988,831	\$3,227,299
Dollars per Student	\$ 5,777 :1	\$ 6,155 :1	\$ 6,302 :1	\$ 6,350 :1	\$ 6,747 :1	\$ 7,140 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	37%	42%	41%	43%	45%
*Students with Disabilities	13%	16%	15%	15%	17%
*English Language Learners					
*Free-Direct Certification	13%	14%	13%	13%	15%
*Black	3%	4%	5%	6%	7%
*Latino	11%	11%	9%	9%	10%
*Native American	1%	1%	0%	0%	0%
*Pacific Islander				0%	
*Multi-Race - Other Ancestry	8%	8%	8%	9%	11%
Multi-Race - Asian/White	2%	2%	4%	4%	6%
Asian	2%	2%	2%	2%	2%
White	74%	72%	72%	69%	65%

Student Performance Data

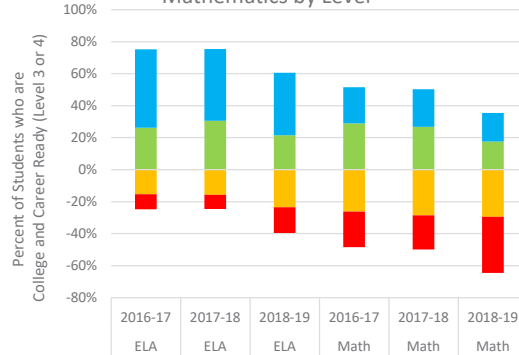
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	26%	31%	22%
ELA	Level 3	49%	45%	39%
ELA	Level 2	15%	16%	24%
ELA	Level 1	9%	9%	16%

ELA Participation	77%	81%	92%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	29%	27%	18%
Math	Level 3	23%	24%	18%
Math	Level 2	26%	29%	29%
Math	Level 1	22%	21%	35%

Math Participation	80%	83%	92%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Duniway

7700 SE Reed College Pl
503-916-6343

Principal: Matt Goldstein

K-5 Constructed 1926

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	519	499	504	512	468	489	475	462
Total	519	499	504	512	468	489	475	462

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	22.00	22.00	22.40	21.40	20.40	20.40
		Counseling Services	1.50	1.50	1.50	1.60	1.00	1.00
		Library/Media Services	0.50	0.50	0.85	0.80	0.85	0.75
		Instructional Specialists						
		Other			0.10		0.50	0.50
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	1.30	3.19	1.96	2.94	3.43	2.94
		Library/Media Services	0.50	0.50				
		Other						
	Admin.		2.00	1.00	1.00	1.00	1.00	1.00
School Total			29.80	30.19	29.31	29.24	28.68	28.09
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	1.50	1.50	1.50	1.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education		0.88	0.88	0.94	0.94	
		ESL						
		Nutrition Services	1.00	1.00	1.25	1.25	1.25	1.25
		Custodial	3.00	2.73	2.73	3.00	3.00	3.00
	Other			0.50	0.50			
CASR Total			5.75	6.35	7.10	7.44	6.94	6.00
Grand Total			35.55	36.54	36.41	36.68	35.62	34.09

Overall Students per FTE 14.6:1 13.7:1 13.8:1 14.0:1 13.1:1 14.3:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	22.00	22.75	22.65	21.65	20.95	20.95
		Gen Fund Equity						
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	1.00	0.25	1.20	1.15	0.30	0.20
		Title I						
		SIA					0.50	0.50
	Classified/ Non-Rep	Gen Fund	2.76	2.00	1.50	1.50	1.99	1.50
		Gen Fund Equity						
		Foundation	1.04	3.19	1.96	2.94	2.94	2.94
		Title I						
		Other						
	Admin.	Gen Fund	2.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
	School Total			29.80	30.19	29.31	29.24	28.68

School and CASR	Licensed	25.75	25.75	26.60	25.55	24.50	24.40
	Classified/ Non-Rep	7.80	9.79	8.81	10.13	10.12	8.69
	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.

Duniway

7700 SE Reed College Pl
503-916-6343
Principal: Matt Goldstein



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,014,453	\$ 2,076,418	\$ 2,130,729	\$ 2,174,089	\$ 1,832,009	\$ 2,271,284
Associated Payroll Costs	\$ 961,765	\$ 1,010,553	\$ 986,187	\$ 1,024,049	\$ 898,897	\$ 1,039,913
Purchased Services	\$ 11,558	\$ 8,038	\$ 8,078	\$ 13,012	\$ 10,632	\$ 15,540
Supplies and Materials	\$ 20,711	\$ 33,927	\$ 35,364	\$ 19,401	\$ 19,465	\$ 23,406
Capital	\$ 19,452					\$ 1,500
Other Objects		\$ 82				\$ 504
Total	\$3,027,939	\$3,129,018	\$3,160,358	\$3,230,551	\$2,761,004	\$3,352,147
Dollars per Student	\$ 5,834 :1	\$ 6,271 :1	\$ 6,271 :1	\$ 6,310 :1	\$ 5,900 :1	\$ 6,855 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	21%	25%	28%	29%	28%
*Students with Disabilities	9%	12%	14%	15%	14%
*English Language Learners	1%	2%	2%	1%	2%
*Free-Direct Certification	6%	6%	6%	6%	5%
*Black	1%	1%	0%	1%	0%
*Latino	4%	5%	6%	6%	6%
*Native American					
*Pacific Islander					
*Multi-Race - Other Ancestry	4%	3%	3%	3%	3%
Multi-Race - Asian/White	5%	5%	5%	5%	5%
Asian	2%	1%	2%	3%	3%
White	84%	85%	83%	83%	83%

Student Performance Data

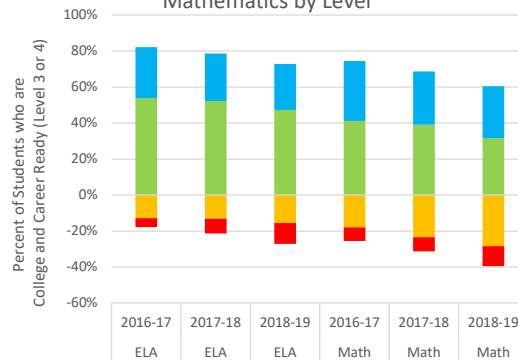
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	54%	52%	47%
ELA	Level 3	28%	26%	26%
ELA	Level 2	13%	13%	16%
ELA	Level 1	5%	8%	12%

ELA Participation	89%	95%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	41%	39%	32%
Math	Level 3	33%	30%	29%
Math	Level 2	18%	24%	28%
Math	Level 1	8%	8%	11%

Math Participation	90%	95%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to 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 Support and Improvement school for the following Students: Economically Disadvantaged, English Learners, Black/African American, Hispanic/Latino, Multi-Racial. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	481	626	679	701	697	720	721	712
Total	481	626	679	701	697	720	721	712

Faubion used Harriet Tubman as a swing site for 2015-16 and 2016-17. New building completed start of 2017-18 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	26.25	31.00	33.94	37.00	38.00	38.00
		Counseling Services	1.50	2.50	3.00	3.00	3.00	3.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	1.00	1.00	1.00	1.00	3.00	3.00
		Other	1.25	1.00				
	Classified/ Non-Rep	Clerical	1.50	2.50	4.00	4.00	4.00	4.00
		Ed. Assistant/Paraeducator	9.33	11.78	12.86	12.83	14.14	14.87
		Library/Media Services						
	Admin.	Other	2.00	2.50	3.88	3.88	4.35	4.00
			2.00	3.00	3.00	3.00	3.00	3.00
School Total		45.83	56.28	62.67	65.71	70.49	70.87	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	3.00	3.00	3.50	3.50	3.50
		ESL	1.50	2.00	2.00	2.00	2.00	2.00
		Other			1.00		1.00	1.00
	Classified/ Non-Rep	Special Education	3.50	3.50	2.63	1.88	1.88	1.88
		ESL	0.44	0.88	0.88	0.44	0.88	0.88
		Nutrition Services	2.94	4.19	4.19	3.88	3.69	3.69
		Custodial		4.73	4.73	4.73	5.00	5.00
		Other	2.00	3.50	3.40	2.00	2.00	2.00
	CASR Total		12.38	21.79	21.81	18.42	19.94	19.94
	Grand Total		58.21	78.07	84.49	84.12	90.43	90.81

Overall Students per FTE 8.3:1 8.0:1 8.0:1 8.3:1 7.7:1 7.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	23.45	27.42	29.75	32.26	34.20	31.90
		Gen Fund Equity	3.25	2.39	2.95	2.68	4.30	2.10
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Title I	1.25	2.69	2.25	3.06	2.50	2.50
		SIA					0.50	4.50
		Other	2.05	3.00	3.00	3.00	2.50	3.00
		Classified/ Non-Rep	Gen Fund	3.63	4.00	5.62	4.38	3.00
	Gen Fund Equity			3.06	2.31	3.05	0.80	3.50
	Foundation							
	Title I		4.38	4.69	6.20	7.73	11.42	10.72
	Other		4.83	5.03	6.60	5.55	7.27	6.65
	Admin.	Gen Fund	2.00	3.00	2.00	2.36	2.00	2.00
		Gen Fund Equity			1.00	0.64	1.00	1.00
		Other						
	School Total		45.83	56.28	62.67	65.71	70.49	70.87

School and CASR	Licensed	34.50	41.50	44.94	47.50	51.50	51.50
	Classified/ Non-Rep	21.71	33.57	36.55	33.62	35.93	36.31
	Admin.	2.00	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,424,063	\$ 3,032,251	\$ 3,378,203	\$ 3,689,098	\$ 3,208,344	\$ 4,737,595
Associated Payroll Costs	\$ 1,195,008	\$ 1,504,824	\$ 1,641,699	\$ 1,926,211	\$ 1,461,831	\$ 2,519,166
Purchased Services	\$ 35,187	\$ 25,341	\$ 25,494	\$ 14,787	\$ 196,000	\$ 89,711
Supplies and Materials	\$ 27,782	\$ 45,444	\$ 125,946	\$ 67,376	\$ 210,504	\$ 89,196
Capital			\$ 683	\$ 752	\$ 20,601	\$ 2,076
Other Objects	\$ 16,379	\$ 21,071		\$ 100		\$ 748
Total	\$3,698,419	\$4,628,930	\$5,172,025	\$5,698,325	\$5,097,280	\$7,438,492
Dollars per Student	\$ 7,689 :1	\$ 7,394 :1	\$ 7,617 :1	\$ 8,129 :1	\$ 7,313 :1	\$ 10,331 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	81%	81%	82%	83%	83%
*Students with Disabilities	16%	15%	16%	15%	16%
*English Language Learners	13%	10%	10%	11%	13%
*Free-Direct Certification	46%	43%	41%	42%	44%
*Black	27%	30%	28%	28%	28%
*Latino	30%	26%	27%	29%	30%
*Native American	1%	2%	2%	2%	2%
*Pacific Islander	1%	1%	1%	1%	2%
*Multi-Race - Other Ancestry	9%	12%	11%	12%	11%
Multi-Race - Asian/White	1%	2%	2%	2%	2%
Asian	4%	2%	2%	2%	2%
White	27%	26%	26%	25%	25%

Student Performance Data

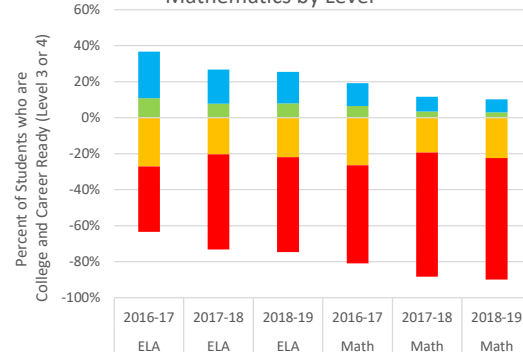
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	11%	8%	8%
ELA	Level 3	26%	19%	18%
ELA	Level 2	27%	20%	22%
ELA	Level 1	36%	53%	53%

ELA Participation	90%	81%	95%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	7%	3%	3%
Math	Level 3	13%	8%	7%
Math	Level 2	26%	19%	23%
Math	Level 1	55%	69%	67%

Math Participation	88%	78%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Forest Park

9935 NW Durrett St
503-916-5400
Principal: Cindi Swingen
K-5 Constructed 1998

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	455	443	418	402	348	371	342	342
Total	455	443	418	402	348	371	342	342

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	20.50	20.50	22.40	17.70	15.00	15.00
		Counseling Services	1.00	1.00	1.00	1.00	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists			0.50	0.50		
		Other						
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/Paraeducator	1.70	1.78	2.61	1.80	0.75	
		Library/Media Services	0.80	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			27.50	26.78	30.01	25.50	20.75	20.00
Centrally Allocated School Resources (CASR)	Licensed	Special Education	0.50	1.00	1.00	1.00	1.00	0.50
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	1.75	2.63	3.50	3.75	2.81	0.94
		ESL						
		Nutrition Services	1.00	1.06	1.13	1.13	1.00	1.13
		Custodial	1.00	2.00	2.00	2.00	2.00	2.00
Other								
CASR Total			4.75	7.19	8.13	8.38	7.31	5.06
Grand Total			32.25	33.96	38.13	33.88	28.06	25.06

Overall Students per FTE 14.1:1 13.0:1 11.0:1 11.9:1 12.4:1 14.8:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	19.67	19.25	21.90	18.20	15.50	15.50
		Gen Fund Equity						
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	1.33	1.75	1.00	0.50		
		Title I						
		SIA					0.50	0.50
	Other			0.50				
	Classified/ Non-Rep	Gen Fund	3.70	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation	0.80	1.78	2.61	1.80	0.75	
		Title I						
		Other				1.00		
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			27.50	26.78	30.01	25.50	20.00	

School and CASR	Licensed	23.00	23.50	25.90	21.20	18.50	18.00
	Classified/ Non-Rep	8.25	9.46	11.23	11.68	8.56	6.06
	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: Cindi Swingen



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,791,899	\$ 1,874,517	\$ 2,042,648	\$ 1,761,125	\$ 1,284,388	\$ 1,709,035
Associated Payroll Costs	\$ 857,248	\$ 914,581	\$ 941,391	\$ 907,420	\$ 615,681	\$ 835,370
Purchased Services	\$ 12,625	\$ 9,950	\$ 6,019	\$ 4,625	\$ 2,694	\$ 12,540
Supplies and Materials	\$ 22,334	\$ 13,047	\$ 23,569	\$ 9,767	\$ 6,443	\$ 14,318
Capital	\$ 11,334					\$ 1,212
Other Objects	\$ 1,662	\$ 1,082				\$ 408
Total	\$2,697,102	\$2,813,178	\$3,013,626	\$2,682,937	\$1,909,206	\$2,572,883
Dollars per Student	\$ 5,928 :1	\$ 6,350 :1	\$ 7,210 :1	\$ 6,674 :1	\$ 5,486 :1	\$ 6,935 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	19%	19%	20%	24%	24%
*Students with Disabilities	6%	7%	8%	10%	10%
*English Language Learners	5%	4%	3%	5%	7%
*Free-Direct Certification		1%		1%	
*Black	2%	3%	3%	2%	2%
*Latino	4%	3%	4%	3%	5%
*Native American					0%
*Pacific Islander					
*Multi-Race - Other Ancestry	3%	3%	2%	4%	3%
Multi-Race - Asian/White	7%	9%	10%	10%	9%
Asian	23%	24%	22%	20%	22%
White	61%	60%	59%	62%	60%

Student Performance Data

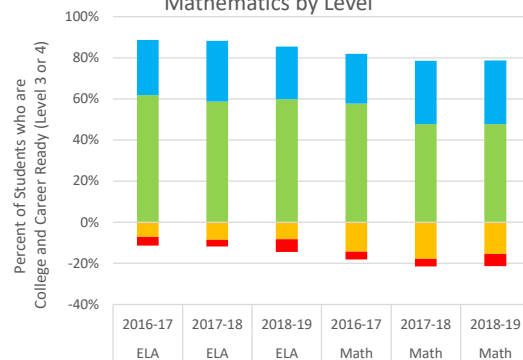
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	62%	59%	60%
ELA	Level 3	27%	30%	26%
ELA	Level 2	7%	9%	8%
ELA	Level 1	4%	3%	6%

ELA Participation	98%	96%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	58%	48%	48%
Math	Level 3	24%	31%	31%
Math	Level 2	14%	18%	16%
Math	Level 1	4%	4%	6%

Math Participation	98%	96%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Franklin

5405 SE Woodward St
503-916-5140

Principal: Christopher Frazier

9-12 (Advanced Placement, Dual-Credit Courses) Constructed 1915

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	1506	1609	1693	1769	1836	1870	1894	1853
Spanish Immersion	106	118	140	132	135	144	142	146
Russian Immersion		18	23	35	39	46	51	52
Total	1612	1745	1856	1936	2010	2060	2087	2051

Franklin used Marshall as swing site for 2015-16 and 2016-17. New building opened 2017-18 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	81.75	77.25	85.17	86.50	88.67	92.67
		Counseling Services	5.00	5.00	7.00	6.80	7.00	7.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	1.00	1.00	2.83	3.00	2.33	3.33
		Other	1.00	1.00	1.50	1.50	3.50	3.50
	Classified/ Non-Rep	Clerical	9.75	9.75	9.75	10.75	11.75	11.75
		Ed. Assistant/ Paraeducator						
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
	Admin.	Other	6.50	4.00	4.50	4.99	8.00	8.83
			4.00	4.00	4.00	4.00	4.00	4.00
School Total		111.00	104.00	116.75	119.54	127.25	133.08	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	8.50	8.50	9.00	11.50	11.50	11.50
		ESL	1.00	1.50	2.00	2.00	2.00	2.00
		Other	2.00	2.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	6.13	7.00	7.00	10.32	12.19	12.19
		ESL	0.44	0.88	0.88	0.88	0.88	0.87
		Nutrition Services	4.25	4.00	4.00	2.75	3.63	3.63
		Custodial	12.73	9.73	10.45	7.73	9.73	9.73
		Other	3.00	2.00	3.00	1.00	1.00	1.00
	CASR Total		38.04	35.60	37.33	37.17	41.92	41.92
	Grand Total		149.04	139.60	154.08	156.71	169.17	175.00

Overall Students per FTE 10.8:1 12.5:1 12.0:1 12.4:1 11.9:1 11.8:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	82.52	79.75	86.75	88.68	89.24	94.44
		Gen Fund Equity	7.00	5.50	7.75	7.13	8.26	7.87
		City Arts Tax Foundation	0.24					
		Title I						
		SIA					1.00	1.00
		Other			3.00	3.00	4.00	4.19
		Classified/ Non-Rep	Gen Fund	16.25	11.84	10.75	12.75	13.12
	Gen Fund Equity		1.00	2.00	4.50	3.75	4.48	7.25
	Foundation			0.91				
	Title I							
	Other					0.24	3.15	3.00
	Admin.	Gen Fund	4.00	4.00	4.00	4.00	4.00	4.00
		Gen Fund Equity						
		Other						
	School Total		111.00	104.00	116.75	119.54	127.25	133.08

School and CASR	Licensed	101.25	97.25	109.50	113.30	117.00	122.00
	Classified/ Non-Rep	43.79	38.35	40.58	39.41	48.17	49.00
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 7,223,315	\$ 7,399,444	\$ 8,392,148	\$ 8,777,936	\$ 9,231,376	\$ 10,560,251
Associated Payroll Costs	\$ 3,454,893	\$ 3,593,102	\$ 3,948,457	\$ 4,411,731	\$ 4,381,146	\$ 5,180,776
Purchased Services	\$ 101,173	\$ 95,638	\$ 120,465	\$ 161,282	\$ 48,704	\$ 107,492
Supplies and Materials	\$ 40,964	\$ 32,460	\$ 159,234	\$ 65,301	\$ 209,489	\$ 161,824
Capital	\$ 13,533	\$ 5,488	\$ 6,420	\$ 804		\$ 6,816
Other Objects	\$ 3,773	\$ 7,106	\$ 7,003	\$ 5,400		\$ 2,268
Total	\$10,837,651	\$11,133,237	\$12,633,727	\$13,422,455	\$13,870,715	\$16,019,427
Dollars per Student	\$ 6,723 :1	\$ 6,380 :1	\$ 6,807 :1	\$ 6,933 :1	\$ 6,901 :1	\$ 7,776 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	54%	50%	48%	46%	48%
*Students with Disabilities	13%	13%	13%	13%	12%
*English Language Learners	5%	4%	4%	5%	5%
*Free-Direct Certification	28%	24%	21%	18%	22%
*Black	6%	6%	5%	5%	4%
*Latino	22%	21%	20%	19%	19%
*Native American	1%	1%	1%	0%	1%
*Pacific Islander	1%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	4%	4%	5%	5%	6%
Multi-Race - Asian/White	3%	3%	3%	4%	4%
Asian	17%	16%	14%	13%	13%
White	47%	49%	51%	54%	53%

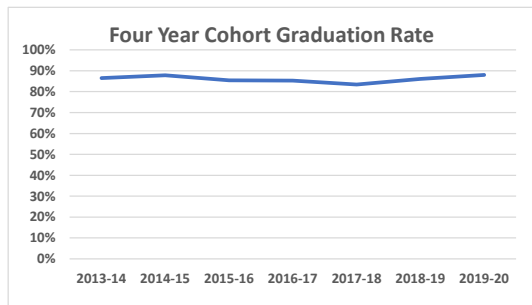
Student Performance Data

Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	35%	28%	35%
ELA	Level 3	32%	35%	29%
ELA	Level 2	14%	18%	12%
ELA	Level 1	19%	19%	24%

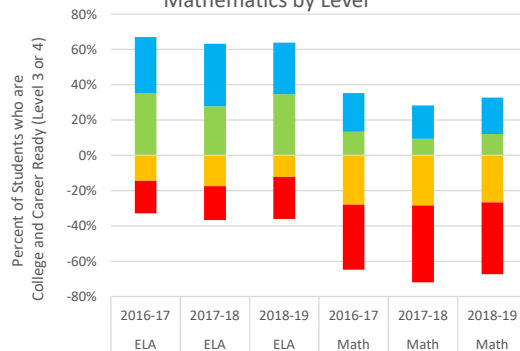
ELA Participation	90%	75%	90%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	13%	9%	12%
Math	Level 3	22%	19%	21%
Math	Level 2	28%	29%	27%
Math	Level 1	37%	43%	41%

Math Participation	86%	66%	87%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



George

10000 N Burr Ave
503-916-6262

Principal: Amy Whitney

6-8 (Spanish Immersion) Constructed 1950

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Multi-racial, Students with Disabilities, Native Hawaiian/Pacific Islander, Black/African American. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	360	417	421	438	396	359	324	304
Spanish Immersion					36	74	104	99
Total	360	417	421	438	432	433	428	403

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	18.30	19.05	20.50	21.00	23.10	24.50
		Counseling Services	1.00	1.00	1.00	1.25	2.00	2.00
		Library/Media Services	1.00	0.50	1.00	1.00	1.00	1.00
		Instructional Specialists	1.00	1.00	1.00	1.00	1.50	2.00
		Other	2.20	2.20	2.00	2.00	3.00	2.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	0.50					
		Library/Media Services	0.70	0.70	0.70	0.70	0.63	0.63
	Admin.	Other	1.50	1.00	1.00	1.00	1.00	
			2.00	2.00	2.00	2.00	2.00	3.00
School Total		30.20	29.45	31.20	31.95	36.23	37.13	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	5.00	5.50	5.50	6.00	6.00	6.50
		ESL	1.50	1.50	2.00	1.50	1.50	1.50
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	7.88	7.00	7.88	8.44	9.38	10.32
		ESL	0.44	0.44	0.88	0.44	0.88	0.88
		Nutrition Services	1.88	1.88	2.13	2.13	1.63	2.13
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
	Other		0.50					
	CASR Total		21.19	20.31	22.38	22.51	23.38	25.32
Grand Total		51.39	49.76	53.58	54.46	59.61	62.45	

Overall Students per FTE 7.0:1 8.4:1 7.9:1 8.0:1 7.2:1 6.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	18.39	19.47	20.49	21.30	24.35	20.90
		Gen Fund Equity	3.50	4.00	4.50	4.25	4.25	3.10
		City Arts Tax Foundation						
		Title I	0.61	0.28	0.51	0.70	0.70	2.00
		SIA					1.30	5.00
		Other	1.00					0.50
		Gen Fund	3.86	2.70	2.63	1.50	1.50	2.00
	Classified/ Non-Rep	Gen Fund Equity				0.50	0.50	
		Foundation						
		Title I	0.84	1.00	1.08	1.45	1.63	0.63
		Other				0.25		
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						1.00
		Other						
	School Total		30.20	29.45	31.20	31.95	36.23	37.13

School and CASR	Licensed	31.00	31.75	34.00	34.75	39.10	40.50
	Classified/ Non-Rep	18.39	16.01	17.58	17.71	18.51	18.95
	Admin.	2.00	2.00	2.00	2.00	2.00	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,987,526	\$ 1,962,093	\$ 2,269,874	\$ 2,229,862	\$ 2,606,326	\$ 3,089,126
Associated Payroll Costs	\$ 915,721	\$ 933,203	\$ 1,021,285	\$ 1,105,223	\$ 1,375,695	\$ 1,514,199
Purchased Services	\$ 65,618	\$ 78,234	\$ 28,594	\$ 20,668	\$ 17,959	\$ 20,090
Supplies and Materials	\$ 39,411	\$ 52,590	\$ 77,432	\$ 50,493	\$ 100,825	\$ 77,319
Capital	\$ 22,570		\$ 633		\$ 37,627	\$ 1,368
Other Objects	\$ 1,856	\$ 3,580				\$ 456
Total	\$3,032,702	\$3,029,700	\$3,397,819	\$3,406,246	\$4,138,432	\$4,702,558
Dollars per Student	\$ 8,424 :1	\$ 7,265 :1	\$ 8,071 :1	\$ 7,777 :1	\$ 9,580 :1	\$ 10,860 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	90%	91%	88%	87%	89%
*Students with Disabilities	21%	22%	22%	20%	23%
*English Language Learners	19%	16%	19%	19%	18%
*Free-Direct Certification	63%	62%	54%	50%	56%
*Black	24%	21%	22%	21%	23%
*Latino	38%	42%	44%	41%	41%
*Native American	0%	1%	1%	2%	1%
*Pacific Islander	3%	2%	1%	2%	2%
*Multi-Race - Other Ancestry	8%	11%	9%	11%	11%
Multi-Race - Asian/White		0%	0%	1%	1%
Asian	5%	4%	4%	4%	3%
White	22%	18%	17%	20%	19%

Student Performance Data

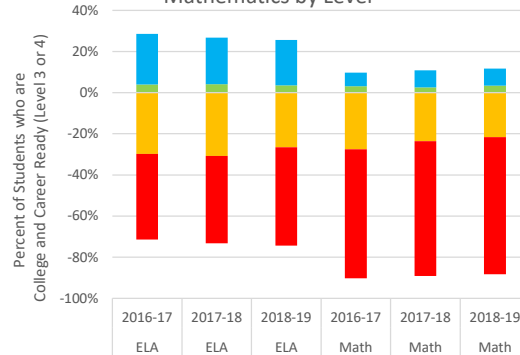
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	4%	4%	4%
ELA	Level 3	25%	23%	22%
ELA	Level 2	30%	31%	27%
ELA	Level 1	42%	42%	48%

ELA Participation	98%	99%	99%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	3%	3%	3%
Math	Level 3	7%	8%	8%
Math	Level 2	28%	24%	22%
Math	Level 1	63%	66%	67%

Math Participation	97%	98%	99%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Glencoe

825 SE 51st Ave
503-916-6207

Principal: Lori Clark

K-5 Constructed 1923

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	492	489	451	449	395	419	411	395
Total	492	489	451	449	395	419	411	395

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	21.05	20.25	20.70	20.70	19.70	21.20
		Counseling Services	1.50	1.00	1.00	1.00	1.50	1.50
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
		Instructional Specialists			0.50	0.50		
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	1.50	1.75	1.75	1.75
		Ed. Assistant/ Paraeducator						
		Library/Media Services	1.00		0.50	0.50	0.50	0.50
	Admin.		2.00	1.00	1.00	1.00	1.00	1.00
	School Total			28.55	25.25	25.70	25.95	24.95
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	1.50	2.00	2.00	1.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	1.75	1.75	1.75	1.88	0.94	0.94
		ESL						
		Nutrition Services	2.00	2.00	1.00	0.88	1.00	1.00
		Custodial	2.00	2.00	2.00	2.00	3.00	3.00
Other								
CASR Total			7.50	7.50	6.50	7.00	6.69	
Grand Total			36.05	32.75	32.20	32.95	33.14	

Overall Students per FTE 13.6:1 14.9:1 14.0:1 13.6:1 12.3:1 12.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	21.50	20.50	20.70	21.20	19.70	18.70
		Gen Fund Equity	0.50					1.00
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.55	0.75	0.50	0.50	0.50	
		Title I						
		SIA					0.50	2.50
	Classified/ Non-Rep	Other			0.50			
		Gen Fund	2.82	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation	0.18			0.25	0.25	0.25
		Title I						
	Admin.	Other						
		Gen Fund	2.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
	Other							
School Total			28.55	25.25	25.70	25.95	26.45	

School and CASR	Licensed	25.30	24.00	24.45	24.95	23.95	24.95
	Classified/ Non-Rep	8.75	7.75	6.75	7.00	7.19	7.19
	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,073,687	\$ 2,084,068	\$ 2,046,702	\$ 2,069,892	\$ 1,986,799	\$ 2,250,168
Associated Payroll Costs	\$ 955,288	\$ 987,970	\$ 957,360	\$ 1,023,929	\$ 893,007	\$ 1,077,490
Purchased Services	\$ 10,924	\$ 10,030	\$ 7,380	\$ 5,879	\$ 8,002	\$ 13,752
Supplies and Materials	\$ 11,842	\$ 14,821	\$ 11,079	\$ 10,047	\$ 19,678	\$ 17,769
Capital	\$ 3,441	\$ 89	\$ 833	\$ 7		\$ 1,332
Other Objects			\$ 82			\$ 444
Total	\$3,055,182	\$3,096,978	\$3,023,436	\$3,109,754	\$2,907,485	\$3,360,955
Dollars per Student	\$ 6,210 :1	\$ 6,333 :1	\$ 6,704 :1	\$ 6,926 :1	\$ 7,361 :1	\$ 8,021 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	37%	37%	35%	36%	41%
*Students with Disabilities	14%	14%	13%	18%	18%
*English Language Learners	2%	2%	2%	2%	3%
*Free-Direct Certification	11%	11%	8%	7%	11%
*Black	4%	4%	2%	2%	3%
*Latino	9%	10%	11%	12%	11%
*Native American	0%				
*Pacific Islander	0%				
*Multi-Race - Other Ancestry	6%	8%	7%	7%	7%
Multi-Race - Asian/White	5%	6%	6%	5%	7%
Asian	4%	4%	3%	3%	3%
White	71%	69%	70%	72%	70%

Student Performance Data

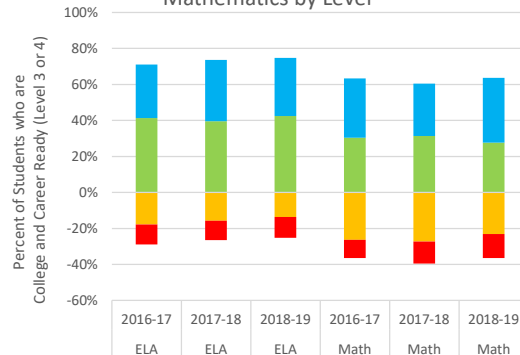
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	41%	40%	43%
ELA	Level 3	30%	34%	32%
ELA	Level 2	18%	16%	14%
ELA	Level 1	11%	11%	12%

ELA Participation	89%	93%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	30%	31%	28%
Math	Level 3	33%	29%	36%
Math	Level 2	26%	27%	23%
Math	Level 1	10%	12%	13%

Math Participation	90%	91%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Gray

5505 SW 23rd Ave
503-916-5676

Principal: Lisa Newlyn

6-8 Constructed 1951

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	546	536	542	566	509	548	554	531
Total	546	536	542	566	509	548	554	531

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	22.25	22.25	22.25	22.25	22.50	22.50
		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 Specialists					0.50	
		Other					0.80	0.85
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	0.67	0.96	1.15	0.54		
		Library/Media Services	0.31	0.60	0.60	0.50	0.50	0.50
		Other	0.87	0.20	0.20	1.00	0.50	
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00	
School Total			30.10	30.01	30.20	30.29	31.30	30.35
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	3.00	3.50	4.00	4.00	4.00
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	1.75	1.75	3.50	3.75	5.63	5.63
		ESL						
		Nutrition Services	0.75	0.75	0.75	0.75	0.75	0.75
		Custodial	4.00	3.00	3.00	3.00	3.00	3.00
Other								
CASR Total			9.75	8.75	11.00	11.75	13.63	13.63
Grand Total			39.85	38.76	41.20	42.04	44.93	43.98

Overall Students per FTE 13.7:1 13.8:1 13.2:1 13.5:1 11.3:1 12.5:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	23.75	24.25	24.25	24.25	25.25	24.85
		Gen Fund Equity	0.50					
		City Arts Tax Foundation					0.05	
		Title I						
		SIA					1.00	1.00
		Other						
	Classified/ Non-Rep	Gen Fund	3.58	3.75	3.50	3.50	2.50	2.30
		Gen Fund Equity						
		Foundation		0.01	0.45	0.04		0.20
		Title I						
		Other	0.27			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			30.10	30.01	30.20	30.29	31.30

School and CASR	Licensed	27.50	27.50	28.00	28.50	30.55	30.10
	Classified/ Non-Rep	10.35	9.26	11.20	11.54	12.38	11.88
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,990,968	\$ 2,134,079	\$ 2,175,153	\$ 2,231,685	\$ 2,288,780	\$ 2,572,036
Associated Payroll Costs	\$ 946,106	\$ 1,011,273	\$ 989,440	\$ 1,054,336	\$ 1,095,569	\$ 1,228,019
Purchased Services	\$ 25,598	\$ 14,300	\$ 16,370	\$ 10,877	\$ 7,920	\$ 17,040
Supplies and Materials	\$ 22,964	\$ 9,960	\$ 33,559	\$ 8,629	\$ 36,020	\$ 22,675
Capital			\$ 110			\$ 1,656
Other Objects	\$ 215	\$ 204	\$ 1,589	\$ 1,342		\$ 552
Total	\$2,985,851	\$3,169,817	\$3,216,221	\$3,306,868	\$3,428,289	\$3,841,978
Dollars per Student	\$ 5,469 :1	\$ 5,914 :1	\$ 5,934 :1	\$ 5,843 :1	\$ 6,735 :1	\$ 7,011 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	30%	33%	34%	32%	32%
*Students with Disabilities	12%	14%	13%	14%	14%
*English Language Learners	1%	1%	2%	1%	2%
*Free-Direct Certification	12%	12%	10%	9%	9%
*Black	2%	2%	2%	2%	3%
*Latino	7%	8%	9%	10%	9%
*Native American	0%	0%	1%	0%	0%
*Pacific Islander	0%	1%	1%	0%	
*Multi-Race - Other Ancestry	6%	5%	7%	7%	6%
Multi-Race - Asian/White	6%	5%	6%	7%	8%
Asian	3%	2%	3%	3%	3%
White	76%	76%	72%	71%	71%

Student Performance Data

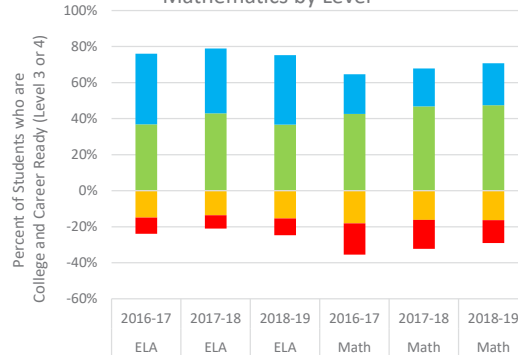
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	37%	43%	37%
ELA	Level 3	39%	36%	39%
ELA	Level 2	15%	14%	15%
ELA	Level 1	9%	7%	9%

ELA Participation	97%	97%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	43%	47%	47%
Math	Level 3	22%	21%	23%
Math	Level 2	18%	16%	16%
Math	Level 1	17%	16%	13%

Math Participation	96%	97%	96%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Grant

3905 SE 91st Ave
503-916-5160

Principal: James McGee

9-12 (Advanced Placement, Dual-Credit Courses) Constructed 1923

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	1328	1342	1430	1589	1701	1778	1811	1787
Japanese Immersion	148	170	208	224	264	279	276	275
Total	1476	1512	1638	1813	1965	2057	2087	2062

Grant used Marshall as swing site for 2017-18 and 2018-19. New building to be opened 2019-20 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	71.99	67.49	68.21	75.93	80.52	83.31
		Counseling Services	5.00	5.00	5.00	6.00	6.50	8.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	0.76	0.26	3.01	2.76	3.00	3.00
		Other	1.25	1.30	2.53	3.06	2.73	2.45
	Classified/ Non-Rep	Clerical	6.50	6.50	6.50	6.50	7.80	8.00
		Ed. Assistant/ Paraeducator						
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
	Admin.	Other	4.00	4.00	3.00	4.00	6.00	6.00
			4.00	4.00	4.00	4.00	4.00	4.00
School Total		95.50	90.55	94.25	104.25	112.55	116.75	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	5.50	6.00	6.00	8.00	9.00	10.00
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other	1.00	1.00	1.00	0.50	1.00	1.00
	Classified/ Non-Rep	Special Education	11.38	11.38	13.13	18.70	19.64	19.64
		ESL					0.44	0.44
		Nutrition Services	1.25	1.25	1.25	1.81	1.81	1.81
		Custodial	12.00	10.00	7.00	7.73	9.00	9.00
		Other	3.00	2.00	2.00	2.00	2.00	2.00
	CASR Total		34.38	31.88	30.63	38.99	43.14	44.14
	Grand Total		129.88	122.43	124.88	143.24	155.69	160.89

Overall Students per FTE 11.4:1 12.4:1 13.1:1 12.7:1 12.6:1 12.8:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	76.50	71.80	76.15	84.43	88.25	93.41
		Gen Fund Equity	3.50	3.00				
		City Arts Tax Foundation		0.25	0.10	0.32		
		Title I						
		SIA					1.00	1.00
		Other			3.50	4.00	4.50	3.34
		Gen Fund	11.50	11.50	10.50	11.00	11.80	12.00
	Classified/ Non-Rep	Gen Fund Equity						
		Foundation				0.50		
		Title I						
		Other					3.00	3.00
	Admin.	Gen Fund	4.00	4.00	4.00	4.00	4.00	4.00
		Gen Fund Equity						
		Other						
	School Total		95.50	90.55	94.25	104.25	112.55	116.75

School and CASR	Licensed	86.75	82.30	87.00	97.50	104.00	109.00
	Classified/ Non-Rep	39.13	36.13	33.88	41.74	47.69	47.89
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 6,600,713	\$ 6,681,707	\$ 7,413,177	\$ 7,786,538	\$ 8,232,480	\$ 9,254,082
Associated Payroll Costs	\$ 3,145,306	\$ 3,191,575	\$ 3,388,128	\$ 3,864,865	\$ 3,854,030	\$ 4,494,598
Purchased Services	\$ 70,267	\$ 44,903	\$ 69,263	\$ 41,213	\$ 72,659	\$ 121,002
Supplies and Materials	\$ 48,633	\$ 60,017	\$ 115,531	\$ 70,479	\$ 149,229	\$ 134,689
Capital	\$ 7,849					\$ 6,804
Other Objects		\$ 262	\$ 50	\$ 900		\$ 2,268
Total	\$ 9,872,768	\$ 9,978,465	\$10,986,149	\$11,763,995	\$12,308,399	\$14,013,443
Dollars per Student	\$ 6,689 :1	\$ 6,600 :1	\$ 6,707 :1	\$ 6,489 :1	\$ 6,264 :1	\$ 6,813 :1

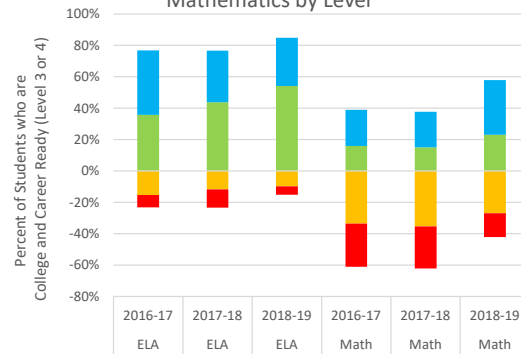
Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	31%	27%	25%	25%	26%
*Students with Disabilities	8%	8%	7%	7%	8%
*English Language Learners					
*Free-Direct Certification	9%	8%	6%	6%	8%
*Black	8%	7%	6%	6%	6%
*Latino	7%	6%	7%	8%	8%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	6%	6%	5%	5%	5%
Multi-Race - Asian/White	5%	6%	6%	6%	8%
Asian	5%	4%	3%	3%	3%
White	68%	71%	72%	71%	70%

Student Performance Data

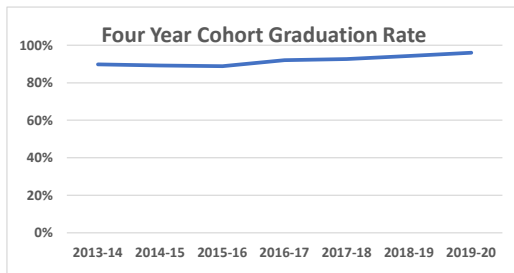
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	36%	44%	54%
ELA	Level 3	41%	33%	31%
ELA	Level 2	15%	12%	10%
ELA	Level 1	8%	12%	5%
ELA Participation		55%	38%	38%

Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	16%	15%	23%
Math	Level 3	23%	23%	35%
Math	Level 2	34%	35%	27%
Math	Level 1	28%	27%	15%
Math Participation		52%	35%	36%

Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.





Grout

3119 SE Holgate Blvd
503-916-6209
Principal: Denise Self
K-5 Constructed 1927

Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	384	392	382	370	350	363	355	357
Total	384	392	382	370	350	363	355	357

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	19.00	20.00	19.20	18.70	16.20	16.70
		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 Specialists	0.50				1.00	1.00
		Other			1.50	1.50	1.00	1.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	5.16	5.09	3.00	3.63	2.75	1.75
		Library/Media Services	1.00	0.50	0.50	0.50	0.50	0.50
	Admin.	Other	1.00			0.88	1.00	1.00
			1.00	1.00	1.00	2.00	2.00	2.00
School Total		31.16	30.09	28.70	30.70	27.95	27.45	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.50	3.50	3.50	3.50	3.00	3.50
		ESL	1.50	1.00	1.50	1.50	1.00	1.00
		Other						
	Classified/ Non-Rep	Special Education	7.88	7.88	8.75	7.50	7.50	6.57
		ESL	0.44	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	3.38	3.38	2.69	1.94	2.06	2.06
		Custodial	2.73	2.00	2.00	3.00	5.00	5.00
		Other						
	CASR Total		19.41	18.19	18.88	17.88	19.01	18.57
	Grand Total		50.58	48.28	47.58	48.58	46.96	46.02

Overall Students per FTE 7.6:1 8.1:1 8.0:1 7.6:1 7.5:1 7.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	17.16	18.00	19.20	18.20	16.70	14.70
		Gen Fund Equity	2.00	2.16	2.00	1.85	1.50	0.50
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Title I	0.34	0.34		0.65		
		SIA					0.50	4.00
		Other	0.50					
		Classified/ Non-Rep	Gen Fund	5.50	3.86	3.50	3.50	2.00
	Gen Fund Equity		1.00	0.68	2.00	0.50	0.60	1.60
	Foundation							
	Title I		2.66	2.96		2.13	3.65	1.36
	Other			0.09		0.88		0.30
	Admin.	Gen Fund	1.00	1.00	1.00	1.36	1.50	1.50
		Gen Fund Equity				0.64	0.50	0.50
		Other						
	School Total		31.16	30.09	28.70	30.70	27.95	27.45

School and CASR	Licensed	26.00	26.00	27.20	26.70	23.70	24.70
	Classified/ Non-Rep	23.58	21.28	19.38	19.88	21.26	19.32
	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.

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,845,771	\$ 1,929,094	\$ 1,944,317	\$ 2,079,187	\$ 1,906,628	\$ 2,122,278
Associated Payroll Costs	\$ 947,875	\$ 953,668	\$ 940,293	\$ 1,034,849	\$ 962,214	\$ 1,041,694
Purchased Services	\$ 49,392	\$ 15,247	\$ 5,512	\$ 13,457	\$ 12,565	\$ 12,312
Supplies and Materials	\$ 27,754	\$ 28,341	\$ 27,978	\$ 11,308	\$ 105,073	\$ 80,586
Capital	\$ 23,500					\$ 1,188
Other Objects	\$ 3,813	\$ 420	\$ 246	\$ 164		\$ 396
Total	\$2,898,105	\$2,926,769	\$2,918,345	\$3,138,965	\$2,986,480	\$3,258,454
Dollars per Student	\$ 7,547 :1	\$ 7,466 :1	\$ 7,640 :1	\$ 8,484 :1	\$ 8,533 :1	\$ 8,976 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	67%	63%	60%	56%	55%
*Students with Disabilities	20%	20%	19%	18%	19%
*English Language Learners	14%	13%	13%	13%	13%
*Free-Direct Certification	42%	38%	40%	35%	32%
*Black	14%	12%	10%	10%	10%
*Latino	10%	10%	11%	10%	9%
*Native American	1%	1%	1%	1%	
*Pacific Islander	1%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	6%	7%	7%	6%	6%
Multi-Race - Asian/White	3%	2%	2%	3%	4%
Asian	10%	12%	10%	11%	9%
White	56%	55%	58%	59%	61%

Student Performance Data

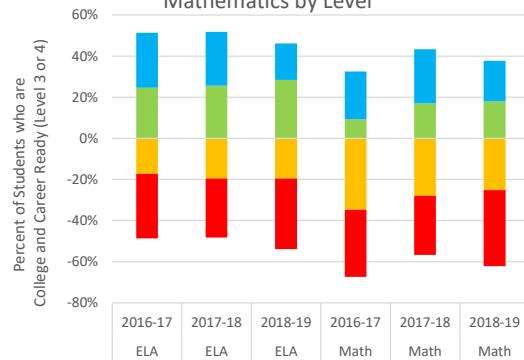
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	25%	26%	28%
ELA	Level 3	27%	26%	18%
ELA	Level 2	17%	20%	20%
ELA	Level 1	31%	29%	34%

ELA Participation	94%	94%	94%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	9%	17%	18%
Math	Level 3	23%	26%	20%
Math	Level 2	35%	28%	25%
Math	Level 1	33%	29%	37%

Math Participation	94%	93%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Harriet Tubman

2231 N Flint Ave
503-916-5630
Principal: Louise Mair

Title I School for 2020-21.

6-8 (Mandarin Immersion) Constructed 1952

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood			491	417	417	395	405	394
Mandarin Immersion				13	26	42	48	58
Total			491	430	443	437	453	452

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers			22.77	22.00	23.00	25.20
		Counseling Services			1.00	1.00	2.00	2.00
		Library/Media Services			1.00	1.00	1.00	1.00
		Instructional Specialists			1.00	0.50	1.00	1.00
		Other			2.00	1.50	1.00	0.80
	Classified/ Non-Rep	Clerical			2.50	2.63	2.50	2.50
		Ed. Assistant/ Paraeducator			1.50	2.70	2.50	2.50
		Library/Media Services						
	Admin.			3.00	3.00	3.00	3.00	3.00
	School Total				34.77	34.33	36.00	38.00
Centrally Allocated School Resources (CASR)	Licensed	Special Education			4.00	3.50	3.50	3.50
		ESL			0.83	0.50	0.50	0.50
		Other			1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education			5.25	5.63	5.63	3.75
		ESL						
		Nutrition Services			1.50	1.69	1.75	1.75
		Custodial			4.00	4.00	4.00	4.00
	Other			1.00	1.00	1.00	1.00	
CASR Total				17.58	17.32	17.38	15.50	
Grand Total				52.35	51.64	53.38	53.50	

Overall Students per FTE 9.4:1 8.3:1 8.3:1 8.2:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund			24.77	22.40	22.40	21.50
		Gen Fund Equity			3.00	3.00	3.50	3.00
		City Arts Tax Foundation						
		Title I				0.50	0.50	0.50
		SIA					1.50	4.50
		Other				0.10	0.10	0.50
		Gen Fund			4.00	3.69	3.50	3.50
	Classified/ Non-Rep	Gen Fund Equity				0.13		
		Foundation						
		Title I				1.50	1.50	1.50
		Other						
	Admin.	Gen Fund			3.00	3.00	3.00	3.00
		Gen Fund Equity						
		Other						
	School Total				34.77	34.33	36.00	38.00

School and CASR	Licensed	0.00	0.00	33.60	31.00	33.00	35.00
	Classified/ Non-Rep	0.00	0.00	15.75	17.64	17.38	15.50
	Admin.	0.00	0.00	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.

Harriet Tubman

2231 N Flint Ave
503-916-5630
Principal: Louise Mair



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries			\$ 2,279,668	\$ 2,388,909	\$ 2,578,298	\$ 2,974,528
Associated Payroll Costs			\$ 1,009,196	\$ 1,175,887	\$ 1,291,196	\$ 1,460,463
Purchased Services			\$ 12,477	\$ 9,043	\$ 41,864	\$ 14,208
Supplies and Materials			\$ 27,067	\$ 52,194	\$ 121,865	\$ 55,231
Capital						\$ 1,368
Other Objects						\$ 456
Total			\$3,328,408	\$3,626,033	\$4,033,223	\$4,506,254
Dollars per Student			\$ 6,779 :1	\$ 8,433 :1	\$ 9,104 :1	\$ 10,312 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*			73%	72%	70%
*Students with Disabilities			17%	15%	14%
*English Language Learners			6%	5%	5%
*Free-Direct Certification			36%	34%	35%
*Black			41%	38%	35%
*Latino			15%	16%	15%
*Native American			2%	1%	1%
*Pacific Islander			0%	0%	1%
*Multi-Race - Other Ancestry			9%	12%	11%
Multi-Race - Asian/White			1%	2%	3%
Asian			1%	1%	1%
White			31%	30%	34%

Student Performance Data

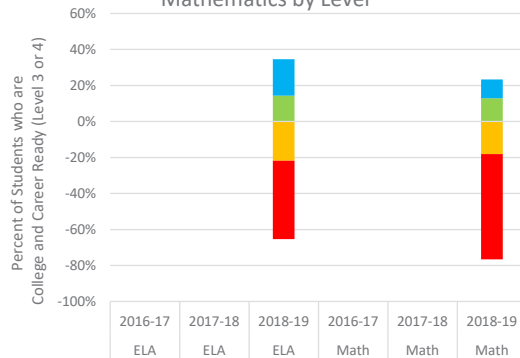
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4			14%
ELA	Level 3			20%
ELA	Level 2			22%
ELA	Level 1			44%

ELA Participation			93%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4			13%
Math	Level 3			11%
Math	Level 2			18%
Math	Level 1			58%

Math Participation			78%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Harrison Park

2225 SE 87th Ave
503-916-5700

Title I School for 2020-21.

Principal: Leah Dickey

K-8 Constructed 1949

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	676	592	591	557	517	540	507	458
Mandarin Immersion		46	67	80	84	114	130	139
Total	676	638	658	637	601	654	637	597

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	36.50	33.50	33.55	34.78	35.00	37.66
		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 Specialists	1.20	2.00		0.50	1.00	1.00
		Other	1.00	1.00	2.00	1.50	2.00	1.00
	Classified/ Non-Rep	Clerical	3.00	3.00	3.00	3.00	3.00	3.00
		Ed. Assistant/ Paraeducator	4.00	3.00	3.00	2.63	3.50	3.50
		Library/Media Services	1.00					
	Admin.	Other	1.00	1.00		0.50		1.75
			3.00	2.00	2.00	3.00	2.00	2.00
School Total		53.20	48.50	46.55	48.90	49.50	52.91	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.00	3.00	3.50	4.00	4.00	4.00
		ESL	4.00	4.00	3.50	3.50	3.50	4.00
		Other	1.00					
	Classified/ Non-Rep	Special Education	3.50	1.75	3.50	2.81	3.75	3.75
		ESL	2.63	2.19	2.19	2.63	1.75	1.75
		Nutrition Services	3.75	3.56	3.56	3.00	2.94	2.94
		Custodial	4.45	5.00	4.00	5.00	4.00	4.00
		Other	3.00	2.88	1.88	3.88	3.88	3.88
	CASR Total		26.33	22.38	22.13	24.81	23.82	24.32
	Grand Total		79.53	70.88	68.68	73.72	73.32	77.23

Overall Students per FTE 8.5:1 9.0:1 9.6:1 8.6:1 8.2:1 8.5:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	32.50	31.00	28.75	30.63	32.70	32.95
		Gen Fund Equity	5.75	6.00	7.00	5.65	5.00	4.50
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Title I	1.95	1.50	1.75	1.95	1.50	1.00
		SIA					0.50	2.50
		Other				0.55	0.30	0.71
		Gen Fund	6.50	4.26	3.86	4.34	3.00	2.00
	Classified/ Non-Rep	Gen Fund Equity	1.00		0.40			1.00
		Foundation						
		Title I	1.50	2.27	1.50	1.13	2.00	3.75
		Other		0.47	0.24	0.66	1.50	1.50
	Admin.	Gen Fund	3.00	2.00	2.00	3.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total		53.20	48.50	46.55	48.90	49.50	52.91

School and CASR	Licensed	50.20	46.50	45.55	47.28	48.50	50.66
	Classified/ Non-Rep	26.33	22.38	21.13	23.44	22.82	24.57
	Admin.	3.00	2.00	2.00	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.

Harrison Park

2225 SE 87th Ave
503-916-5700
Principal: Leah Dickey



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 3,189,901	\$ 3,204,092	\$ 3,166,884	\$ 3,287,832	\$ 3,289,862	\$ 3,902,039
Associated Payroll Costs	\$ 1,581,860	\$ 1,547,750	\$ 1,503,341	\$ 1,727,580	\$ 1,714,867	\$ 1,988,393
Purchased Services	\$ 62,284	\$ 20,123	\$ 21,571	\$ 13,155	\$ 10,007	\$ 19,608
Supplies and Materials	\$ 48,191	\$ 56,986	\$ 40,624	\$ 100,067	\$ 106,308	\$ 55,178
Capital	\$ 47,944	\$ 5,491	\$ 835		\$ 3,000	\$ 1,896
Other Objects		\$ 14				\$ 636
Total	\$4,930,180	\$4,834,457	\$4,733,256	\$5,128,633	\$5,124,044	\$5,967,750
Dollars per Student	\$ 7,293 :1	\$ 7,578 :1	\$ 7,193 :1	\$ 8,051 :1	\$ 8,526 :1	\$ 9,125 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	85%	79%	79%	80%	80%
*Students with Disabilities	14%	14%	14%	15%	17%
*English Language Learners	35%	28%	27%	31%	32%
*Free-Direct Certification	55%	50%	46%	44%	45%
*Black	22%	22%	21%	24%	22%
*Latino	18%	17%	17%	17%	17%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	2%	2%	1%	3%	4%
*Multi-Race - Other Ancestry	7%	7%	8%	6%	8%
Multi-Race - Asian/White	1%	1%	1%	1%	2%
Asian	27%	27%	27%	26%	26%
White	23%	24%	25%	22%	21%

Student Performance Data

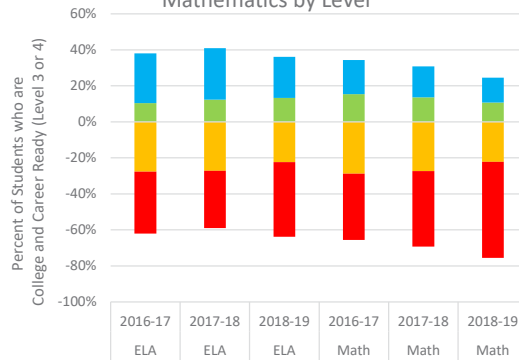
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	11%	12%	13%
ELA	Level 3	28%	29%	23%
ELA	Level 2	28%	27%	22%
ELA	Level 1	34%	32%	42%

ELA Participation	98%	98%	99%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	15%	14%	11%
Math	Level 3	19%	17%	14%
Math	Level 2	29%	27%	22%
Math	Level 1	37%	42%	53%

Math Participation	97%	97%	98%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Hayhurst

5037 SW Iowa St.
503-916-6300

Principal: Tara Bourland

K-5 Hayhurst constructed 1954

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	340	374	390	396	380	394	375	369
Odyssey Program	212	218	239	244				
Total	552	592	629	640	380	394	375	369

The neighborhood attendance area expanded and Odyssey program moved to East Sylvan starting in 2016-17 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed						
	Teachers	25.30	26.80	27.90	28.40	18.20	17.20
	Counseling Services	1.50	1.50	1.50	1.50	1.00	1.00
	Library/Media Services	0.50	0.50	0.50	1.00	0.50	0.50
	Instructional Specialists					0.50	
	Other					0.50	0.50
	Classified/ Non-Rep						
	Clerical	2.00	2.00	2.00	2.00	1.50	1.50
	Ed. Assistant/ Paraeducator	1.00	1.00	1.15	0.60		0.20
	Library/Media Services	1.00	1.00	1.00	1.00	0.50	0.50
Other	0.75	0.75	0.75				
Admin.	3.00	3.00	2.00	2.00	1.00	2.00	
School Total	35.05	36.55	36.80	36.50	23.70	23.40	
Centrally Allocated School Resources (CASR)	Licensed						
	Special Education	3.50	4.50	4.00	5.50	4.50	4.50
	ESL	0.50	0.50	0.50	0.50	0.50	0.50
	Other						
	Classified/ Non-Rep						
	Special Education	5.25	5.25	7.88	8.44	8.44	7.50
	ESL						
Nutrition Services	1.38	1.38	1.31	1.31	0.88	0.88	
Custodial	4.00	4.00	4.00	4.00	2.00	2.00	
Other							
CASR Total	14.63	15.63	17.69	19.76	16.32	15.38	
Grand Total	49.68	52.18	54.49	56.26	40.02	38.78	

Overall Students per FTE 11.1:1 11.3:1 11.5:1 11.4:1 9.5:1 10.2:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed						
	Gen Fund	25.53	27.30	28.90	29.40	18.70	13.70
	Gen Fund Equity	0.50	0.50			0.50	
	City Arts Tax Foundation	1.00	1.00	1.00	1.50	1.00	1.00
	Title I						
	SIA					0.50	4.50
	Other	0.27					
	Classified/ Non-Rep						
	Gen Fund	4.25	3.75	4.90	3.60	2.00	2.00
	Gen Fund Equity	0.50	1.00				0.20
	Foundation						
	Title I						
	Other						
	Admin.						
	Gen Fund	3.00	3.00	2.00	2.00	1.00	1.00
Gen Fund Equity						1.00	
Other							
School Total		35.05	36.55	36.80	36.50	23.70	23.40

School and CASR	Licensed	31.30	33.80	34.40	36.90	25.70	24.20
	Classified/ Non-Rep	15.38	15.38	18.09	17.36	13.32	12.58
	Admin.	3.00	3.00	2.00	2.00	1.00	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,246,953	\$ 2,496,480	\$ 2,510,305	\$ 2,529,872	\$ 1,596,652	\$ 1,848,495
Associated Payroll Costs	\$ 1,091,398	\$ 1,240,404	\$ 1,201,210	\$ 1,276,124	\$ 816,938	\$ 899,811
Purchased Services	\$ 17,814	\$ 19,302	\$ 16,915	\$ 8,961	\$ 3,340	\$ 17,016
Supplies and Materials	\$ 26,241	\$ 32,866	\$ 47,861	\$ 22,146	\$ 6,932	\$ 14,868
Capital	\$ 300	\$ 963	\$ 11,867			\$ 13,408
Other Objects						\$ 420
Total	\$3,382,706	\$3,790,015	\$3,788,158	\$3,837,103	\$2,423,861	\$2,794,018
Dollars per Student	\$ 6,128 :1	\$ 6,402 :1	\$ 6,023 :1	\$ 5,995 :1	\$ 6,379 :1	\$ 7,091 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	33%	34%	32%	38%	40%
*Students with Disabilities	10%	14%	15%	17%	18%
*English Language Learners	4%	3%	3%	5%	5%
*Free-Direct Certification	15%	14%	12%	16%	20%
*Black	3%	3%	4%	6%	5%
*Latino	8%	9%	7%	7%	9%
*Native American	0%	0%		0%	0%
*Pacific Islander			0%	0%	
*Multi-Race - Other Ancestry	7%	7%	5%	7%	8%
Multi-Race - Asian/White	4%	5%	6%	4%	5%
Asian	3%	3%	3%	2%	2%
White	75%	73%	76%	74%	72%

Student Performance Data

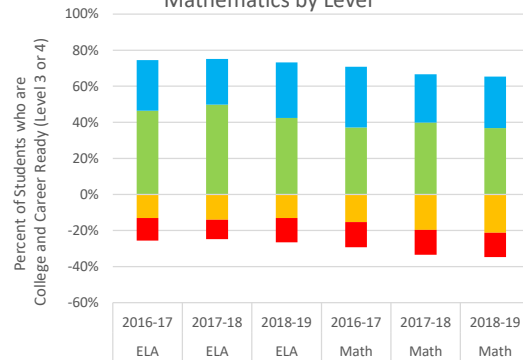
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	46%	50%	42%
ELA	Level 3	28%	25%	31%
ELA	Level 2	13%	14%	13%
ELA	Level 1	12%	11%	14%

ELA Participation	98%	97%	99%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	37%	40%	37%
Math	Level 3	34%	27%	29%
Math	Level 2	15%	20%	21%
Math	Level 1	14%	14%	13%

Math Participation	98%	96%	99%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Odyssey

1849 SW 58th Ave.
503-916-5560
Principal: Eryn Berg

K-8 East Sylvan constructed 1933

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Odyssey Program					244	244	248	248
Total					244	244	248	248

Odyssey program moved to East Sylvan starting in 2016-17 SY. Included with Hayhurst until 2020-21.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers				10.90	10.90
		Counseling Services				1.00	1.00
		Library/Media Services				0.50	0.50
		Instructional Specialists					
		Other				0.50	0.50
	Classified/ Non-Rep	Clerical				1.00	1.00
		Ed. Assistant/ Paraeducator				0.50	0.50
		Library/Media Services				0.50	0.50
	Admin.					1.00	1.00
	School Total						15.90
Centrally Allocated School Resources (CASR)	Licensed	Special Education				0.50	0.50
		ESL				0.25	0.25
		Other					
	Classified/ Non-Rep	Special Education					
		ESL					
		Nutrition Services				0.69	0.69
		Custodial				2.00	2.00
	Other						
CASR Total						3.44	3.44
Grand Total						19.34	19.34

Overall Students per FTE 12.6:1 12.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund				11.90	11.90
		Gen Fund Equity					
		City Arts Tax Foundation				0.50	0.50
		Title I					
		SIA				0.50	0.50
		Other					
		Classified/ Non-Rep	Gen Fund				2.00
	Gen Fund Equity						
	Foundation						
	Title I						
	Other						
	Admin.	Gen Fund				1.00	1.00
		Gen Fund Equity					
		Other					
	School Total						15.90

School and CASR	Licensed	0.00	0.00	0.00	0.00	13.65	13.65
	Classified/ Non-Rep	0.00	0.00	0.00	0.00	4.69	4.69
	Admin.	0.00	0.00	0.00	0.00	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.

Odyssey

1849 SW 58th Ave.
503-916-5560
Principal: Eryn Berg



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries					\$ 1,169,166	\$ 1,277,621
Associated Payroll Costs					\$ 592,774	\$ 621,098
Purchased Services					\$ 1,396	\$ 9,300
Supplies and Materials					\$ 6,324	\$ 12,240
Capital						\$ 900
Other Objects						\$ 300
Total					\$1,769,660	\$1,921,459
Dollars per Student					\$ 7,253 :1	\$ 7,875 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*				16%	18%
*Students with Disabilities				9%	7%
*English Language Learners				1%	
*Free-Direct Certification				2%	2%
*Black				1%	1%
*Latino				6%	6%
*Native American					
*Pacific Islander					
*Multi-Race - Other Ancestry				2%	3%
Multi-Race - Asian/White				7%	7%
Asian				4%	4%
White				81%	79%

Student Performance Data

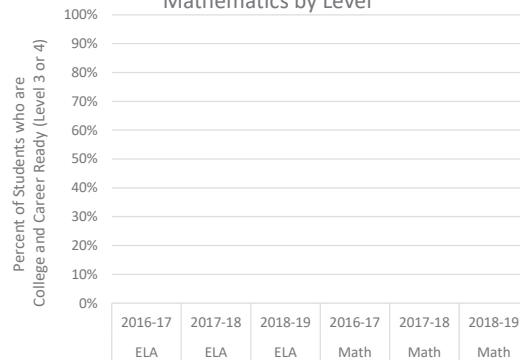
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4			
ELA	Level 3			
ELA	Level 2			
ELA	Level 1			

ELA Participation			
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4			
Math	Level 3			
Math	Level 2			
Math	Level 1			

Math Participation			
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Hosford
 2303 SE 28th Place
 503-916-5640
 Principal: Caitlin Klenz

6-8 (Mandarin Immersion) Constructed 1925

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	464	506	476	523	537	542	516	511
Mandarin Immersion	167	115	112	128	139	139	131	124
Total	631	621	588	651	676	681	647	635

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	27.00	25.00	26.00	26.25	27.75	30.25
		Counseling Services	1.50	1.50	1.50	2.00	2.50	3.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists						
		Other	1.00	1.00	1.00	1.00	0.50	1.00
	Classified/ Non-Rep	Clerical	2.50	2.50	2.50	2.50	3.00	3.00
		Ed. Assistant/ Paraeducator						
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
	Admin.	Other	1.00	0.75	0.50	0.50	0.50	0.50
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total		36.00	33.75	34.50	35.25	37.25	40.75	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.00	4.00	4.00	4.50	4.50	5.00
		ESL	0.50	0.50	0.50	0.50	0.50	1.00
		Other						
	Classified/ Non-Rep	Special Education	5.25	5.25	6.13	8.44	8.44	5.63
		ESL						
		Nutrition Services	1.13	1.13	1.88	1.13	1.13	1.13
		Custodial	4.00	3.00	2.00	3.73	3.00	3.00
Other	1.00							
CASR Total		15.88	13.88	14.50	18.29	17.57	15.75	
Grand Total		51.88	47.63	49.00	53.54	54.82	56.50	

Overall Students per FTE 12.2:1 13.0:1 12.0:1 12.2:1 12.3:1 12.1:1
 (Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	29.00	27.00	28.00	28.50	30.25	30.25
		Gen Fund Equity	1.00	1.00	1.00	1.00		3.00
		City Arts Tax Foundation						
		Title I						
		SIA					1.00	1.50
		Other				0.25		
	Classified/ Non-Rep	Gen Fund	3.50	3.75	3.50	3.50	4.00	4.00
		Gen Fund Equity						
		Foundation	0.50					
		Title I						
Admin.	Other							
	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00	
	Gen Fund Equity							
Other								
School Total		36.00	33.75	34.50	35.25	37.25	40.75	

School and CASR	Licensed	34.50	32.50	33.50	34.75	36.25	40.75
	Classified/ Non-Rep	15.38	13.13	13.50	16.79	16.57	13.75
	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,318,714	\$ 2,272,032	\$ 2,326,022	\$ 2,406,457	\$ 2,376,819	\$ 3,120,781
Associated Payroll Costs	\$ 1,117,800	\$ 1,068,855	\$ 1,068,803	\$ 1,217,318	\$ 1,193,428	\$ 1,566,882
Purchased Services	\$ 24,906	\$ 22,466	\$ 17,997	\$ 10,320	\$ 1,756	\$ 25,531
Supplies and Materials	\$ 24,121	\$ 33,254	\$ 23,504	\$ 17,489	\$ 38,748	\$ 39,693
Capital	\$ 14,300	\$ 1,142	\$ 1,738			\$ 1,980
Other Objects		\$ 1,759			\$ 1,000	\$ 660
Total	\$3,499,840	\$3,399,508	\$3,438,065	\$3,651,584	\$3,611,751	\$4,755,527
Dollars per Student	\$ 5,546 :1	\$ 5,474 :1	\$ 5,847 :1	\$ 5,609 :1	\$ 5,343 :1	\$ 6,983 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	36%	36%	37%	35%	41%
*Students with Disabilities	14%	11%	14%	15%	18%
*English Language Learners	4%	3%	2%	2%	4%
*Free-Direct Certification	19%	17%	16%	14%	20%
*Black	3%	4%	3%	3%	4%
*Latino	8%	9%	10%	10%	10%
*Native American	1%	1%	0%	1%	0%
*Pacific Islander	0%		1%	1%	0%
*Multi-Race - Other Ancestry	5%	4%	7%	5%	5%
Multi-Race - Asian/White	7%	8%	7%	8%	8%
Asian	15%	14%	14%	12%	13%
White	61%	61%	59%	62%	60%

Student Performance Data

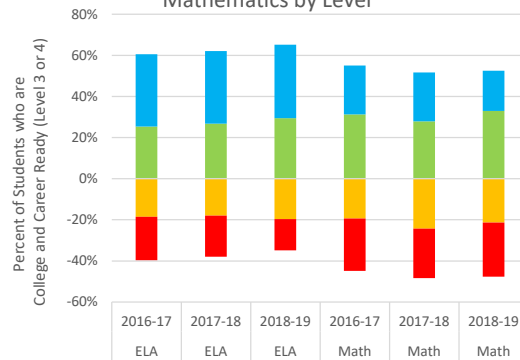
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	25%	27%	29%
ELA	Level 3	35%	35%	36%
ELA	Level 2	19%	18%	20%
ELA	Level 1	21%	20%	15%

ELA Participation	90%	91%	96%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	31%	28%	33%
Math	Level 3	24%	24%	20%
Math	Level 2	19%	24%	21%
Math	Level 1	25%	24%	26%

Math Participation	76%	89%	96%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Ida B. Wells-Barnett

1151 SW Vermont St
503-916-5280
Principal: Filip Hristic

9-12 (Advanced Placement, Computer Sciences) Constructed 1954

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	1413	1512	1535	1558	1540	1640	1687	1786
Total	1413	1512	1535	1558	1540	1640	1687	1786

Boundary Expansion in 2016-17 SY to support overcrowding in West Sylvan, Chapman and Lincoln.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	69.50	67.63	68.26	65.41	67.42	69.57
		Counseling Services	5.50	5.50	5.50	5.75	5.75	6.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists			5.34	3.69	4.21	3.81
		Other	2.00	2.00	1.50	1.46	1.50	1.50
	Classified/ Non-Rep	Clerical	8.20	6.56	6.88	7.01	8.00	7.50
		Ed. Assistant/ Paraeducator						
		Library/Media Services	0.50		0.20	1.00	1.00	1.00
	Admin.	Other	4.00	5.11	3.30	3.25	3.75	3.80
			3.00	4.00	4.00	4.00	4.00	4.00
School Total		93.70	91.80	95.98	92.57	96.63	98.18	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	8.50	8.50	9.00	8.00	8.50	8.50
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	10.50	10.50	10.50	9.38	11.26	13.13
		ESL						
		Nutrition Services	1.14	1.19	1.31	1.38	0.81	1.31
		Custodial	14.80	10.73	11.00	8.73	9.00	9.00
	Admin.	Other	3.00	2.00	2.00	2.00	2.00	2.00
	CASR Total		39.44	34.41	35.31	30.98	33.07	35.45
	Grand Total		133.14	126.22	131.29	123.55	129.70	133.63

Overall Students per FTE 10.6:1 12.0:1 11.7:1 12.6:1 11.9:1 12.3:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	74.41	71.27	77.93	73.22	74.47	77.15
		Gen Fund Equity	3.50	3.50				
		City Arts Tax						
		Foundation	0.09	1.37		1.10	0.17	
		Title I						
		SIA					1.00	1.00
		Other			3.67	2.99	4.25	3.73
	Classified/ Non-Rep	Gen Fund	12.70	11.47	10.19	10.39	9.75	9.30
		Gen Fund Equity						
		Foundation			0.19	0.37		
		Title I						
		Other		0.20		0.50	3.00	3.00
	Admin.	Gen Fund	3.00	4.00	4.00	4.00	4.00	4.00
		Gen Fund Equity						
		Other						
School Total		93.70	91.80	95.98	92.57	96.63	98.18	

School and CASR	Licensed	88.00	86.13	92.10	86.81	89.88	91.88
	Classified/ Non-Rep	42.14	36.08	35.19	32.74	35.82	37.75
	Admin.	3.00	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 6,135,930	\$ 6,550,324	\$ 7,253,136	\$ 7,195,109	\$ 7,438,013	\$ 8,077,234
Associated Payroll Costs	\$ 2,914,589	\$ 3,135,362	\$ 3,316,850	\$ 3,519,048	\$ 3,377,974	\$ 3,882,613
Purchased Services	\$ 53,694	\$ 48,438	\$ 44,873	\$ 40,496	\$ 58,206	\$ 61,420
Supplies and Materials	\$ 39,108	\$ 61,643	\$ 97,687	\$ 70,714	\$ 87,193	\$ 119,343
Capital	\$ 48	\$ 8,666	\$ 1,837		\$ 125	\$ 5,849
Other Objects	\$ 835	\$ 82		\$ 900		\$ 1,908
Total	\$ 9,144,204	\$ 9,804,515	\$10,714,384	\$10,826,267	\$10,961,510	\$12,148,367
Dollars per Student	\$ 6,471 :1	\$ 6,484 :1	\$ 6,980 :1	\$ 6,949 :1	\$ 7,118 :1	\$ 7,408 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	32%	32%	29%	29%	30%
*Students with Disabilities	12%	11%	10%	9%	10%
*English Language Learners	2%	2%	1%	1%	1%
*Free-Direct Certification	12%	11%	10%	10%	10%
*Black	6%	5%	5%	5%	4%
*Latino	8%	9%	9%	9%	8%
*Native American	0%	1%	0%	0%	0%
*Pacific Islander	1%	1%	0%	1%	1%
*Multi-Race - Other Ancestry	4%	5%	5%	5%	6%
Multi-Race - Asian/White	3%	4%	4%	4%	5%
Asian	3%	3%	3%	3%	2%
White	75%	73%	75%	74%	74%

Student Performance Data

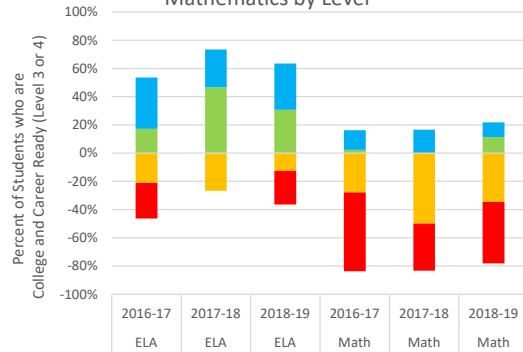
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	17%	47%	31%
ELA	Level 3	36%	27%	33%
ELA	Level 2	21%	27%	13%
ELA	Level 1	25%		24%

ELA Participation	49%	5%	28%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	2%		12%
Math	Level 3	14%	17%	10%
Math	Level 2	28%	50%	35%
Math	Level 1	56%	33%	44%

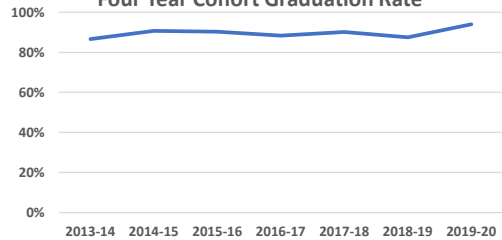
Math Participation	42%	2%	21%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.

Four Year Cohort Graduation Rate





Irvington

1320 NE Brazee St
503-916-6386

Principal: Satrina Chargualaf
K-5 Constructed 1932

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Economically Disadvantaged.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	446	459	339	325	320	315	303	304
Total	446	459	339	325	320	315	303	304

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	22.45	20.00	18.20	16.00	14.10	14.25
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
		Instructional Specialists	0.50	1.00			0.50	0.25
		Other			0.10	1.00	1.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	1.70
		Ed. Assistant/ Paraeducator	0.88	1.00				
		Library/Media Services			0.50	0.50	0.50	0.50
	Admin.							
			2.00	2.00	2.00	1.00	1.00	1.50
School Total		29.83	28.00	24.30	22.00	21.10	21.20	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	5.00	4.00	2.00	2.00	2.00	2.00
		ESL	0.50	0.50	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	4.38	7.00	3.50	4.69	4.29	4.69
		ESL						
		Nutrition Services	1.63	1.25	1.06	1.13	1.13	1.13
		Custodial	3.45	2.73	3.00	2.73	2.73	2.73
	Other							
CASR Total		14.95	15.48	9.81	10.79	10.39	10.79	
Grand Total		44.78	43.48	34.11	32.79	31.49	31.99	

Overall Students per FTE 10.0:1 10.6:1 9.9:1 9.9:1 10.2:1 9.8:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	22.30	21.00	18.62	16.00	16.10	14.60
		Gen Fund Equity	1.65	1.25	0.18	1.50		1.40
		City Arts Tax Foundation	1.00	0.50	1.00	1.00	0.50	0.50
		Title I						
		SIA					1.00	1.00
		Other						
		Classified/ Non-Rep	Gen Fund	2.50	1.50	2.00	2.00	2.00
	Gen Fund Equity		0.20	0.50				0.20
	Foundation		0.18	1.00	0.50	0.50	0.50	
	Title I							
	Other							
	Admin.	Gen Fund	2.00	2.00	1.00	1.00	1.00	1.50
		Gen Fund Equity			1.00			
		Other						
	School Total		29.83	28.00	24.30	22.00	21.10	21.20

School and CASR	Licensed	30.45	27.50	22.05	20.75	19.85	19.75
	Classified/ Non-Rep	12.33	13.98	10.06	11.04	10.64	10.74
	Admin.	2.00	2.00	2.00	1.00	1.00	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.

Irvington
1320 NE Brazee St
503-916-6386
Principal: Satrina Chargualaf



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,945,737	\$ 1,877,831	\$ 1,812,167	\$ 1,596,237	\$ 1,410,045	\$ 1,780,154
Associated Payroll Costs	\$ 939,486	\$ 881,277	\$ 829,870	\$ 761,749	\$ 679,290	\$ 853,135
Purchased Services	\$ 16,302	\$ 13,755	\$ 6,308	\$ 4,204	\$ 3,012	\$ 11,112
Supplies and Materials	\$ 11,691	\$ 10,007	\$ 20,420	\$ 4,879	\$ 21,380	\$ 58,723
Capital	\$ 8,278	\$ 1,152				\$ 1,080
Other Objects						\$ 360
Total	\$2,921,494	\$2,784,022	\$2,668,765	\$2,367,069	\$2,113,727	\$2,704,564
Dollars per Student	\$ 6,550 :1	\$ 6,065 :1	\$ 7,872 :1	\$ 7,283 :1	\$ 6,605 :1	\$ 8,586 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	47%	50%	48%	39%	45%
*Students with Disabilities	15%	17%	14%	13%	18%
*English Language Learners	3%	3%	2%	3%	3%
*Free-Direct Certification	17%	17%	18%	14%	20%
*Black	16%	20%	19%	13%	12%
*Latino	13%	12%	12%	9%	10%
*Native American			0%		
*Pacific Islander					0%
*Multi-Race - Other Ancestry	11%	9%	8%	8%	7%
Multi-Race - Asian/White	4%	4%	7%	9%	8%
Asian	1%	1%	2%	1%	1%
White	56%	54%	53%	61%	61%

Student Performance Data

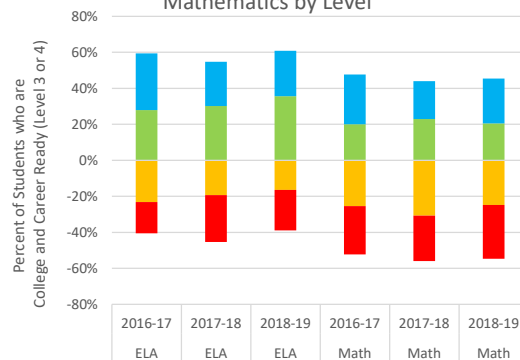
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	28%	30%	36%
ELA	Level 3	32%	25%	25%
ELA	Level 2	23%	19%	16%
ELA	Level 1	17%	26%	23%

ELA Participation	88%	85%	91%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	20%	23%	21%
Math	Level 3	28%	21%	25%
Math	Level 2	26%	31%	25%
Math	Level 1	27%	25%	30%

Math Participation	85%	83%	89%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Jackson

10625 SW 35th Ave
503-916-5680

Principal: Susan Kosmala

6-8 (Bernstein Artful Learning) Constructed 1964

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	597	659	746	793	803	830	855	793
Total	597	659	746	793	803	830	855	793

Boundary Expansion in 2016-17 SY to support overcrowding in West Sylvan, Chapman and Lincoln.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	25.05	27.05	29.00	29.00	32.00	31.50
		Counseling Services	1.40	1.50	2.00	2.00	2.50	3.00
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
		Instructional Specialists						
		Other			1.00		2.00	1.50
	Classified/ Non-Rep	Clerical	2.50	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/Paraeducator		0.60	1.75			
		Library/Media Services			0.50	0.50	0.50	0.50
	Admin.							
		Other	2.00	2.00	1.00	3.00	3.00	3.00
School Total		31.95	34.15	37.75	37.00	42.50	42.00	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.50	4.50	5.00	5.50	5.00	5.00
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	7.00	6.13	7.88	9.38	7.50	9.38
		ESL		0.44				
		Nutrition Services	1.00	1.00	1.06	1.38	1.31	1.31
		Custodial	7.45	7.73	6.73	7.00	10.00	10.00
	Other	1.00	1.00	1.00	1.00	1.00	1.00	
CASR Total		21.45	21.29	22.16	24.76	25.32	27.19	
Grand Total		53.40	55.44	59.92	61.76	67.82	69.19	

Overall Students per FTE 11.2:1 11.9:1 12.5:1 12.8:1 11.8:1 12.0:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	26.70	28.05	31.50	31.50	35.50	33.50
		Gen Fund Equity	0.75	1.50	1.00			1.00
		City Arts Tax Foundation						
		Title I						
		SIA					1.50	2.00
		Other						
	Classified/ Non-Rep	Gen Fund	2.50	1.60	4.25	2.50	2.50	2.50
		Gen Fund Equity		1.00				
		Foundation						
		Title I						
		Other						
	Admin.	Gen Fund	2.00	2.00	1.00	3.00	3.00	3.00
		Gen Fund Equity						
		Other						
	School Total		31.95	34.15	37.75	37.00	42.50	42.00

School and CASR	Licensed	32.45	34.55	38.00	37.50	42.50	42.00
	Classified/ Non-Rep	18.95	18.89	20.92	21.26	22.32	24.19
	Admin.	2.00	2.00	1.00	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,178,395	\$ 2,502,130	\$ 2,811,159	\$ 2,977,689	\$ 3,233,509	\$ 3,524,393
Associated Payroll Costs	\$ 1,016,504	\$ 1,207,509	\$ 1,300,086	\$ 1,478,012	\$ 1,569,412	\$ 1,685,331
Purchased Services	\$ 19,506	\$ 18,122	\$ 18,506	\$ 14,020	\$ 3,340	\$ 28,107
Supplies and Materials	\$ 21,024	\$ 20,821	\$ 63,264	\$ 6,482	\$ 23,354	\$ 52,649
Capital	\$ 25,591	\$ 699				\$ 2,340
Other Objects	\$ 100		\$ 831	\$ 79		\$ 780
Total	\$3,261,120	\$3,749,281	\$4,193,846	\$4,476,282	\$4,829,614	\$5,293,600
Dollars per Student	\$ 5,463 :1	\$ 5,689 :1	\$ 5,622 :1	\$ 5,645 :1	\$ 6,014 :1	\$ 6,378 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	41%	38%	36%	37%	39%
*Students with Disabilities	16%	15%	15%	17%	14%
*English Language Learners	5%	3%	2%	2%	2%
*Free-Direct Certification	17%	15%	12%	12%	15%
*Black	9%	7%	6%	6%	7%
*Latino	8%	9%	9%	9%	9%
*Native American	1%	1%	1%	0%	0%
*Pacific Islander	1%	1%	0%	0%	1%
*Multi-Race - Other Ancestry	7%	5%	5%	6%	6%
Multi-Race - Asian/White	3%	3%	4%	4%	4%
Asian	3%	2%	2%	4%	4%
White	70%	73%	73%	71%	69%

Student Performance Data

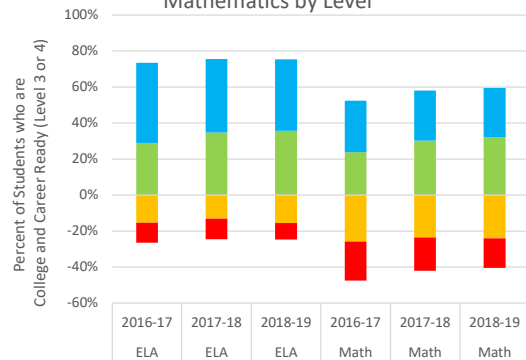
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	29%	35%	36%
ELA	Level 3	45%	41%	40%
ELA	Level 2	15%	13%	16%
ELA	Level 1	11%	11%	9%

ELA Participation	94%	96%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	24%	30%	32%
Math	Level 3	29%	28%	27%
Math	Level 2	26%	24%	24%
Math	Level 1	22%	19%	17%

Math Participation	93%	95%	96%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



James John

7439 N Charleston Ave
503-916-6266

Principal: John Melvin

K-5 (Spanish Immersion) Constructed 1929

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Multi-racial, English Learners, Hispanic/Latino. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	334	279	237	224	191	221	232	229
Spanish Immersion	71	89	110	127	125	126	118	116
Total	405	368	347	351	316	347	350	345

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	20.00	18.00	18.00	17.80	18.70	19.75
		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	1.00
		Instructional Specialists	1.30	1.50	1.50	1.50	1.50	1.75
		Other		1.00	1.00	1.00	1.50	1.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/Paraeducator	4.69	3.80	3.75	3.00	3.44	3.36
		Library/Media Services	0.43		0.45		0.50	
	Admin.		1.00	1.00	1.00	1.00	2.00	2.00
	School Total			31.42	29.30	29.70	28.30	31.39
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	3.00	4.00	4.50	4.50
		ESL	2.00	2.00	1.50	1.50	1.50	1.50
		Other				1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	1.75	1.75	6.13	9.38	9.38	7.50
		ESL	1.31	0.88	0.88	0.44	0.44	0.44
		Nutrition Services	3.25	2.69	2.69	2.06	2.06	2.06
		Custodial	3.73	2.73	3.00	2.00	3.00	3.00
	Other				0.88	0.88	0.88	
CASR Total			14.54	12.54	17.19	21.26	22.76	20.88
Grand Total			45.96	41.84	46.89	49.56	54.15	53.24

Overall Students per FTE 8.8:1 8.8:1 7.4:1 7.1:1 5.8:1 6.5:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	19.21	17.50	18.75	18.55	19.45	16.15
		Gen Fund Equity	3.09	2.79	2.25	2.25	1.55	1.55
		City Arts Tax Foundation	1.00	1.00	1.00	0.50	1.00	1.00
		Title I		1.00	0.50	1.00	0.45	0.70
		SIA					1.00	5.60
		Other		0.21				
		Classified/ Non-Rep	Gen Fund	3.56	3.40	3.00	3.00	1.50
	Gen Fund Equity	0.32	0.43	0.50	0.50	0.50	0.50	
	Foundation							
	Title I	3.04	1.98	2.25	1.50	2.44	1.86	
	Other	0.20		0.45		1.50	1.50	
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.50	1.50
		Gen Fund Equity					0.50	0.50
		Other						
School Total			31.42	29.30	29.70	28.30	31.39	32.36

School and CASR	Licensed	27.80	27.00	27.00	28.80	30.45	32.00
	Classified/ Non-Rep	17.16	13.84	18.89	19.76	21.70	19.24
	Admin.	1.00	1.00	1.00	1.00	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,878,612	\$ 1,827,593	\$ 1,867,862	\$ 1,905,207	\$ 2,130,396	\$ 2,386,265
Associated Payroll Costs	\$ 919,625	\$ 905,582	\$ 918,728	\$ 1,023,727	\$ 1,139,010	\$ 1,198,610
Purchased Services	\$ 43,381	\$ 18,047	\$ 24,010	\$ 13,948	\$ 25,178	\$ 16,967
Supplies and Materials	\$ 30,230	\$ 16,008	\$ 78,890	\$ 65,471	\$ 60,516	\$ 64,456
Capital	\$ 12,763		\$ 22,395		\$ 4,948	\$ 4,394
Other Objects						\$ 384
Total	\$2,884,611	\$2,767,231	\$2,911,884	\$3,008,353	\$3,360,047	\$3,671,076
Dollars per Student	\$ 7,122 :1	\$ 7,520 :1	\$ 8,392 :1	\$ 8,571 :1	\$ 10,633 :1	\$ 10,579 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	76%	72%	69%	67%	68%
*Students with Disabilities	18%	19%	19%	20%	23%
*English Language Learners	26%	22%	19%	20%	23%
*Free-Direct Certification	49%	42%	39%	35%	36%
*Black	9%	9%	7%	7%	5%
*Latino	41%	39%	34%	35%	38%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	1%	1%	2%	1%	1%
*Multi-Race - Other Ancestry	7%	7%	7%	7%	8%
Multi-Race - Asian/White	1%	1%	1%	1%	2%
Asian	4%	4%	4%	3%	2%
White	36%	37%	44%	45%	43%

Student Performance Data

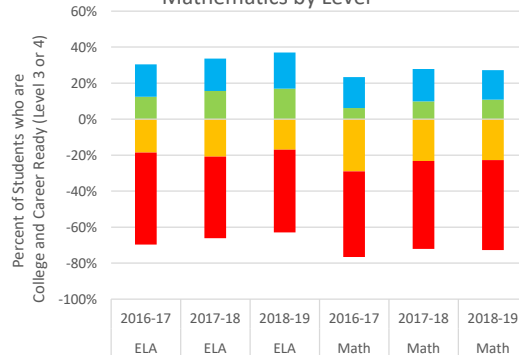
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	12%	16%	17%
ELA	Level 3	18%	18%	20%
ELA	Level 2	19%	21%	17%
ELA	Level 1	51%	45%	46%

ELA Participation	95%	99%	98%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	6%	10%	11%
Math	Level 3	17%	18%	17%
Math	Level 2	29%	23%	23%
Math	Level 1	48%	49%	50%

Math Participation	95%	99%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Jefferson

5210 N Kerby Ave
503-916-5180

Principal: Not announced

0.5 Instructional Specialist has been allocated to TSI Schools as part of SIA. School has been identified as TSI for the following Students: Hispanic/Latino.

9-12 (Middle College Program) Constructed 1909

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	590	677	656	641	620	612	623	636
Total	590	677	656	641	620	612	623	636

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	31.81	34.56	40.40	37.33	36.92	37.59
		Counseling Services	2.00	2.00	2.50	3.00	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists			2.17	1.94	2.00	1.84
		Other	3.74	3.49	3.63	2.33	3.33	2.83
	Classified/ Non-Rep	Clerical	5.10	4.80	4.80	4.55	5.55	4.80
		Ed. Assistant/ Paraeducator	0.40	0.40	0.40	0.40	0.40	0.40
		Library/Media Services						
	Admin.	Other	2.00	1.50	2.50	2.00	5.00	4.00
	School Total		49.55	51.25	60.90	55.55	59.20	57.45
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	3.00	3.50	3.00	2.50	3.00
		ESL	0.50	0.50	0.50	0.60	1.00	1.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	0.88	0.88	0.88	0.94	0.94	0.94
		ESL					0.44	0.44
		Nutrition Services	2.00	2.00	2.00	1.50	1.50	1.50
		Custodial	11.45	8.00	9.73	9.73	9.00	9.00
	Other	7.80	6.80	5.80	6.80	7.80	7.80	
	CASR Total		26.63	22.18	23.40	23.56	24.18	24.68
	Grand Total		76.18	73.43	84.30	79.11	83.38	82.13

Overall Students per FTE 7.7:1 9.2:1 7.8:1 8.1:1 7.4:1 7.5:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	33.27	36.80	40.87	36.54	36.25	35.41
		Gen Fund Equity	4.00	4.25	7.00	6.61	6.00	5.50
		City Arts Tax Foundation						
		Title I	1.28					
		SIA					1.00	2.00
		Other			1.84	2.45	2.00	2.34
		Classified/ Non-Rep	Gen Fund	7.50	6.65	6.70	6.31	7.27
	Gen Fund Equity							
	Foundation							
	Title I							
	Other		0.05	1.00	0.64	3.68	3.95	
	Admin.	Gen Fund	3.00	3.00	3.00	3.00	2.50	2.50
		Gen Fund Equity						
		Other	0.50	0.50	0.50		0.50	0.50
	School Total		49.55	51.25	60.90	55.55	59.20	57.45

School and CASR	Licensed	43.05	45.55	54.70	50.20	49.75	50.25
	Classified/ Non-Rep	29.63	24.38	26.10	25.91	30.63	28.88
	Admin.	3.50	3.50	3.50	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.

Jefferson
5210 N Kerby Ave
503-916-5180
Principal: Not announced



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 3,104,863	\$ 3,445,260	\$ 4,225,827	\$ 3,914,549	\$ 4,128,189	\$ 4,451,915
Associated Payroll Costs	\$ 1,510,350	\$ 1,650,243	\$ 1,911,010	\$ 1,995,854	\$ 1,966,947	\$ 2,178,382
Purchased Services	\$ 64,755	\$ 56,818	\$ 34,321	\$ 41,598	\$ 15,012	\$ 44,895
Supplies and Materials	\$ 28,594	\$ 55,884	\$ 82,557	\$ 37,458	\$ 177,663	\$ 154,634
Capital	\$ 17,830	\$ 483	\$ 1,764	\$ 458		\$ 4,237
Other Objects	\$ 2,492	\$ 2,386	\$ 1,921	\$ 1,700		\$ 1,392
Total	\$ 4,728,884	\$ 5,211,074	\$ 6,257,398	\$ 5,991,616	\$ 6,287,810	\$ 6,835,455
Dollars per Student	\$ 8,015 :1	\$ 7,697 :1	\$ 9,539 :1	\$ 9,347 :1	\$ 10,142 :1	\$ 11,169 :1

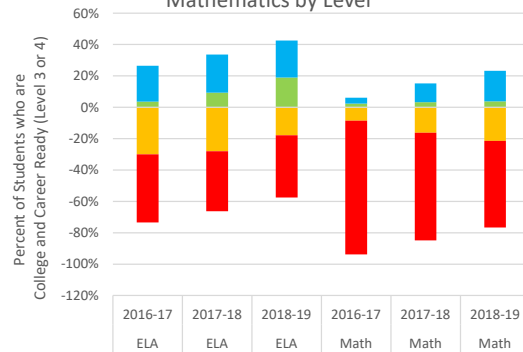
Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	78%	76%	73%	71%	75%
*Students with Disabilities	15%	15%	13%	12%	12%
*English Language Learners	3%	4%	4%	5%	6%
*Free-Direct Certification	40%	37%	33%	28%	35%
*Black	45%	40%	34%	32%	33%
*Latino	15%	17%	19%	20%	22%
*Native American	1%	1%	1%	1%	0%
*Pacific Islander	3%	2%	2%	1%	1%
*Multi-Race - Other Ancestry	8%	9%	11%	11%	12%
Multi-Race - Asian/White	2%	2%	2%	2%	2%
Asian	1%	2%	2%	1%	2%
White	25%	28%	31%	32%	29%

Student Performance Data

Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	4%	9%	19%
ELA	Level 3	23%	24%	24%
ELA	Level 2	30%	28%	18%
ELA	Level 1	43%	38%	40%
ELA Participation		74%	80%	84%

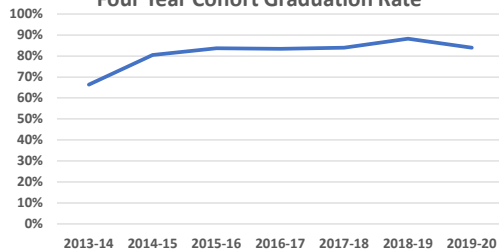
Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	2%	3%	4%
Math	Level 3	4%	12%	20%
Math	Level 2	9%	16%	22%
Math	Level 1	85%	69%	55%
Math Participation		73%	69%	85%

Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.

Four Year Cohort Graduation Rate





Kelly

9030 SE Cooper St
503-916-6350

Principal: Sarah Fish

K-5 (Russian Immersion) Constructed 1957

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Hispanic/Latino, Multi-racial, Economically Disadvantaged, Black/African American. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	345	314	286	252	243	252	255	246
Russian Immersion	259	218	212	224	176	203	208	217
Total	604	532	498	476	419	455	463	463

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	31.00	27.00	24.40	25.00	23.60	24.25	
		Counseling Services	1.50	1.80	2.00	2.00	2.00	2.00	
		Library/Media Services	1.00	1.00	0.50	1.00	1.00	1.00	
		Instructional Specialists		1.00	2.00	2.00	2.80	3.75	
		Other		1.00	1.00				
	Classified/ Non-Rep	Clerical	2.50	2.00	1.50	1.50	1.50	1.50	
		Ed. Assistant/Paraeducator	6.76	3.00	4.00	3.50	3.50	3.50	
		Library/Media Services			0.50				
	Admin.	Other	0.50	1.50	1.50	2.00	1.50	1.00	
			2.00	2.00	2.00	2.00	2.00	2.00	
School Total			45.26	40.30	39.40	39.00	37.90	39.00	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	1.50	2.00	2.00	1.50	
		ESL	4.50	4.00	4.00	4.00	3.50	3.50	
		Other			0.50				
	Classified/ Non-Rep	Special Education	1.75	0.88	0.88	0.94	0.94		
		ESL	3.06	2.63	2.63	2.19	2.19	2.19	
		Nutrition Services	3.69	3.69	3.69	2.88	2.88	2.88	
		Custodial	4.73	4.73	4.00	3.73	4.00	4.00	
		Other							
	CASR Total			19.23	17.41	17.19	15.73	15.50	14.07
	Grand Total			64.49	57.71	56.59	54.73	53.40	53.07

Overall Students per FTE 9.4:1 9.2:1 8.8:1 8.7:1 7.8:1 8.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	26.61	25.50	24.40	25.15	23.06	24.40
		Gen Fund Equity	4.50	4.50	4.50	3.10	2.80	3.30
		City Arts Tax Foundation	1.50	1.50	1.00	1.00	1.00	1.00
		Title I	0.89	0.30		0.15	0.94	0.30
		SIA					1.00	2.00
		Other				0.60	0.60	
		Gen Fund	5.50	3.50	4.00	3.50	2.38	1.50
	Classified/ Non-Rep	Gen Fund Equity						
		Foundation						
		Title I	4.26	3.00	3.50	3.50	2.62	2.50
		Other					1.50	2.00
	Admin.	Gen Fund	2.00	2.00	2.00	1.36	1.50	1.50
		Gen Fund Equity				0.64	0.50	0.50
		Other						
	School Total			45.26	40.30	39.40	39.00	39.00

School and CASR	Licensed	39.50	37.30	35.90	36.00	34.90	36.00
	Classified/ Non-Rep	22.99	18.41	18.69	16.73	16.50	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,476,820	\$ 2,505,192	\$ 2,759,358	\$ 2,555,329	\$ 2,608,396	\$ 2,970,147
Associated Payroll Costs	\$ 1,276,695	\$ 1,190,648	\$ 1,304,015	\$ 1,308,481	\$ 1,300,726	\$ 1,476,232
Purchased Services	\$ 50,007	\$ 61,237	\$ 66,716	\$ 51,489	\$ 52,519	\$ 48,210
Supplies and Materials	\$ 43,181	\$ 96,829	\$ 87,082	\$ 44,387	\$ 58,271	\$ 91,739
Capital		\$ 25	\$ 427	\$ 703		\$ 1,428
Other Objects		\$ 172		\$ 9,833		\$ 4,185
Total	\$3,846,703	\$3,854,103	\$4,217,598	\$3,970,222	\$4,019,911	\$4,591,941
Dollars per Student	\$ 6,369 :1	\$ 7,245 :1	\$ 8,469 :1	\$ 8,341 :1	\$ 9,594 :1	\$ 10,092 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	80%	77%	78%	78%	84%
*Students with Disabilities	12%	12%	16%	15%	15%
*English Language Learners	41%	37%	38%	41%	43%
*Free-Direct Certification	48%	44%	41%	39%	46%
*Black	4%	7%	8%	7%	7%
*Latino	17%	16%	16%	16%	16%
*Native American	1%	2%	1%	1%	1%
*Pacific Islander	1%	1%	1%	2%	3%
*Multi-Race - Other Ancestry	6%	6%	6%	6%	7%
Multi-Race - Asian/White	1%	1%	1%	1%	1%
Asian	9%	10%	10%	9%	9%
White	60%	58%	57%	59%	56%

Student Performance Data

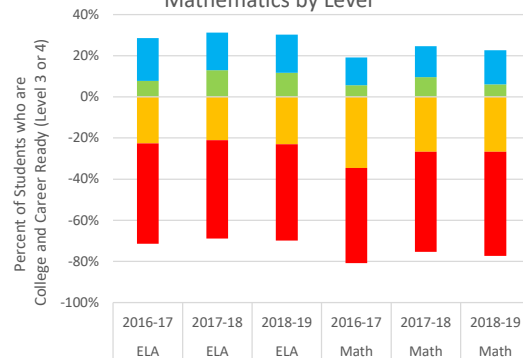
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	8%	13%	12%
ELA	Level 3	21%	18%	19%
ELA	Level 2	23%	21%	23%
ELA	Level 1	49%	48%	47%

ELA Participation	98%	98%	98%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	6%	10%	6%
Math	Level 3	14%	15%	17%
Math	Level 2	35%	27%	27%
Math	Level 1	46%	49%	51%

Math Participation	97%	96%	98%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.

Kellogg

3330 SE 69TH AVE

Title I School for 2020-21.

Principal: Richard Smith

6-8 (Spanish Immersion) Constructed 2021

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood						563	547	565
Spanish Immersion						157	165	161
Total						720	712	726

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers					39.00
		Counseling Services					3.00
		Library/Media Services					0.50
		Instructional Specialists					1.00
		Other					1.00
	Classified/ Non-Rep	Clerical					1.00
		Ed. Assistant/ Paraeducator					0.44
		Library/Media Services					0.50
	Admin.	Other					1.41
	School Total						50.85
Centrally Allocated School Resources (CASR)	Licensed	Special Education					5.50
		ESL					1.50
		Other					
	Classified/ Non-Rep	Special Education					7.50
		ESL					0.22
		Nutrition Services					
		Custodial					
CASR Total						14.72	
Grand Total						65.57	

Overall Students per FTE 11.0:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund					34.28
		Gen Fund Equity					5.50
		City Arts Tax Foundation					
		Title I					0.22
		SIA					4.00
		Other					0.50
		Classified/ Non-Rep	Gen Fund				
	Gen Fund Equity						
	Foundation						
	Title I						1.38
	Other						
	Admin.	Gen Fund					3.00
		Gen Fund Equity					
		Other					
	School Total						50.85

School and CASR	Licensed	0.00	0.00	0.00	0.00	0.00	51.50
	Classified/ Non-Rep	0.00	0.00	0.00	0.00	0.00	11.07
	Admin.	0.00	0.00	0.00	0.00	0.00	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

Principal: Richard Smith

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries					\$ 13,854	\$ 3,853,770
Associated Payroll Costs					\$ 3,645	\$ 2,009,123
Purchased Services					\$ 5,000	\$ 22,296
Supplies and Materials						\$ 71,907
Capital						\$ 2,160
Other Objects						\$ 720
Total					\$ 22,499	\$5,959,976
Dollars per Student						\$ 8,278 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
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					

Student Performance Data

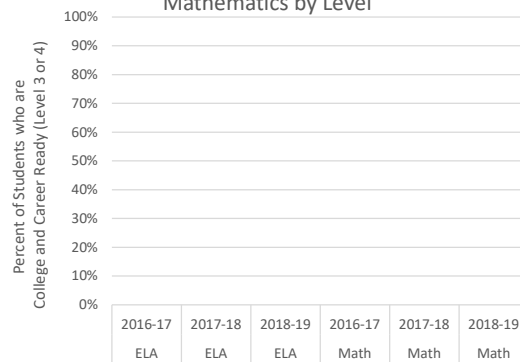
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4			
ELA	Level 3			
ELA	Level 2			
ELA	Level 1			

ELA Participation			
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4			
Math	Level 3			
Math	Level 2			
Math	Level 1			

Math Participation			
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Lane

7200 SE 60th Ave
503-916-6355

Principal: Michael Rowell

6-8 (Russian Immersion) Constructed 1926

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Black/African American, Multi-racial, Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	405	397	380	385	367	355	330	320
Russian Immersion	38	57	53	47	49	51	50	43
Total	443	454	433	432	416	406	380	363

Lane shares site with ACCESS starting 2018-19 SY, statistics continue to be separated on this report.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	26.00	22.50	22.00	21.00	21.00	
		Counseling Services	1.00	1.00	2.00	2.00	2.00	
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	
		Instructional Specialists	1.00	1.00	1.00	1.00	1.00	
		Other	1.00	1.00		1.00	1.50	
	Classified/ Non-Rep	Clerical	2.00	2.00	3.00	3.00	3.00	
		Ed. Assistant/ Paraeducator						
		Library/Media Services			0.50	0.50	0.50	
	Admin.	Other	1.75	2.75	2.75	3.55	2.75	
			2.00	2.00	3.00	2.00	3.00	
School Total		35.75	33.25	34.75	34.55	34.75	34.00	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.00	3.50	3.50	3.50	4.00	
		ESL	1.50	1.50	1.50	1.50	1.50	
		Other			1.00	1.00	1.00	
	Classified/ Non-Rep	Special Education	2.63	2.63	2.63	3.75	4.69	
		ESL	0.44	0.44	0.44	0.44	0.44	
		Nutrition Services	3.44	3.44	4.06	2.06	2.19	
		Custodial	4.73	2.73	3.00	3.73	4.00	
		Other	0.50	0.50	0.50	0.50	0.50	
	CASR Total		17.23	14.73	16.63	16.48	18.32	18.82
	Grand Total		52.98	47.98	51.38	51.03	53.07	52.82

Overall Students per FTE 8.4:1 9.5:1 8.4:1 8.5:1 7.8:1 7.7:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	24.84	22.94	22.98	22.50	21.00
		Gen Fund Equity	3.75	3.00	2.00	2.10	3.00
		City Arts Tax Foundation					
		Title I	0.93	0.44	0.31	0.90	0.75
		SIA					1.50
		Other	0.49	0.12	0.22		0.50
	Classified/ Non-Rep	Gen Fund	2.25	2.00	3.05	4.30	3.50
		Gen Fund Equity		1.00	1.20	1.00	1.00
		Foundation					
		Title I	1.50	1.52	1.75	1.25	1.75
		Other		0.23	0.25	0.50	
	Admin.	Gen Fund	2.00	2.00	2.00	1.36	3.00
		Gen Fund Equity			1.00	0.64	
		Other					
	School Total		35.75	33.25	34.75	34.55	34.75

School and CASR	Licensed	35.50	31.50	31.50	31.50	32.00	34.00
	Classified/ Non-Rep	15.48	14.48	16.88	17.53	18.07	16.82
	Admin.	2.00	2.00	3.00	2.00	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,244,351	\$ 2,213,758	\$ 2,298,846	\$ 2,122,511	\$ 2,268,199	\$ 2,646,022
Associated Payroll Costs	\$ 1,096,867	\$ 1,070,819	\$ 1,100,317	\$ 1,084,608	\$ 1,159,367	\$ 1,322,913
Purchased Services	\$ 37,500	\$ 19,121	\$ 24,688	\$ 11,635	\$ 61,873	\$ 21,316
Supplies and Materials	\$ 33,159	\$ 38,806	\$ 35,088	\$ 50,817	\$ 78,126	\$ 56,967
Capital	\$ 11,064	\$ 2,066	\$ 57		\$ 18,902	\$ 3,414
Other Objects	\$ 1,384	\$ 2,116				\$ 2,432
Total	\$3,424,325	\$3,346,686	\$3,458,996	\$3,269,570	\$3,586,467	\$4,053,064
Dollars per Student	\$ 7,730 :1	\$ 7,372 :1	\$ 7,988 :1	\$ 7,568 :1	\$ 8,621 :1	\$ 9,983 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	75%	74%	71%	71%	73%
*Students with Disabilities	20%	18%	17%	18%	20%
*English Language Learners	15%	14%	14%	13%	16%
*Free-Direct Certification	49%	48%	44%	41%	44%
*Black	8%	8%	9%	10%	12%
*Latino	28%	28%	26%	24%	22%
*Native American	1%	0%	2%	2%	1%
*Pacific Islander	2%	1%	2%	2%	2%
*Multi-Race - Other Ancestry	8%	6%	7%	7%	5%
Multi-Race - Asian/White	2%	2%	1%	1%	1%
Asian	16%	18%	19%	19%	18%
White	36%	37%	36%	36%	39%

Student Performance Data

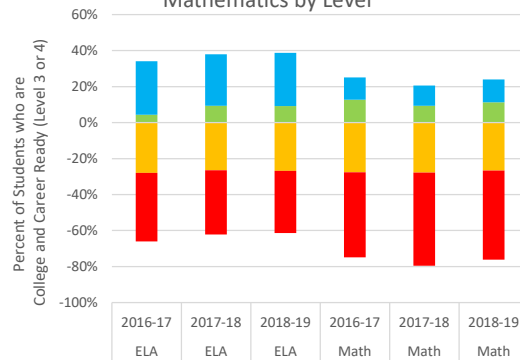
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	4%	9%	9%
ELA	Level 3	30%	29%	30%
ELA	Level 2	28%	27%	27%
ELA	Level 1	38%	36%	35%

ELA Participation	98%	92%	92%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	13%	9%	11%
Math	Level 3	12%	11%	13%
Math	Level 2	28%	28%	27%
Math	Level 1	47%	52%	49%

Math Participation	96%	90%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Laurelhurst

840 NE 41st Ave
503-916-6210
Principal: Olgamar Amor
K-8 Constructed 1923

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	684	698	692	698	688	698	677	687
Total	684	698	692	698	688	698	677	687

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	30.30	29.76	30.00	31.00	31.00	31.00
		Counseling Services	2.00	2.00	1.50	2.00	2.00	2.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	0.50		1.35			0.50
		Other						
	Classified/ Non-Rep	Clerical	2.00	1.50	2.00	2.00	2.00	2.00
		Ed. Assistant/Paraeducator	3.26	4.56	2.90	3.20	3.30	3.20
		Library/Media Services						
	Admin.							
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00
School Total		41.06	40.82	40.75	41.20	41.30	41.70	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	2.00	2.00	2.00	2.00	1.50
		ESL	0.25					0.25
		Other						
	Classified/ Non-Rep	Special Education	1.13	1.32	2.19	2.32	2.32	2.32
		ESL						
		Nutrition Services	2.06	1.25	1.31	1.00	1.00	1.00
		Custodial	2.73	2.00	3.73	3.00	2.73	2.73
	Other	0.50	0.50					
	CASR Total		8.66	7.07	9.23	8.32	8.04	7.79
	Grand Total		49.72	47.88	49.98	49.52	49.34	49.49

Overall Students per FTE 13.8:1 14.6:1 13.8:1 14.1:1 13.9:1 14.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	31.50	30.50	32.05	32.40	32.50	32.50
		Gen Fund Equity						
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	1.30	1.26	0.80	0.60		
		Title I						
		SIA					0.50	1.00
		Other						
	Classified/ Non-Rep	Gen Fund	4.92	3.34	2.80	3.10	2.90	2.00
		Gen Fund Equity						
		Foundation	0.34	2.72	2.10	2.10	2.40	3.20
		Title I						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total		41.06	40.82	40.75	41.20	41.30	41.70

School and CASR	Licensed	36.05	34.76	35.85	36.00	36.00	36.25
	Classified/ Non-Rep	11.67	11.13	12.13	11.52	11.34	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.

Laurelhurst

840 NE 41st Ave
503-916-6210
Principal: Olgamar Amor



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,738,302	\$ 2,860,117	\$ 3,042,833	\$ 3,042,867	\$ 3,153,869	\$ 3,368,866
Associated Payroll Costs	\$ 1,307,159	\$ 1,337,330	\$ 1,327,545	\$ 1,453,729	\$ 1,491,775	\$ 1,588,709
Purchased Services	\$ 21,583	\$ 16,823	\$ 13,368	\$ 13,661	\$ 2,298	\$ 20,844
Supplies and Materials	\$ 34,079	\$ 28,377	\$ 38,981	\$ 19,258	\$ 13,250	\$ 25,065
Capital	\$ 1,425					\$ 2,016
Other Objects						\$ 672
Total	\$4,102,548	\$4,242,647	\$4,422,727	\$4,529,515	\$4,661,192	\$5,006,172
Dollars per Student	\$ 5,998 :1	\$ 6,078 :1	\$ 6,391 :1	\$ 6,489 :1	\$ 6,775 :1	\$ 7,172 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	24%	26%	23%	22%	24%
*Students with Disabilities	11%	10%	10%	10%	10%
*English Language Learners					
*Free-Direct Certification	7%	7%	6%	4%	6%
*Black	2%	2%	2%	2%	2%
*Latino	6%	7%	7%	6%	7%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander					0%
*Multi-Race - Other Ancestry	5%	5%	5%	5%	5%
Multi-Race - Asian/White	6%	6%	5%	5%	6%
Asian	4%	3%	2%	2%	2%
White	77%	77%	79%	79%	79%

Student Performance Data

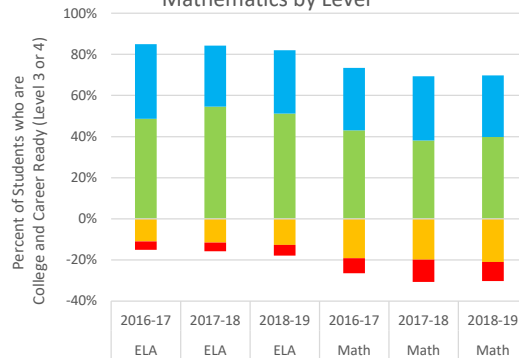
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	49%	55%	51%
ELA	Level 3	36%	30%	31%
ELA	Level 2	11%	12%	13%
ELA	Level 1	4%	4%	5%

ELA Participation	97%	96%	99%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	43%	38%	40%
Math	Level 3	30%	31%	30%
Math	Level 2	19%	20%	21%
Math	Level 1	7%	11%	9%

Math Participation	96%	96%	99%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Lee

2222 NE 92nd Ave
503-916-6144

Principal: Alma Velazquez
K-5 Constructed 1952

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Black/African American, Multi-Racial. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	447	425	276	269	262	266	261	250
Total	447	425	276	269	262	266	261	250

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	23.50	23.25	15.60	14.60	14.90	14.00
	Teachers	23.50	23.25	15.60	14.60	14.90	14.00
	Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
	Library/Media Services	1.00	1.00	1.00	0.50	0.50	0.50
	Instructional Specialists	1.50	1.50	1.00	1.00	1.50	1.50
	Other	1.00				0.50	0.50
	Classified/ Non-Rep	2.00	2.00	2.00	2.00	2.00	2.00
	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
	Ed. Assistant/ Paraeducator	3.74	4.74	5.50	2.75	2.75	2.75
	Library/Media Services				0.50	0.50	0.50
Other	0.50	0.25					
Admin.	2.00	2.00	2.00	2.00	2.00	2.00	
School Total		36.24	35.74	28.10	24.35	25.65	24.75
Centrally Allocated School Resources (CASR)	Licensed	4.00	3.50	3.00	3.00	3.00	3.00
	Special Education	4.00	3.50	3.00	3.00	3.00	3.00
	ESL	2.00	2.00	1.50	1.00	1.50	1.50
	Other						
	Classified/ Non-Rep	7.00	6.13	5.25	6.57	6.57	6.57
	Special Education	7.00	6.13	5.25	6.57	6.57	6.57
	ESL	0.88	0.88	0.44	0.44	0.44	0.44
Nutrition Services	2.69	2.69	2.63	1.88	1.88	1.88	
Custodial	2.73	3.00	3.00	3.00	3.00	3.00	
Other							
CASR Total		19.29	18.19	15.81	15.88	16.38	16.38
Grand Total		55.53	53.93	43.91	40.23	42.03	41.13

Overall Students per FTE 8.0:1 7.9:1 6.3:1 6.7:1 6.2:1 6.5:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	23.67	22.75	16.10	14.60	14.80	11.60
	Gen Fund	23.67	22.75	16.10	14.60	14.80	11.60
	Gen Fund Equity	3.50	3.00	1.00	0.93	1.10	1.30
	City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
	Title I	0.33			0.07		0.20
	SIA					1.00	3.90
	Other		0.50	1.00	1.00	1.00	
	Classified/ Non-Rep	3.50	2.66	4.00	3.00	2.00	2.00
	Gen Fund	3.50	2.66	4.00	3.00	2.00	2.00
	Gen Fund Equity		1.00	0.20	0.34	0.40	
	Foundation						
	Title I	2.24	2.99	3.00	1.75	1.75	2.00
	Other	0.50	0.34	0.30	0.16	1.10	1.25
	Admin.	2.00	2.00	1.00	1.36	1.50	1.50
Gen Fund	2.00	2.00	1.00	1.36	1.50	1.50	
Gen Fund Equity			1.00	0.64	0.50	0.50	
Other							
School Total		36.24	35.74	28.10	24.35	25.65	24.75

School and CASR	Licensed	34.00	32.25	23.10	21.10	22.90	22.00
	Classified/ Non-Rep	19.53	19.68	18.81	17.13	17.13	17.13
	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.

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,164,375	\$ 2,276,587	\$ 1,766,488	\$ 1,631,103	\$ 1,751,900	\$ 1,794,301
Associated Payroll Costs	\$ 1,092,644	\$ 1,110,011	\$ 879,384	\$ 845,746	\$ 903,739	\$ 907,265
Purchased Services	\$ 38,662	\$ 16,778	\$ 16,471	\$ 34,827	\$ 24,099	\$ 15,230
Supplies and Materials	\$ 25,527	\$ 18,178	\$ 23,761	\$ 109,388	\$ 51,598	\$ 43,719
Capital	\$ 2,740	\$ 542	\$ 100	\$ 3,470	\$ 10,750	\$ 9,510
Other Objects	\$ 606	\$ 70	\$ 1,295	\$ 810	\$ 4,250	\$ 4,574
Total	\$3,324,554	\$3,422,166	\$2,687,498	\$2,625,344	\$2,746,336	\$2,774,599
Dollars per Student	\$ 7,437 :1	\$ 8,052 :1	\$ 9,737 :1	\$ 9,760 :1	\$ 10,482 :1	\$ 10,431 :1

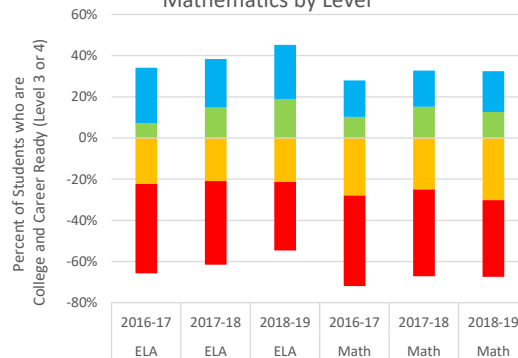
Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	79%	75%	72%	72%	74%
*Students with Disabilities	20%	19%	19%	19%	16%
*English Language Learners	20%	16%	17%	23%	25%
*Free-Direct Certification	47%	44%	38%	37%	40%
*Black	18%	16%	13%	13%	15%
*Latino	17%	18%	16%	18%	19%
*Native American	1%	1%	1%	2%	1%
*Pacific Islander	2%	1%	1%	2%	0%
*Multi-Race - Other Ancestry	11%	10%	11%	9%	9%
Multi-Race - Asian/White	2%	2%	2%	2%	3%
Asian	22%	21%	17%	15%	15%
White	28%	31%	39%	39%	39%

Student Performance Data

Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	7%	15%	19%
ELA	Level 3	27%	24%	26%
ELA	Level 2	22%	21%	21%
ELA	Level 1	43%	41%	33%
ELA Participation		96%	96%	98%

Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	10%	15%	13%
Math	Level 3	18%	18%	20%
Math	Level 2	28%	25%	30%
Math	Level 1	44%	42%	37%
Math Participation		97%	95%	98%

Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Lent

5105 SE 97th Ave
503-916-6322

Principal: Nichole Berg

K-5 (Spanish Immersion) Constructed 1948

The Oregon Department of Education has identified this school as a Comprehensive Support and Improvement school. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	321	325	298	273	269	167	159	154
Spanish Immersion	202	205	209	202	207	134	132	128
Total	523	530	507	475	476	301	291	282

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	28.50	27.50	31.00	29.50	28.00	19.70
		Counseling Services	1.50	2.00	2.00	2.00	1.00	1.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	2.00	1.00	1.50	1.50	1.00	2.00
		Other	1.00		1.00	1.00	1.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/Paraeducator	4.75	5.38	5.38	5.69	5.26	3.94
		Library/Media Services						
	Admin.							
			2.00	3.00	2.00	2.00	2.00	2.00
School Total		42.75	41.88	45.88	44.69	41.76	32.14	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.00	2.00	2.00	2.00	1.00
		ESL	3.00	3.00	3.00	2.50	2.50	2.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	3.50	2.63	2.63	2.81	2.81	2.81
		ESL	1.75	1.31	1.31	0.88	0.88	0.44
		Nutrition Services	3.81	3.69	3.50	3.81	2.81	3.56
		Custodial	3.73	4.00	5.00	3.00	4.00	4.00
	Other		1.00					
			1.00					
	CASR Total		20.29	17.63	18.44	16.00	16.00	14.82
Grand Total		63.04	59.51	64.32	60.70	57.76	46.96	

Overall Students per FTE 8.3:1 8.9:1 7.9:1 7.8:1 8.2:1 6.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	27.38	27.25	30.70	29.50	27.50	16.50
		Gen Fund Equity	4.50	3.25	4.80	4.10	4.00	1.50
		City Arts Tax Foundation	1.00	1.00	1.00	0.50	0.50	0.50
		Title I	1.12					
		SIA					0.50	5.70
		Other				0.90		
	Classified/ Non-Rep	Gen Fund	3.75	2.88	2.98	3.00	1.50	1.50
		Gen Fund Equity		0.50	0.40	0.80		0.50
		Foundation						
		Title I	3.00	4.00	4.00	3.89	3.76	2.44
	Other					2.00	1.50	
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	1.50
		Gen Fund Equity						0.50
		Other		1.00				
	School Total		42.75	41.88	45.88	44.69	41.76	32.14

School and CASR	Licensed	40.50	37.50	42.50	40.50	38.00	28.20
	Classified/ Non-Rep	20.54	19.01	19.82	18.20	17.76	16.76
	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.

Lent

5105 SE 97th Ave
503-916-6322
Principal: Nichole Berg



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,549,458	\$ 2,515,567	\$ 2,946,593	\$ 2,847,493	\$ 2,452,808	\$ 2,330,425
Associated Payroll Costs	\$ 1,209,909	\$ 1,241,817	\$ 1,347,703	\$ 1,467,453	\$ 1,321,083	\$ 1,189,910
Purchased Services	\$ 41,635	\$ 75,374	\$ 44,669	\$ 54,189	\$ 50,692	\$ 42,368
Supplies and Materials	\$ 18,000	\$ 38,737	\$ 55,892	\$ 119,131	\$ 76,914	\$ 105,322
Capital					\$ 20,000	\$ 1,044
Other Objects		\$ 60				\$ 348
Total	\$3,819,002	\$3,871,555	\$4,394,857	\$4,488,265	\$3,921,498	\$3,669,417
Dollars per Student	\$ 7,302 :1	\$ 7,305 :1	\$ 8,668 :1	\$ 9,449 :1	\$ 8,238 :1	\$ 12,191 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	86%	84%	83%	84%	85%
*Students with Disabilities	15%	14%	15%	17%	17%
*English Language Learners	32%	26%	24%	25%	27%
*Free-Direct Certification	53%	49%	47%	41%	47%
*Black	8%	7%	9%	9%	9%
*Latino	46%	47%	49%	51%	50%
*Native American	0%	1%	1%	2%	1%
*Pacific Islander	0%	0%	0%	2%	2%
*Multi-Race - Other Ancestry	5%	4%	4%	4%	4%
Multi-Race - Asian/White	2%	1%	1%	1%	1%
Asian	14%	14%	13%	12%	11%
White	25%	26%	23%	20%	23%

Student Performance Data

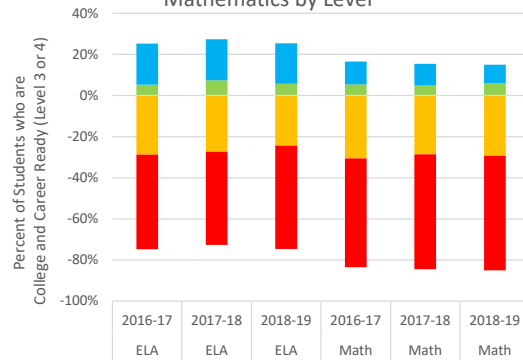
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	5%	7%	6%
ELA	Level 3	20%	20%	20%
ELA	Level 2	29%	27%	24%
ELA	Level 1	46%	45%	50%

ELA Participation	89%	87%	90%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	5%	5%	6%
Math	Level 3	11%	11%	9%
Math	Level 2	31%	29%	29%
Math	Level 1	53%	56%	56%

Math Participation	87%	87%	92%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Lewis

4401 SE Evergreen St
503-916-6360

Principal: Deanne Froehlich
K-5 Constructed 1952

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	412	389	390	410	368	401	389	380
Total	412	389	390	410	368	401	389	380

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	18.54	18.95	17.25	17.20	18.20	16.00
		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 Specialists	0.50	0.50			0.50	0.50
		Other			0.50	0.50	0.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator		1.00		1.00	0.50	0.50
		Library/Media Services	0.50	0.50	0.50			
	Admin.							
		Other	1.00	1.00	1.00	1.00	1.00	1.00
School Total		24.04	25.45	22.25	22.70	23.70	21.50	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	2.50	3.50	2.50	2.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	6.13	5.25	5.25	8.44	6.57	4.69
		ESL						
		Nutrition Services	1.06	1.06	1.06	1.06	1.31	1.31
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
	Other							
CASR Total		11.94	11.06	11.06	15.26	12.63	10.75	
Grand Total		35.98	36.51	33.31	37.96	36.33	32.25	

Overall Students per FTE 11.5:1 10.7:1 11.7:1 10.8:1 10.1:1 12.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	17.54	18.75	18.25	18.20	18.70	16.50
		Gen Fund Equity	1.50	1.00			0.50	0.50
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Title I						
		SIA					0.50	0.50
		Other	0.50	0.20				
		Classified/ Non-Rep	Gen Fund	2.50	2.50	1.50	2.00	2.00
	Gen Fund Equity			1.00				
	Foundation				0.33	0.50		
	Title I							
	Admin.	Other			0.17			
		Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
	Other							
School Total		24.04	25.45	22.25	22.70	23.70	21.50	

School and CASR	Licensed	23.29	23.70	22.00	22.95	23.45	21.25
	Classified/ Non-Rep	11.69	11.81	10.31	14.01	11.88	10.00
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,565,232	\$ 1,711,542	\$ 1,698,794	\$ 1,671,590	\$ 1,806,024	\$ 1,801,334
Associated Payroll Costs	\$ 727,465	\$ 827,183	\$ 787,684	\$ 856,489	\$ 890,551	\$ 862,591
Purchased Services	\$ 9,165	\$ 6,067	\$ 11,658	\$ 6,275	\$ 7,688	\$ 13,296
Supplies and Materials	\$ 26,549	\$ 33,120	\$ 25,387	\$ 11,337	\$ 21,094	\$ 40,147
Capital	\$ 21,461	\$ 67				\$ 1,284
Other Objects	\$ 2,904	\$ 27				\$ 432
Total	\$2,352,776	\$2,578,006	\$2,523,522	\$2,545,691	\$2,725,357	\$2,719,084
Dollars per Student	\$ 5,711 :1	\$ 6,627 :1	\$ 6,471 :1	\$ 6,209 :1	\$ 7,406 :1	\$ 6,781 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	43%	38%	35%	38%	36%
*Students with Disabilities	19%	18%	16%	18%	16%
*English Language Learners	2%		1%	1%	1%
*Free-Direct Certification	19%	14%	13%	15%	15%
*Black	2%	1%	0%	1%	1%
*Latino	8%	8%	7%	8%	9%
*Native American	0%	0%	0%	0%	
*Pacific Islander				1%	0%
*Multi-Race - Other Ancestry	7%	6%	6%	6%	4%
Multi-Race - Asian/White	5%	5%	5%	5%	6%
Asian	2%	2%	1%	2%	3%
White	76%	78%	80%	77%	77%

Student Performance Data

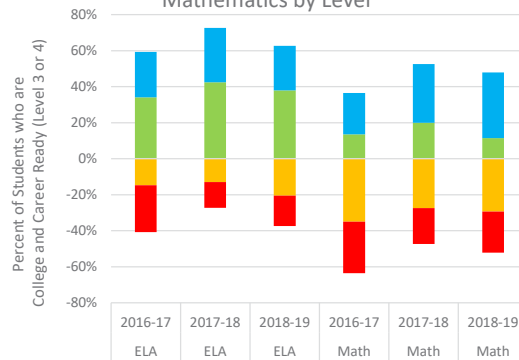
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	34%	42%	38%
ELA	Level 3	25%	30%	25%
ELA	Level 2	15%	13%	21%
ELA	Level 1	26%	14%	17%

ELA Participation	73%	76%	92%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	14%	20%	11%
Math	Level 3	23%	33%	37%
Math	Level 2	35%	27%	29%
Math	Level 1	29%	20%	23%

Math Participation	69%	74%	92%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Lincoln

1600 SW Salmon St
503-916-5200

Principal: Peyton Chapman

9-12 (International Baccalaureate) Constructed 1950

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	1524	1541	1533	1429	1318	1345	1325	1391
Spanish Immersion	179	164	165	159	163	166	165	168
Total	1703	1705	1698	1588	1481	1511	1490	1559

Boundary change with Wilson, starting 2016-17 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	85.40	81.68	79.01	74.21	69.09	68.09
		Counseling Services	7.00	6.00	6.00	5.50	5.00	5.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists			1.70	2.37	2.37	2.00
		Other	1.10	1.10	2.10	2.15	2.20	2.03
	Classified/ Non-Rep	Clerical	7.20	6.90	6.80	6.80	6.20	6.30
		Ed. Assistant/ Paraeducator		0.50				
		Library/Media Services	2.00	1.00	0.80			
	Admin.	Other	3.30	2.75	2.80	3.50	4.50	3.50
			4.00	4.00	4.00	5.00	4.00	4.00
School Total		111.00	104.93	104.21	100.52	94.36	91.92	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	2.50	2.50	3.00	2.50
		ESL	0.50	0.50	1.00	1.00	1.00	1.00
		Other	1.00	1.25	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	0.88	1.75	1.75	1.88	2.81	2.81
		ESL			0.44			
		Nutrition Services	0.63	0.63	0.63	0.63	0.69	0.69
		Custodial	10.45	9.00	9.73	10.00	9.00	9.00
		Other	2.75	3.00	2.00	2.00	2.00	2.00
	CASR Total		18.70	18.63	19.04	19.00	19.50	19.00
	Grand Total		129.70	123.56	123.25	119.52	113.86	110.92

Overall Students per FTE 13.1:1 13.8:1 13.8:1 13.3:1 13.0:1 13.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	89.37	82.38	82.50	77.34	72.57	72.25
		Gen Fund Equity	2.00	2.00				
		City Arts Tax						
		Foundation	2.72	4.80	3.56	3.56	2.15	1.34
		Title I						
		SIA					1.00	1.00
		Other	0.41	0.60	3.75	4.32	3.94	3.53
	Classified/ Non-Rep	Gen Fund	11.50	11.12	9.10	9.30	7.70	7.80
		Gen Fund Equity	1.00					
		Foundation		0.03	0.30			
		Title I						
		Other			1.00	1.00	3.00	2.00
	Admin.	Gen Fund	4.00	4.00	4.00	5.00	4.00	4.00
		Gen Fund Equity						
		Other						
School Total		111.00	104.93	104.21	100.52	94.36	91.92	

School and CASR	Licensed	98.50	94.03	94.31	89.72	84.66	82.62
	Classified/ Non-Rep	27.20	25.53	24.94	24.80	25.20	24.30
	Admin.	4.00	4.00	4.00	5.00	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
 1600 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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 7,207,569	\$ 7,321,189	\$ 7,614,357	\$ 7,415,183	\$ 6,961,371	\$ 7,636,849
Associated Payroll Costs	\$ 3,345,415	\$ 3,461,380	\$ 3,512,641	\$ 3,760,713	\$ 3,224,094	\$ 3,679,292
Purchased Services	\$ 96,326	\$ 82,558	\$ 120,400	\$ 80,047	\$ 115,854	\$ 188,788
Supplies and Materials	\$ 68,184	\$ 22,080	\$ 20,321	\$ 24,576	\$ 409,234	\$ 322,229
Capital	\$ 13,800	\$ 222	\$ 3,762	\$ 5,375		\$ 5,400
Other Objects	\$ 51,717	\$ (4,117)	\$ 56,107	\$ 35,094		\$ 6,800
Total	\$10,783,011	\$10,883,312	\$11,327,588	\$11,320,988	\$10,710,552	\$11,839,358
Dollars per Student	\$ 6,332 :1	\$ 6,383 :1	\$ 6,671 :1	\$ 7,129 :1	\$ 7,232 :1	\$ 7,835 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	21%	20%	21%	21%	23%
*Students with Disabilities	4%	3%	4%	5%	5%
*English Language Learners	1%	1%	1%	2%	1%
*Free-Direct Certification	4%	5%	5%	3%	4%
*Black	2%	1%	1%	1%	2%
*Latino	8%	8%	10%	10%	11%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	4%	4%	4%	3%	4%
Multi-Race - Asian/White	5%	5%	5%	6%	7%
Asian	10%	10%	10%	10%	10%
White	71%	71%	70%	69%	66%

Student Performance Data

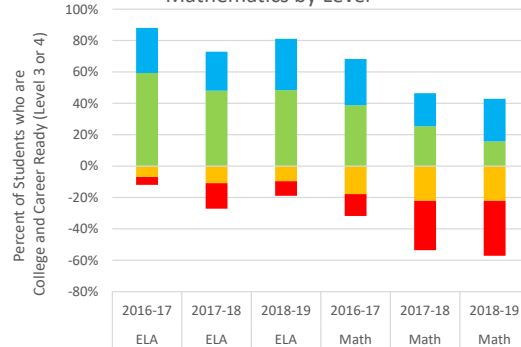
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	59%	48%	48%
ELA	Level 3	29%	25%	33%
ELA	Level 2	7%	11%	10%
ELA	Level 1	5%	16%	9%

ELA Participation	89%	82%	87%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	39%	25%	16%
Math	Level 3	29%	21%	27%
Math	Level 2	18%	22%	22%
Math	Level 1	14%	31%	35%

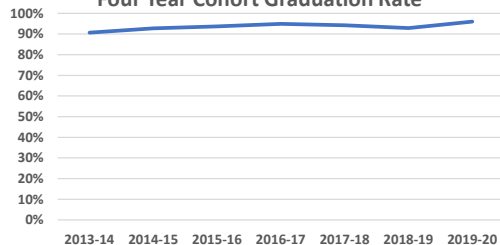
Math Participation	85%	70%	77%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.

Four Year Cohort Graduation Rate





Llewellyn

6301 SE 14th Ave
503-916-6216

Principal: Pamela Gwynn
K-5 Constructed 1928

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	517	489	484	509	460	491	487	467
Total	517	489	484	509	460	491	487	467

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	22.00	21.00	22.30	20.40	20.40	20.40
		Counseling Services	1.50	1.50	1.00	1.00	2.00	2.00
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists						
		Other						
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	0.88			1.96		
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
		Other						
	Admin.	2.00	1.00	1.00	1.00	1.00	1.00	
School Total		29.88	26.50	26.80	26.86	25.90	25.90	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.00	3.50	3.50	3.50	3.50
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	5.25	5.25	7.88	8.44	7.50	7.50
		ESL						
		Nutrition Services	1.13	1.13	1.25	1.25	1.25	1.25
		Custodial	2.00	2.00	2.00	2.73	2.73	2.73
		Other	0.88	0.88	0.88	0.88	0.88	0.88
	CASR Total		12.00	11.50	15.75	17.04	16.11	16.11
	Grand Total		41.88	38.00	42.55	43.90	42.01	42.01

Overall Students per FTE 12.3:1 12.9:1 11.4:1 11.6:1 11.0:1 11.7:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	21.99	20.78	21.80	20.90	21.40	20.90
		Gen Fund Equity						
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	1.01	1.22	1.00			0.50
		Title I						
		SIA					0.50	0.50
		Other						
	Classified/ Non-Rep	Gen Fund	3.88	2.50	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation				1.96		
		Title I						
		Other						
	Admin.	Gen Fund	2.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total		29.88	26.50	26.80	26.86	25.90	25.90	

School and CASR	Licensed	26.75	25.25	27.55	25.65	26.65	26.65
	Classified/ Non-Rep	13.13	11.75	14.00	17.25	14.36	14.36
	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,962,224	\$ 1,821,354	\$ 1,971,080	\$ 1,915,974	\$ 1,934,986	\$ 2,158,997
Associated Payroll Costs	\$ 909,289	\$ 880,438	\$ 923,800	\$ 957,222	\$ 869,585	\$ 1,020,991
Purchased Services	\$ 13,502	\$ 8,138	\$ 8,669	\$ 7,415	\$ 2,542	\$ 15,588
Supplies and Materials	\$ 24,451	\$ 19,621	\$ 17,829	\$ 10,147	\$ 25,142	\$ 26,184
Capital	\$ 1,385	\$ 11				\$ 1,512
Other Objects			\$ 59			\$ 504
Total	\$2,910,851	\$2,729,560	\$2,921,437	\$2,890,758	\$2,832,255	\$3,223,776
Dollars per Student	\$ 5,630 :1	\$ 5,582 :1	\$ 6,036 :1	\$ 5,679 :1	\$ 6,157 :1	\$ 6,566 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	29%	26%	29%	33%	34%
*Students with Disabilities	14%	13%	14%	17%	18%
*English Language Learners	1%	1%	1%		1%
*Free-Direct Certification	6%	5%	7%	7%	7%
*Black	1%	0%	1%	0%	0%
*Latino	5%	7%	7%	10%	10%
*Native American	0%		0%	1%	
*Pacific Islander	1%	1%	2%	1%	0%
*Multi-Race - Other Ancestry	4%	3%	4%	5%	5%
Multi-Race - Asian/White	5%	6%	6%	6%	5%
Asian	2%	2%	1%	1%	1%
White	82%	80%	78%	76%	77%

Student Performance Data

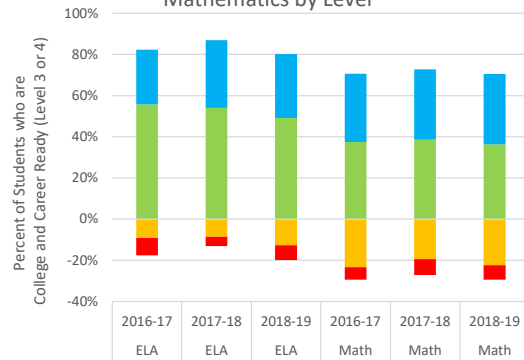
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	56%	54%	49%
ELA	Level 3	27%	33%	31%
ELA	Level 2	9%	9%	13%
ELA	Level 1	8%	5%	7%

ELA Participation	92%	93%	89%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	38%	39%	36%
Math	Level 3	33%	34%	34%
Math	Level 2	23%	20%	22%
Math	Level 1	6%	8%	7%

Math Participation	91%	93%	90%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Maplewood

7452 SW 52nd Ave
503-916-6308

Principal: Not announced
K-5 Constructed 1948

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Economically Disadvantaged.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	384	378	383	374	347	359	354	358
Total	384	378	383	374	347	359	354	358

Facility improvement to support more capacity starting 2019-20 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	15.50	16.50	16.50	18.00	15.50	16.25
		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 Specialists					0.50	0.25
		Other					0.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/Paraeducator	3.22	1.88	3.25	0.50	0.15	0.40
		Library/Media Services						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
	School Total			23.72	23.38	24.75	23.50	21.65
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.00	1.00	1.00	1.00	1.00	1.00
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.88	0.88	0.94	0.94	1.88
		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
CASR Total		5.06	5.06	5.06	5.13	5.13	6.06	
Grand Total			28.78	28.44	29.82	28.63	26.78	28.46

Overall Students per FTE 13.3:1 13.3:1 12.8:1 13.1:1 13.0:1 12.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	16.50	17.50	17.25	18.75	16.45	17.00
		Gen Fund Equity						
		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					1.00	1.00
	Classified/ Non-Rep	Gen Fund	4.68	2.88	3.84	1.50	1.50	2.40
		Gen Fund Equity						
		Foundation	0.54	1.00	1.41	1.00	0.65	
		Title I						
		Other						
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
	School Total			23.72	23.38	24.75	23.50	21.65

School and CASR	Licensed	18.75	19.75	19.75	21.25	19.75	20.25
	Classified/ Non-Rep	9.03	7.69	9.07	6.38	6.03	7.21
	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: Not announced



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,444,250	\$ 1,585,356	\$ 1,651,662	\$ 1,684,672	\$ 1,429,147	\$ 1,819,988
Associated Payroll Costs	\$ 730,900	\$ 776,441	\$ 757,708	\$ 867,656	\$ 670,564	\$ 880,873
Purchased Services	\$ 10,625	\$ 7,805	\$ 5,173	\$ 4,116	\$ 1,274	\$ 12,240
Supplies and Materials	\$ 18,291	\$ 20,501	\$ 24,682	\$ 8,254	\$ 9,395	\$ 43,812
Capital	\$ 12,890	\$ 319				\$ 1,188
Other Objects						\$ 396
Total	\$2,216,955	\$2,390,423	\$2,439,224	\$2,564,698	\$2,110,380	\$2,758,497
Dollars per Student	\$ 5,773 :1	\$ 6,324 :1	\$ 6,369 :1	\$ 6,857 :1	\$ 6,082 :1	\$ 7,684 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	31%	26%	28%	28%	29%
*Students with Disabilities	10%	8%	10%	10%	11%
*English Language Learners	2%	1%	2%	2%	2%
*Free-Direct Certification	14%	9%	10%	10%	10%
*Black	2%	2%	2%	1%	2%
*Latino	7%	6%	7%	6%	6%
*Native American	0%	0%	0%	0%	
*Pacific Islander	1%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	6%	5%	4%	5%	4%
Multi-Race - Asian/White	4%	4%	5%	5%	8%
Asian	2%	3%	2%	1%	1%
White	78%	80%	79%	80%	78%

Student Performance Data

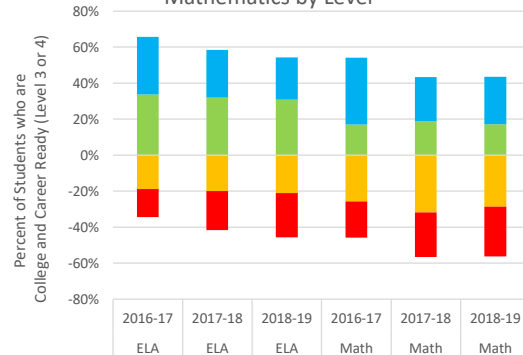
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	34%	32%	31%
ELA	Level 3	32%	27%	23%
ELA	Level 2	19%	20%	21%
ELA	Level 1	16%	22%	25%

ELA Participation	91%	92%	94%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	17%	19%	17%
Math	Level 3	37%	25%	26%
Math	Level 2	26%	32%	29%
Math	Level 1	20%	25%	28%

Math Participation	90%	92%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Markham

10531 SW Capitol Hwy
503-916-5681

Principal: Lydia Poole Smith

K-5 Constructed 1950

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	418	456	445	430	416	428	432	431
Total	418	456	445	430	416	428	432	431

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	21.00	22.00	21.95	20.40	19.20	19.00	
		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 Specialists							
		Other					0.50	0.50	
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00	
		Ed. Assistant/ Paraeducator	4.06	3.50	3.00	2.00	0.50	3.13	
		Library/Media Services							
		Other							
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00	
School Total			30.06	30.50	29.95	27.40	25.20	27.63	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	3.00	3.50	3.50	2.50	2.50	
		ESL	2.00	2.00	1.50	1.50	1.50	1.50	
		Other							
	Classified/ Non-Rep	Special Education	7.88	7.88	8.75	8.44	4.69	4.69	
		ESL	0.88	0.88	0.88	0.88	0.44	0.44	
		Nutrition Services	2.69	2.69	1.69	1.44	1.69	1.69	
		Custodial	4.73	3.00	3.00	3.00	3.00	4.00	
	Other								
	CASR Total			21.16	19.44	19.31	18.76	13.82	14.82
	Grand Total			51.22	49.94	49.26	46.16	39.02	42.44

Overall Students per FTE 8.2:1 9.1:1 9.0:1 9.3:1 10.7:1 10.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	18.50	19.29	20.95	19.90	17.70	17.70
		Gen Fund Equity	2.50	2.75	2.00	1.50	2.50	2.30
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Title I	1.00	0.96				
		SIA					0.50	0.50
		Other						
	Classified/ Non-Rep	Gen Fund	4.06	3.10	3.00	2.00	2.00	4.63
		Gen Fund Equity		0.50	2.00	2.00		0.40
		Foundation					0.15	
		Title I	1.75	1.90				
		Other	0.25				0.35	0.10
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
	School Total			30.06	30.50	29.95	27.40	25.20

School and CASR	Licensed	28.00	29.00	28.95	27.40	25.70	25.50
	Classified/ Non-Rep	22.22	19.94	19.31	17.76	12.32	15.94
	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.

Markham
10531 SW Capitol Hwy
503-916-5681
Principal: Lydia Poole Smith



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,781,695	\$ 1,908,080	\$ 1,949,228	\$ 1,844,469	\$ 1,732,337	\$ 2,009,876
Associated Payroll Costs	\$ 881,565	\$ 988,666	\$ 977,158	\$ 1,003,313	\$ 869,108	\$ 1,018,407
Purchased Services	\$ 18,820	\$ 11,797	\$ 6,830	\$ 5,904	\$ 2,772	\$ 14,004
Supplies and Materials	\$ 35,564	\$ 41,881	\$ 12,573	\$ 36,442	\$ 45,396	\$ 27,582
Capital						\$ 1,356
Other Objects	\$ 471					\$ 456
Total	\$2,718,114	\$2,950,424	\$2,945,788	\$2,890,128	\$2,649,613	\$3,071,681
Dollars per Student	\$ 6,503 :1	\$ 6,470 :1	\$ 6,620 :1	\$ 6,721 :1	\$ 6,369 :1	\$ 7,177 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	63%	60%	55%	55%	56%
*Students with Disabilities	14%	12%	12%	14%	14%
*English Language Learners	21%	16%	14%	13%	15%
*Free-Direct Certification	40%	33%	32%	26%	31%
*Black	28%	22%	17%	17%	17%
*Latino	8%	10%	13%	11%	10%
*Native American	0%	0%	0%	1%	1%
*Pacific Islander	2%	1%	2%	2%	2%
*Multi-Race - Other Ancestry	6%	8%	8%	8%	8%
Multi-Race - Asian/White	3%	2%	2%	2%	3%
Asian	1%	2%	4%	4%	5%
White	53%	55%	55%	56%	53%

Student Performance Data

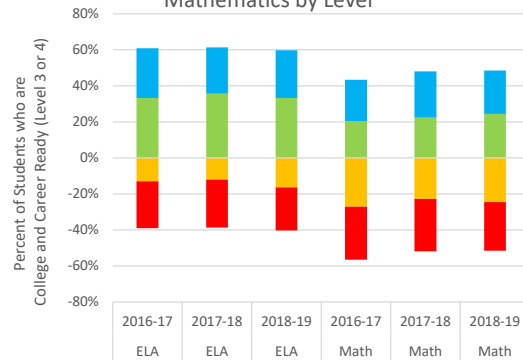
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	33%	36%	33%
ELA	Level 3	28%	26%	26%
ELA	Level 2	13%	12%	16%
ELA	Level 1	26%	27%	24%

ELA Participation	100%	99%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	20%	22%	25%
Math	Level 3	23%	26%	24%
Math	Level 2	27%	23%	25%
Math	Level 1	29%	29%	27%

Math Participation	100%	99%	94%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Marysville

7733 SE Raymond
503-916-6363

Title I School for 2020-21.

Principal: Catherine Murray
PK-5 Constructed 1921

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	358	380	392	383	402	271	278	264
Total	358	380	392	383	402	271	278	264

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	19.60	18.85	20.25	20.55	20.25	14.00
		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 Specialists	1.25	0.60	1.50	1.70	2.10	2.00
		Other	1.00	1.00	1.00	1.00	1.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	2.00	2.51	3.44	3.19	2.32	2.32
		Library/Media Services	0.50					
	Admin.		1.00	2.00	2.00	2.00	2.00	2.00
	School Total		29.35	28.96	32.19	32.44	32.17	24.82
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	2.00	5.00	5.00	5.00	4.00
		ESL	2.00	1.00	1.50	1.50	1.50	1.00
		Other						
	Classified/ Non-Rep	Special Education	1.75	1.75	7.88	9.38	8.44	7.50
		ESL	0.88	0.44	0.44	0.44	0.44	
		Nutrition Services	2.31	2.31	2.25	2.25	2.25	2.25
		Custodial	3.73	2.73	2.73	3.45	2.73	2.73
CASR Total	12.66	10.23	19.79	22.02	20.36	17.48		
Grand Total		42.01	39.18	51.98	54.46	52.52	42.30	

Overall Students per FTE 8.5:1 9.7:1 7.5:1 7.0:1 7.7:1 6.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	19.04	19.02	20.85	21.35	20.35	13.85
		Gen Fund Equity	3.00	1.33	2.75	2.35	3.25	1.18
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
		Title I	1.06	1.10	0.30	1.05	1.00	0.07
		SIA					0.50	2.90
		Other	0.25	0.50	0.35		0.25	
		Classified/ Non-Rep	Gen Fund	3.50	2.50	2.50	2.50	1.50
	Gen Fund Equity			0.50	0.50	0.50	0.50	0.24
	Foundation							
	Title I		1.00	1.12	2.44	2.19	1.29	1.32
	Admin.	Other		0.39			1.03	1.26
		Gen Fund	1.00	1.31	2.00	1.36	2.00	1.50
		Gen Fund Equity		0.69		0.64		0.50
		Other						
	School Total		29.35	28.96	32.19	32.44	32.17	24.82

School and CASR	Licensed	27.85	25.45	31.25	31.75	32.35	23.50
	Classified/ Non-Rep	13.16	11.73	18.73	20.71	18.17	16.80
	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.

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,765,813	\$ 1,810,603	\$ 2,177,777	\$ 2,139,460	\$ 2,212,091	\$ 1,923,654
Associated Payroll Costs	\$ 871,648	\$ 878,958	\$ 1,000,262	\$ 1,081,992	\$ 1,182,226	\$ 941,110
Purchased Services	\$ 21,116	\$ 18,620	\$ 52,434	\$ 38,237	\$ 12,475	\$ 9,996
Supplies and Materials	\$ 20,651	\$ 21,359	\$ 30,415	\$ 111,518	\$ 80,983	\$ 25,746
Capital	\$ 17,455					\$ 972
Other Objects	\$ (2)	\$ 46				\$ 324
Total	\$2,696,681	\$2,729,586	\$3,260,889	\$3,371,206	\$3,487,776	\$2,901,802
Dollars per Student	\$ 7,533 :1	\$ 7,183 :1	\$ 8,319 :1	\$ 8,802 :1	\$ 8,676 :1	\$ 10,708 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	67%	67%	73%	68%	72%
*Students with Disabilities	13%	14%	21%	22%	20%
*English Language Learners	18%	10%	12%	13%	12%
*Free-Direct Certification	44%	45%	43%	38%	47%
*Black	13%	12%	12%	10%	9%
*Latino	18%	17%	22%	19%	20%
*Native American	1%	2%	3%	1%	2%
*Pacific Islander	4%	3%	4%	3%	3%
*Multi-Race - Other Ancestry	3%	7%	8%	8%	9%
Multi-Race - Asian/White	2%	2%	3%	5%	5%
Asian	25%	23%	18%	18%	16%
White	35%	35%	31%	36%	37%

Student Performance Data

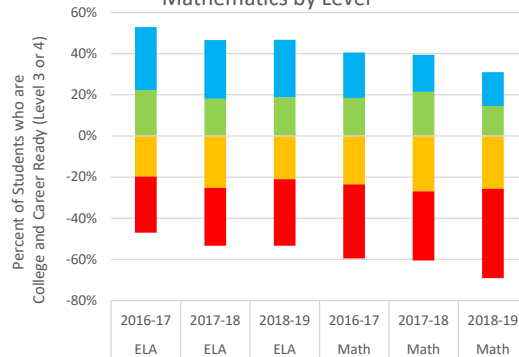
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	22%	18%	19%
ELA	Level 3	31%	29%	28%
ELA	Level 2	20%	25%	21%
ELA	Level 1	27%	28%	32%

ELA Participation	90%	93%	96%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	19%	21%	15%
Math	Level 3	22%	18%	16%
Math	Level 2	24%	27%	26%
Math	Level 1	36%	34%	43%

Math Participation	89%	91%	94%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



McDaniel

2735 NE 82nd Ave
503-916-5220

Principal: Adam Skyles

9-12 (Advanced Placement, AVID, STEM Programs) Constructed 1955

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	1022	1078	1089	1011	1086	1164	1176	1208
Spanish Immersion	48	68	68	68	87	115	135	163
Vietnamese Immersion								12
Total	1070	1146	1157	1079	1173	1279	1311	1383

Boundary change with Grant starting 2019-20 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	61.04	54.88	55.33	58.21	56.37	64.71
		Counseling Services	4.00	4.00	4.00	4.00	4.00	5.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	0.67	0.34	2.67	3.09	4.08	3.42
		Other	3.29	3.29	3.00	3.20	3.55	4.20
	Classified/ Non-Rep	Clerical	7.55	6.55	6.50	7.00	7.50	7.50
		Ed. Assistant/ Paraeducator						
		Library/Media Services	1.30	1.30	1.18	0.50		
	Admin.	Other	3.63	3.63	1.50	5.00	6.50	6.50
			3.00	3.00	3.00	3.00	3.00	4.00
School Total		85.48	77.98	78.18	85.00	86.00	96.33	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	7.00	7.50	8.00	8.00	10.00	10.00
		ESL	2.00	2.00	2.50	2.50	3.00	3.00
		Other	1.00	1.00	2.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	7.88	9.63	9.63	9.38	14.07	12.19
		ESL	0.88	1.31	1.31	0.88		
		Nutrition Services	5.07	4.32	4.00	2.63	2.69	2.69
		Custodial	10.18	9.73	11.73	8.73	11.00	11.00
		Other	3.00	2.00	2.00	3.00	3.00	3.00
	CASR Total		36.99	37.48	41.17	36.11	44.76	42.88
	Grand Total		122.47	115.45	119.34	121.11	130.76	139.22

Overall Students per FTE 8.7:1 9.9:1 9.7:1 8.9:1 9.0:1 9.2:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	62.50	57.00	55.61	59.58	56.13	62.75
		Gen Fund Equity	7.50	6.50	8.39	7.00	8.00	7.58
		City Arts Tax						
		Foundation						
		Title I						
		SIA					1.00	2.00
		Other			2.00	2.92	3.87	6.00
	Classified/ Non-Rep	Gen Fund	12.48	11.48	8.18	10.00	8.50	9.00
		Gen Fund Equity			1.00	2.00	2.00	2.00
		Foundation						
		Title I						
		Other				0.50	3.50	3.00
	Admin.	Gen Fund	3.00	3.00	3.00	3.00	3.00	3.00
		Gen Fund Equity						1.00
		Other						
School Total		85.48	77.98	78.18	85.00	86.00	96.33	

School and CASR	Licensed	80.00	74.00	78.50	81.00	83.00	92.33
	Classified/ Non-Rep	39.47	38.45	37.84	37.11	44.76	42.88
	Admin.	3.00	3.00	3.00	3.00	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 5,565,775	\$ 5,540,728	\$ 5,778,283	\$ 5,978,068	\$ 6,321,196	\$ 7,697,710
Associated Payroll Costs	\$ 2,665,616	\$ 2,679,706	\$ 2,685,586	\$ 3,071,555	\$ 2,925,282	\$ 3,758,369
Purchased Services	\$ 74,907	\$ 57,484	\$ 61,501	\$ 43,312	\$ 9,443	\$ 67,002
Supplies and Materials	\$ 33,006	\$ 33,510	\$ 106,354	\$ 62,409	\$ 168,956	\$ 136,153
Capital	\$ 11,289	\$ 3,451				\$ 4,800
Other Objects	\$ 4,829	\$ 5,096	\$ 135	\$ 7,353		\$ 5,015
Total	\$ 8,355,421	\$ 8,319,974	\$ 8,631,859	\$ 9,162,697	\$ 9,424,877	\$11,669,049
Dollars per Student	\$ 7,809 :1	\$ 7,260 :1	\$ 7,461 :1	\$ 8,492 :1	\$ 8,035 :1	\$ 9,124 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	69%	67%	66%	65%	65%
*Students with Disabilities	16%	15%	15%	15%	14%
*English Language Learners	8%	11%	12%	13%	14%
*Free-Direct Certification	39%	37%	36%	32%	33%
*Black	16%	17%	16%	14%	14%
*Latino	25%	24%	24%	25%	25%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	2%	1%	2%	2%	2%
*Multi-Race - Other Ancestry	8%	7%	7%	7%	8%
Multi-Race - Asian/White	1%	1%	2%	2%	2%
Asian	14%	14%	14%	15%	13%
White	33%	34%	35%	34%	35%

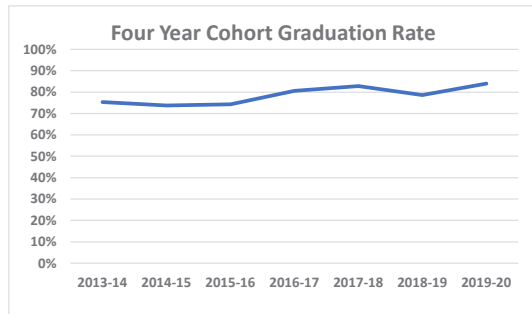
Student Performance Data

Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	19%	18%	22%
ELA	Level 3	29%	28%	30%
ELA	Level 2	24%	16%	18%
ELA	Level 1	27%	38%	31%

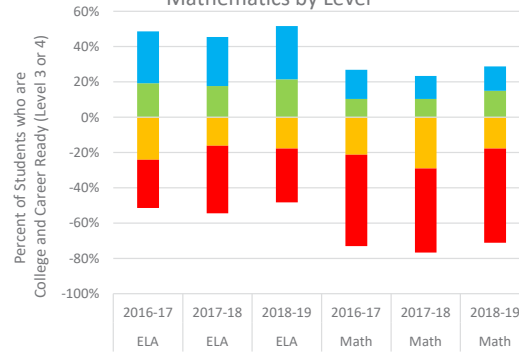
ELA Participation	95%	53%	91%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	10%	10%	15%
Math	Level 3	17%	13%	14%
Math	Level 2	21%	29%	18%
Math	Level 1	52%	48%	53%

Math Participation	95%	41%	76%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Metro. Learning Center

2033 NW Glisan St
503-916-5737

Principal: Mark Van Hoomissen

K-12 (Alternative Program) Constructed 1915

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Metro. Learning Center	427	390	404	390	377	391	395	399
Total	427	390	404	390	377	391	395	399

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget		
School Allocated FTE by Position	Licensed	Teachers	20.15	20.00	20.48	20.78	21.00	20.86	
		Counseling Services	1.25	1.00	1.00	1.00	1.50	1.50	
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50	
		Instructional Specialists			1.19	0.63	1.00	1.00	
		Other				2.00	1.50	1.00	
	Classified/ Non-Rep	Clerical	2.25	1.50	1.50	1.75	3.00	2.50	
		Ed. Assistant/ Paraeducator	1.00	0.85	1.60	0.84	0.60	0.50	
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50	
		Other	2.00	1.00	1.00	0.75	1.00	1.00	
	Admin.		2.00	2.00	2.00	2.00	2.00	2.00	
	School Total		29.65	27.35	29.77	30.74	32.60	31.36	
	Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	3.00	3.00	3.00	3.00
			ESL	0.25	0.25	0.25	0.25	0.25	
Other									
Classified/ Non-Rep		Special Education	1.75		0.88	0.94	0.94	1.88	
		ESL							
		Nutrition Services	0.69	0.69	0.69	0.69	0.69	0.69	
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00	
Other									
CASR Total		7.19	5.44	6.81	6.88	6.88	7.56		
Grand Total		36.84	32.79	36.58	37.61	39.48	38.92		

Overall Students per FTE 11.6:1 11.9:1 11.0:1 10.4:1 9.6:1 10.0:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	21.40	21.00	21.00	21.53	20.50	19.88
		Gen Fund Equity					1.00	1.00
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation				0.25		
		Title I						
		SIA					1.50	1.74
		Other			1.67	2.63	2.00	1.75
	Classified/ Non-Rep	Gen Fund	5.75	3.70	3.80	3.25	3.75	3.75
		Gen Fund Equity						
		Foundation		0.15	0.50			
		Title I						
		Other			0.30	1.09	1.35	0.75
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total		29.65	27.35	29.77	31.24	32.60	31.36

School and CASR	Licensed	24.65	24.25	26.42	28.15	28.75	27.86
	Classified/ Non-Rep	10.19	6.54	8.17	7.46	8.73	9.06
	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: Mark Van Hoomissen

Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,855,653	\$ 1,942,127	\$ 2,118,406	\$ 2,265,723	\$ 2,369,903	\$ 2,684,255
Associated Payroll Costs	\$ 887,747	\$ 901,611	\$ 960,972	\$ 1,095,097	\$ 1,110,043	\$ 1,294,006
Purchased Services	\$ 13,170	\$ 11,353	\$ 36,461	\$ 7,472	\$ 3,556	\$ 25,428
Supplies and Materials	\$ 25,789	\$ 15,701	\$ 31,960	\$ 10,745	\$ 63,752	\$ 49,178
Capital	\$ 1,204	\$ 121		\$ 249		\$ 2,460
Other Objects	\$ 3,126		\$ 2,100			\$ 816
Total	\$ 2,786,689	\$ 2,870,913	\$ 3,149,898	\$ 3,379,286	\$ 3,547,254	\$ 4,056,143
Dollars per Student	\$ 6,526 :1	\$ 7,361 :1	\$ 7,797 :1	\$ 8,665 :1	\$ 9,409 :1	\$ 10,374 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	39%	43%	42%	41%	44%
*Students with Disabilities	21%	21%	24%	24%	23%
*English Language Learners					
*Free-Direct Certification	11%	12%	10%	8%	13%
*Black	2%	1%	1%	2%	1%
*Latino	9%	12%	13%	10%	11%
*Native American	0%	1%	1%	1%	0%
*Pacific Islander					
*Multi-Race - Other Ancestry	4%	5%	5%	5%	6%
Multi-Race - Asian/White	3%	3%	3%	3%	4%
Asian	2%	2%	3%	3%	2%
White	80%	76%	74%	77%	75%

Student Performance Data

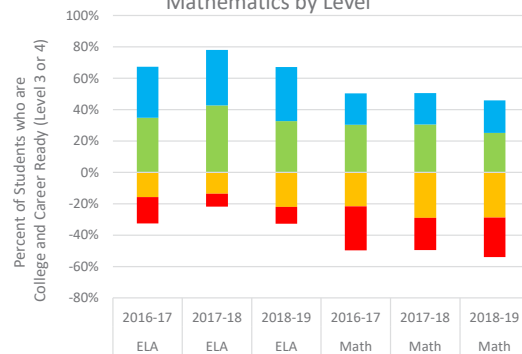
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	35%	43%	33%
ELA	Level 3	33%	36%	35%
ELA	Level 2	16%	14%	22%
ELA	Level 1	17%	8%	11%

ELA Participation	72%	76%	89%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	30%	31%	25%
Math	Level 3	20%	20%	21%
Math	Level 2	22%	29%	29%
Math	Level 1	28%	21%	25%

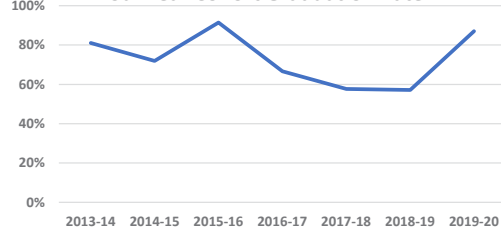
Math Participation	71%	75%	88%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.

Four Year Cohort Graduation Rate





MLK Jr

4906 NE 6th Ave
503-916-6456
Principal: Jill Sage

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: English Language Learners, Students with Disabilities, Hispanic/Latino, Black/African American. Title I School for 2020-21.

PK-5 (Mandarin Immersion) Constructed 1925

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	249	236	156	155	138	150	145	146
Mandarin Immersion	118	133	155	166	181	196	200	197
Total	367	369	311	321	319	346	345	343

Converted from a K-8 to K-5 Feeding Harriet Tubman MS starting 2018-19 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	24.68	23.75	20.70	20.70	20.60	18.50
		Counseling Services	1.00	1.00	1.90	1.00	1.50	1.50
		Library/Media Services	1.00		1.00	1.00	1.00	1.00
		Instructional Specialists	1.38	1.75	1.15	1.30	1.50	3.60
		Other	1.44	1.50	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	8.68	8.23	6.65	4.87	5.93	5.75
		Library/Media Services	0.50	1.00				
	Admin.	Other			0.88	0.88	1.50	1.00
			2.00	2.00	1.00	1.00	1.00	2.00
School Total		42.68	40.73	35.78	33.74	36.03	36.36	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	1.50	1.00	1.00	1.00	1.00
		ESL	2.50	2.00	1.00	1.00	1.00	1.00
		Other	2.00	1.00				
	Classified/ Non-Rep	Special Education	0.88	0.88				
		ESL	0.88	0.44	0.44	0.44		
		Nutrition Services	2.81	2.81	2.81	2.19	2.19	2.19
		Custodial	3.00	3.73	3.73	4.73	3.73	3.73
		Other	1.13	0.25				
	CASR Total		15.19	12.60	8.98	9.35	7.91	7.91
	Grand Total		57.86	53.33	44.75	43.09	43.94	44.27

Overall Students per FTE 6.3:1 6.9:1 6.9:1 7.4:1 7.3:1 7.8:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	23.63	23.13	21.00	20.25	20.15	18.45
		Gen Fund Equity	3.75	3.37	3.00	2.25	2.75	2.30
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	1.00
		Title I	1.12	1.00	1.15	1.50	0.70	1.35
		SIA						
		Other	0.50			0.50	0.50	0.50
		Classified/ Non-Rep	Gen Fund	5.00	4.00	3.88	3.00	1.50
	Gen Fund Equity			0.26		0.50	0.50	
	Foundation							
	Title I		6.18	6.47	5.15	4.24	4.49	4.82
	Admin.	Other					2.94	2.44
		Gen Fund	2.00	2.00	1.00	1.00	1.00	1.50
		Gen Fund Equity						0.50
		Other						
	School Total		42.68	40.73	35.78	33.74	35.03	34.36

School and CASR	Licensed	36.00	32.50	27.75	27.00	27.60	27.60
	Classified/ Non-Rep	19.86	18.83	16.00	15.09	15.34	14.67
	Admin.	2.00	2.00	1.00	1.00	1.00	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.

MLK Jr

4906 NE 6th Ave
503-916-6456
Principal: Jill Sage



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,357,326	\$ 2,354,674	\$ 2,234,775	\$ 2,181,491	\$ 2,277,304	\$ 2,584,222
Associated Payroll Costs	\$ 1,186,137	\$ 1,117,200	\$ 1,033,483	\$ 1,111,027	\$ 1,218,515	\$ 1,324,213
Purchased Services	\$ 76,259	\$ 48,424	\$ 28,141	\$ 19,810	\$ 18,797	\$ 15,561
Supplies and Materials	\$ 48,373	\$ 61,093	\$ 108,260	\$ 48,857	\$ 80,070	\$ 49,718
Capital	\$ 11,441					\$ 1,152
Other Objects	\$ 1,418	\$ 2,143				\$ 384
Total	\$3,680,954	\$3,583,534	\$3,404,659	\$3,361,185	\$3,594,686	\$3,975,250
Dollars per Student	\$ 10,030 :1	\$ 9,711 :1	\$ 10,947 :1	\$ 10,471 :1	\$ 11,269 :1	\$ 11,489 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	87%	83%	77%	74%	71%
*Students with Disabilities	12%	11%	11%	12%	12%
*English Language Learners	20%	17%	15%	14%	16%
*Free-Direct Certification	61%	51%	46%	43%	45%
*Black	41%	39%	37%	35%	31%
*Latino	29%	28%	23%	21%	22%
*Native American	1%	0%	1%	1%	1%
*Pacific Islander	1%	1%	2%	2%	2%
*Multi-Race - Other Ancestry	11%	12%	6%	6%	6%
Multi-Race - Asian/White	4%	4%	5%	5%	6%
Asian	2%	3%	5%	6%	6%
White	13%	14%	21%	25%	28%

Student Performance Data

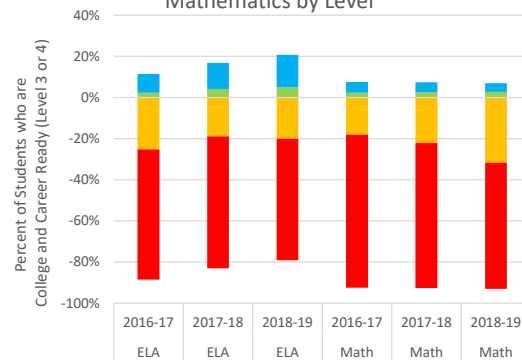
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	2%	4%	5%
ELA	Level 3	9%	13%	16%
ELA	Level 2	25%	19%	20%
ELA	Level 1	63%	64%	59%

ELA Participation	92%	97%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	2%	3%	3%
Math	Level 3	5%	5%	4%
Math	Level 2	18%	22%	32%
Math	Level 1	74%	70%	61%

Math Participation	91%	96%	99%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Mt Tabor

5800 SE Ash St
503-916-5646

Principal: Tonya Arnold

6-8 (Japanese & Spanish Immersion) Constructed 1952

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Black/African American.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	384	395	411	378	369	339	330	334
Japanese Immersion	252	254	266	277	274	273	267	270
Spanish Immersion	94	69	64	69	78	75	68	68
Total	730	718	741	724	721	687	665	672

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	27.55	28.00	30.50	29.40	30.00	28.50
		Counseling Services	2.00	2.00	2.00	2.00	2.80	3.00
		Library/Media Services	1.00	1.00	0.50	0.60	0.50	0.50
		Instructional Specialists					0.50	0.50
		Other	0.20				1.00	1.50
	Classified/ Non-Rep	Clerical	3.00	3.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	0.50	0.50			0.50	
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
		Other	1.00	1.00	1.00	2.00	0.50	
	Admin.	2.00	2.00	2.00	3.00	2.00	2.00	
School Total		38.25	38.50	38.50	39.50	40.30	38.50	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	3.00	3.50	3.50	3.50	3.50
		ESL	0.50	0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	2.63	2.63	3.50	3.75	3.75	3.75
		ESL						
		Nutrition Services	1.31	1.31	1.31	0.75	1.00	1.00
		Custodial	4.00	3.00	3.00	3.00	4.00	4.00
	Other	1.00						
CASR Total		11.94	10.44	11.81	11.50	12.75	12.75	
Grand Total		50.19	48.94	50.31	51.00	53.05	51.25	

Overall Students per FTE 14.5:1 14.7:1 14.7:1 14.2:1 13.6:1 13.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	30.75	31.00	33.00	32.00	33.50	32.00
		Gen Fund Equity						
		City Arts Tax Foundation						
		Title I						
		SIA					1.30	1.50
		Other						0.50
		Gen Fund	5.50	5.50	3.50	4.50	3.50	2.50
	Classified/ Non-Rep	Gen Fund Equity						
		Foundation						
		Title I						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	3.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total		38.25	38.50	38.50	39.50	40.30	38.50

School and CASR	Licensed	33.75	34.50	37.00	36.00	38.80	38.00
	Classified/ Non-Rep	14.44	12.44	11.31	12.00	12.25	11.25
	Admin.	2.00	2.00	2.00	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.

Mt Tabor

5800 SE Ash St
503-916-5646
Principal: Tonya Arnold



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,604,946	\$ 2,778,188	\$ 2,941,526	\$ 2,928,470	\$ 3,088,028	\$ 3,263,618
Associated Payroll Costs	\$ 1,216,740	\$ 1,331,181	\$ 1,361,085	\$ 1,467,194	\$ 1,507,887	\$ 1,552,384
Purchased Services	\$ 30,517	\$ 24,139	\$ 15,012	\$ 25,375	\$ 4,584	\$ 20,556
Supplies and Materials	\$ 22,281	\$ 19,742	\$ 48,766	\$ 26,438	\$ 62,476	\$ 72,774
Capital	\$ 118,989	\$ 2,047	\$ 1,642	\$ 415		\$ 1,992
Other Objects	\$ 457	\$ 334	\$ 710	\$ 340		\$ 660
Total	\$3,993,931	\$4,155,631	\$4,368,741	\$4,448,231	\$4,662,975	\$4,911,984
Dollars per Student	\$ 5,471 :1	\$ 5,788 :1	\$ 5,896 :1	\$ 6,144 :1	\$ 6,467 :1	\$ 7,150 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	34%	33%	33%	29%	32%
*Students with Disabilities	11%	13%	13%	12%	13%
*English Language Learners	3%	2%	2%	4%	3%
*Free-Direct Certification	13%	11%	9%	7%	9%
*Black	2%	3%	2%	2%	1%
*Latino	14%	11%	11%	11%	11%
*Native American	1%	1%	0%	0%	
*Pacific Islander	1%	1%	0%	0%	1%
*Multi-Race - Other Ancestry	4%	4%	5%	4%	5%
Multi-Race - Asian/White	10%	12%	13%	14%	13%
Asian	6%	7%	7%	7%	5%
White	63%	62%	62%	62%	64%

Student Performance Data

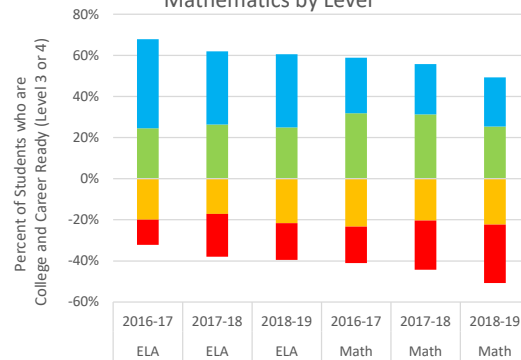
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	25%	26%	25%
ELA	Level 3	43%	36%	36%
ELA	Level 2	20%	17%	22%
ELA	Level 1	12%	21%	18%

ELA Participation	93%	90%	96%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	32%	31%	25%
Math	Level 3	27%	24%	24%
Math	Level 2	23%	20%	22%
Math	Level 1	18%	24%	28%

Math Participation	89%	87%	95%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Ockley Green

6031 N Montana Ave
503-916-5660

Principal: Kristina Howard

6-8 (Spanish Immersion) Constructed 1925

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Economically Disadvantaged, Black/African American, Hispanic/Latino.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	460	422	397	388	376	390	391	399
Spanish Immersion	166	109	108	99	111	108	111	101
Total	626	531	505	487	487	498	502	500

2014-15 & 2015-16 shows Chief Joseph/Ockley Green K-8. 2016-17 onward shows Ockley Green MS.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	28.75	26.50	24.50	24.25	24.75	23.75
		Counseling Services	1.50	1.50	1.50	1.00	2.00	2.00
		Library/Media Services	0.50	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	2.00	1.00	1.00	1.00	0.50	0.50
		Other	1.00	1.00	1.00	1.00	1.00	1.50
	Classified/ Non-Rep	Clerical	3.30	2.00	2.00	3.00	3.00	2.50
		Ed. Assistant/Paraeducator	1.00	1.00				
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.25
	Admin.	Other	0.20	1.00	1.00	0.50	0.50	
			3.00	3.00	3.20	3.00	3.00	2.00
School Total			41.75	38.50	35.70	35.25	36.25	33.50
Centrally Allocated School Resources (CASR)	Licensed	Special Education	5.00	4.00	3.50	3.50	3.50	3.50
		ESL	1.50	1.00	1.00	0.50	0.50	0.50
		Other		1.50	1.00	2.00	1.00	1.00
	Classified/ Non-Rep	Special Education	3.50	2.63	2.63	3.75	3.75	4.69
		ESL		0.44				
		Nutrition Services	2.81	2.06	2.00	1.75	1.63	1.63
		Custodial	6.18	3.00	3.00	2.73	4.00	4.00
	Admin.	Other	0.50			1.00	1.00	1.00
	CASR Total			19.49	14.63	13.13	15.23	15.38
Grand Total			61.24	53.13	48.83	50.48	51.63	49.82

Overall Students per FTE 10.2:1 10.0:1 10.3:1 9.6:1 9.4:1 10.0:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	30.50	28.25	25.50	24.75	25.63	22.38
		Gen Fund Equity	3.00	2.75	3.50	3.00	1.85	2.38
		City Arts Tax Foundation	0.25					
		Title I				0.50	0.67	
		SIA					1.00	3.50
		Other					0.11	0.50
	Classified/ Non-Rep	Gen Fund	4.50	2.50	2.50	2.00	2.75	2.75
		Gen Fund Equity	0.50	2.00	1.00	1.00	0.50	
		Foundation						
		Title I				1.00	0.75	
		Other						
	Admin.	Gen Fund	3.00	3.00	3.20	3.00	2.00	2.00
		Gen Fund Equity					1.00	
		Other						
	School Total			41.75	38.50	35.70	35.25	33.50

School and CASR	Licensed	40.25	37.50	34.50	34.25	34.25	33.75
	Classified/ Non-Rep	17.99	12.63	11.13	13.23	14.38	14.07
	Admin.	3.00	3.00	3.20	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.

Ockley Green

6031 N Montana Ave
503-916-5660
Principal: Kristina Howard



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,498,311	\$ 2,367,188	\$ 2,552,159	\$ 2,384,959	\$ 2,203,501	\$ 2,607,056
Associated Payroll Costs	\$ 1,223,194	\$ 1,113,717	\$ 1,075,728	\$ 1,154,006	\$ 1,183,012	\$ 1,289,554
Purchased Services	\$ 68,457	\$ 61,126	\$ 26,591	\$ 16,677	\$ 21,276	\$ 54,773
Supplies and Materials	\$ 23,222	\$ 42,778	\$ 48,738	\$ 60,174	\$ 56,279	\$ 103,068
Capital				\$ 1,684		\$ 11,243
Other Objects	\$ 3,505	\$ 2,682				\$ 2,504
Total	\$3,816,689	\$3,587,491	\$3,703,217	\$3,617,501	\$3,464,069	\$4,068,198
Dollars per Student	\$ 6,097 :1	\$ 6,756 :1	\$ 7,333 :1	\$ 7,428 :1	\$ 7,113 :1	\$ 8,169 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	67%	69%	69%	69%	68%
*Students with Disabilities	18%	15%	17%	17%	17%
*English Language Learners	8%	8%	8%	7%	5%
*Free-Direct Certification	35%	36%	34%	30%	30%
*Black	19%	23%	24%	23%	23%
*Latino	23%	23%	24%	24%	23%
*Native American	1%	2%	1%	1%	0%
*Pacific Islander	4%	3%	2%	1%	2%
*Multi-Race - Other Ancestry	7%	8%	7%	9%	8%
Multi-Race - Asian/White	1%	2%	2%	2%	3%
Asian	5%	3%	4%	4%	3%
White	40%	35%	36%	36%	38%

Student Performance Data

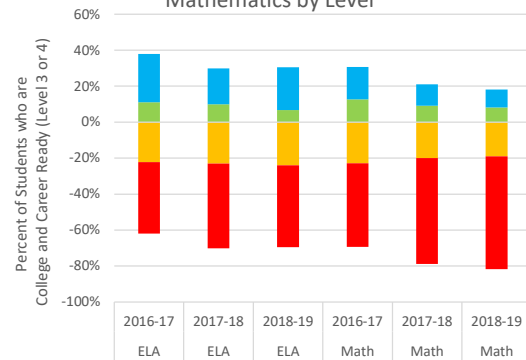
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	11%	10%	7%
ELA	Level 3	27%	20%	24%
ELA	Level 2	22%	23%	24%
ELA	Level 1	40%	47%	46%

ELA Participation	92%	84%	88%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	13%	9%	8%
Math	Level 3	18%	12%	10%
Math	Level 2	23%	20%	19%
Math	Level 1	46%	59%	63%

Math Participation	92%	81%	81%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Peninsula

8125 N Emerald St
503-916-6275

Principal: Debbie Armendariz

K-5 Constructed 1952

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Economically Disadvantaged, English Learners, Black/African American, Hispanic/Latino, Multi-Racial.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	266	279	267	265	237	276	268	265
Total	266	279	267	265	237	276	268	265

Converted from a K-8 to K-5 Feeding Ockley Green MS starting 2016-17 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	14.50	14.00	14.00	14.69	14.60	15.00
		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 Specialists	1.00	1.50	1.00	1.00	1.50	1.50
		Other	1.00	1.00	0.50	0.50	1.00	0.50
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	3.50	2.25	2.00	1.00	1.00	2.00
		Library/Media Services						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
	School Total			25.00	23.25	22.00	21.69	22.60
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.50	3.50	3.00	3.00	3.50	3.50
		ESL	1.00	1.00	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	8.75	8.75	7.88	8.44	6.57	6.57
		ESL						
		Nutrition Services	2.00	2.00	1.94	1.38	1.56	1.56
		Custodial	2.73	2.00	2.00	2.00	3.00	3.00
	Other	1.00	1.00	1.00	1.00	1.00	1.00	
CASR Total			19.98	18.25	16.31	16.32	16.13	16.13
Grand Total			44.98	41.50	38.31	38.01	38.73	39.63

Overall Students per FTE 5.9:1 6.7:1 7.0:1 7.0:1 6.1:1 7.0:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	15.00	15.22	15.55	16.25	15.95	15.55
		Gen Fund Equity	2.00	2.00	1.45	1.44	1.50	1.25
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
		Title I	0.50	0.28				
		SIA					1.00	1.70
		Other	0.50	0.50			0.15	
	Classified/ Non-Rep	Gen Fund	3.50	2.56	2.50	2.50	2.50	1.90
		Gen Fund Equity			1.00			0.50
		Foundation						
		Title I	2.00	1.19				
	Other						1.10	
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
Other								
School Total			25.00	23.25	22.00	21.69	22.60	23.50

School and CASR	Licensed	24.00	23.00	21.00	21.69	23.10	23.00
	Classified/ Non-Rep	19.98	17.50	16.31	15.32	14.63	15.63
	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.

Peninsula

8125 N Emerald St
503-916-6275

Principal: Debbie Armendariz



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,433,204	\$ 1,456,477	\$ 1,443,279	\$ 1,484,189	\$ 1,574,289	\$ 1,780,818
Associated Payroll Costs	\$ 727,304	\$ 703,878	\$ 641,055	\$ 725,695	\$ 825,437	\$ 883,333
Purchased Services	\$ 33,665	\$ 11,788	\$ 14,329	\$ 4,375	\$ 2,664	\$ 30,648
Supplies and Materials	\$ 26,361	\$ 28,969	\$ 27,348	\$ 36,606	\$ 47,373	\$ 85,337
Capital						\$ 972
Other Objects	\$ 60	\$ 2,518				\$ 324
Total	\$2,220,594	\$2,203,630	\$2,126,011	\$2,250,865	\$2,449,763	\$2,781,432
Dollars per Student	\$ 8,348 :1	\$ 7,898 :1	\$ 7,963 :1	\$ 8,494 :1	\$ 10,337 :1	\$ 10,078 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	72%	68%	61%	65%	65%
*Students with Disabilities	21%	24%	24%	27%	29%
*English Language Learners	10%	7%	8%	8%	6%
*Free-Direct Certification	40%	36%	28%	26%	27%
*Black	17%	12%	13%	13%	12%
*Latino	24%	23%	18%	21%	19%
*Native American					0%
*Pacific Islander	2%	2%	2%	1%	
*Multi-Race - Other Ancestry	9%	10%	9%	10%	13%
Multi-Race - Asian/White	3%	2%	2%	2%	4%
Asian	3%	3%	3%	4%	3%
White	42%	48%	53%	50%	49%

Student Performance Data

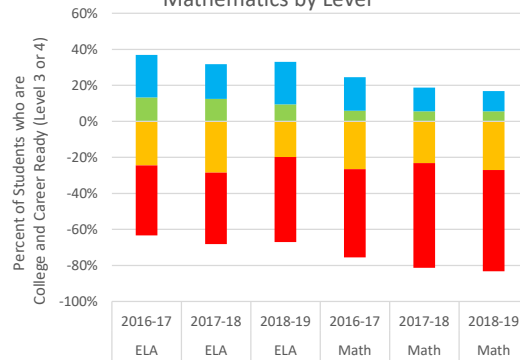
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	13%	13%	9%
ELA	Level 3	24%	19%	24%
ELA	Level 2	25%	28%	20%
ELA	Level 1	39%	40%	47%

ELA Participation	84%	70%	91%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	6%	6%	6%
Math	Level 3	19%	13%	11%
Math	Level 2	27%	23%	27%
Math	Level 1	49%	58%	56%

Math Participation	87%	72%	92%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Richmond

2276 SE 41st Ave
503-916-6220

Principal: Ronald Young

K-5 (Japanese Immersion) Constructed 1908

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Japanese Immersion	648	647	632	627	600	609	603	596
Total	648	647	632	627	600	609	603	596

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	26.00	26.00	26.60	26.60	25.10	24.90
		Counseling Services	1.50	1.50	1.50	1.50	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists	0.40				1.00	
		Other						0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator	2.38	0.80	1.20	1.00	1.00	
		Library/Media Services		0.50	0.50	0.50	0.50	0.50
		Other						
	Admin.	2.00	1.80	2.00	2.00	2.00	2.00	
School Total		34.78	33.10	34.30	34.10	33.60	31.90	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	0.50	0.50	1.00	1.00	1.00	1.00
		ESL	0.25	0.50	1.00	1.00	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.88	0.88	0.94	0.94	
		ESL						
		Nutrition Services	1.19	1.19	1.19	1.06	1.44	1.44
		Custodial	3.00	4.00	2.73	3.00	3.00	3.00
	Other							
CASR Total		5.81	7.06	6.79	7.00	6.88	5.94	
Grand Total		40.59	40.16	41.09	41.10	40.48	37.84	

Overall Students per FTE 16.0:1 16.1:1 15.4:1 15.3:1 14.8:1 16.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	26.50	26.20	27.10	25.60	25.10	24.40
		Gen Fund Equity						
		City Arts Tax	1.50	1.50	1.50	1.50	1.50	1.50
		Foundation	0.40	0.30		1.50	1.00	1.00
		Title I						
		SIA					0.50	0.50
	Classified/ Non-Rep	Gen Fund	4.38	2.50	2.50	2.50	3.50	2.50
		Gen Fund Equity						
		Foundation		0.80	1.20	1.00		
		Title I						
Admin.	Gen Fund	2.00	1.80	2.00	2.00	2.00	2.00	
	Gen Fund Equity							
	Other							
School Total		34.78	33.10	34.30	34.10	33.60	31.90	

School and CASR	Licensed	29.15	29.00	30.60	30.60	29.60	28.90
	Classified/ Non-Rep	9.44	9.36	8.49	8.50	8.88	6.94
	Admin.	2.00	1.80	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.

Richmond

2276 SE 41st Ave
503-916-6220
Principal: Ronald Young



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,277,311	\$ 2,368,582	\$ 2,515,782	\$ 2,508,505	\$ 2,547,286	\$ 2,577,096
Associated Payroll Costs	\$ 1,112,583	\$ 1,135,728	\$ 1,173,423	\$ 1,247,689	\$ 1,188,496	\$ 1,245,892
Purchased Services	\$ 16,731	\$ 11,750	\$ 9,481	\$ 7,202	\$ 4,764	\$ 18,588
Supplies and Materials	\$ 27,181	\$ 20,203	\$ 28,896	\$ 14,372	\$ 8,307	\$ 21,649
Capital	\$ 649	\$ 47	\$ 35	\$ 295		\$ 1,800
Other Objects	\$ 354					\$ 600
Total	\$3,434,809	\$3,536,309	\$3,727,617	\$3,778,062	\$3,748,853	\$3,865,625
Dollars per Student	\$ 5,301 :1	\$ 5,466 :1	\$ 5,898 :1	\$ 6,026 :1	\$ 6,248 :1	\$ 6,347 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	20%	20%	22%	24%	26%
*Students with Disabilities	6%	6%	8%	8%	7%
*English Language Learners	3%	4%	5%	7%	9%
*Free-Direct Certification	4%	3%	4%	3%	4%
*Black	1%	1%	1%	1%	1%
*Latino	3%	3%	3%	4%	4%
*Native American	0%	0%			
*Pacific Islander	0%	0%	0%	0%	
*Multi-Race - Other Ancestry	4%	4%	4%	4%	4%
Multi-Race - Asian/White	28%	28%	29%	31%	35%
Asian	9%	9%	10%	10%	9%
White	56%	55%	53%	50%	47%

Student Performance Data

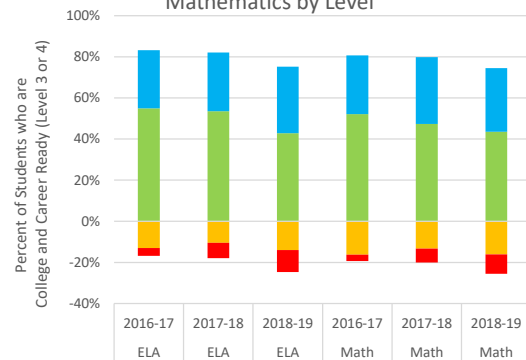
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	55%	54%	43%
ELA	Level 3	28%	29%	32%
ELA	Level 2	13%	11%	14%
ELA	Level 1	4%	8%	11%

ELA Participation	95%	96%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	52%	47%	44%
Math	Level 3	29%	32%	31%
Math	Level 2	16%	13%	16%
Math	Level 1	3%	7%	9%

Math Participation	96%	95%	96%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Rieke

1405 SW Vermont St
503-916-5768
Principal: Jon Jeans

K-5 Constructed 1959

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	410	386	379	368	329	366	356	349
Total	410	386	379	368	329	366	356	349

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	18.60	18.60	18.00	16.00	16.00	16.00
		Counseling Services	1.00	1.00	1.00	1.00	1.50	1.50
		Library/Media Services	0.50	0.50	1.00	1.00	0.75	0.50
		Instructional Specialists						
		Other						
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	0.50	0.30	0.50	0.98	0.20	0.10
		Library/Media Services	0.50	0.50				0.50
	Admin.	Other	0.50	0.40	0.30	0.40	0.40	0.40
			1.00	1.00	1.00	1.00	1.00	1.00
School Total			24.60	23.80	23.30	21.88	21.35	21.50
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.00	1.00	1.50	1.50	1.00	1.00
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	2.63	3.50	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	2.00	2.00
	Admin.	Other				1.00	1.00	
CASR Total			6.69	7.56	7.19	7.44	6.00	4.06
Grand Total			31.29	31.36	30.49	29.32	27.35	25.56

Overall Students per FTE 13.1:1 12.3:1 12.4:1 12.6:1 12.0:1 14.3:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	18.15	18.35	18.75	16.75	16.75	16.50
		Gen Fund Equity						
		City Arts Tax Foundation	1.10	1.00	1.00	1.00	1.00	1.00
		Foundation	0.85	0.75	0.25	0.25		
		Title I						
		SIA					0.50	0.50
	Classified/ Non-Rep	Gen Fund	3.50	2.00	1.50	1.50	1.50	2.00
		Gen Fund Equity						
		Foundation		0.70	0.80	1.38	0.60	0.50
		Title I						
		Other						
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
	School Total			24.60	23.80	23.30	21.88	21.35

School and CASR	Licensed	21.35	21.35	21.75	19.75	19.50	19.25
	Classified/ Non-Rep	8.94	9.01	7.74	8.57	6.85	5.31
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,646,963	\$ 1,746,331	\$ 1,768,843	\$ 1,624,779	\$ 1,572,017	\$ 1,745,035
Associated Payroll Costs	\$ 791,293	\$ 844,073	\$ 831,870	\$ 816,530	\$ 695,656	\$ 831,127
Purchased Services	\$ 10,816	\$ 7,617	\$ 4,823	\$ 3,741	\$ 5,148	\$ 12,396
Supplies and Materials	\$ 14,982	\$ 23,306	\$ 27,611	\$ 5,257	\$ 9,313	\$ 15,163
Capital						\$ 1,200
Other Objects				\$ 82		\$ 396
Total	\$2,464,054	\$2,621,328	\$2,633,148	\$2,450,389	\$2,282,135	\$2,605,317
Dollars per Student	\$ 6,010 :1	\$ 6,791 :1	\$ 6,948 :1	\$ 6,659 :1	\$ 6,937 :1	\$ 7,118 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	30%	30%	29%	32%	30%
*Students with Disabilities	12%	14%	16%	17%	14%
*English Language Learners	1%	1%	1%	1%	1%
*Free-Direct Certification	6%	7%	5%	7%	6%
*Black	2%	3%	3%	4%	4%
*Latino	8%	7%	6%	7%	8%
*Native American	0%	0%	0%	0%	0%
*Pacific Islander					
*Multi-Race - Other Ancestry	5%	5%	5%	4%	4%
Multi-Race - Asian/White	5%	4%	5%	3%	4%
Asian	1%	2%	2%	1%	2%
White	79%	79%	79%	81%	79%

Student Performance Data

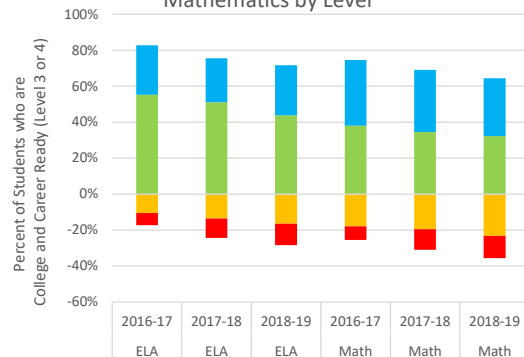
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	55%	51%	44%
ELA	Level 3	27%	24%	28%
ELA	Level 2	11%	14%	17%
ELA	Level 1	7%	11%	12%

ELA Participation	91%	92%	93%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	38%	35%	32%
Math	Level 3	37%	35%	32%
Math	Level 2	18%	20%	23%
Math	Level 1	7%	12%	12%

Math Participation	91%	91%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Rigler

5401 NE Prescott St
503-916-6451

The Oregon Department of Education has identified this school as a Comprehensive Support and Improvement school. Title I School for 2020-21.

Principal: Keyla Santiago de Vazquez

K-5 (Spanish Immersion) Constructed 1931

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	120	102						
Spanish Immersion	352	339	308	307	268	276	274	266
Total	472	441	308	307	268	276	274	266

Rigler non-immersion neighborhood program joins Scott starting 2018-19 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	22.50	22.50	18.00	15.50	16.50	14.50
		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	1.00
		Instructional Specialists	1.00	1.50	1.00	1.80	2.50	3.00
		Other	1.00	2.00	0.60	0.50	0.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	1.50	1.25	2.00	1.80
		Ed. Assistant/ Paraeducator	7.50	4.88	3.00	3.63	2.63	2.63
		Library/Media Services						
	Admin.	Other	1.00	1.00	2.00	1.00	1.00	
			2.00	2.00	2.00	2.00	2.00	2.00
School Total			39.00	37.88	30.10	27.68	29.13	26.43
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	1.50	1.00	1.50	1.00	1.00
		ESL	3.50	4.00	2.50	3.00	3.00	3.00
		Other	1.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	1.75	1.75	0.88	0.94	0.94	0.94
		ESL	2.19	2.63	0.88	0.88		
		Nutrition Services	2.63	2.63	2.63	2.25	2.13	2.13
		Custodial	3.00	2.73	3.45	2.73	3.00	3.00
	Admin.	Other				1.00	1.00	1.00
	CASR Total			16.06	16.23	12.33	13.29	12.06
Grand Total			55.06	54.10	42.43	40.97	41.19	38.49

Overall Students per FTE 8.6:1 8.2:1 7.3:1 7.5:1 6.5:1 7.2:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	21.11	22.50	18.50	17.10	17.95	14.90
		Gen Fund Equity	4.00	4.00	2.00	2.10	1.30	1.65
		City Arts Tax Foundation	1.00	1.00	1.00	0.50	0.50	0.50
					0.10			
		Title I	0.39		0.10		0.25	0.55
		SIA					1.50	2.40
		Other		0.50				
	Classified/ Non-Rep	Gen Fund	4.00	3.00	3.00	3.00	1.00	1.50
		Gen Fund Equity		1.00	0.20		1.00	0.30
		Foundation				0.05		
		Title I	6.50	2.50	3.30	2.83	2.13	1.63
		Other		1.38			1.50	1.00
	Admin.	Gen Fund	2.00	2.00	1.00	1.36	1.50	1.50
		Gen Fund Equity			1.00	0.64	0.50	0.50
		Other						
School Total			39.00	37.88	30.10	27.68	29.13	26.43

School and CASR	Licensed	33.00	34.50	26.10	25.30	26.50	25.00
	Classified/ Non-Rep	20.06	17.60	14.33	13.67	12.69	11.49
	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: Keyla Santiago de Vazquez



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,023,652	\$ 2,183,221	\$ 1,818,574	\$ 1,784,941	\$ 1,926,520	\$ 1,836,780
Associated Payroll Costs	\$ 1,054,327	\$ 1,061,410	\$ 867,553	\$ 915,232	\$ 1,056,088	\$ 940,525
Purchased Services	\$ 81,888	\$ 129,060	\$ 99,700	\$ 30,816	\$ 47,546	\$ 27,525
Supplies and Materials	\$ 35,339	\$ 68,261	\$ 104,196	\$ 43,570	\$ 131,961	\$ 69,779
Capital	\$ 137	\$ 60		\$ 99		\$ 972
Other Objects	\$ 2,612	\$ 7,137	\$ 1,550	\$ 750		\$ 324
Total	\$3,197,955	\$3,449,150	\$2,891,572	\$2,775,409	\$3,162,114	\$2,875,905
Dollars per Student	\$ 6,775 :1	\$ 7,821 :1	\$ 9,388 :1	\$ 9,040 :1	\$ 11,799 :1	\$ 10,420 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	86%	85%	87%	85%	85%
*Students with Disabilities	14%	16%	17%	14%	14%
*English Language Learners	42%	37%	39%	46%	47%
*Free-Direct Certification	58%	51%	47%	44%	46%
*Black	14%	15%	7%	7%	7%
*Latino	56%	54%	67%	69%	71%
*Native American	1%	1%	0%		0%
*Pacific Islander	1%	1%	1%	1%	1%
*Multi-Race - Other Ancestry	5%	6%	6%	3%	2%
Multi-Race - Asian/White	1%	1%	1%	0%	0%
Asian	3%	3%	0%	1%	0%
White	21%	20%	19%	20%	18%

Student Performance Data

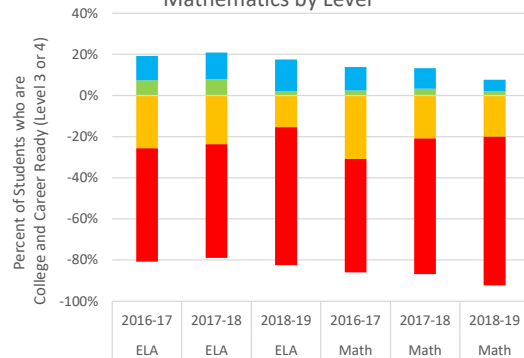
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	7%	8%	2%
ELA	Level 3	12%	13%	15%
ELA	Level 2	26%	24%	15%
ELA	Level 1	55%	55%	67%

ELA Participation	97%	97%	98%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	3%	3%	2%
Math	Level 3	11%	10%	6%
Math	Level 2	31%	21%	20%
Math	Level 1	55%	66%	72%

Math Participation	96%	94%	99%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Roosevelt

6941 N Central St
503-916-5260

Principal: KD Parman

9-12 (Advanced Placement, PSU Inquiry Partnership)

Constructed 1921

0.5 Instructional Specialist has been allocated to TSI Schools as part of SIA. School has been identified as TSI for the following Students: Hispanic/Latino.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	795	727	867	1016	1074	1130	1204	1175
Spanish Immersion	86	132	127	179	218	236	229	237
Total	881	859	994	1195	1292	1366	1433	1412

Roosevelt Bond improvements completed before start of 2018-19 SY.

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	50.97	47.75	47.32	56.09	67.90	69.48
		Counseling Services	5.00	4.00	4.00	4.50	5.00	5.00
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00
		Instructional Specialists	1.25	0.75	2.15	3.74	3.35	3.52
		Other	2.34	2.75	2.51	2.00	6.50	6.50
	Classified/ Non-Rep	Clerical	7.33	7.00	7.50	8.00	8.00	8.00
		Ed. Assistant/ Paraeducator	1.13	0.13		0.44		
		Library/Media Services						0.50
	Admin.	Other	5.67	5.00	4.00	2.87	4.50	4.50
			3.00	3.00	2.00	3.00	3.00	4.00
School Total		77.68	71.38	70.48	81.64	99.25	102.50	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	8.00	8.00	8.00	11.00	11.50	12.00
		ESL	2.00	2.00	2.50	3.50	4.00	4.00
		Other	1.75	1.75	1.00	2.00	1.00	1.00
	Classified/ Non-Rep	Special Education	9.63	10.50	11.38	15.01	15.95	15.01
		ESL	0.88	0.88	1.31	1.31	0.88	0.88
		Nutrition Services	3.50	3.50	3.38	2.50	1.75	1.88
		Custodial	10.00	7.00	10.00	9.73	8.00	8.00
		Other	3.00	2.00	2.00	3.00	3.00	3.00
	CASR Total		38.75	35.63	39.56	48.05	46.07	45.76
	Grand Total		116.43	107.00	110.04	129.68	145.32	148.26

Overall Students per FTE 7.6:1 8.0:1 9.0:1 9.2:1 8.9:1 9.2:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	52.75	48.45	47.31	55.43	66.85	68.66
		Gen Fund Equity	6.50	6.50	7.26	9.08	11.50	10.50
		City Arts Tax Foundation						
		Title I	1.00	1.30				
		SIA					2.00	2.50
		Other	0.30		2.40	2.82	3.40	3.84
	Classified/ Non-Rep	Gen Fund	11.40	10.13	9.02	9.30	7.50	8.00
		Gen Fund Equity			1.47	2.00	2.00	2.00
		Foundation						
		Title I	2.47	2.00				
	Admin.	Other	0.26		1.00		3.00	3.00
		Gen Fund	3.00	3.00	2.00	3.00	3.00	3.29
		Gen Fund Equity						0.72
		Other						
	School Total		77.68	71.38	70.48	81.64	99.25	102.50

School and CASR	Licensed	72.30	68.00	68.48	83.83	100.25	102.50
	Classified/ Non-Rep	41.13	36.00	39.57	42.85	42.07	41.76
	Admin.	3.00	3.00	2.00	3.00	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.



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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 4,821,837	\$ 4,750,970	\$ 4,979,934	\$ 5,548,822	\$ 6,917,999	\$ 8,085,792
Associated Payroll Costs	\$ 2,340,544	\$ 2,289,922	\$ 2,336,282	\$ 2,800,662	\$ 3,385,105	\$ 4,015,211
Purchased Services	\$ 111,187	\$ 77,873	\$ 52,825	\$ 48,767	\$ 16,811	\$ 95,927
Supplies and Materials	\$ 22,480	\$ 55,648	\$ 116,349	\$ 44,238	\$ 278,714	\$ 231,092
Capital	\$ 11,956	\$ 1,820	\$ 940			\$ 5,626
Other Objects	\$ 1,481	\$ 4,144	\$ 3,035	\$ 1,891		\$ 1,919
Total	\$ 7,309,486	\$ 7,180,376	\$ 7,489,364	\$ 8,444,380	\$10,598,629	\$12,435,567
Dollars per Student	\$ 8,297 :1	\$ 8,359 :1	\$ 7,535 :1	\$ 7,066 :1	\$ 8,203 :1	\$ 9,104 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	81%	79%	78%	75%	75%
*Students with Disabilities	20%	20%	20%	18%	18%
*English Language Learners	12%	12%	12%	15%	16%
*Free-Direct Certification	48%	40%	38%	35%	35%
*Black	18%	18%	18%	17%	16%
*Latino	39%	37%	35%	36%	36%
*Native American	1%	1%	1%	1%	1%
*Pacific Islander	3%	3%	3%	3%	3%
*Multi-Race - Other Ancestry	5%	6%	7%	7%	7%
Multi-Race - Asian/White	1%	1%	1%	1%	1%
Asian	5%	4%	4%	3%	3%
White	28%	29%	31%	33%	33%

Student Performance Data

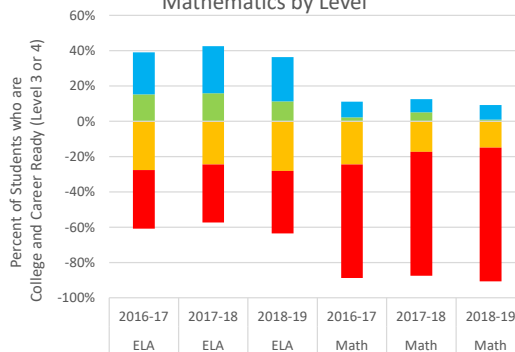
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	15%	16%	11%
ELA	Level 3	24%	27%	25%
ELA	Level 2	28%	24%	28%
ELA	Level 1	33%	33%	35%

ELA Participation	95%	97%	98%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	2%	5%	1%
Math	Level 3	9%	8%	8%
Math	Level 2	24%	17%	15%
Math	Level 1	64%	70%	76%

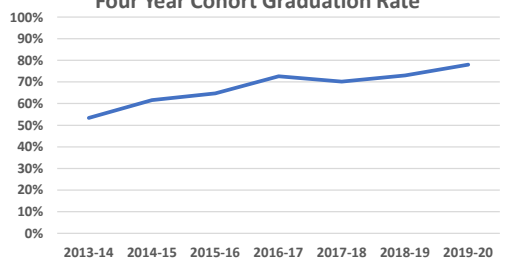
Math Participation	93%	89%	98%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.

Four Year Cohort Graduation Rate





Rosa Parks

8960 N Woolsey Ave
503-916-6250

Principal: Kevin Walker

K-5 Constructed 2006

The Oregon Department of Education has identified this school as a Comprehensive Support and Improvement school. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	298	272	276	280	266	273	263	253
Total	298	272	276	280	266	273	263	253

Rosa Parks moves to a year-around calendar in 2014-15 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	19.93	18.43	15.33	14.70	15.00	15.00
		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 Specialists		1.00	1.00	1.00	2.00	2.00
		Other			1.00	1.00	1.50	1.50
	Classified/ Non-Rep	Clerical	2.43	2.00	1.88	2.38	2.38	2.38
		Ed. Assistant/Paraeducator	2.00	2.44	1.81	1.90	1.75	1.75
		Library/Media Services						
	Admin.	Other	0.25	1.11	0.38	0.38	0.38	0.38
			2.00	2.00	1.00	2.00	2.00	2.00
School Total			28.60	28.97	24.39	25.36	27.01	27.01
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	2.50	2.00	2.50	1.50	1.50
		ESL	2.00	2.00	2.00	1.50	1.50	1.50
		Other	1.00	1.00		1.00	1.00	1.00
	Classified/ Non-Rep	Special Education		0.88				
		ESL	0.88	0.44	0.44	0.44	0.88	0.88
		Nutrition Services	2.75	2.75	2.63	1.38	1.50	1.50
		Custodial	2.73	2.73	3.00	2.73	2.73	2.73
	Admin.	Other			1.00			
	CASR Total			12.35	12.29	11.06	9.54	9.10
Grand Total			40.95	41.26	35.46	34.90	36.11	36.11

Overall Students per FTE 7.3:1 6.6:1 7.8:1 8.0:1 7.4:1 7.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	16.35	17.10	15.33	15.00	15.30	14.90
		Gen Fund Equity	3.25	3.50	3.00	2.32	2.55	2.05
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
		Title I	1.00	0.33	0.50	0.88	0.65	0.65
		SIA					1.50	2.40
		Other	0.83					
		Classified/ Non-Rep	Gen Fund	2.88	3.30	2.44	2.50	1.50
	Gen Fund Equity					0.55	0.50	0.50
	Foundation							
	Title I		1.80	2.00	1.63	1.61	1.51	1.51
	Other			0.25			1.00	1.00
	Admin.	Gen Fund	2.00	2.00	1.00	1.36	1.50	1.50
		Gen Fund Equity				0.64	0.50	0.50
		Other						
	School Total			28.60	28.97	24.39	25.36	27.01

School and CASR	Licensed	27.93	26.93	23.33	23.70	24.50	24.50
	Classified/ Non-Rep	11.03	12.33	11.13	9.20	9.61	9.61
	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.

Rosa Parks

8960 N Woolsey Ave
503-916-6250
Principal: Kevin Walker



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,045,835	\$ 1,898,305	\$ 1,655,145	\$ 1,844,663	\$ 1,797,092	\$ 2,036,413
Associated Payroll Costs	\$ 945,825	\$ 891,574	\$ 765,857	\$ 881,100	\$ 966,417	\$ 1,001,119
Purchased Services	\$ 49,133	\$ 41,271	\$ 30,048	\$ 16,101	\$ 19,600	\$ 24,315
Supplies and Materials	\$ 31,281	\$ 82,787	\$ 20,821	\$ 148,389	\$ 81,710	\$ 54,377
Capital	\$ 32,991	\$ 7,521	\$ 1,155		\$ 40,000	\$ 1,432
Other Objects	\$ 3,064	\$ 2,409				\$ 324
Total	\$3,108,129	\$2,923,867	\$2,473,027	\$2,890,253	\$2,904,819	\$3,117,980
Dollars per Student	\$ 10,430 :1	\$ 10,750 :1	\$ 8,960 :1	\$ 10,322 :1	\$ 10,920 :1	\$ 11,421 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	96%	96%	95%	95%	96%
*Students with Disabilities	17%	15%	14%	14%	16%
*English Language Learners	28%	22%	25%	26%	28%
*Free-Direct Certification	79%	76%	74%	68%	65%
*Black	47%	44%	44%	40%	41%
*Latino	25%	27%	26%	31%	28%
*Native American	1%	1%	0%	1%	2%
*Pacific Islander	1%	2%	2%	2%	3%
*Multi-Race - Other Ancestry	11%	9%	11%	10%	12%
Multi-Race - Asian/White	0%	1%	1%	1%	
Asian	2%	2%	2%	1%	1%
White	13%	14%	15%	13%	13%

Student Performance Data

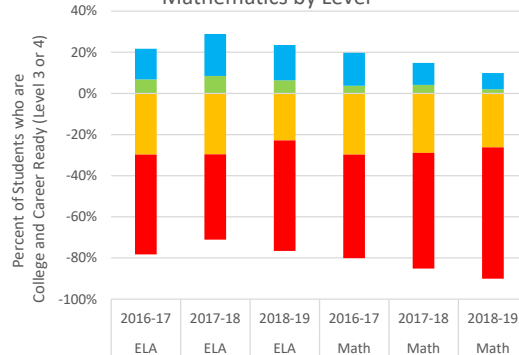
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	7%	9%	6%
ELA	Level 3	15%	20%	17%
ELA	Level 2	30%	30%	23%
ELA	Level 1	48%	42%	54%

ELA Participation	96%	97%	99%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	4%	4%	2%
Math	Level 3	16%	11%	8%
Math	Level 2	30%	29%	26%
Math	Level 1	50%	56%	64%

Math Participation	96%	97%	100%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Rose City Park

2334 NE 57th Ave

503-916-6765

Principal: Jeremy Cohen

K-5 (Vietnamese Immersion)

Constructed 1921

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood			386	360	329	343	340	317
Vietnamese Immersion			146	178	200	223	234	239
Total			532	538	529	566	574	556

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers			27.10	25.40	23.60	25.10
		Counseling Services			1.50	1.50	2.00	2.00
		Library/Media Services			1.00	1.00	1.00	1.00
		Instructional Specialists			1.00	1.00	1.00	1.00
		Other						
	Classified/ Non-Rep	Clerical			2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator			2.45	1.94	2.19	2.00
		Library/Media Services						
	Admin.			2.00	2.00	2.00	2.00	
	School Total				37.05	34.84	33.79	35.10
Centrally Allocated School Resources (CASR)	Licensed	Special Education			1.50	2.00	1.50	1.50
		ESL			2.00	2.00	1.50	1.50
		Other						
	Classified/ Non-Rep	Special Education			1.75	0.94	1.88	1.88
		ESL			0.88	0.88	0.88	0.87
		Nutrition Services			1.38	1.38	1.38	1.38
		Custodial			2.00	2.73	2.73	2.73
	Other							
CASR Total				9.50	9.91	9.85	9.85	
Grand Total				46.55	44.75	43.64	44.95	

Overall Students per FTE

11.4:1

12.0:1

12.1:1

12.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund			27.60	26.65	24.85	25.85
		Gen Fund Equity			1.50	1.25	1.25	1.25
		City Arts Tax Foundation			1.50	1.00	1.00	1.50
		Title I						
		SIA					0.50	0.50
		Other						
	Classified/ Non-Rep	Gen Fund			2.00	1.50	1.70	1.50
		Gen Fund Equity			2.00	1.50	2.44	2.50
		Foundation			0.45	0.94	0.05	
		Title I						
		Other						
	Admin.	Gen Fund			2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total				37.05	34.84	33.79	35.10

School and CASR	Licensed	0.00	0.00	34.10	32.90	30.60	32.10
	Classified/ Non-Rep	0.00	0.00	10.45	9.85	11.04	10.85
	Admin.	0.00	0.00	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.

Rose City Park

2334 NE 57th Ave
503-916-6765
Principal: Jeremy Cohen



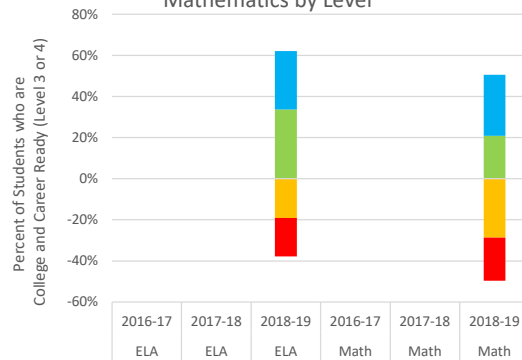
Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries			\$ 2,538,242	\$ 2,438,689	\$ 2,257,348	\$ 2,730,237
Associated Payroll Costs			\$ 1,205,558	\$ 1,235,361	\$ 1,095,075	\$ 1,335,960
Purchased Services			\$ 9,512	\$ 6,353	\$ 3,702	\$ 17,484
Supplies and Materials			\$ 47,405	\$ 17,351	\$ 83,384	\$ 35,740
Capital				\$ 4,512		\$ 1,692
Other Objects						\$ 564
Total			\$3,800,717	\$3,702,266	\$3,439,509	\$4,121,677
Dollars per Student			\$ 7,144 :1	\$ 6,882 :1	\$ 6,502 :1	\$ 7,282 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*			45%	46%	47%
*Students with Disabilities			13%	13%	13%
*English Language Learners			14%	15%	17%
*Free-Direct Certification			18%	17%	17%
*Black			3%	3%	2%
*Latino			7%	8%	8%
*Native American					
*Pacific Islander			0%	1%	1%
*Multi-Race - Other Ancestry			6%	5%	6%
Multi-Race - Asian/White			3%	4%	5%
Asian			25%	24%	26%
White			57%	55%	54%

Student Performance Data				
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4			34%
ELA	Level 3			29%
ELA	Level 2			19%
ELA	Level 1			19%
ELA Participation				92%
Subject	Math	2016-17	2017-18	2018-19
Math	Level 4			21%
Math	Level 3			30%
Math	Level 2			29%
Math	Level 1			21%
Math Participation				90%

Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Roseway Heights

7334 NE Siskiyou St
503-916-5600

Principal: Brenda Fox

6-8 (Spanish Immersion) Constructed 1923

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Black/African American, Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	570	549	553	545	509	507	497	484
Spanish Immersion			35	69	93	89	84	85
Vietnamese Immersion	73	112			15	31	48	53
Total	643	661	588	614	617	627	629	622

Converted from at K-8 to a MS starting 2018-19. K-5 students going to Rose City Park.

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	35.18	31.20	24.65	31.00	29.20	31.00
		Counseling Services	2.00	2.00	2.50	1.50	2.50	2.50
		Library/Media Services	1.00	0.50	1.00	1.00	1.00	1.00
		Instructional Specialists	0.50	0.80	2.00		1.80	2.00
		Other			1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/Paraeducator	1.44	2.19	0.13	1.00	0.88	1.75
		Library/Media Services	1.00	1.00	0.50			
	Admin.				1.00	1.00	1.00	
	School Total		45.12	41.69	36.78	41.50	41.38	44.25
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.50	4.50	4.00	4.50	4.50	4.50
		ESL	1.50	1.50	2.00	1.50	1.50	1.50
		Other		0.50	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	7.00	7.88	2.63	2.81	2.81	3.75
		ESL	0.44	0.44	0.88	0.44	0.44	0.44
		Nutrition Services	2.56	2.56	2.44	2.38	2.06	2.06
		Custodial	4.73	3.00	3.00	3.00	3.00	3.00
	Other							
CASR Total		20.73	20.38	15.94	15.63	15.32	16.25	
Grand Total		65.85	62.07	52.72	57.13	56.69	60.51	

Overall Students per FTE 9.8:1 10.6:1 11.2:1 10.7:1 10.9:1 10.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	33.49	31.00	26.50	29.25	28.85	29.25
		Gen Fund Equity	3.25	2.50	3.90	5.00	4.50	4.50
		City Arts Tax Foundation	1.00	1.00				
		Other	0.59					
		Title I			0.75	0.25	1.15	0.75
		SIA					1.00	2.50
	Classified/ Non-Rep	Other	0.35					0.50
		Gen Fund	4.44	3.44	2.50	2.00	2.00	2.00
		Gen Fund Equity		1.00				
		Foundation		0.75				
		Title I			0.13	2.00	1.88	2.75
	Admin.	Other						
		Gen Fund	2.00	2.00	3.00	3.00	2.00	2.00
Gen Fund Equity								
School Total		45.12	41.69	36.78	41.50	41.38	44.25	

School and CASR	Licensed	44.68	41.00	38.15	41.50	42.50	44.50
	Classified/ Non-Rep	19.17	19.07	11.57	12.63	12.19	14.01
	Admin.	2.00	2.00	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.

Roseway Heights

7334 NE Siskiyou St
503-916-5600
Principal: Brenda Fox



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,878,516	\$ 2,846,202	\$ 2,598,809	\$ 2,968,082	\$ 2,873,924	\$ 3,496,547
Associated Payroll Costs	\$ 1,366,400	\$ 1,395,664	\$ 1,171,483	\$ 1,487,125	\$ 1,478,562	\$ 1,740,787
Purchased Services	\$ 20,939	\$ 14,796	\$ 17,520	\$ 29,344	\$ 34,786	\$ 42,169
Supplies and Materials	\$ 25,355	\$ 15,297	\$ 44,234	\$ 69,830	\$ 88,366	\$ 63,449
Capital	\$ 8,737			\$ 62		\$ 1,836
Other Objects		\$ 82				\$ 612
Total	\$4,299,947	\$4,272,042	\$3,832,045	\$4,554,443	\$4,475,639	\$5,345,400
Dollars per Student	\$ 6,687 :1	\$ 6,463 :1	\$ 6,517 :1	\$ 7,418 :1	\$ 7,254 :1	\$ 8,525 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	48%	48%	67%	62%	64%
*Students with Disabilities	15%	16%	15%	14%	16%
*English Language Learners	9%	11%	12%	12%	14%
*Free-Direct Certification	25%	21%	36%	33%	36%
*Black	5%	6%	13%	12%	13%
*Latino	9%	9%	24%	23%	23%
*Native American	0%	0%	1%	0%	1%
*Pacific Islander	0%	0%	2%	2%	1%
*Multi-Race - Other Ancestry	9%	8%	10%	10%	9%
Multi-Race - Asian/White	3%	4%	3%	2%	2%
Asian	19%	21%	11%	13%	13%
White	55%	53%	37%	39%	39%

Student Performance Data

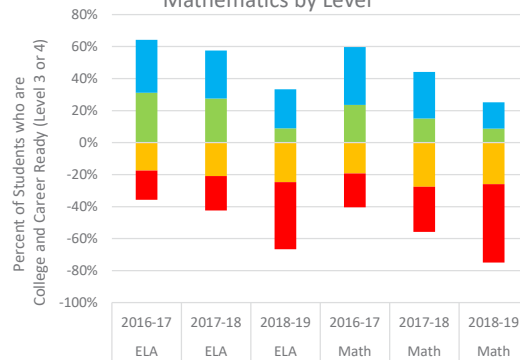
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	31%	28%	9%
ELA	Level 3	33%	30%	24%
ELA	Level 2	18%	21%	25%
ELA	Level 1	18%	21%	42%

ELA Participation	72%	71%	91%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	24%	15%	9%
Math	Level 3	36%	29%	16%
Math	Level 2	19%	28%	26%
Math	Level 1	21%	28%	49%

Math Participation	66%	66%	89%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Sabin

4013 NE 18th Ave
503-916-6482

Principal: Reiko Williams
K-5 Constructed 1927

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Black/African American.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	524	551	452	418	360	368	359	354
Total	524	551	452	418	360	368	359	354

Converted from a K-8 to K-5 Feeding Harriet Tubman MS starting 2018-19 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	26.50	27.00	22.20	20.88	17.75	17.00
		Counseling Services	1.50	1.50	1.00	1.00	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists	0.50	0.50				1.00
		Other	0.50	0.50				0.25
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	1.50	1.50	1.75
		Ed. Assistant/ Paraeducator	1.69	1.30	0.75	0.75	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
	Admin.		2.00	2.00	1.00	2.00	2.00	2.00
	School Total			35.69	35.80	27.95	27.13	25.25
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	4.00	4.00	4.00	4.00
		ESL	0.25	0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	5.25	5.25	9.63	7.50	9.38	9.38
		ESL						
		Nutrition Services	1.06	1.25	1.31	1.69	1.38	1.38
		Custodial	3.00	3.00	3.00	3.00	3.00	3.00
Other		0.88	0.88	0.88	0.88	0.88		
CASR Total			11.06	12.13	19.06	17.32	18.88	18.88
Grand Total			46.75	47.93	47.01	44.44	44.13	44.88

Overall Students per FTE 11.2:1 11.5:1 9.6:1 9.4:1 8.2:1 8.2:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	27.22	27.04	21.90	20.33	17.63	13.25
		Gen Fund Equity	0.75	1.00		0.50		0.50
		City Arts Tax	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.53	0.97	0.80	0.55	0.13	
		Title I						
		SIA					1.00	2.50
	Other						3.00	
	Classified/ Non-Rep	Gen Fund	3.76	3.50	3.00	1.75	2.15	2.90
		Gen Fund Equity				0.50	0.60	0.60
		Foundation	0.43		0.25	0.50	0.75	0.25
		Title I						
		Other		0.30				
	Admin.	Gen Fund	2.00	2.00	1.00	1.00	1.50	1.50
		Gen Fund Equity				1.00	0.50	0.50
		Other						
School Total			35.69	35.80	27.95	27.13	25.25	26.00

School and CASR	Licensed	31.25	31.75	27.95	26.63	24.00	24.50
	Classified/ Non-Rep	13.50	14.18	18.06	15.82	18.13	18.38
	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.

Sabin

4013 NE 18th Ave
503-916-6482
Principal: Reiko Williams



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,277,391	\$ 2,421,234	\$ 1,897,467	\$ 1,935,323	\$ 1,680,341	\$ 2,020,820
Associated Payroll Costs	\$ 1,086,479	\$ 1,149,266	\$ 880,928	\$ 987,406	\$ 820,865	\$ 1,004,449
Purchased Services	\$ 20,084	\$ 13,538	\$ 22,181	\$ 13,858	\$ 3,816	\$ 13,113
Supplies and Materials	\$ 20,017	\$ 15,921	\$ 25,411	\$ 15,209	\$ 29,907	\$ 61,306
Capital	\$ 1,188					\$ 1,200
Other Objects	\$ (643)					\$ 396
Total	\$3,404,515	\$3,599,959	\$2,825,987	\$2,951,796	\$2,534,929	\$3,101,284
Dollars per Student	\$ 6,497 :1	\$ 6,534 :1	\$ 6,252 :1	\$ 7,062 :1	\$ 7,041 :1	\$ 8,427 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	40%	39%	42%	42%	42%
*Students with Disabilities	9%	10%	11%	15%	15%
*English Language Learners	1%	1%	1%	2%	2%
*Free-Direct Certification	14%	13%	17%	14%	18%
*Black	17%	15%	16%	14%	16%
*Latino	8%	8%	9%	8%	7%
*Native American	0%	1%	1%	1%	0%
*Pacific Islander	1%	0%		0%	
*Multi-Race - Other Ancestry	8%	7%	6%	7%	6%
Multi-Race - Asian/White	2%	2%	1%	1%	2%
Asian	1%	2%	1%	1%	1%
White	64%	66%	66%	69%	68%

Student Performance Data

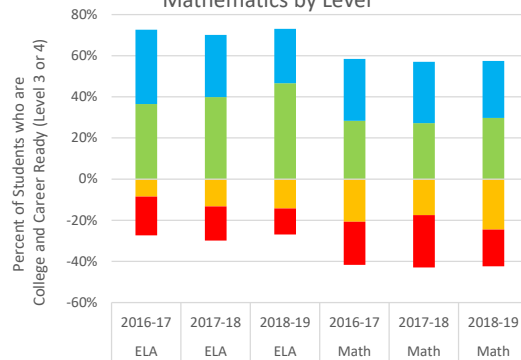
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	37%	40%	47%
ELA	Level 3	36%	30%	26%
ELA	Level 2	9%	13%	14%
ELA	Level 1	19%	17%	13%

ELA Participation	96%	97%	96%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	28%	27%	30%
Math	Level 3	30%	30%	28%
Math	Level 2	21%	18%	25%
Math	Level 1	21%	26%	18%

Math Participation	94%	96%	96%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Scott

6700 NE Prescott St
503-916-6369

Principal: Megan McCarter

K-5 (Spanish Immersion) Constructed 1949

The Oregon Department of Education has identified this school as a Comprehensive Support and Improvement school. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	297	275	222	256	234	245	253	248
Spanish Immersion	215	246	237	229	226	232	231	223
Total	512	521	459	485	460	477	484	471

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	26.80	29.00	24.40	29.00	27.50	27.50
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
		Instructional Specialists	0.50		1.00		2.00	2.00
		Other	1.00	1.00	1.00	1.00	1.50	2.00
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	1.50	2.00	2.00
		Ed. Assistant/ Paraeducator	2.63	2.63	4.38	4.38	5.26	4.38
		Library/Media Services	0.88	0.88	1.00	0.88	0.88	0.50
	Admin.	Other	1.75	2.00	2.00	0.80	0.75	0.75
			2.00	2.00	2.00	2.00	2.00	2.00
School Total			39.56	41.50	39.28	41.06	43.38	42.63
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.00	2.50	2.50	3.00	3.00	3.00
		ESL	3.50	3.50	3.00	2.50	3.00	3.00
		Other	2.00	1.00	1.00	1.00	1.00	1.00
	Classified/ Non-Rep	Special Education	3.50	3.50	6.13	5.63	4.69	3.75
		ESL	2.19	1.75	1.31	1.75		
		Nutrition Services	2.25	2.94	2.94	2.88	2.31	2.94
		Custodial	3.00	4.00	4.00	3.00	3.00	3.00
	Admin.	Other						
	CASR Total			19.44	19.19	20.88	19.75	17.00
Grand Total			58.99	60.69	60.15	60.81	60.39	59.32

Overall Students per FTE 8.7:1 8.6:1 7.6:1 8.0:1 7.6:1 8.0:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	24.88	26.63	24.90	26.40	26.60	26.30
		Gen Fund Equity	4.00	3.84	2.00	3.10	3.40	3.05
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Title I	0.14	0.52		0.50		0.35
		SIA					1.50	2.30
		Other	0.29			0.50		
		Gen Fund	3.13	2.81	3.82	4.00	2.00	2.00
	Classified/ Non-Rep	Gen Fund Equity		1.31	1.13		0.80	0.50
		Foundation						
		Title I	4.13	2.83	4.07	3.56	4.08	3.13
		Other		0.55	0.36		2.00	2.00
	Admin.	Gen Fund	2.00	2.00	1.00	1.36	1.50	1.50
		Gen Fund Equity			1.00	0.64	0.50	0.50
		Other						
	School Total			39.56	41.50	39.28	41.06	43.38

School and CASR	Licensed	38.80	39.00	34.40	38.00	39.50	40.00
	Classified/ Non-Rep	18.19	19.69	23.75	20.81	18.89	17.32
	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: Megan McCarter



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,236,217	\$ 2,465,226	\$ 2,347,747	\$ 2,576,450	\$ 2,683,124	\$ 2,972,568
Associated Payroll Costs	\$ 1,135,048	\$ 1,222,526	\$ 1,079,001	\$ 1,303,458	\$ 1,461,985	\$ 1,545,966
Purchased Services	\$ 29,548	\$ 13,057	\$ 14,941	\$ 13,266	\$ 43,884	\$ 24,067
Supplies and Materials	\$ 42,852	\$ 31,268	\$ 40,016	\$ 75,282	\$ 90,208	\$ 70,212
Capital					\$ 8,705	\$ 1,476
Other Objects	\$ 2,274	\$ 275				\$ 492
Total	\$3,445,939	\$3,732,352	\$3,481,705	\$3,968,456	\$4,287,906	\$4,614,781
Dollars per Student	\$ 6,730 :1	\$ 7,164 :1	\$ 7,585 :1	\$ 8,182 :1	\$ 9,322 :1	\$ 9,675 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	79%	78%	76%	75%	74%
*Students with Disabilities	16%	15%	18%	19%	18%
*English Language Learners	40%	37%	30%	29%	28%
*Free-Direct Certification	51%	48%	47%	45%	47%
*Black	13%	13%	16%	19%	15%
*Latino	49%	49%	41%	37%	37%
*Native American	1%	1%	2%	1%	1%
*Pacific Islander	2%	2%	2%	0%	2%
*Multi-Race - Other Ancestry	5%	5%	6%	5%	6%
Multi-Race - Asian/White	0%	1%	1%	1%	2%
Asian	4%	4%	3%	3%	4%
White	27%	27%	30%	33%	34%

Student Performance Data

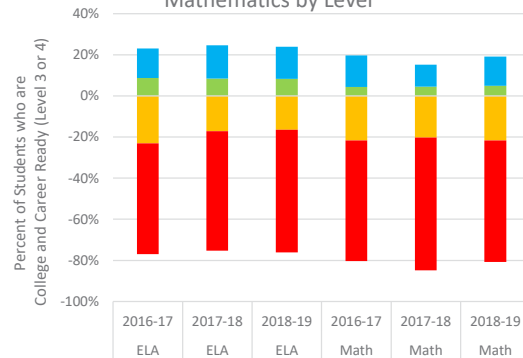
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	9%	8%	8%
ELA	Level 3	14%	16%	16%
ELA	Level 2	23%	17%	17%
ELA	Level 1	54%	58%	60%

ELA Participation	91%	84%	99%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	4%	5%	5%
Math	Level 3	15%	11%	14%
Math	Level 2	22%	20%	22%
Math	Level 1	59%	65%	59%

Math Participation	85%	81%	99%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Sellwood

8300 SE 15th Ave
503-916-5656

Principal: Jeandre Carbone

6-8 Constructed 1913

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	583	589	612	588	549	569	573	576
Total	583	589	612	588	549	569	573	576

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	24.00	24.00	23.00	23.00	24.50	23.50
		Counseling Services	2.00	2.00	1.50	1.50	2.50	2.50
		Library/Media Services	1.00	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists						
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00
		Ed. Assistant/ Paraeducator				0.50		
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
	Admin.	Other						
	School Total		32.00	31.50	29.50	30.00	32.00	31.00
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	2.50	3.00	3.00	3.00	3.00
		ESL		0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	1.75	0.88	0.88			0.94
		ESL						
		Nutrition Services	1.13	1.13	1.13	0.81	0.81	0.81
		Custodial	3.73	3.00	4.00	3.73	3.73	3.73
	Other	0.88						
CASR Total		9.98	7.75	9.25	7.79	7.79	8.73	
Grand Total		41.98	39.25	38.75	37.79	39.79	39.73	

Overall Students per FTE 13.9:1 15.0:1 15.8:1 15.6:1 13.8:1 14.3:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	26.47	26.05	25.00	25.00	26.25	24.75
		Gen Fund Equity						
		City Arts Tax Foundation	0.53	0.45			0.25	0.25
		Title I						
		SIA					1.00	1.50
		Other						
	Classified/ Non-Rep	Gen Fund	3.00	3.00	2.50	2.00	2.50	2.50
		Gen Fund Equity						
		Foundation				1.00		
		Title I						
		Other						
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
	School Total		32.00	31.50	29.50	30.00	32.00	31.00

School and CASR	Licensed	29.50	29.25	28.25	28.25	30.75	29.75
	Classified/ Non-Rep	10.48	8.00	8.50	7.54	7.04	7.98
	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.

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,128,460	\$ 2,206,067	\$ 2,279,693	\$ 2,291,393	\$ 2,297,165	\$ 2,586,961
Associated Payroll Costs	\$ 1,006,483	\$ 1,051,558	\$ 1,025,796	\$ 1,110,305	\$ 1,109,096	\$ 1,243,624
Purchased Services	\$ 18,763	\$ 24,079	\$ 10,150	\$ 10,739	\$ 7,979	\$ 19,376
Supplies and Materials	\$ 25,165	\$ 26,950	\$ 18,091	\$ 13,217	\$ 25,526	\$ 20,337
Capital	\$ 14,931			\$ 138		\$ 1,692
Other Objects						\$ 564
Total	\$3,193,803	\$3,308,654	\$3,333,730	\$3,425,792	\$3,439,767	\$3,872,554
Dollars per Student	\$ 5,478 :1	\$ 5,617 :1	\$ 5,447 :1	\$ 5,826 :1	\$ 6,266 :1	\$ 6,806 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	33%	29%	31%	31%	30%
*Students with Disabilities	14%	13%	15%	15%	15%
*English Language Learners	1%			1%	
*Free-Direct Certification	10%	7%	8%	8%	9%
*Black	1%	1%	1%	1%	1%
*Latino	8%	8%	7%	7%	7%
*Native American	0%	0%			0%
*Pacific Islander	1%		0%	1%	0%
*Multi-Race - Other Ancestry	6%	6%	6%	6%	5%
Multi-Race - Asian/White	4%	5%	5%	6%	8%
Asian	2%	2%	2%	2%	2%
White	78%	79%	78%	78%	77%

Student Performance Data

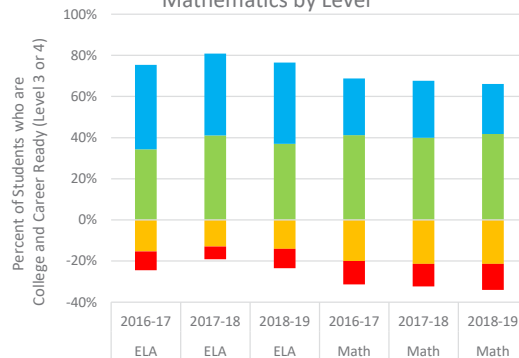
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	34%	41%	37%
ELA	Level 3	41%	40%	40%
ELA	Level 2	15%	13%	14%
ELA	Level 1	9%	6%	9%

ELA Participation	93%	92%	96%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	41%	40%	42%
Math	Level 3	28%	28%	24%
Math	Level 2	20%	21%	21%
Math	Level 1	11%	11%	13%

Math Participation	91%	91%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Sitton

9930 N Smith St
503-916-6277

The Oregon Department of Education has identified this school as a Comprehensive Support and Improvement school. Title I School for 2020-21.

Principal: Not announced

K-5 (Spanish Immersion) Constructed 1949

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	292	251	238	238	204	226	229	227
Spanish Immersion	109	113	129	136	133	131	130	129
Total	401	364	367	374	337	357	359	356

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	19.50	19.00	18.60	20.10	20.40	21.10	
		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 Specialists	2.00	2.00	0.75	0.75	2.50	2.50	
		Other			0.70	0.70	1.50	1.50	
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	1.50	2.00	
		Ed. Assistant/Paraeducator	7.92	7.60	7.00	4.88	2.63	3.13	
		Library/Media Services	0.50	0.50					
		Other	0.33		0.85	1.50	0.50	0.50	
	Admin.	2.00	2.00	2.00	2.00	2.00	2.00	2.00	
	School Total			36.24	35.10	33.90	33.93	33.03	34.73
	Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.50	3.00	3.00	3.50	3.80	4.00
			ESL	2.50	2.00	2.00	2.00	2.00	2.00
Other				1.00	1.00	1.00	1.00	1.00	
Classified/ Non-Rep		Special Education	9.63	9.63	7.88	8.44	7.50	6.57	
		ESL	1.31	0.88	0.88				
		Nutrition Services	2.38	2.38	2.56	3.38	3.56	3.56	
		Custodial	2.73	3.73	2.73	2.00	3.00	3.00	
Other									
CASR Total			22.04	22.60	20.04	20.32	20.87	20.13	
Grand Total			58.28	57.70	53.94	54.25	53.90	54.86	

Overall Students per FTE 6.9:1 6.3:1 6.8:1 6.9:1 6.3:1 6.5:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	18.50	20.00	20.10	20.60	20.90	20.40	
		Gen Fund Equity	3.50	2.00	0.70	1.60	2.55	2.05	
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00	
		Title I			0.10				
		SIA			0.15	0.27	0.45	0.15	
		Other	0.50			0.08			
		Gen Fund	4.48	3.35	3.00	3.00	1.38	1.50	
	Classified/ Non-Rep	Gen Fund Equity		2.65	2.80	2.00	0.50	0.50	
		Foundation							
		Title I	5.53	4.10	4.05	3.38	1.25	2.13	
		Other	0.74				1.50	1.50	
		Gen Fund	2.00	2.00	1.00	1.36	1.50	1.50	
	Admin.	Gen Fund Equity			1.00	0.64	0.50	0.50	
		Other							
	School Total			36.24	35.10	33.90	33.93	33.03	34.73

School and CASR	Licensed	29.50	29.00	28.05	30.05	33.20	34.10
	Classified/ Non-Rep	26.78	26.70	23.89	22.20	18.70	18.76
	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: Not announced



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,849,789	\$ 2,024,096	\$ 2,051,577	\$ 2,056,650	\$ 2,268,252	\$ 2,532,060
Associated Payroll Costs	\$ 980,070	\$ 974,514	\$ 988,889	\$ 1,049,950	\$ 1,172,108	\$ 1,283,204
Purchased Services	\$ 41,732	\$ 17,629	\$ 33,741	\$ 38,978	\$ 78,534	\$ 64,521
Supplies and Materials	\$ 71,783	\$ 56,939	\$ 116,793	\$ 89,154	\$ 128,145	\$ 74,821
Capital	\$ 675					\$ 1,176
Other Objects	\$ 3,604	\$ 775		\$ 82		\$ 396
Total	\$2,947,652	\$3,073,952	\$3,191,000	\$3,234,813	\$3,647,038	\$3,956,178
Dollars per Student	\$ 7,351 :1	\$ 8,445 :1	\$ 8,695 :1	\$ 8,649 :1	\$ 10,822 :1	\$ 11,082 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	86%	85%	85%	83%	83%
*Students with Disabilities	20%	19%	19%	20%	19%
*English Language Learners	26%	22%	23%	27%	26%
*Free-Direct Certification	58%	60%	53%	49%	49%
*Black	16%	16%	12%	10%	11%
*Latino	38%	40%	42%	46%	42%
*Native American	3%	3%	3%	2%	2%
*Pacific Islander	2%	2%	2%	2%	2%
*Multi-Race - Other Ancestry	14%	10%	12%	11%	12%
Multi-Race - Asian/White	1%	1%	1%	1%	1%
Asian	3%	3%	3%	2%	2%
White	24%	26%	26%	26%	29%

Student Performance Data

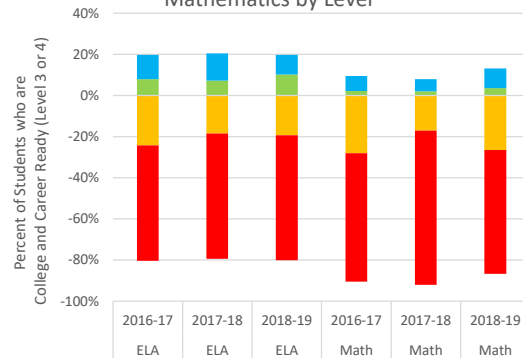
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	8%	7%	10%
ELA	Level 3	12%	13%	10%
ELA	Level 2	24%	19%	19%
ELA	Level 1	56%	61%	61%

ELA Participation	100%	97%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	2%	2%	4%
Math	Level 3	7%	6%	10%
Math	Level 2	28%	17%	27%
Math	Level 1	62%	75%	60%

Math Participation	100%	98%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Skyline

11536 NW Skyline Blvd
503-916-5212

Principal: Sheryl Sullivan-Malone

K-8 Constructed 1939

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	300	293	274	248	181	212	210	204
Total	300	293	274	248	181	212	210	204

Staff Type	Position	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Position	Licensed	Teachers	17.45	15.75	14.00	14.50	13.22	12.22
		Counseling Services	1.00	1.00	1.00	1.00	1.78	2.28
		Library/Media Services	0.50	0.90	0.88	1.00	0.50	0.50
		Instructional Specialists		0.50	0.50	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Clerical	2.38	1.40	1.50	1.50	1.50	1.50
		Ed. Assistant/Paraeducator		1.24	0.45	0.45		
		Library/Media Services	0.50	0.50	0.38	0.38	0.38	0.50
	Admin.							
	Other	1.00	1.00	1.00	1.00	1.00	1.00	1.00
School Total		22.83	22.29	19.71	20.33	18.88	18.50	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	1.00	1.00	1.00	1.00
		ESL						
		Other						
	Classified/ Non-Rep	Special Education			1.75	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		4.25	4.25	5.50	4.69	4.69	4.69	
Grand Total		27.08	26.54	25.21	25.01	23.56	23.19	

Overall Students per FTE 11.1:1 11.0:1 10.9:1 9.9:1 7.7:1 9.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
		Actual	Actual	Actual	Actual	Budget	Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	17.75	16.93	15.41	15.86	14.36	14.00
		Gen Fund Equity						
		City Arts Tax	0.50	0.50	0.50	0.50	0.50	0.50
		Foundation	0.70	0.72	0.47	0.64	0.64	
		Title I						
		SIA					0.50	1.00
	Classified/ Non-Rep	Gen Fund	2.88	3.14	1.88	1.88	1.88	2.00
		Gen Fund Equity						
		Foundation			0.45	0.45		
		Title I						
		Other						
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
	School Total		22.83	22.29	19.71	20.33	18.88	18.50

School and CASR	Licensed	20.45	19.65	17.38	18.00	17.00	16.50
	Classified/ Non-Rep	5.63	5.89	6.83	6.01	5.56	5.69
	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 Sullivan-Malone



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,360,888	\$ 1,409,178	\$ 1,371,342	\$ 1,486,844	\$ 1,455,639	\$ 1,380,024
Associated Payroll Costs	\$ 677,747	\$ 666,484	\$ 629,086	\$ 720,246	\$ 682,960	\$ 677,656
Purchased Services	\$ 10,110	\$ 8,317	\$ 6,152	\$ 5,164	\$ 1,212	\$ 8,496
Supplies and Materials	\$ 14,261	\$ 10,471	\$ 15,701	\$ 9,551	\$ 4,359	\$ 9,588
Capital			\$ 120			\$ 828
Other Objects		\$ 82		\$ 707		\$ 276
Total	\$2,063,005	\$2,094,532	\$2,022,400	\$2,222,513	\$2,144,170	\$2,076,868
Dollars per Student	\$ 6,877 :1	\$ 7,149 :1	\$ 7,381 :1	\$ 8,962 :1	\$ 11,846 :1	\$ 9,797 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	32%	33%	31%	31%	31%
*Students with Disabilities	10%	14%	13%	13%	16%
*English Language Learners					
*Free-Direct Certification	9%	10%	5%	6%	7%
*Black	2%	2%	2%	2%	
*Latino	9%	11%	11%	10%	9%
*Native American	2%	1%	0%		
*Pacific Islander		0%	0%	0%	1%
*Multi-Race - Other Ancestry	6%	6%	3%	3%	2%
Multi-Race - Asian/White	4%	6%	6%	4%	8%
Asian	4%	3%	4%	4%	4%
White	74%	72%	73%	76%	76%

Student Performance Data

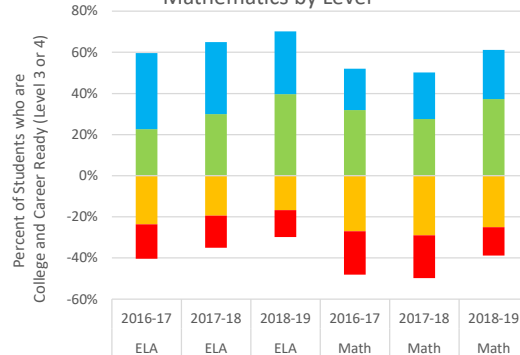
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	23%	30%	40%
ELA	Level 3	37%	35%	30%
ELA	Level 2	24%	19%	17%
ELA	Level 1	17%	16%	13%

ELA Participation	96%	99%	96%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	32%	28%	37%
Math	Level 3	20%	23%	24%
Math	Level 2	27%	29%	25%
Math	Level 1	21%	21%	14%

Math Participation	97%	99%	95%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Stephenson

2627 SW Stephenson St
503-916-6318

Principal: Carlos Galindo

K-5 Constructed 1964

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	340	352	347	371	322	367	369	374
Total	340	352	347	371	322	367	369	374

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	15.00	17.50	18.00	16.00	16.00	17.20
		Counseling Services	1.00	1.00	1.00	1.00	1.50	1.50
		Library/Media Services	1.00	1.00	0.50	0.50	1.00	1.00
		Instructional Specialists		0.50				
		Other			0.50	0.50		
	Classified/ Non-Rep	Clerical	2.00	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	0.88		0.50	2.25	0.50	0.50
		Library/Media Services			0.50	0.50		
		Other						
	Admin.		1.00	1.00	1.00	1.00	1.00	1.00
School Total			20.88	22.50	23.50	23.25	21.50	22.70
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	2.00	2.00	2.00	2.00	2.00
		ESL		0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	3.50	2.63	2.63	3.75	3.75	3.75
		ESL						
		Nutrition Services	0.75	0.75	0.75	1.50	0.75	0.75
		Custodial	2.00	2.00	2.00	2.00	2.00	2.00
Other								
CASR Total			8.25	7.63	7.63	9.50	8.75	8.75
Grand Total			29.13	30.13	31.13	32.75	30.25	31.45

Overall Students per FTE 11.7:1 11.7:1 11.1:1 11.3:1 10.6:1 11.7:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	16.00	17.75	18.00	17.00	16.75	17.95
		Gen Fund Equity						
		City Arts Tax	0.50	1.00	1.00	1.00	1.00	1.00
		Foundation	0.50	0.75	1.00		0.25	0.25
		Title I						
		SIA					0.50	0.50
	Other		0.50					
	Classified/ Non-Rep	Gen Fund	2.50	1.50	2.50	2.50	2.00	2.00
		Gen Fund Equity						
		Foundation	0.38			1.75		
		Title I						
		Other						
	Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00
		Gen Fund Equity						
		Other						
School Total			20.88	22.50	23.50	23.25	21.50	22.70

School and CASR	Licensed	19.00	22.25	22.25	20.25	20.75	21.95
	Classified/ Non-Rep	9.13	6.88	7.88	11.50	8.50	8.50
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,296,975	\$ 1,539,654	\$ 1,610,309	\$ 1,575,047	\$ 1,569,475	\$ 1,820,820
Associated Payroll Costs	\$ 637,376	\$ 730,779	\$ 750,131	\$ 792,807	\$ 727,701	\$ 888,644
Purchased Services	\$ 10,930	\$ 7,623	\$ 5,508	\$ 3,463	\$ 1,284	\$ 12,408
Supplies and Materials	\$ 14,024	\$ 8,496	\$ 38,328	\$ 2,840	\$ 6,514	\$ 14,105
Capital						\$ 1,200
Other Objects		\$ 1,964				\$ 396
Total	\$1,959,305	\$2,288,516	\$2,404,275	\$2,374,156	\$2,304,973	\$2,737,573
Dollars per Student	\$ 5,763 :1	\$ 6,501 :1	\$ 6,929 :1	\$ 6,399 :1	\$ 7,158 :1	\$ 7,459 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	28%	30%	30%	30%	32%
*Students with Disabilities	15%	14%	14%	15%	16%
*English Language Learners	2%	2%	1%	3%	3%
*Free-Direct Certification	3%	5%	4%	5%	9%
*Black	2%	1%	3%	2%	2%
*Latino	7%	8%	8%	10%	8%
*Native American	1%	1%			
*Pacific Islander	0%				
*Multi-Race - Other Ancestry	3%	5%	5%	5%	5%
Multi-Race - Asian/White	4%	4%	5%	5%	9%
Asian	6%	5%	3%	3%	2%
White	79%	76%	76%	76%	74%

Student Performance Data

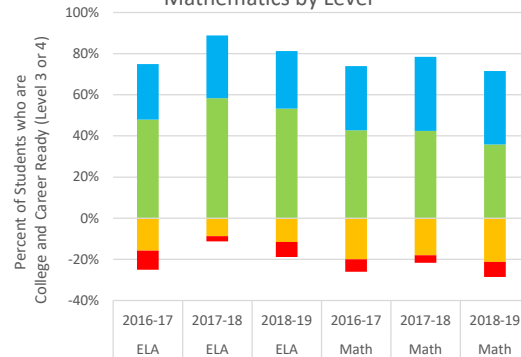
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	48%	58%	53%
ELA	Level 3	27%	30%	28%
ELA	Level 2	16%	9%	12%
ELA	Level 1	9%	3%	7%

ELA Participation	93%	93%	99%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	43%	43%	36%
Math	Level 3	31%	36%	36%
Math	Level 2	20%	18%	21%
Math	Level 1	6%	4%	7%

Math Participation	92%	96%	99%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Sunnyside Environmental

3421 SE Salmon St
503-916-6226

Principal: Not announced

K-8 (Environmental Curriculum) Constructed 1925

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Sunnyside Environmental	602	604	581	549	522	522	507	481
Total	602	604	581	549	522	522	507	481

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	27.00	28.50	25.50	25.75	23.50	23.50
		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 Specialists				0.13		
		Other					0.50	0.50
	Classified/ Non-Rep	Clerical	2.50	2.75	2.90	2.90	2.83	2.90
		Ed. Assistant/ Paraeducator			0.50			
		Library/Media Services						
	Admin.							
	Other	2.00	2.00	2.00	2.00	2.00	2.00	2.00
School Total		34.00	35.75	33.40	33.28	31.33	31.40	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	3.00	2.50	2.50	2.50	2.50
		ESL		0.25	0.25	0.25	0.25	0.25
		Other						
	Classified/ Non-Rep	Special Education	2.63	3.50	3.50	3.75	2.81	1.88
		ESL						
		Nutrition Services	0.75	1.13	1.19	1.19	1.25	1.25
		Custodial	3.00	2.73	2.73	3.00	4.00	4.00
Other								
CASR Total		8.88	10.60	10.16	10.69	10.81	9.88	
Grand Total		42.88	46.35	43.56	43.97	42.14	41.28	

Overall Students per FTE 14.0:1 13.0:1 13.3:1 12.5:1 12.4:1 12.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	27.50	28.75	27.00	26.25	25.50	23.50
		Gen Fund Equity	0.75	1.00		1.00		2.00
		City Arts Tax	1.00	1.00	1.00	1.00	0.50	0.50
		Foundation	0.25	0.25		0.13		
		Title I						
		SIA					0.50	0.50
		Other						
	Classified/ Non-Rep	Gen Fund	2.50	2.70	2.50	2.00	2.00	2.40
		Gen Fund Equity						
		Foundation		0.05	0.90	0.90	0.83	0.16
		Title I						
		Other						0.34
	Admin.	Gen Fund	2.00	2.00	2.00	2.00	2.00	2.00
		Gen Fund Equity						
		Other						
School Total		34.00	35.75	33.40	33.28	31.33	31.40	

School and CASR	Licensed	32.00	34.25	30.75	31.13	29.25	29.25
	Classified/ Non-Rep	8.88	10.10	10.81	10.84	10.89	10.03
	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: Not announced



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,357,133	\$ 2,620,387	\$ 2,523,371	\$ 2,497,991	\$ 2,465,997	\$ 2,591,679
Associated Payroll Costs	\$ 1,071,099	\$ 1,217,950	\$ 1,116,759	\$ 1,195,406	\$ 1,184,772	\$ 1,224,563
Purchased Services	\$ 14,173	\$ 10,107	\$ 7,377	\$ 5,215	\$ 3,534	\$ 16,368
Supplies and Materials	\$ 33,713	\$ 22,874	\$ 27,627	\$ 17,454	\$ 18,822	\$ 22,252
Capital	\$ 738					\$ 1,584
Other Objects						\$ 528
Total	\$3,476,856	\$3,871,318	\$3,675,134	\$3,716,066	\$3,673,126	\$3,856,974
Dollars per Student	\$ 5,776 :1	\$ 6,409 :1	\$ 6,326 :1	\$ 6,769 :1	\$ 7,037 :1	\$ 7,389 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	37%	37%	41%	39%	45%
*Students with Disabilities	15%	15%	18%	17%	18%
*English Language Learners			1%		
*Free-Direct Certification	15%	13%	14%	11%	17%
*Black	1%	2%	2%	2%	2%
*Latino	7%	9%	9%	10%	11%
*Native American	1%	1%	1%	1%	0%
*Pacific Islander	0%	0%			0%
*Multi-Race - Other Ancestry	7%	7%	7%	7%	7%
Multi-Race - Asian/White	5%	5%	6%	5%	6%
Asian	2%	2%	2%	2%	1%
White	77%	75%	74%	74%	72%

Student Performance Data

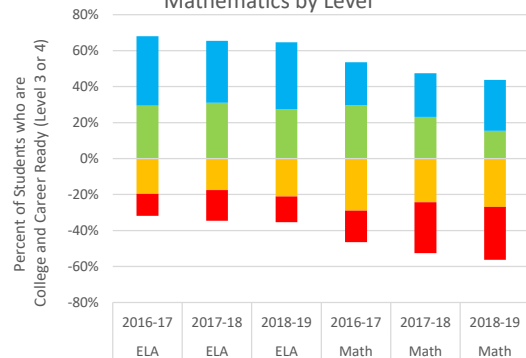
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	30%	31%	27%
ELA	Level 3	39%	35%	37%
ELA	Level 2	20%	18%	21%
ELA	Level 1	12%	17%	14%

ELA Participation	80%	89%	95%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	30%	23%	15%
Math	Level 3	24%	24%	28%
Math	Level 2	29%	24%	27%
Math	Level 1	18%	28%	29%

Math Participation	77%	88%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Vernon

2044 NE Killingsworth St
503-916-6415
Principal: Ben Keefer
K-8 Constructed 1931

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	471	522	545	607	569	611	599	604
Total	471	522	545	607	569	611	599	604

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	23.25	26.25	28.20	29.75	32.50	30.72	
		Counseling Services	1.00	1.00	1.50	1.50	2.50	2.28	
		Library/Media Services	1.00	1.00	1.00	1.00	1.00	1.00	
		Instructional Specialists	0.50	0.50	1.00	0.75			
		Other	0.50	0.50					
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	2.00	2.00	
		Ed. Assistant/Paraeducator	2.32	1.56	1.50	0.75	0.75	1.15	
		Library/Media Services							
	Admin.				1.25	1.25	0.75		
	Other	2.00	2.00	2.00	2.00	2.00	2.00	2.00	
School Total			32.57	34.81	37.20	39.00	42.00	39.90	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.00	2.50	1.50	2.00	2.00	2.00	
		ESL	1.00	1.00	1.00	1.00	1.00	1.00	
		Other	1.00						
	Classified/ Non-Rep	Special Education	2.63	2.63	0.88	1.88	1.88	1.88	
		ESL	0.44	0.44					
		Nutrition Services	1.44	1.50	1.50	1.50	1.50	1.50	
		Custodial	4.18	2.73	3.00	3.73	3.00	3.00	
	Other	1.00							
	CASR Total			13.68	10.79	7.88	10.10	9.38	9.38
	Grand Total			46.25	45.60	45.08	49.10	51.38	49.28

Overall Students per FTE 10.2:1 11.4:1 12.1:1 12.4:1 11.1:1 12.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	22.25	25.24	27.70	29.25	30.95	27.75
		Gen Fund Equity	2.00	1.50	2.00	1.50	2.75	2.25
		City Arts Tax Foundation	1.00	1.00	1.00	1.00	1.00	1.00
		Foundation	0.50	0.51		0.25	0.30	
		Title I						
		SIA					1.00	1.00
	Other	0.50	1.00	1.00	1.00		2.00	
	Classified/ Non-Rep	Gen Fund	4.32	1.56	1.50	1.50	2.00	2.40
		Gen Fund Equity		2.00	2.00	2.00	1.50	1.50
		Foundation						
		Title I						
		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			32.57	34.81	37.20	39.00	39.90	

School and CASR	Licensed	30.25	32.75	34.20	36.00	39.00	37.00
	Classified/ Non-Rep	14.00	10.85	8.88	11.10	10.38	10.28
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,968,458	\$ 2,299,658	\$ 2,650,966	\$ 2,694,897	\$ 2,957,281	\$ 3,198,874
Associated Payroll Costs	\$ 1,037,617	\$ 1,167,557	\$ 1,248,088	\$ 1,321,318	\$ 1,466,698	\$ 1,562,863
Purchased Services	\$ 71,667	\$ 76,852	\$ 16,994	\$ 11,339	\$ 3,764	\$ 18,624
Supplies and Materials	\$ 13,983	\$ 15,068	\$ 15,057	\$ 8,347	\$ 35,585	\$ 45,157
Capital	\$ 147	\$ 11,397	\$ 1,655			\$ 1,800
Other Objects	\$ 5,971	\$ 4,319		\$ 2,255		\$ 600
Total	\$3,097,844	\$3,574,852	\$3,932,759	\$4,038,155	\$4,463,328	\$4,827,918
Dollars per Student	\$ 6,577 :1	\$ 6,848 :1	\$ 7,216 :1	\$ 6,653 :1	\$ 7,844 :1	\$ 7,902 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	52%	51%	49%	51%	49%
*Students with Disabilities	7%	12%	12%	13%	11%
*English Language Learners	6%	4%	4%	4%	5%
*Free-Direct Certification	28%	26%	22%	27%	25%
*Black	23%	21%	19%	19%	17%
*Latino	13%	12%	13%	12%	13%
*Native American	0%				
*Pacific Islander	0%	1%	0%	1%	0%
*Multi-Race - Other Ancestry	8%	8%	7%	7%	8%
Multi-Race - Asian/White	3%	3%	2%	3%	3%
Asian	2%	2%	1%	1%	1%
White	50%	54%	57%	58%	58%

Student Performance Data

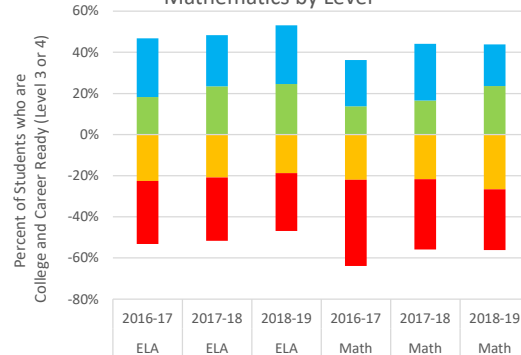
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	18%	24%	25%
ELA	Level 3	29%	25%	29%
ELA	Level 2	23%	21%	19%
ELA	Level 1	31%	31%	28%

ELA Participation	84%	87%	87%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	14%	17%	24%
Math	Level 3	23%	28%	20%
Math	Level 2	22%	22%	27%
Math	Level 1	42%	34%	30%

Math Participation	82%	86%	87%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Vestal

161 NE 82nd Ave
503-916-6437

Principal: Sabrina Flamoe
K-5 Constructed 1929

The Oregon Department of Education has identified this school as a Targeted Support and Improvement school for the following Students: Black/African American, Hispanic/Latino. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	381	341	272	249	228	236	228	225
Total	381	341	272	249	228	236	228	225

Converted from a K-8 to K-5 Feeding Roseway Heights MS; shares site with ACCESS, both starting 2018-19 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	22.50	20.00	14.85	12.60	13.56	14.00
		Counseling Services	1.00	1.00	1.00	1.00	1.00	1.00
		Library/Media Services	1.00	1.00	0.50		0.50	0.50
		Instructional Specialists	1.00		2.00	0.50	1.04	1.00
		Other	0.50	1.00	0.50	1.00	1.00	1.00
	Classified/ Non-Rep	Clerical	2.50	1.50	1.50	1.50	1.50	1.50
		Ed. Assistant/Paraeducator	6.00	4.00	4.80	3.25	3.25	3.25
		Library/Media Services			0.50			
	Admin.		2.00	2.00	1.00	2.00	2.00	2.00
	School Total			36.50	30.50	26.65	21.85	23.85
Centrally Allocated School Resources (CASR)	Licensed	Special Education	4.00	3.50	3.00	3.50	3.00	3.00
		ESL	1.50	1.50	1.00	1.00	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	7.00	7.88	7.88	7.50	6.57	6.57
		ESL	0.88	0.88	0.44			
		Nutrition Services	2.25	2.25	2.25	2.25	2.25	2.25
		Custodial	2.73	2.73	2.73	2.73	3.73	3.73
	Other		0.50	0.25				
CASR Total			18.85	18.98	17.29	16.98	16.04	16.04
Grand Total			55.35	49.48	43.94	38.83	39.89	40.29

Overall Students per FTE 6.9:1 6.9:1 6.2:1 6.4:1 5.7:1 5.9:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	22.00	19.50	16.35	13.60	13.90	11.60
		Gen Fund Equity	2.50	3.00	2.00	1.00	1.30	1.30
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
		Title I	0.50				0.20	0.20
		SIA					1.00	1.90
		Other	0.50				0.20	2.00
		Gen Fund	4.00	2.50	3.90	2.50	2.00	2.00
	Classified/ Non-Rep	Gen Fund Equity	0.50					
		Foundation						
		Title I	4.00	3.00	2.90	2.25	1.75	1.75
		Other					1.00	1.00
	Admin.	Gen Fund	2.00	2.00	1.00	1.36	1.50	1.50
		Gen Fund Equity				0.64	0.50	0.50
		Other						
	School Total			36.50	30.50	26.65	21.85	24.25

School and CASR	Licensed	31.50	28.00	22.85	19.60	20.60	21.00
	Classified/ Non-Rep	21.85	19.48	20.09	17.23	17.29	17.29
	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.



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,926,684	\$ 1,871,736	\$ 1,592,771	\$ 1,421,423	\$ 1,649,631	\$ 1,822,029
Associated Payroll Costs	\$ 903,563	\$ 918,756	\$ 741,455	\$ 754,459	\$ 911,983	\$ 906,447
Purchased Services	\$ 52,516	\$ 55,395	\$ 41,267	\$ 20,853	\$ 40,956	\$ 47,876
Supplies and Materials	\$ 26,237	\$ 28,978	\$ 44,462	\$ 113,616	\$ 37,610	\$ 71,817
Capital	\$ 1,795	\$ 690				\$ 876
Other Objects						\$ 288
Total	\$2,910,795	\$2,875,554	\$2,419,955	\$2,310,351	\$2,640,180	\$2,849,333
Dollars per Student	\$ 7,640 :1	\$ 8,433 :1	\$ 8,897 :1	\$ 9,279 :1	\$ 11,580 :1	\$ 12,073 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	72%	69%	68%	69%	70%
*Students with Disabilities	18%	22%	23%	20%	20%
*English Language Learners	16%	14%	16%	13%	10%
*Free-Direct Certification	48%	43%	37%	34%	44%
*Black	17%	13%	12%	12%	16%
*Latino	16%	17%	14%	13%	13%
*Native American	0%	0%			
*Pacific Islander	1%	1%	2%	2%	2%
*Multi-Race - Other Ancestry	7%	10%	10%	13%	11%
Multi-Race - Asian/White	2%	2%	2%	2%	2%
Asian	12%	12%	12%	10%	13%
White	44%	45%	47%	47%	43%

Student Performance Data

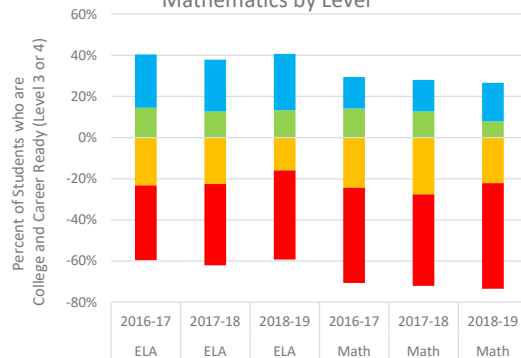
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	15%	13%	13%
ELA	Level 3	26%	25%	27%
ELA	Level 2	23%	23%	16%
ELA	Level 1	36%	40%	43%

ELA Participation	97%	96%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	14%	13%	8%
Math	Level 3	15%	15%	19%
Math	Level 2	24%	28%	22%
Math	Level 1	46%	44%	51%

Math Participation	96%	96%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



West Sylvan

8111 SW West Slope Dr
503-916-5690

Principal: Cherie Kinnersley

6-8 (Spanish Immersion) Constructed 1953

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	766	735	679	688	655	677	688	666
Spanish Immersion	145	141	143	145	147	144	147	146
Total	911	876	822	833	802	821	835	812

Boundary change with Gray and Jackson starting 2016-17 SY.

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	40.50	38.00	35.75	34.50	35.00	34.25
		Counseling Services	2.50	2.00	2.00	2.00	3.50	3.50
		Library/Media Services	0.50	0.50	0.50	1.00	1.00	0.50
		Instructional Specialists						
		Other		1.00				
	Classified/ Non-Rep	Clerical	3.00	2.00	2.00	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	1.18					
		Library/Media Services	2.00	1.50	0.50	0.50	0.50	0.50
		Other				1.00	1.50	
	Admin.		3.00	3.00	3.00	3.00	3.00	3.00
School Total			52.68	48.00	43.75	43.50	46.00	43.25
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	1.50	2.50	3.00	3.00
		ESL	0.50	0.50	0.25	0.50	0.50	0.50
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.88	0.88	4.69	3.75	5.63
		ESL						
		Nutrition Services	0.81	0.81	0.81	0.88	0.81	0.81
		Custodial	6.00	4.00	5.00	4.00	4.00	4.00
	Other	0.50						
CASR Total			10.19	7.69	8.44	12.57	12.07	13.94
Grand Total			62.87	55.69	52.19	56.07	57.19	

Overall Students per FTE 14.5:1 15.7:1 15.8:1 14.9:1 13.8:1 14.4:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	41.25	39.62	37.25	36.25	36.75	36.25
		Gen Fund Equity						
		City Arts Tax Foundation	1.75	1.50	0.50	0.75	0.75	
		Title I						
		SIA					1.50	2.00
		Other	0.50	0.38	0.50	0.50	0.50	
	Classified/ Non-Rep	Gen Fund	6.18	3.50	2.50	2.00	2.00	2.00
		Gen Fund Equity						
		Foundation						
		Title I						
	Admin.	Other				1.00	1.50	
		Gen Fund	3.00	3.00	3.00	3.00	3.00	3.00
		Gen Fund Equity						
	Other							
	School Total			52.68	48.00	43.75	43.50	46.00

School and CASR	Licensed	45.50	43.50	40.00	40.50	43.00	41.75
	Classified/ Non-Rep	14.37	9.19	9.19	12.57	12.07	12.44
	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.

West Sylvan

8111 SW West Slope Dr
503-916-5690
Principal: Cherie Kinnersley



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 3,392,712	\$ 3,431,873	\$ 3,190,068	\$ 3,182,586	\$ 3,104,941	\$ 3,604,500
Associated Payroll Costs	\$ 1,604,554	\$ 1,640,260	\$ 1,500,258	\$ 1,606,286	\$ 1,497,577	\$ 1,748,015
Purchased Services	\$ 28,962	\$ 31,615	\$ 36,448	\$ 23,577	\$ 3,248	\$ 23,952
Supplies and Materials	\$ 25,809	\$ 18,718	\$ 14,783	\$ 11,870	\$ 34,873	\$ 45,422
Capital						\$ 2,316
Other Objects	\$ 728	\$ 46,272	\$ 2,000	\$ 2,255		\$ 768
Total	\$5,052,765	\$5,168,738	\$4,743,557	\$4,826,574	\$4,640,640	\$5,424,973
Dollars per Student	\$ 5,546 :1	\$ 5,900 :1	\$ 5,771 :1	\$ 5,794 :1	\$ 5,786 :1	\$ 6,608 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	24%	24%	23%	24%	26%
*Students with Disabilities	5%	6%	6%	7%	8%
*English Language Learners	2%	1%	1%	1%	1%
*Free-Direct Certification	5%	5%	4%	5%	7%
*Black	2%	2%	1%	2%	3%
*Latino	11%	11%	11%	9%	9%
*Native American			0%	0%	0%
*Pacific Islander	0%	0%	0%	0%	0%
*Multi-Race - Other Ancestry	4%	4%	4%	3%	3%
Multi-Race - Asian/White	6%	5%	7%	7%	8%
Asian	10%	10%	10%	10%	9%
White	68%	68%	68%	68%	67%

Student Performance Data

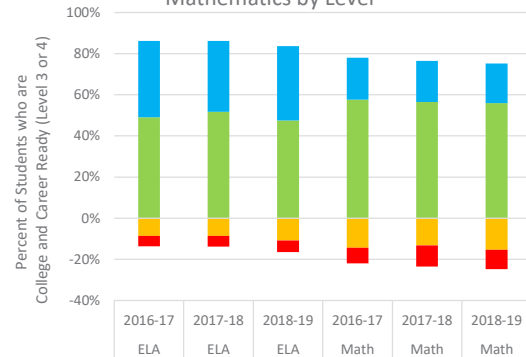
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	49%	52%	48%
ELA	Level 3	37%	34%	36%
ELA	Level 2	9%	9%	11%
ELA	Level 1	5%	5%	6%

ELA Participation	97%	98%	98%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	58%	57%	56%
Math	Level 3	20%	20%	19%
Math	Level 2	14%	13%	15%
Math	Level 1	8%	10%	9%

Math Participation	95%	98%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Whitman

7326 SE Flavel St
503-916-6370

Title I School for 2020-21.

Principal: Not announced
PK-5 Constructed 1954

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	261	267	238	220	185	210	207	192
Total	261	267	238	220	185	210	207	192

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	13.50	13.50	13.60	14.10	11.60	12.10
		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 Specialists	2.00	2.00	1.00	1.50	1.00	1.00
		Other			0.10		0.50	0.50
	Classified/ Non-Rep	Clerical	2.00	2.00	2.00	2.00	1.75	1.75
		Ed. Assistant/ Paraeducator	3.78	3.11	4.44	3.07	2.19	2.19
		Library/Media Services						
	Admin.		1.00	1.00	1.00	2.00	2.00	2.00
	School Total			24.28	23.61	24.14	24.67	21.04
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.50	1.50	1.50	1.50	1.50	1.00
		ESL	1.50	1.00	1.50	1.00	1.00	1.00
		Other						
	Classified/ Non-Rep	Special Education	1.75	0.88	0.88	0.94		
		ESL	0.44	0.44	0.44	0.44	0.44	0.44
		Nutrition Services	2.13	2.13	2.13	1.88	2.75	2.00
		Custodial	2.00	2.00	3.00	3.00	2.00	2.00
CASR Total		9.31	7.94	9.44	8.75	7.69	6.44	
Grand Total			33.59	31.55	33.58	33.42	28.73	27.98

Overall Students per FTE 7.8:1 8.5:1 7.1:1 6.6:1 6.4:1 7.5:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	15.00	15.00	14.65	15.03	12.33	12.65
		Gen Fund Equity	2.00	1.88	1.45	1.10	1.30	0.45
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
		Title I		0.13	0.10	0.48	0.38	
		SIA					0.50	1.90
		Other				0.50	0.10	0.10
		Classified/ Non-Rep	Gen Fund	3.00	2.50	2.50	2.95	1.75
	Gen Fund Equity			0.25	2.10			0.69
	Foundation				0.73			
	Title I	2.78	2.11	1.84	1.39	1.00	0.75	
	Other		0.25			1.19	1.00	
	Admin.	Gen Fund	1.00	1.00	1.00	1.36	1.50	1.50
		Gen Fund Equity				0.64	0.50	0.50
		Other						
	School Total			24.28	23.61	24.14	24.67	21.04

School and CASR	Licensed	20.50	20.00	19.70	20.10	17.60	17.60
	Classified/ Non-Rep	12.09	10.55	12.88	11.32	9.13	8.38
	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.

Whitman

7326 SE Flavel St
503-916-6370
Principal: Not announced



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,429,932	\$ 1,509,885	\$ 1,535,709	\$ 1,590,776	\$ 1,353,292	\$ 1,575,676
Associated Payroll Costs	\$ 668,607	\$ 734,439	\$ 729,604	\$ 829,437	\$ 710,220	\$ 791,742
Purchased Services	\$ 58,590	\$ 36,874	\$ 36,602	\$ 15,444	\$ 32,282	\$ 11,130
Supplies and Materials	\$ 12,053	\$ 28,532	\$ 61,363	\$ 66,510	\$ 53,071	\$ 29,363
Capital	\$ 7,969	\$ 9,825	\$ 3,296	\$ 994	\$ 20,000	\$ 816
Other Objects	\$ 3,194	\$ 977		\$ 108		\$ 276
Total	\$2,180,344	\$2,320,532	\$2,366,574	\$2,503,269	\$2,168,865	\$2,409,003
Dollars per Student	\$ 8,354 :1	\$ 8,691 :1	\$ 9,944 :1	\$ 11,378 :1	\$ 11,724 :1	\$ 11,471 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	75%	75%	73%	79%	73%
*Students with Disabilities	15%	16%	17%	22%	17%
*English Language Learners	19%	18%	19%	18%	18%
*Free-Direct Certification	50%	51%	49%	48%	45%
*Black	7%	7%	10%	10%	9%
*Latino	29%	31%	27%	29%	28%
*Native American	2%	3%	2%	1%	1%
*Pacific Islander	1%	0%	1%		
*Multi-Race - Other Ancestry	7%	6%	6%	11%	9%
Multi-Race - Asian/White	1%		0%	1%	1%
Asian	15%	13%	15%	14%	16%
White	38%	39%	39%	34%	37%

Student Performance Data

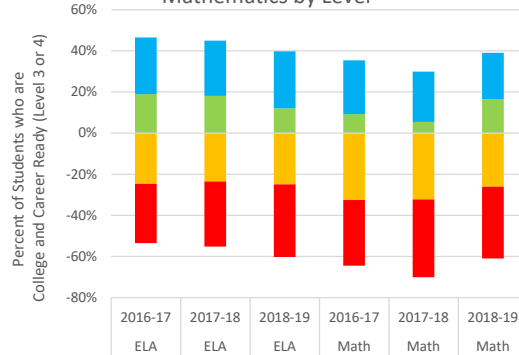
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	19%	18%	12%
ELA	Level 3	28%	27%	28%
ELA	Level 2	25%	24%	25%
ELA	Level 1	29%	32%	35%

ELA Participation	98%	94%	98%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	9%	6%	17%
Math	Level 3	26%	24%	23%
Math	Level 2	33%	32%	26%
Math	Level 1	32%	38%	35%

Math Participation	97%	94%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Winterhaven

3830 SE 14th Ave
503-916-6200

Principal: Mark Sandilands

K-8 (STEM Focus) Constructed 1930

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Winterhaven	353	354	321	299	291	292	286	283
Total	353	354	321	299	291	292	286	283

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	15.00	15.00	14.50	14.50	14.50	14.50
		Counseling Services	1.00	1.00	1.00	1.00	1.50	1.50
		Library/Media Services	0.50	0.50	0.50	0.50	0.50	0.50
		Instructional Specialists		0.50				
		Other						
	Classified/ Non-Rep	Clerical	2.00	2.00	1.50	1.50	1.50	1.50
		Ed. Assistant/ Paraeducator	1.51	1.00				
		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			21.51	21.50	19.00	19.00	19.50	19.50
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.00	1.00	1.00	1.00	1.00	1.00
		ESL						0.25
		Other						
	Classified/ Non-Rep	Special Education					0.94	0.94
		ESL						
		Nutrition Services	0.56	0.63	0.63	0.63	0.69	0.69
		Custodial	3.73	2.00	2.00	2.73	2.73	2.73
Other								
CASR Total			5.29	3.63	3.63	4.35	5.35	5.60
Grand Total			26.79	25.13	22.63	23.35	24.85	25.10

Overall Students per FTE 13.2:1 14.1:1 14.2:1 12.8:1 11.7:1 11.6:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	16.00	16.50	15.50	15.50	15.50	15.50
		Gen Fund Equity						
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50	0.50
		Title I						
		SIA					0.50	0.50
		Other						
	Classified/ Non-Rep	Gen Fund	4.01	3.34	1.80	1.90	2.00	2.00
		Gen Fund Equity						
		Foundation		0.16	0.20	0.10		
		Title I						
Other								
Admin.	Gen Fund	1.00	1.00	1.00	1.00	1.00	1.00	
	Gen Fund Equity							
	Other							
School Total			21.51	21.50	19.00	19.00	19.50	19.50

School and CASR	Licensed	17.50	18.00	17.00	17.00	17.50	17.75
	Classified/ Non-Rep	8.29	6.13	4.63	5.35	6.35	6.35
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,396,321	\$ 1,500,011	\$ 1,465,526	\$ 1,436,599	\$ 1,475,162	\$ 1,567,619
Associated Payroll Costs	\$ 677,944	\$ 754,647	\$ 676,139	\$ 706,066	\$ 726,906	\$ 759,300
Purchased Services	\$ 17,185	\$ 5,648	\$ 15,711	\$ 2,758	\$ 9,076	\$ 22,944
Supplies and Materials	\$ 15,480	\$ 7,141	\$ 26,960	\$ 1,283	\$ 9,156	\$ 29,739
Capital	\$ 8,413					\$ 2,220
Other Objects						\$ 744
Total	\$2,115,343	\$2,267,447	\$2,184,336	\$2,146,706	\$2,220,300	\$2,382,566
Dollars per Student	\$ 5,992 :1	\$ 6,405 :1	\$ 6,805 :1	\$ 7,180 :1	\$ 7,630 :1	\$ 8,159 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	22%	23%	23%	26%	24%
*Students with Disabilities	11%	11%	11%	11%	9%
*English Language Learners		1%		1%	
*Free-Direct Certification	4%	5%	5%	6%	8%
*Black	2%	2%	3%	1%	1%
*Latino	5%	6%	6%	6%	4%
*Native American	0%	0%	0%		
*Pacific Islander					
*Multi-Race - Other Ancestry	2%	1%	1%	2%	3%
Multi-Race - Asian/White	7%	8%	9%	7%	7%
Asian	3%	4%	3%	4%	3%
White	81%	79%	78%	80%	83%

Student Performance Data

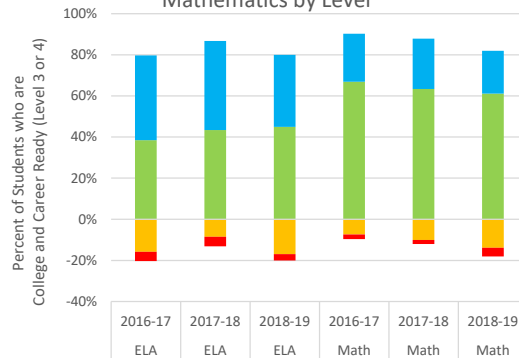
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	39%	43%	45%
ELA	Level 3	41%	43%	35%
ELA	Level 2	16%	9%	17%
ELA	Level 1	5%	5%	3%

ELA Participation	94%	95%	93%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	67%	63%	61%
Math	Level 3	23%	25%	21%
Math	Level 2	7%	10%	14%
Math	Level 1	2%	2%	4%

Math Participation	93%	94%	96%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Woodlawn

7200 NE 11th Ave
503-916-6282

Title I School for 2020-21.

Principal: Andrea Porter-Lopez
PK-5 Constructed 1926

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	324	326	335	308	315	332	334	326
Total	324	326	335	308	315	332	334	326

Staff Type		Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Position	Licensed	Teachers	21.00	18.50	15.80	16.20	15.50	16.70
		Counseling Services	1.00	1.00	1.00	1.00	1.50	1.50
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	0.50
		Instructional Specialists	1.00	2.00	2.00	2.00	2.00	2.00
		Other						
	Classified/ Non-Rep	Clerical	3.00	4.00	1.50	1.50	1.50	1.50
		Ed. Assistant/Paraeducator	4.75	4.88	4.45	3.45	2.19	2.63
		Library/Media Services			0.50	0.50	0.50	0.50
	Admin.	Other	0.80		1.88	1.88	1.00	1.00
	School Total			34.55	33.38	29.63	29.03	26.69
Centrally Allocated School Resources (CASR)	Licensed	Special Education	3.50	3.50	3.00	3.00	3.00	3.00
		ESL	1.00	1.00	1.00	1.00	1.00	1.00
		Other	1.00					
	Classified/ Non-Rep	Special Education	7.00	7.00	8.75	9.38	9.38	8.44
		ESL	0.44	0.44				
		Nutrition Services	2.63	2.63	2.63	2.13	2.00	2.13
		Custodial	3.45	3.73	2.73	2.73	2.73	2.73
	Other	1.00	1.00	1.00				
CASR Total			20.01	19.29	19.10	18.23	18.11	17.29
Grand Total			54.57	52.66	48.73	47.26	44.79	45.62

Overall Students per FTE 5.9:1 6.2:1 6.9:1 6.5:1 7.0:1 7.3:1

(Total Enrollment divided by Grand Total FTE)

Staff Type		Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	18.50	18.00	15.83	15.70	16.50	17.00
		Gen Fund Equity	3.00	2.00	2.00	2.00	1.80	1.00
		City Arts Tax Foundation	1.00	0.50	0.50	1.00	0.50	0.50
		Title I	1.00	1.00	0.97	1.00	0.20	
		SIA					0.50	2.20
		Other	0.50	1.00				
		Gen Fund	4.00	4.50	2.59	3.00	2.00	2.00
	Classified/ Non-Rep	Gen Fund Equity		1.00	1.00	0.10		0.80
		Foundation						
		Title I	4.25	3.38	4.31	3.78	1.45	1.33
		Other	0.30		0.43	0.45	1.74	1.50
	Admin.	Gen Fund	1.00	2.00	1.00	1.36	1.50	1.50
		Gen Fund Equity				0.64	0.50	0.50
		Other	1.00		1.00			
	School Total			34.55	33.38	29.63	29.03	26.69

School and CASR	Licensed	29.50	27.00	23.30	23.70	23.50	24.70
	Classified/ Non-Rep	23.07	23.66	23.43	21.56	19.29	18.92
	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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 2,022,716	\$ 2,064,625	\$ 1,962,879	\$ 1,920,742	\$ 1,732,505	\$ 2,116,376
Associated Payroll Costs	\$ 986,196	\$ 966,622	\$ 891,165	\$ 976,621	\$ 901,326	\$ 1,055,976
Purchased Services	\$ 85,508	\$ 49,411	\$ 21,350	\$ 12,053	\$ 4,896	\$ 27,544
Supplies and Materials	\$ 68,336	\$ 35,793	\$ 88,890	\$ 52,303	\$ 84,453	\$ 54,794
Capital	\$ 1,688				\$ 20,000	\$ 1,116
Other Objects	\$ 14,599	\$ 9,156				\$ 372
Total	\$3,179,044	\$3,125,607	\$2,964,283	\$2,961,718	\$2,743,180	\$3,256,178
Dollars per Student	\$ 9,812 :1	\$ 9,588 :1	\$ 8,849 :1	\$ 9,616 :1	\$ 8,709 :1	\$ 9,808 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	81%	76%	74%	75%	74%
*Students with Disabilities	16%	17%	18%	19%	23%
*English Language Learners	13%	9%	9%	10%	7%
*Free-Direct Certification	44%	45%	39%	39%	36%
*Black	41%	39%	34%	32%	30%
*Latino	23%	21%	20%	17%	17%
*Native American	1%			1%	1%
*Pacific Islander	3%	3%	2%	2%	1%
*Multi-Race - Other Ancestry	7%	7%	9%	10%	11%
Multi-Race - Asian/White	0%	1%	1%	1%	2%
Asian	1%	1%	1%	1%	2%
White	25%	28%	33%	36%	37%

Student Performance Data

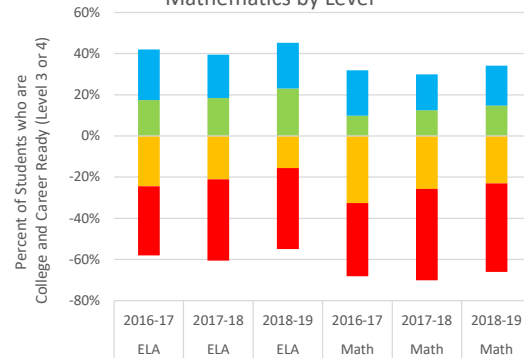
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	18%	18%	23%
ELA	Level 3	25%	21%	22%
ELA	Level 2	25%	21%	16%
ELA	Level 1	34%	40%	39%

ELA Participation	94%	93%	93%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	10%	13%	15%
Math	Level 3	22%	17%	19%
Math	Level 2	33%	26%	23%
Math	Level 1	36%	44%	43%

Math Participation	92%	91%	93%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to 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 Support and Improvement school for the following Students: Black/African American, Hispanic/Latino, Students with Disabilities. Title I School for 2020-21.

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	303	286	301	273	269	268	262	257
Total	303	286	301	273	269	268	262	257

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	15.50	13.50	14.10	14.10	14.80	
		Counseling Services	1.00	1.00	1.00	1.00	1.00	
		Library/Media Services	1.00	1.00	0.50	0.50	0.50	
		Instructional Specialists	1.00	1.00	1.00		1.00	
		Other	1.00	1.00	1.00	1.00	1.50	
	Classified/ Non-Rep	Clerical	2.00	2.00	1.50	1.50	1.50	
		Ed. Assistant/Paraeducator	2.76	4.26	3.56	2.94	2.81	
		Library/Media Services			0.50	0.50	0.50	
	Admin.							
		Other	1.00	1.00	1.00	2.00	2.00	
School Total		25.26	24.76	24.16	23.54	24.11	26.49	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	2.50	3.50	3.50	3.50	3.50	
		ESL	2.00	2.00	1.00	1.50	1.50	
		Other						
	Classified/ Non-Rep	Special Education	6.13	6.13	7.00	7.50	7.50	
		ESL	0.88	0.88	0.44	0.44	0.44	
		Nutrition Services	2.00	2.00	2.00	1.88	2.00	
		Custodial	2.00	2.00	2.00	2.00	2.00	
		Other	2.00	1.00	1.00	1.00	1.00	
	CASR Total		17.50	17.50	16.94	17.82	17.94	17.94
	Grand Total		42.76	42.26	41.10	41.36	42.06	44.44

Overall Students per FTE 7.1:1 6.8:1 7.3:1 6.6:1 6.4:1 6.0:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	15.63	15.00	14.60	14.00	14.80
		Gen Fund Equity	2.25	2.00	2.50	1.60	1.00
		City Arts Tax Foundation	0.50	0.50	0.50	0.50	0.50
		Title I	0.38			0.50	
		SIA					1.00
		Other	0.74				1.90
		Classified/ Non-Rep	Gen Fund	2.64	3.50	3.50	4.20
	Gen Fund Equity			1.00			0.60
	Foundation						
	Title I		2.12	1.48	2.06	0.74	1.21
	Other			0.28			1.00
	Admin.	Gen Fund	1.00	1.00	1.00	1.36	1.50
		Gen Fund Equity				0.64	0.50
		Other					
	School Total		25.26	24.76	24.16	23.54	24.11

School and CASR	Licensed	24.00	23.00	22.10	21.60	22.30	23.80
	Classified/ Non-Rep	17.76	18.26	18.00	17.76	17.76	18.64
	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.

Woodmere

7900 SE Duke St
503-916-6373
Principal: Katherine Polozos



Financial expenditure/requirements for General Fund, Equity, Foundation, Title-I and other Grants and Special Revenue

School Financial Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,658,917	\$ 1,692,881	\$ 1,701,728	\$ 1,688,019	\$ 1,777,356	\$ 1,947,340
Associated Payroll Costs	\$ 778,151	\$ 820,206	\$ 801,538	\$ 826,637	\$ 883,129	\$ 972,348
Purchased Services	\$ 44,816	\$ 28,185	\$ 18,843	\$ 42,690	\$ 25,928	\$ 33,955
Supplies and Materials	\$ 38,861	\$ 32,222	\$ 52,471	\$ 130,190	\$ 77,004	\$ 80,842
Capital	\$ 23,439	\$ 323	\$ 1,340	\$ 5,224	\$ 28,000	\$ 2,065
Other Objects	\$ 3,770	\$ 1,378	\$ 91			\$ 324
Total	\$2,547,954	\$2,575,194	\$2,576,011	\$2,692,759	\$2,791,417	\$3,036,874
Dollars per Student	\$ 8,409 :1	\$ 9,004 :1	\$ 8,558 :1	\$ 9,864 :1	\$ 10,377 :1	\$ 11,332 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	78%	76%	74%	72%	77%
*Students with Disabilities	18%	22%	24%	23%	25%
*English Language Learners	23%	17%	19%	20%	23%
*Free-Direct Certification	52%	47%	43%	38%	50%
*Black	9%	6%	7%	11%	10%
*Latino	25%	24%	22%	15%	18%
*Native American	1%	1%	0%	0%	0%
*Pacific Islander	2%	2%	3%	4%	4%
*Multi-Race - Other Ancestry	8%	10%	9%	10%	11%
Multi-Race - Asian/White	3%	3%	3%	3%	2%
Asian	21%	18%	16%	18%	18%
White	31%	36%	39%	41%	36%

Student Performance Data

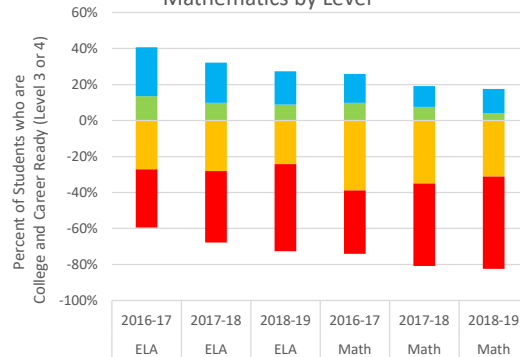
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	14%	10%	9%
ELA	Level 3	27%	22%	19%
ELA	Level 2	27%	28%	24%
ELA	Level 1	32%	40%	48%

ELA Participation	92%	95%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	10%	8%	4%
Math	Level 3	16%	12%	14%
Math	Level 2	39%	35%	31%
Math	Level 1	35%	46%	51%

Math Participation	90%	95%	98%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.



Woodstock

5601 SE 50th Ave
503-916-6380

Principal: Seth Johnson

K-5 (Mandarin Immersion) Constructed 1910

Enrollment Data	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected	2022-23 Projected	2023-24 Projected
Neighborhood	196	228	234	231	242	255	252	249
Mandarin Immersion	331	324	314	312	284	307	303	297
Total	527	552	548	543	526	562	555	546

Staff Type	Position	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Position	Licensed	Teachers	21.00	23.63	25.80	26.10	25.80	26.10
		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	0.75	0.50
		Instructional Specialists			0.50	0.50		1.00
		Other						
	Classified/ Non-Rep	Clerical	2.00	1.70	2.00	2.00	2.00	1.50
		Ed. Assistant/ Paraeducator	3.60	1.09	2.00	1.75		
		Library/Media Services	1.00	0.50	0.50	0.50		0.50
	Admin.							
		Other	2.00	1.00	2.00	2.00	1.00	2.00
School Total		31.60	29.92	34.80	34.85	31.55	33.60	
Centrally Allocated School Resources (CASR)	Licensed	Special Education	1.00	1.00	1.00	1.00	1.00	1.00
		ESL	1.50	1.50	2.00	1.50	1.00	1.00
		Other						
	Classified/ Non-Rep	Special Education	0.88	0.88	0.88	1.88	0.94	1.88
		ESL	0.44	0.44	0.88	0.44	0.44	0.44
		Nutrition Services	1.31	1.50	1.50	1.50	1.50	1.50
		Custodial	3.00	2.00	2.73	3.00	3.00	3.00
		Other	0.50	0.50	0.50	0.75	0.50	0.50
	CASR Total		8.63	7.81	9.48	10.06	8.38	9.31
	Grand Total		40.23	37.73	44.28	44.91	39.93	42.91

Overall Students per FTE 13.1:1 14.6:1 12.4:1 12.1:1 13.2:1 13.1:1

(Total Enrollment divided by Grand Total FTE)

Staff Type	Funding Source	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget	
School Allocated FTE by Funding Source (not CASR)	Licensed	Gen Fund	22.00	24.63	26.80	27.10	27.05	27.60
		Gen Fund Equity						
		City Arts Tax Foundation	1.00	1.00	1.00	1.50	1.00	1.50
		Title I						
		SIA					0.50	0.50
		Other			0.50			
		Classified/ Non-Rep	Gen Fund	4.57	1.75	2.00	2.00	2.00
	Gen Fund Equity		1.50	1.00	2.00	2.00		
	Foundation							
	Title I							
	Other		0.53	0.54	0.50	0.25		
	Admin.	Gen Fund	2.00	1.00	2.00	2.00	1.00	2.00
		Gen Fund Equity						
		Other						
	School Total		31.60	29.92	34.80	34.85	31.55	33.60

School and CASR	Licensed	25.50	28.13	31.30	31.10	30.55	31.60
	Classified/ Non-Rep	12.73	8.60	10.98	11.81	8.38	9.31
	Admin.	2.00	1.00	2.00	2.00	1.00	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.

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	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Budget	2021-22 Budget
Salaries	\$ 1,919,490	\$ 2,078,038	\$ 2,394,358	\$ 2,453,288	\$ 2,346,392	\$ 2,747,352
Associated Payroll Costs	\$ 944,472	\$ 997,222	\$ 1,146,976	\$ 1,262,858	\$ 1,157,707	\$ 1,325,221
Purchased Services	\$ 19,748	\$ 12,240	\$ 10,765	\$ 9,609	\$ 4,500	\$ 17,388
Supplies and Materials	\$ 24,420	\$ 21,146	\$ 29,822	\$ 14,513	\$ 20,847	\$ 29,053
Capital				\$ 24		\$ 1,680
Other Objects	\$ 1,963	\$ 1,595		\$ 110		\$ 564
Total	\$2,910,092	\$3,110,241	\$3,581,921	\$3,740,403	\$3,529,447	\$4,121,258
Dollars per Student	\$ 5,522 :1	\$ 5,634 :1	\$ 6,536 :1	\$ 6,888 :1	\$ 6,710 :1	\$ 7,333 :1

Demographic Data	2016-17	2017-18	2018-19	2019-20	2020-21
Combined Underserved*	35%	37%	37%	35%	38%
*Students with Disabilities	9%	8%	9%	9%	9%
*English Language Learners	13%	13%	13%	15%	15%
*Free-Direct Certification	16%	17%	17%	12%	13%
*Black	1%	0%	1%	0%	0%
*Latino	6%	7%	7%	5%	6%
*Native American					0%
*Pacific Islander	0%	1%	0%	0%	0%
*Multi-Race - Other Ancestry	2%	2%	2%	3%	3%
Multi-Race - Asian/White	11%	10%	12%	13%	14%
Asian	29%	27%	26%	27%	25%
White	51%	53%	52%	52%	51%

Student Performance Data

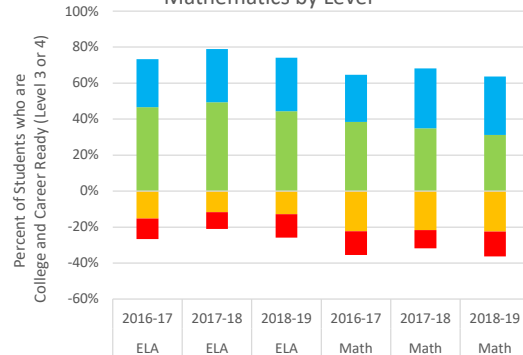
Subject	ELA	2016-17	2017-18	2018-19
ELA	Level 4	47%	49%	44%
ELA	Level 3	27%	30%	30%
ELA	Level 2	15%	12%	13%
ELA	Level 1	11%	9%	13%

ELA Participation	92%	95%	97%
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Subject	Math	2016-17	2017-18	2018-19
Math	Level 4	38%	35%	31%
Math	Level 3	26%	33%	32%
Math	Level 2	22%	22%	23%
Math	Level 1	13%	10%	14%

Math Participation	93%	96%	97%
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Smarter Balanced English Language Arts and Mathematics by Level



Note on how to read the Graph: 0% represents base level to be college or career ready and height of green and blue bars represent the overall percent of students who are college or career ready. Math and ELA not available for 2019-20 due to the Pandemic.





Portland Public Schools

Fiscal Year 2021-22 Proposed Budget



PORTLAND
PUBLIC
SCHOOLS

April 27, 2021



FY21-22 Proposed Budget Tonight's Outline

Superintendent's Overview

*The Post-Pandemic Chapter and
Our Continued Commitment to
reImagined PPS*

Investment Plan

*Aligning Budget to Anticipated
Needs Ahead*





Overview & Approach





FY2021-22 Proposed Budget



***Aligning Budget to Anticipated
Needs Ahead...***



Proposed Investment Plan: FY2021-22 State Funding Levels

This year's budget coincides with the Oregon legislature's biennial budget cycle for 2021-23. Portland Public Schools is using the following state funding levels to design its budget:

- \$9.3 billion State School Fund
- \$778.8 million Student Investment Account (SIA)
- \$318.0 million for the High School Success Fund

This translates to PPS proposing a budget of \$2.03 billion for the 2021-22 fiscal year.





Proposed Investment Plan: FY2021-22 State Funding Levels

Key Budgets	FY2020-21	FY2021-22	Change	Why
General Fund	\$747.5M	\$761.7M	Increase of \$14.2M	The change is primarily due to an increase in property taxes (including local option levy)
Special Revenue Fund	\$183.8M	\$286.25M	Increase of \$102.4M	The change is primarily because of Student Investment Account (SIA) increase of \$18M and Federal Relief dollars (Elementary & Secondary Schools Emergency Relief funds, or ESSER)

Although, our state level SIA and High School Success funds aligned with our expectations, it should be noted that the Governor and Co-Chairs of Ways and Means Committee has called for an education appropriation at a biennium level of \$9.1 billion.





Proposed Investment Plan: FY2021-22 State Funding Levels

As the legislature convenes and discusses, we anticipate receiving more information over the next few weeks. To maintain current service levels, we'd need a state education budget set at \$9.7 billion.

However, if the state commits to a \$9.1B budget it would require us to reassess short term vs long term investments especially against pandemic recovery investments funded with stimulus funding.





Proposed Investment Plan: FY2021-22 State Funding Levels

The \$600 million difference from a \$9.7 billion to \$9.1 billion biennium state education budget would translate to approximately a \$22.5 million dollars less for PPS for the 2021-22 fiscal year

- To put it into context, \$22.5M less would equate to reducing the school year by six days or eliminating approximately 214 teaching positions.

Although we are not planning for these types of reductions, we are planning to use temporary Federal Funds to offset the lack of state funding, and are concerned about long term financial impact.





Proposed Investment Plan: FY2021-22 State Funding Levels

In order to balance the general fund with a projected state education budget of \$9.3B, required us to

- Identify approximately \$3 million dollars in savings from the general fund
- Pull 2% (approx. \$16M) from the fund balance
- Transfer approximately \$7M from the general fund to the Student Investment Account





Proposed Investment Plan: Federal Stimulus Dollars

Budgeting with moving variables. There are significant funding details that will be resolved in the next several months.

- If the current education budget proposal at the state remains, it would be insufficient to fund current service levels
- There is the potential for additional funding (via reimbursements) through the Federal Emergency Management Agency (FEMA)





Proposed Investment Plan: Federal Stimulus Dollars

Budgeting with moving variables. There are significant funding details that will be resolved in the next several months.

- The recent announcement by the state to invest \$250 million in summer programs is exciting and we are working to design while the state guidelines are being fleshed out. PPS is projected to receive \$14.7M to be spent by September 30, 2021

As a response to the pandemic, at the federal level there has been an investment to support K-12 public school education through three rounds of stimulus funding whose remaining investment mix can be impacted by the above mentioned items.



Overview of Federal Stimulus Funds: Elementary and Secondary Emergency Relief (ESSER I/II/III)

U.S. 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 /Obligated By
CARES Act (Coronavirus Aid, Relief, and Economic Security Act, ESSER I Mar-2020)	\$13.2 billion	\$121 million	\$7 million	Sep-2022
CRRS Act (Coronavirus Response and Relief Supplemental Appropriations Act, ESSER II Dec-2020)	\$54.3 billion	\$499.1 million	\$30 million	Sept-2023
American Rescue Plan Act (ESSER III Mar-2021)	\$122.8 billion	\$1.1 billion	\$62 million**	Sept-2024

**Totals are projected balance after passed through and other allocation requirements per federal and state relief guidelines*

***Projected estimates as of March-2021*

Overview of Federal Stimulus Funds: Elementary and Secondary Emergency Relief (ESSER I/II/III)

U.S. Congressional Action	About How Much for Portland Public Schools?*	Must be Invested /Obligated By	Projected Spend in Current Year FY2020-21*	Projected Spend Between FY2021-22 and term date*	Key investments at Portland Public Schools
CARES Act (Coronavirus Aid, Relief, and Economic Security Act, ESSER I Mar-2020)	\$7 million	Sep-2022	\$7M	\$0 [†]	Primary focus on Reentry expenditures such as PPE, air filtration, signage, safety work
CRRS Act (Coronavirus Response and Relief Supplemental Appropriations Act, ESSER II Dec-2020)	\$30 million	Sept-2023	\$11.5M [†]	\$18.5M	Continued focus on safety and preparing for in-person schooling, inclusive of LIPI. Furthermore, supporting child nutrition and learning recovery & acceleration for next year.
American Rescue Plan Act (ESSER III Mar-2021)	\$62 million**	Sept-2024	\$0	\$62M	Investments to support the learning acceleration of our students as outlined in our strategic plan inclusive of our community's needs.

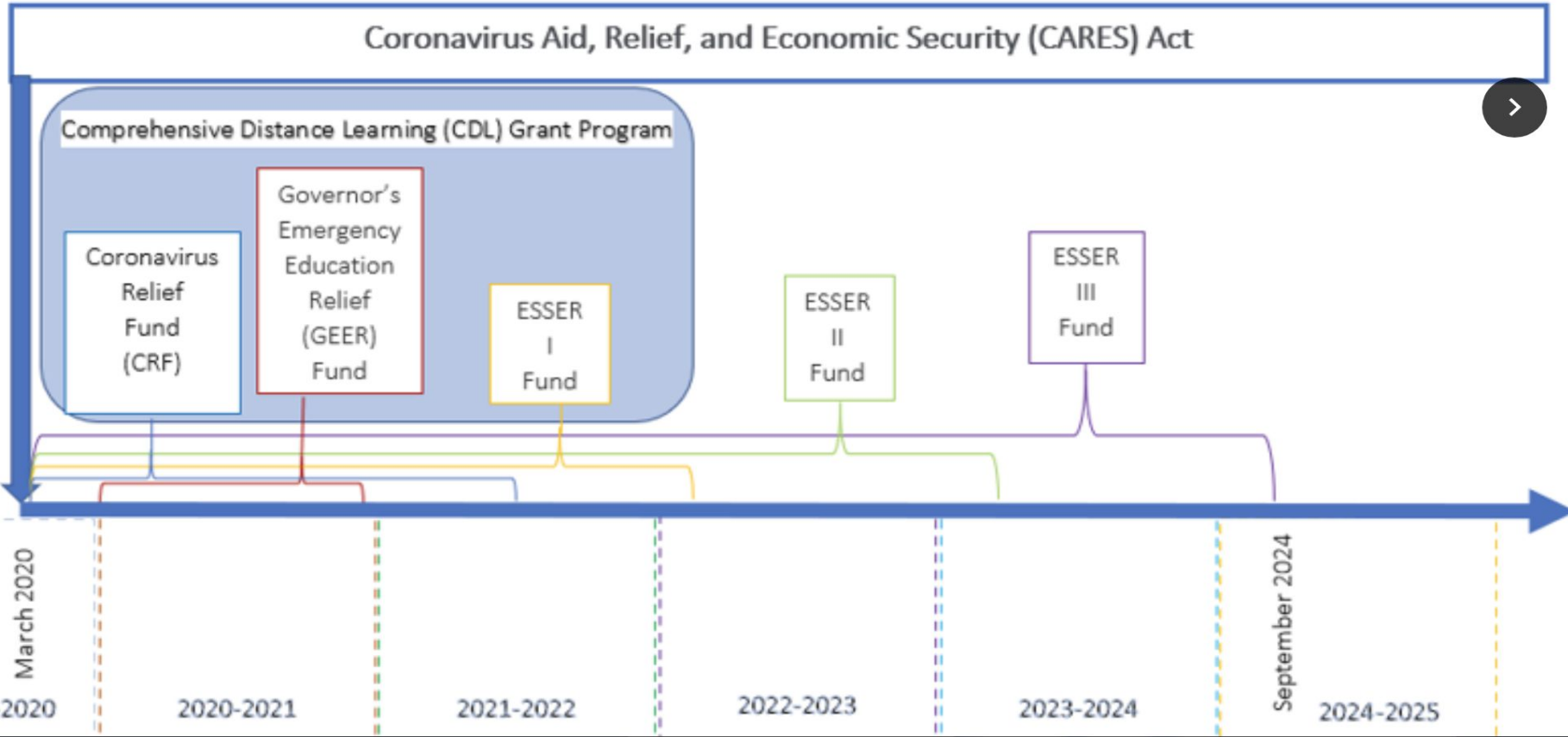
*Totals are projected balance after passed through and other allocation requirements per federal and state relief guidelines

**Projected estimates as of April-2021 [†]There is the possibility of some ESSER adjustments pending approval of FEMA reimbursements & State Summer Program.



Overview of Federal Stimulus Funds: Elementary and Secondary Emergency Relief (ESSER)

Assessing the lifespan of the ESSER funds to build a strategic & sustainable plan





Proposed Investment Plan

As previously stated, we are budgeting with moving variables. There are significant funding details that will be resolved in the next several months and as we learn more, we anticipate continuing to invest in key areas:

- Safety; continue to prepare and plan for modes of in-person and distant learning
- Stabilizing staff ratios at schools; due to unknown enrollment fluctuations
- Learning acceleration inclusive of summer
- Supporting the evolution of the strategic plan
- Meeting the Board established goals





Proposed Investment Plan

Leveraging all funding streams for a robust plan. ~\$16M in supporting Learning

Acceleration by investing in areas such as:

Working with community partners to expand summer enrichment programming

Credit Recovery: Credit recovery teachers to support students as they navigate the online recovery work process (6 FTE); including extending Summer Scholars from current 6 weeks to 8 weeks of offerings for student summer credit recovery

Investing in Saturday School

SPED Assessment Center: Continue one center for next year (1SLP, 1 Psych and 1 Teacher) 3 FTE, 2 SPED Teachers for Summer/Evening Scholars (2 FTE)

Social Workers for Title middle schools and K-8's 6 FTE

Educator professional development to analyze fall assessment data and pivot toward launch of academic priority standards. Fall "Ramp-Up"--Connection, Re-Engagement, Routine-Building, Assessment. Including districtwide PD includes: Differentiation, spiraling skills, ongoing culturally relevant instructional strategies - (based in text study), assessment, growth mindset, pedagogy, proficiency grading plus Tech integrated into other learning. Teach co-use strategies. Schedule continued MTSS/Tiered Systems work for all sites.

SUN Providers & CSO's:

Continue partnerships with SUN providers and more guidance and innovation around how to maximize SUN and childcare partners as resources

Instructional Specialists Bring all CSI, TSI, Title Schools serving K-8 up to 1.0 (+16.5 FTE) Actual 17.5FTE Add 4 FTE for CSI Schools





Proposed Investment Plan

Leveraging all funding streams for a robust plan. ~\$16M in supporting Learning Acceleration by investing in areas such as *(continued)*:

RESJ Partner Summer Contracts & Support:

Extend contracts with RESJ partners to support students over the summer. For example, IRCO, NAYA, SEI, SUN, Latino Network, Indian Ed Summer Bridge Program.

Racial Affinity Groups:

Support the specific developmental needs of BIPOC students within an institutionally racist country. Affinity groups are necessary in addition to anti-racist work in advisory to ensure BIPOC students are supported at school.

Plan/contract for 2021-22 access to racial affinity groups across all sites or by HS cluster for students and staff.

Indian Ed Summer Outreach: Support for summer outreach to native students and families by PPS Indian Education Department.





Proposed Investment Plan

Leveraging all funding streams for a robust plan. ~\$11M in supporting key investments to support our Strategic and Operational Planning such as:

Support school staffing levels and mitigate impact due to enrollment fluctuations

Support assessment agenda components - full implementation of MAP assessments and the development of a portfolio assessment model for our middle school redesign.

Support the full implementation of the Successful Schools Survey - to inform our school climate and safety work (MTSS).

Prepare for Hybrid reversal. Moving furniture that was moved off site back into the buildings and removing COVID related signage and improvements

Continuation of COVID hotspot services to extend device coverage through the end of the required contracts

Continuation of COVID safety protocols associated with utilities due to COVID ventilation measures to achieve CDC/ASHRAE recommended ventilation

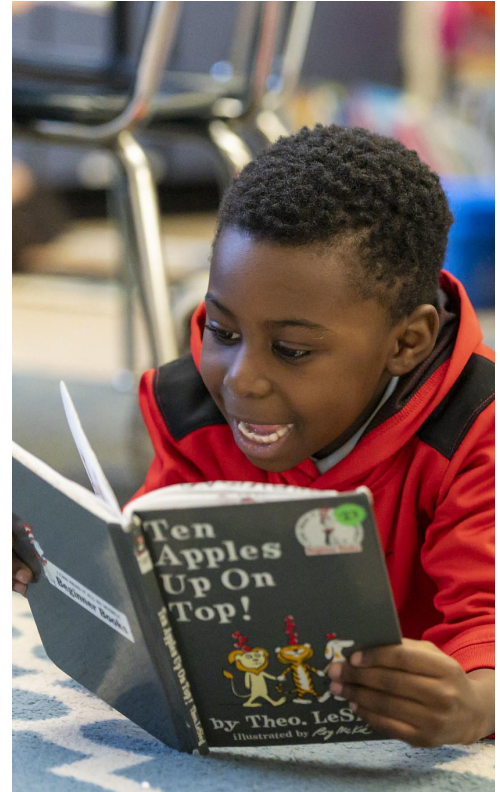
Prepare Kellogg both academically with appropriate PD and staff supports and operationally with appropriate equipment and supplies





RESJ in Action - PPS RESJ Lens

- Update to RESJ Lens - increasing shared data literacy
- Staff RESJ Lens application for budget proposal
- Opportunities to continue to apply the lens:
 - CBRC
 - Community Engagement
 - Board Work Sessions







Portland Public Schools

Fiscal Year 2021-22 Proposed Budget



APPENDIX SLIDES



The Funds Behind the Budget

Type of Fund	What's it for?	Sources of Revenue?	How much for SY2021-22? <i>(in thousands)</i>
General Fund	The General Fund is the primary day-to-day operating fund of the District. The General Fund's resources are available to the District as needed, provided they are expended or transferred according to resolution or policy.	<p>Primary funding source include:</p> <ul style="list-style-type: none"> -State School Fund -Local property taxes -Local Option Levy -City of Portland Arts Tax -Multnomah Education Service District -Beginning Fund Balance 	\$761,700
Special Revenue Fund	The Special Revenue Fund is dedicated revenues such as: Federal, State, Local Grants and Private Donations where the majority of these funds are restricted for specific uses.	<p>Primary funding source include:</p> <ul style="list-style-type: none"> -Federal grants such as Title, IDEA & ESSER -Child Nutrition -Student Investment Account -High School Success (M98) -PERS Rate Stabilization Fund 	\$286,245
Debt Service Funds	Accounts for the payment of principal and interest on long-term debt.	<p>Primary funding sources include:</p> <ul style="list-style-type: none"> -Ad-valorem taxes -Other applicable levies 	\$210,963
Capital Project Funds	Resources and expenditures used to finance acquisition of technology or construction or renovation of capital facilities	<p>Primary funding sources include:</p> <ul style="list-style-type: none"> -Proceeds from the sale of general obligation bonds -Construction excise tax -Transfers from other funds -Other revenues authorized for financing capital projects 	\$762,605
Internal Service Fund	Accounts for services furnished by one department or agency to another on a cost-reimbursement basis.	Primarily other existing funds via a cost-reimbursement basis	\$8,552
TOTAL BUDGET =			\$2,030,065



The Funds Behind the Budget: Closer Look at the General Fund

Out of the several funds that create the General Fund for PPS budget, here are 3 important funding streams (in thousands)

Funding Source	Actual FY2017-18	Change FY18 to FY19	Actual FY2018-19	Change FY19 to FY20	Actual FY2019-20	~Change FY20 to FY21	Budget FY2020-21	~Change FY20 to FY21	Proposed FY2021-22	Explained Use for FY21-22
Property Taxes	\$248,707	\$8,369	\$257,076	\$11,765	\$268,841	\$8,865	\$277,706	\$16,117	\$293,823	Continue to fund and support on going investments in the school staffing formula, student support services, operations & maintenance, HR, IT and finance services (pages 91 to 96 of Budget Book volume 1 provide additional detail)
State School Fund (SSF)	\$239,804	-\$14,669	\$225,135	\$41,472	\$266,607	\$1,128	\$267,735	-\$11,318	\$256,417	
Local Option Levy	\$88,405	\$5,867	\$94,272	\$3,101	\$97,373	\$2,993	\$100,366	\$3,913	\$104,279	In 2019 voters approved to renew levy to fund close to 900 teaching positions across district schools





The Funds Behind the Budget: Closer Look at the Special Revenue Fund

Out of the several funds within the Special Revenue Fund here are two originating at the State level (in thousands)

Funding Source	Actual FY2017-18	Change FY18 to FY19	Actual FY2018-19	Change FY19 to FY20	Actual FY2019-20	~Change FY20 to FY21	Budget FY2020-21	~Change FY20 to FY21	Proposed FY2021-22	Explained Use for FY21-22
Student Investment Account	N/A	N/A	N/A	N/A	N/A	N/A	\$12,393	\$19,133	\$31,526	<p>Focus is to meet students' mental or behavioral health needs, and increase academic achievement for students, including reducing academic disparities for students who have historically experience academic disparities; includes 25 FTEs to support and expand the Jefferson, Roosevelt, Franklin, Cleveland, and Madison</p> <p>Cluster Arts pathways; 7 period day pilot at 5 middle schools; expand 6th to 8th grade electives; Additional supports for CSI and TSI schools</p>
High School Success (M98)	\$9,596	-\$1,708	\$7,888	-\$1,635	\$6,253	\$5,050	\$11,303	\$1,741	\$13,044	<p>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. 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.</p>