

Background Information

This background section describes how PPS determines school staffing allocations and the main inputs into these calculations.

Licensed Full-time Equivalent (FTE) - For purposes of tracking and balancing staffing allocations at the school level, General Fund positions are designated in licensed full-time equivalents, where one teacher equals two classified staff members (e.g. secretary, clerk, educational assistant). For example, only 0.5 FTE is needed to hire a full-time secretary and 0.25 FTE is needed to hire a half-time educational assistant.

Enrollment Projections – Staffing for 2017/18 is based on projected October 2017 Enrollment. 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 since 1999. Adjustments are made to 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).

Portland Public Schools 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.

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 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 when there is school consolidation, program changes or expansions, configuration change, 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.

In this proposed budget, school staffing allocations assume only a small change to school boundaries or grade configuration for Chief Joseph and Peninsula based on the Superintendent’s recommendation and informed by the District-wide Boundary Review Advisory Committee (DBRAC). These changes are: (i) part of the Chief Joseph boundary (the Kenton neighborhood) is reassigned to Peninsula; (ii) Chief Joseph, a K-4 in 2016/17, becomes a K-5 in 2017/18; and, (iii) Ockley Green, which in 2016/17 housed grades 6-8 and grade 5 from Chief Joseph, will enroll only grades 6-8 in 2017/18.

Economic Disadvantage and Combined Historically Underserved Students – These data are used for a number of decisions, including staffing allocations for General Fund Equity FTE, Title-IA allocations, and, in 2017/18, to prioritize allocation of Educational Assistants for Kindergarten and Discretionary Support in elementary and middle schools.

Combined Historically Underserved (HU) includes students who meet at least one of the following criteria: Special Education Eligibility; Limited English Proficiency; Free meal eligibility by Direct Certification (see below); or, identification as any of African-American, Latino, Native American or Pacific Islander. These classifications of historically underserved student groups are similar to those the Oregon Department of Education uses to measure the Achievement Gap statewide. Starting in 2016-17, students that self-identify as multi-racial *and* as any of African-American, Latino, Native American or Pacific Islander were included in the HU calculations.

How PPS measures *Economic Disadvantage* changed in 2015/16. Starting in 2015/16, PPS uses a measurement called “Direct Certification” to measure economic disadvantage. This measurement is defined below. Modeling and analysis of this change were performed to assess how this new measure might impact school allocations. The thresholds for equity allocation eligibility were reset to eliminate negative changes and maximize positive changes to school allocations as a result of using this new measure.

As of September 2, 2014, Portland Public Schools implemented the federal government’s Community Eligibility Provision (CEP) program at 25 eligible schools. These CEP schools are able to provide school breakfasts and lunches to all students at no charge. Eligibility for this CEP program relies on the Direct Certification criterion to measure economic disadvantage. Direct Certification information is shared with PPS Nutrition Services from the State of Oregon. The State identifies families for free meals, mostly related to [130% of poverty](#) or a categorical reason such as participation in the Supplemental Nutritional Assistance Program, Temporary Assistance for Needy Families, Foster Care and other reasons.

A benefit of the CEP program is that families no longer have to submit applications for free or reduced priced meals at CEP eligible schools; however, this means Districts who implement CEP need to find a new way to measure economic disadvantage.

Fewer students meet the criteria for Direct Certification than the prior measurement of Free and Reduced Meal eligibility. This means that schools will have a lower Direct Certification percentage than they will Free and Reduced meal percentage. For example in 2014/15, if a school's Free and Reduced Meal percentage was 60%, the corresponding Direct Certification percentage would have been approximately 40%. PPS adjusted the thresholds for equity allocations and Title I eligibility accordingly, so the change in measurement criterion would not change which schools would be eligible. The same amount of resources are allocated out to schools, but are now based on this new methodology and process that make it easier for families to access free or reduced priced meals.

General Fund Formula Allocations

The general fund staffing formula is comprised of five components:

1. **Ratio FTE** – Staff allocation based on number of students in grades 1 through 12. This component includes, but is not limited to, teachers, educational assistants, and library and technology staff. Ratio FTE does not include funding for Kindergarten.
2. **Equity Allocation** – Staff allocation based on students' Socio-Economic Status and the number and percentage of students identified as Combined Historically Underserved. In 2017/18, 8% and 7% of the non-administrative FTE allocation is based on these Equity factors for high schools and all other schools, respectively.
3. **Kindergarten** – Kindergarten teacher and education assistant allocation based on the number of students served. The initial allocation, shown in this budget document, provides sufficient staff for a maximum class size of 26. Additional resources may be allocated in the fall based on actual students enrolled.
4. **K-5 Arts** – The City of Portland provides dedicated resources for Arts instruction for schools serving students in grades K-5.
5. **School-Wide Support** – Staff allocation based on the need for administrative and other basic support. This allocation is based on school size and configuration (K-5, K-8, K-12, middle, and high schools). Positions staffed by this component include principals, vice principals, assistant principals, counselors and clerical support and others.

Ratio FTE

The largest portion of each school's FTE allocation comes from this component of the formula, which is solely based on the total number of forecasted students. For example, a district ratio of 24 to 1 provides 1.0 FTE for every 24 students enrolled. (See table below for the ratios used in the current and historic allocation).

It's important to note that a published Ratio of 24:1 does not equate to an average class size of 24 students for every teacher. There are a number of factors and decisions made on a school-by-school basis that determine class sizes for each school. Reasons that actual class sizes differ from the ratio include:

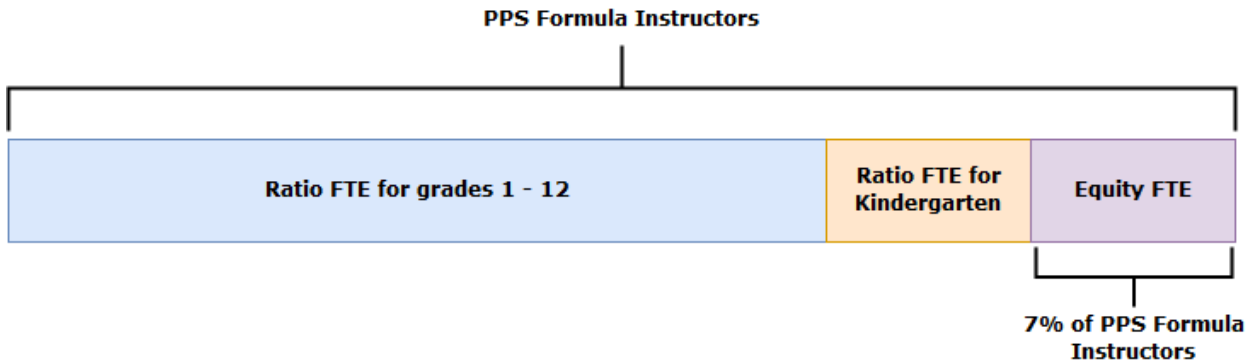
1. There are other resources besides Ratio FTE used by schools to fund classroom teachers and potentially reduce class sizes (Equity FTE, Discretionary School-Wide Support, Grants, Foundation, Non-formula FTE).
2. Conversely, schools can choose to use ratio FTE for non-classroom positions, which may potentially increase class size.
3. Teacher planning time during the school day in middle and high schools reduces the total time teachers are in class, increasing class size.
4. Some students receive Special Education or ESL services outside of their regular classroom, which reduce the class size.
5. Types and number of courses offered (e.g., Band, PE) affect class size.

For the 2017-18 school year, the amount of ratio FTE allocated was reduced for all schools excluding K-8 configurations. K-5, K-8, and middle schools are expected to use at least 0.50 FTE of their ratio allocation for a PE position. Additionally, the average class size in grades 1-3 should be between 20 and 30 students; the average class size in grades 4-12 should be between 20 and 34 students. Additional non-formula FTE was allocated to schools that could not meet these PE and class size requirements.

<u>Budget</u>	<u>K-5 Schools</u>	<u>K-8 and K-12 Schools</u>	<u>Middle Schools (6-8)</u>	<u>High Schools (9-12)</u>	<u>Comment</u>
2007/08 Adopted	23.5:1*	23.5:1*	23.5:1	22.7:1	
2008/09 Adopted	23.2:1	23.2:1	23.2:1	22.7:1	* Prior to 2008/09, kindergarten staffing was calculated as part of Ratio FTE. Since then, it has been calculated separately. See the section on kindergarten staffing below for more detail.
2009/10 Adopted	23.4:1	23.4:1	23.4:1	22.9:1	
2010/11 Adopted	24.24:1	24.24:1	24.24:1	24.03:1	
2011/12 Adopted	25.0:1	24.24:1	24.24:1	29.1:1 [^]	[^] The 2011/12 High School increase in ratio incorporates a shift from Ratio to School-Wide Support, where the Ratio of 24.03 to 1 is equivalent to 25.57 to 1. The remaining increase from 25.57 to 29.1 was partially mitigated through high school scheduling changes.
2012/13 Proposed	27.0:1	26.0:1	26.0:1	31.3:1	The Proposed 2012/13 Budget included a ten million dollar reduction in school staffing.
2012/13 Adopted	25.0:1	24.24:1	24.24:1	28.35:1	The Adopted 2012/13 Budget restored school staffing and ratios through a one-time agreement among the City of Portland, the Portland Association of Teachers and PPS that included cash from the City, deferral of teacher's salary increases, furlough days for non-represented staff, and other reductions.
2013/14 Proposed	26.9.:1	25.6:1	25.25:1	30.0:1	Although the State of Oregon increased the Statewide Education budget, it does not fully make up for one-time school staffing resources. Additionally, ratios also increase through (1) shifting allocations between schools by allocating less by ratio and more by Equity (5% to 8%), (2) allocating 20.25 FTE to Focus and Priority Schools (3) HS ratios decrease as HS school-wide support increases.
2013/14 Adopted	26.9:1	25.6:1	25.25:1	25.72:1	Adopted 2012/13 Budget High School Ratio increase by 58 FTE of which 14 FTE were already in high school school wide support.
2014/15 Adopted	25.8:1	24.0:1	24.75:1	23.65:1	State of Oregon increased Statewide Education budget and PPS commits to create at least 120 more Portland Association of Teachers positions, mostly through improved Staffing Ratios.
2015/16 Adopted	25.8:1	24.0:1	24.75:1	21.63:1	High School Allocation Ratio improves to lower class size, adding equivalent of 25 FTE to High Schools. Counseling Ratio also improves at all school levels (shown in School-wide Support tables).
2016/17 Adopted	25.8:1	24.0:1	24.75:1	21.63:1	Second year of the biennium. Same ratios as 2015/16. (High Schools receive an 12 non-formula FTE for additional teachers outside staffing Ratios.)
2017/18 Proposed	27.0:1	24.0:1	26.0:1	23.4:1	Staffing reduction of \$14 million to close budget shortfall.

Equity FTE

In accordance with PPS Racial Educational Equity policy, which explicitly calls for the differentiation of resources, additional FTE is allocated to promote greater equity across the District. Beginning in 2017/18, this equity allocation is eight percent of the non-administrative formula (Ratio, Kindergarten, Equity) FTE for high schools and seven percent of the non-administrative formula for K-5, K-8, and 6-8 schools. Half of the Equity FTE is allocated to schools based on students' Socio-Economic Status, and the other half of the Equity FTE is allocated to schools based on the number and percentage of students PPS identifies as historically underserved. Thus, each school receives a two-part allocation under the Equity formula: (i) Socio- Economic Status FTE and (ii) Combined Historically Underserved FTE.



The graphic represents the formula FTE allocations used for instructors in K-5, K-8, and 6-8 schools, and helps illustrate what the equity percentage actually means. Note that this graphic is for illustrative purposes only; individual sections are not to scale. Additionally, the difference between Socio-Economic Status and Historically Underserved Equity FTE is not shown, though they would both comprise half of the equity FTE allocation.

(i) Socio-Economic Status FTE is determined based on each school's number of students who are eligible for free meals by Direct Certification (see background information on prior pages). At high schools, four percent of the non-administrative formula is allocated in this manner; at all other schools, three-and-a-half percent of the non-administrative formula is allocated in this manner. All K-5, K-8 and 6-8 schools where more than 15% of students are identified as eligible will receive a Socio-Economic Status allocation in 2017/18 at an eligible-student-to-FTE ratio of 144:1. This 15% minimum requirement (floor) was designed to concentrate the allocation of the Equity factor to higher poverty schools, including those schools where Title I is no longer available following the change in federal Title I thresholds in 2012/13. Regardless of the percent of eligible students, all district high schools will receive a Socio-Economic Status allocation at an eligible-student-to FTE ratio of 118:1.

(ii) Combined Historically Underserved FTE is determined based on each school's number of students who meet one of the following criteria: Special Education Eligibility, Limited English Proficiency, free meal eligibility by Direct Certification (see background information on prior pages), African-American, Latino, Native American or Pacific Islander race, including multi-racial students that identify as any of these groups. At high schools, four percent of the non-administrative formula is allocated in this manner; at all other schools, three-and-a-half percent of the non-administrative formula is allocated in this manner. K-5, K-8 and 6-8 schools with more than 40% of students meeting this criterion will receive a Combined Historically Underserved allocation in 2017/18 at an eligible-student-to-FTE ratio of 232:1. This 40% minimum requirement (floor) was designed to concentrate the allocation of the Equity factor to schools with higher concentrations of historically underserved students, including those schools where Title I is no longer available. Regardless of the percent of eligible students, all district high schools will receive a Combined Historically Underserved allocation at an eligible-student-to FTE ratio of 250:1.

The Direct Certification measure identifies fewer students as meeting the economic disadvantage criterion. To offset the impact of this measurement change the minimum requirements (floors) for K-5, K-8 and middle schools were reduced from 30% to 15% for the Socio-Economic Status FTE allocation and from 45% to 40% for Combined Historically Underserved FTE allocation, starting in 2015/16.

Kindergarten

Beginning in 2015/16, the State of Oregon allowed districts to claim full weighting of students for Full-day Kindergarten through the State School Fund. The General Fund allocates funding for the full school day in all elementary schools. In past years, the second half of the school day was funded through Title I in Title I schools, and by parent-paid tuition in non-Title I schools. Now Full-day Kindergarten is funded completely through the General Fund.

The District's target for maximum Kindergarten class size in fall 2017/18 increased from 25 to 28 students. Since 2008/09, the Kindergarten allocation has been separate from the Ratio Component. Kindergarten FTE is allocated by classroom. Maintaining manageable Kindergarten class sizes is a top priority of PPS, and it's important to note that the average Kindergarten class size will typically be less than 28 students.

The Kindergarten allocation occurs in two phases – (i) an initial allocation as part of the regular spring staff allocation process; and, (ii) a secondary allocation to adjust class size once actual fall enrollment is known.

1. The initial allocation, contained in this budget document, provides sufficient staff to each school so that no Kindergarten class exceeds 28 students (based on projected student numbers).
2. In the fall when students enroll, if average Kindergarten class size exceeds 28 students, then allocation of additional resources will be considered. With some exceptions, a new section of Kindergarten will be provided to schools with increased Kindergarten enrollment.

If a school has only one class of Kindergarten with more than 28 students, a part-time educational assistant may be added instead of a full teacher. Similarly, exceptions to the maximum class size of 28 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).

Kindergarten will see additional support through allocation of educational assistants at schools where more than 60% of the students are identified as Combined Historically Underserved ("CU") (see General Fund Equity section for definition). At these schools, the General Fund will fund a half-time Educational Assistant (EA) in each kindergarten classroom. Additionally, at Title I schools, Title I will fund the second half of the Kindergarten Educational Assistant to make them full time in these schools. This investment has been made in support of the PPS third grade reading priority which is focused on ensuring that all children in PPS can read-to-learn by third grade.

Classroom Size	Teacher FTE	General Fund EA if >60% CU	Title-I EA if Title-I School
0 to 28	1.00	0.25	0.25
29 to 56	2.00	0.50	0.50
57 to 84	3.00	0.75	0.75
85 to 112	4.00	1.00	1.00
113 to 140	5.00	1.25	1.25
141 to 168	6.00	1.50	1.50

School-Wide Support

The *School-Wide Support Tables* (shown below) indicate the number and types of positions allocated to each school depending on school size and configuration (K-5, K-8, K-12, middle, or high schools).

Counselors

Counselors were added to the school-wide support table in 2008/09 to provide a counseling presence in all schools. The following table shows the recent historical changes in counselor allocations to schools; note that counselor allocations are rounded to the nearest 0.50 FTE.

Counselors	2014/15	2015/16	2016/17	2017/18 Proposed Budget
K-5, K-8, and 6-8	Minimum 0.50	400:1 (minimum 1.0)	400:1 (minimum 1.0)	See note below ^
High schools	350:01:00	300:01:00	300:01:00	300:01:00

[^]In 2017/18, the counselor allocations were reduced in K-5 and K-8 schools. Those that had a 1.5 FTE allocation in 16/17 are being reduced to a 1.0 FTE allocation in 17/18; those that had a 2.0 FTE allocation in 16/17 are being reduced to a 1.5 FTE allocation in 17/18. In middle schools, the 2017/18 counselor allocation is being reduced to a minimum 1.0 FTE; the difference in counselor FTE allocations from 2016/17 is instead allocated as discretionary support. This gives middle school principals more flexibility of how to use FTE.

Discretionary Support and Media Specialists

Starting in 2017/18, K-5, K-8, K-12, and middle schools are no longer required to staff school libraries during all school hours. All schools have been allocated a half-time media specialist position (no change from 2016/17). A school principal may, however, use a portion of the school’s Ratio FTE allocation for additional media specialist and library assistant staffing, to allow for library staffing during all school hours. Additionally, discretionary support allocations have been added for K-5, K-8, and middle schools. This allocation allows principals more flexibility in using FTE.

Discretionary Support/ Media Specialist	2016/17	2017/18 Proposed Budget
K-5, K-8	Library open full week. All schools allocated 0.50 Media Specialist. Schools above 70% HU allocated an additional 0.50 Media Specialist. All schools also allocated 0.25 FTE half time classified position that may be used for a library assistant to keep library open the other half of the week.	Library open at least half the week, half-time classified that could have been library assistant now allocated as discretionary support. All K-5 and K-8 schools above 80% Historically Underserved receive an additional 0.50 FTE in discretionary support.
Middle schools	Library open full week. All schools allocated 0.50 Media Specialist. Schools above 70% HU allocated an additional 0.50 Media Specialist. All schools also allocated 0.25 FTE half time classified position that maybe a library assistant to keep library open the other half of the week.	Counseling, Secretary and Media Specialist FTE, half-time classified now shown in Discretionary Support.
High schools	Discretionary School wide support allocation includes Media Specialist.	Discretionary support reduced by 36%.

Secretaries and Classified Support

In 2017/18, all schools receive, at minimum, one and a half full time secretary positions (or 0.75 FTE; see tables below). In K-5 and K-8 schools, half-time classified positions are moved to discretionary support for 2017/18. Although each school’s leadership retains some discretion over use of school-wide allocations, counselor and secretary positions cannot be converted to other uses.

School-Wide Support Tables for 2017/18

In high schools, there are additional school-wide support positions not shown in the school allocations. These are positions under the supervision of central departments, namely athletic directors, campus monitors, and IT support positions. Rows highlighted in yellow indicate changes from the previous year.

K-5 Schools

FTE Allocated by School Enrollment ¹	<299	300-349	350-399	400-499	500-599	600-699	700-799
Principal/Assistant Principal	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal (1)					1.00	1.00	1.00
Secretary	0.75	0.75	0.75	0.75	0.75	1.00	1.00
Media Specialist	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Counselor	1.00	1.00	1.00	1.00	1.00	1.00	1.50
Discretionary Support (2)	0.25	0.25	0.25	0.25	0.25	0.25	0.25
K-5 School Total	3.50	3.50	3.50	3.50	4.50	4.75	5.25

(1) AP are only allocated to schools within the 500-599 range if >50% historically underserved.

(2) All K-5 and K-8 schools which are above 80% Historically Underserved receive an additional 0.50 FTE in dicretionary support.

FTE on all tables is shown in Licensed Equivalentents, with Secretary represented as half the weight of certified FTE.

K-8 Schools

FTE Allocated by School Enrollment^	<250	250-299	300-399	400-499	500-599	600-699	700-799
Principal/Assistant 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	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Counselor	1.00	1.00	1.00	1.00	1.00	1.00	1.50
Discretionary Support (1)	0.25	0.25	0.25	0.25	0.25	0.25	0.25
K-8 School Total	3.50	3.50	3.50	4.50	4.50	4.75	5.25

(1) All K-5 and K-8 schools which are above 80% Historically Underserved receive an additional 0.50 FTE in discretionary support.

FTE on all tables is shown in Licensed Equivalents, with Secretary represented as half the weight of certified FTE.

Middle Schools

FTE Allocated by School Enrollment	300-399	400-499	500-599	600-699	700-799	800-899
Principal/Assistant 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	1.00
Secretary	0.50	0.50	0.50	0.50	0.50	0.50
Media Specialist	0.50	0.50	0.50	0.50	0.50	0.50
Counselor	0.50	0.50	0.50	0.50	0.50	0.50
Discretionary Support	0.50	0.50	0.50	0.50	0.50	0.50
Middle School Total	4.00	4.00	4.00	4.00	4.00	4.00

FTE on all tables is shown in Licensed Equivalents, with Secretary represented as half the weight of certified FTE.

High Schools

FTE Allocated by School Enrollment	200-499	500-599	600-699	700-799	800-899	900-999	1000-1099	1100-1199	1,200-1,299	1,300-1,399	1,400-1,499	1,500-1,599	1,600+
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
Discretionary Support	1.25	1.50	1.75	2.00	2.25	3.00	3.00	3.25	3.50	3.75	4.00	4.25	4.50
High School Total	5.75	6.00	6.75	8.00	8.25	9.00	9.00	9.25	9.75	10.00	10.50	10.75	12.00

FTE Allocated by School Enrollment	225-374	375-524	525-674	675-824	825-974	975-1124	1125-1274	1275-1424	1425-1574	1575-1724	1725+
Counselor	1.00	1.50	2.00	2.50	3.00	3.50	4.00	4.50	5.00	5.50	6.00

FTE on all tables is shown in Licensed Equivalents, with Secretary represented as half the weight of certified FTE.

Starting 2014-15 SY, Campus Monitors provided centrally through the Security Services department.

Starting 2015-16 SY, Athletic Directors provided centrally through the Athletic department.

Starting 2016-17 SY, Counselors in a separate table to more accurately allocate on a 300:1, rounding to the nearest 0.50 FTE.

Starting 2016-17 SY, 0.50 IT Support provided centrally through the IT department, and not in Discretionary Support.

Additionally in non-formula licensed (not shown above), each HS receives 1.0 FTE for college/career 9th grade courses.

Starting in 2017-18 SY, High School Discretionary Support reduced by 36% as a budget balancing measure.

General Fund K-5 Arts

In the November 2012 election, Portland residents passed the Arts Education and Access income tax, which provides funding for art teachers for students in Kindergarten to 5th grades. Initially, teachers were allocated to all schools with students in grades K to 5 at a ratio of 500 : 1, rounded to the nearest 0.5 FTE. In 2015/16 the Arts FTE ratio was improved to 445:1, based upon spending patterns in 2014/15. This improved Ratio means that 9 schools receive an additional half-time K-5 Arts teacher.

Arts FTE at 445:1 by 0.5 FTE increments

K-5 Students	Arts FTE
1-331	0.50
334-556	1.00
557-778	1.50

This staffing allocation must be used to hire licensed teachers for the arts (music, art, dance, drama) for students in grades K-5.

General Fund Allocations Outside the Formula

Formula-based allocations 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 allocations are shown in the 2017/18 School General Fund Staffing tables column labeled “Non-Formula.”

The largest category of “non-formula” FTE are those provided to Focus, Priority and schools formerly receiving SIG (School Improvement Grant) dollars. This allocation includes 30.5 non-formula FTE. The schools receiving this FTE have not changed from 2016/17 with the exception of Vernon K-8, which no longer meets focus/priority criteria.

Priority / Former SIG (School Improvement Grant) schools are high poverty schools whose achievement ranked in the lowest 5% (approx.) of Title I schools in the state based on Oregon’s new rating formula. These schools were assigned this four-year designation due to very low achievement and growth, and need additional supports and interventions. Former SIG schools include Rosa Parks, King, Chief Joseph/Ockley Green, Roosevelt, and Madison. For 2017/18, Woodlawn continues to receive a SIG allocation.

Focus schools are high poverty schools which were ranked in the lowest 15% (approx.) of Title I schools and need additional support in closing the achievement gap and addressing achievement for historically underserved subgroups. PPS Focus schools (and targeted FTE) are: César Chávez (1.25), Jefferson (2.25), Lane (1.25), Rigler (1.25), Scott (1.25), Sitton (1.25), Whitman (1.25), and Woodmere (1.25). Other Title I schools identified with low ranking are included in this Focus allocation; these are Lee (1.25), Boise-Eliot/Humboldt (1.25), and George (1.25).

Other Non-Formula Additions

There are a number of other non-formula additions. Starting in 2017/18, all K-5 and K-8 schools are initially allocated non-formula FTE to ensure they can meet core in grades K-5. To calculate this, the expected number of sections per grade is estimated for each school according to district-determined maximum class sizes and projected enrollment. In addition, PE and arts allocations for the school are considered. This calculation is compared with the initial FTE allocation for the school. Any additional FTE necessary to meet core program are allocated to the school as non-formula.

More examples of non-formula FTE allocated to schools are as follows:

- Adjustments made for programs that require additional investment. Some of these include:
 - High School Focus Options (Benson High, Jefferson Middle College) and alternative programs such as Alliance High School and ACCESS
 - Vernon, King, Skyline, and Sabin are working towards being authorized as International Baccalaureate schools and receive non-formula FTE for this transition
 - 7 FTE for schools that participated in the PEEK (Physical Education Expansion K-8) grant
- Schools operating on more than one site (including Alliance High School, Beverly Cleary, Chapman)
- Schools faced with significant transition, such as those undergoing a move due to capital improvement/bond planning
- Middle grades additional electives and/or AVID (Advancement Via Individual Determination) implementation
- High schools for college and career 9th grade classes

Grant Funds and Special Revenue Funds

Many schools also have grant and/or special revenue funds that provide for additional staff in the schools.

Title IA Allocations

The largest single source of grant funds that provide additional FTE for both certified and classified staff in the schools is the Federal Title IA grant. 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 40% of the students would qualify for free meals through Direct Certification. The funds are targeted to support students from low income families. Dollars are allocated per qualifying student. High schools only receive Title I funding if they are identified by Direct Certification as "High Poverty" by a free meals percentage of 46.8%, which is equivalent to 75% Free or Reduced Price Meals under the prior calculation method.

As described earlier, PPS adopted a new measurement for economic disadvantage in 2015/16 called the Community Eligibility Provision. This provision uses the number of students identified as Directly Certified for free school meals. Direct Certification thresholds have been aligned with the previously used free/reduced-priced meals rate to ensure schools did not suffer a loss in funding as a result of this measurement change. Title I per student allocation rates in 2017/18 are unchanged from 2016/17.

Remaining Title I funds are allocated centrally. This funding is used to fund the second half of the full-day Kindergarten educational assistants in Title I schools, along with some pre-Kindergarten options for low income families, and to provide a range of supplemental academic support. Title I allocations to charter schools are calculated in exactly the same way as allocations to PPS schools. In compliance with Federal requirements, private schools receive support for the Title I eligible students who attend the private schools that are located within the PPS boundaries.

Other Grants

Other grants outside Title I that provide staffing in schools are for certain specific programs and may not be included in the proposed budget. Past examples are School Improvement Grants (SIG) and Language Immersion start up grants.

Special Revenue

Other staffing at schools can come from revenue raised from families either through individual school foundations or through a district-wide fund ([All Hands Raised](#)).

School Foundation Funds

- Schools retain 100% of the first \$10,000 raised each year.
- Above \$10,000, two-thirds of funds raised stay with the school. One-third goes to a district-wide fund, which is administered by All Hands Raised on behalf of PPS and used to fund grants to schools.

Special Education and English as a Second Language

Both Special Education and ESL/Bilingual programs provide staff in the schools. Each school has some FTE allocation from each of these programs. Both programs are supported by a combination of general fund and grant/special revenue funds.

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.

Learning Center Teachers (K-12)

Learning Center teachers are allocated in 0.5 FTE increments, rounded to the nearest 0.5 FTE. The learning center ratio for K-5, K-8, 6-8 and K-12 are as follows:

- Minimum for K-5 is 1.0 except buildings with 12 or less LC students or building size is under 175
- Minimum for K-8 is 1.5 except building with 25 or less LC students
- Minimum for 6-8 is 2.0 except buildings with 50 or less LC students
- Minimum for K-12 is 2.0
- All buildings get a 0.2 increase for combined underserved between 45% and 65% and 0.4 increase for over 65%, 0.5 increase for over 500 combined underserved and 1.0 increase over 600 combined underserved

The Learning Center ratio for high schools remains the same as this year with student to teacher ratio of 28:1.

One-to-One Paraeducators

For 2017/18, paraeducators will be assigned to buildings 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 controlled by the central Special Education department.

DESIGNATED SPECIAL EDUCATION CLASSROOMS

Designated Classroom staffing is as follows:

Behavior Classrooms

Behavior Classrooms (up to 15 students):

Grades K-8

1 Teacher

2 Paraeducators

High School Therapeutic Classroom (up to 15 students):

1 Teacher

2 Paraeducators

1 Qualified Mental Health Professional (QMHP)

Communication Behavior Classrooms (CB)

CB Classrooms (up to 15 students):

1 Grade K-5 Teacher

3 Paraeducators

Grades K-8 CB Team

1 Teacher

2 Paraeducators

Intensive Skills Centers

Each Intensive Skills classrooms (up to 15 students grades K-12) receive allocations as follows:

- 1 Teacher
- 3 Paraeducators

OTHER SPECIAL EDUCATION STAFFING

School Psychologists (K-12)

School Psychologists are allocated using the following formula:

- K-5 110:1; K-8 115:1; 6-8 125:1; K-12 125:1; HS 135:1 - psychologist to student ratio
- 0.1 FTE increase for Title 1 Schools (which includes all Focus and Priority schools)
- Modified Rounding at 0.75
- 0.1 FTE increase for Behavior classrooms
- 0.05 FTE increase for Intensive Skills Classrooms

Schedules will continue to be divided into full days at each school they serve. These FTE are held and allocated centrally.

Speech and Language Pathologists (K-12)

- K-5, K-8, 6-8 Speech and Language Pathologists are allocated based on a ratio of 50:1 (that is, 50 students receiving speech services to one FTE).
- HS allocations are based on a ratio of 55:1.
- This ratio result is adjusted by an addition of 0.1 FTE for each CB and Intensive Skills classroom at all levels. Allocations are rounded to the nearest 0.2 FTE to provide for full days at each school, reducing lost service due to time spent in travel between buildings. These FTE are held and allocated centrally.

ENGLISH AS A SECOND LANGUAGE (ENGLISH LANGUAGE DEVELOPMENT) STAFFING

The ESL staff provides English language assistance to emerging English proficient and immigrant students identified as English Language Learners (ELL). The service helps students develop proficiency in English, which is critical to success in their core curriculum classrooms.

The table below describes ELL teacher allocation for 2017/18. At schools with low numbers of students, services are provided by teachers on an itinerant basis or by school-based staff with specific English Language Development (“ELD”) training.

Schools with 15 students and above are allocated teachers in 0.5 FTE increments.

ELL Students	Teacher Allocations
1 - 14	0.25 *
15 - 29	0.50
30 - 49	1.00
50 - 74	1.50
75 - 99	2.00
100 - 129	2.50
130 - 159	3.00
160 - 189	3.50
190 - 219	4.00
220 - 249	4.50

* In 2017/18 in six schools with less than 10 ELL students, support will be provided by an instructional coach in place of the 0.25 FTE teacher allocation

In addition, based on unique conditions at certain schools, the ESL FTE allocations are decreased, adjusted or augmented above and beyond the regular staffing formula in the following situations:

1. ESL department will consult with individual schools with very small Emergent Bilingual populations and allocate FTE based on unique program/services (i.e. schools with less than five EBs)
2. Some K-8 schools with split campuses and 1.0 or fewer FTE allocated by formula are staffed at the next increment (ESL Dept. will consult with schools where this may not apply)
3. Some K-8 schools with students spanning all grade and ELD levels and 1.0 or fewer FTE allocated by formula are staffed at the next increment (ESL Dept. will consult with schools where this may not apply)
4. Some high schools receive a minimum 0.5 FTE allocation (ESL Dept. will consult with schools where this may not apply)

Bilingual Educational Assistants

Bilingual educational assistant (EA) staffing is based on an ELL student number with extra weighting of students in language proficiency testing (English Language Proficiency Assessment levels 1 and 2). Students at level 1 and 2 get double Bilingual EAs support during core classes. This allocation model is described in the table below:

Weighted 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 EA)
200-249	1.75 FTE (2 EA)
250-299	2.188 FTE (2.5 EA)
300-349	2.625 FTE (3 EA)

English Learner student projections for 2017/18 were developed by ESL Department based on a roll forward of 2016/17 students by grade and estimates of students moving through the proficiency levels.

Numbers of ELPA level 1 and 2 students were used to double-weight the count used for allocation of educational assistants to also support family needs.

Weighted projections for bilingual EA allocations are based on the same student projection used for teacher allocations plus an extra 1.0 weight for each current ELPA level 1 and 2 student. To the extent that resources are available, staffing will be adjusted to reflect differences between October enrollment and the projections initially used for staffing.

2017/18 School General Fund Staffing

Grade Span (17-18)	School / Program	Percentage		Gr K Student Count for Staffing	Gr 1-12 Student Count for Staffing	Total Student Count for Staffing	School-Wide Support						KG Eas to schools with >60% Combined Historically Underserved	Ratio FTE		Equity FTE		Non-Formula		Total General Fund FTE	K-5 Arts	General Fund FTE with Arts
		Free by Direct Certification	Historically Underserved				Principal	Assistant / Vice Principal	Secretary	Media Specialist	Discretionary Support	Counselor		Kindergarten Allocation	Gr 1-12 FTE by Ratio	Socio Economic Status FTE	Historically Underserved FTE	Administrative	Licensed			
K-5	Abemethy	5%	25%	84	438	522	1.00	0.75	0.50	0.25	1.00	3.00	16.22	0.28	23.00	1.00	24.00					
K-5	Ainsworth	2%	29%	100	534	634	1.00	1.00	0.50	0.25	1.00	4.00	19.78	0.47	29.00	1.50	30.50					
K-5	Alameda	4%	21%	115	637	752	1.00	1.00	0.50	0.25	1.50	5.00	23.59		33.84	1.50	35.34					
K-5	Atkinson	19%	48%	67	368	435	1.00	0.75	0.50	0.25	1.00	3.00	13.63	0.59	0.91	0.50	22.13	1.00	23.13			
K-5	Beach	31%	64%	81	383	464	1.00	0.75	0.50	0.25	1.00	0.75	3.00	14.19	1.11	1.39	0.62	24.56	1.00	25.56		
K-5	Bridlemile	8%	30%	74	442	516	1.00	0.75	0.50	0.25	1.00	3.00	16.37			1.13	24.00	1.00	25.00			
K-5	Buckman	20%	45%	76	402	478	1.00	0.75	0.50	0.25	1.00	3.00	14.89	0.62	0.88	0.13	23.02	1.00	24.02			
K-5	Capitol Hill	11%	33%	77	376	453	1.00	0.75	0.50	0.25	1.00	3.00	13.93			0.57	21.00	1.00	22.00			
K-5	Chapman	20%	40%	86	468	554	1.00	1.00	0.75	0.50	1.08	4.00	17.33	0.67	0.83	1.00	1.55	29.96	1.00	30.96		
K-5	Chief Joseph	24%	49%	53	310	363	1.00	0.75	0.50	0.25	1.00	2.00	11.48	0.67	0.83	1.52	20.00	1.00	21.00			
K-5	Duniway	6%	21%	89	442	531	1.00	0.75	0.50	0.25	1.00	4.00	16.37			1.13	25.00	1.00	26.00			
K-5	Forest Park	0%	19%	68	363	431	1.00	0.75	0.50	0.25	1.00	3.00	13.44			1.06	21.00	1.00	22.00			
K-5	Glencoe	11%	37%	67	413	480	1.00	0.75	0.50	0.25	1.00	3.00	15.30			0.20	22.00	1.00	23.00			
K-5	Grout	42%	67%	72	321	393	1.00	0.75	0.50	0.25	1.00	0.75	3.00	11.89	1.26	1.24	1.11	22.75	1.00	23.75		
K-5	James John	49%	76%	68	327	395	1.00	0.75	0.50	0.25	1.00	0.75	3.00	12.11	1.28	1.22	0.39	22.25	1.00	23.25		
K-5	Kelly	48%	80%	75	495	570	1.00	1.00	0.75	0.50	0.75	0.75	3.00	18.33	1.98	2.02	0.17	31.25	1.50	32.75		
K-5	Lewis	19%	43%	65	354	419	1.00	0.75	0.50	0.25	1.00	3.00	13.11	0.63	0.88	1.39	22.50	1.00	23.50			
K-5	Llewellyn	6%	29%	74	426	500	1.00	0.75	0.50	0.25	1.00	3.00	15.78				22.28	1.00	23.28			
K-5	Maplewood	14%	31%	67	327	394	1.00	0.75	0.50	0.25	1.00	3.00	12.11			1.39	20.00	1.00	21.00			
K-5	Markham	40%	63%	73	362	435	1.00	0.75	0.50	0.25	1.00	0.75	3.00	13.41	1.26	1.24	1.09	24.25	1.00	25.25		
K-5	Peninsula	40%	72%	61	223	284	1.00	0.75	0.50	0.25	1.00	0.75	3.00	8.26	0.72	0.78	2.74	19.75	0.50	20.25		

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Grade Span (17-18)	School / Program	Percentage		Gr K Student Count for Staffing	Gr 1-12 Student Count for Staffing	Total Student Count for Staffing	School-Wide Support						KG EAs to schools with >60% Combined Historically Underserved	Ratio FTE		Equity FTE		Non-Formula		Total General Fund FTE	K-5 Arts	General Fund FTE with Arts
		Free by Direct Certification	Historically Underserved				Principal	Assistant / Vice Principal	Secretary	Media Specialist	Discretionary Support	Counselor		Kindergarten Allocation	Gr 1-12 FTE by Ratio	Socio Economic Status FTE	Historically Underserved FTE	Administrative	Licensed			
K - 5	Richmond	4%	20%	111	533	644	1.00	1.00	1.00	0.50	0.25	1.00	4.00	19.74	0.01	28.50	1.50	30.00	30.00			
K - 5	Rieke	6%	30%	65	336	401	1.00	0.75	0.50	0.25	1.00	3.00	12.44	1.06	20.00	1.00	21.00	21.00				
K - 5	Rigler	58%	86%	86	390	476	1.00	0.75	0.50	0.75	1.00	1.00	14.44	1.82	1.68	1.00	1.31	30.25	30.25			
K - 5	Rosa Parks	79%	96%	45	252	297	1.00	0.75	0.50	0.75	1.00	0.50	9.33	1.71	1.29	1.00	3.17	23.50	23.50			
K - 5	Sifton	58%	86%	75	324	399	1.00	0.75	0.50	0.75	1.00	0.75	12.00	1.57	1.43	1.00	2.75	27.50	27.50			
K - 5	Stephenson	3%	28%	54	302	356	1.00	0.75	0.50	0.25	1.00	2.00	11.19	1.31	18.00	1.00	19.00	19.00				
K - 5	Whitman	50%	75%	41	211	252	1.00	0.75	0.50	0.75	1.00	0.50	7.81	1.05	0.95	1.00	2.94	19.75	19.75			
K - 5	Woodlawn	44%	81%	51	270	321	1.00	0.75	0.50	0.75	1.00	0.50	10.00	0.94	1.06	1.00	2.00	22.00	22.00			
K - 5	Woodmere	52%	78%	54	241	295	1.00	0.75	0.50	0.25	1.00	0.50	8.93	1.04	0.96	1.00	2.32	19.75	19.75			
K - 5	Woodstock	16%	35%	97	446	543	1.00	0.75	0.50	0.25	1.00	4.00	16.52	0.50	0.98	25.50	1.00	26.50	26.50			
K - 5	PK/K - 5 Total			2,271	11,716	13,987	31.00	5.00	24.00	15.50	10.75	31.58	8.25	433.92	19.41	19.59	5.00	35.29	734.29	30.50	764.79	
K - 8	Arleta	32%	56%	60	390	450	1.00	0.75	0.50	0.25	1.00	3.00	16.25	0.96	1.04	0.50	26.25	0.50	26.75	26.75		
K - 8	Astor	25%	50%	58	397	455	1.00	0.75	0.50	0.25	1.00	3.00	16.54	0.89	1.11	0.92	26.96	0.50	27.46	27.46		
K - 8	Boise-Eliot/Hum-	58%	91%	68	444	512	1.00	0.75	0.50	0.75	1.00	0.75	18.50	2.04	1.96	1.75	33.00	1.00	34.00	34.00		
K - 8	Beverly Cleary	6%	23%	96	807	903	1.00	1.00	0.50	0.25	1.50	4.00	33.63	1.00	1.65	45.53	1.50	47.03	47.03			
K - 8	Bridger	37%	71%	77	442	519	1.00	0.75	0.50	0.25	1.00	0.75	18.42	1.37	1.63	1.58	31.25	1.00	32.25	32.25		
K - 8	César Chávez	53%	88%	64	511	575	1.00	0.75	0.50	0.75	1.00	0.75	21.29	2.23	2.27	3.85	38.39	1.00	39.39	39.39		
K - 8	Creative Science	15%	37%	48	446	494	1.00	0.75	0.50	0.25	1.00	2.00	18.58	0.50	0.50	0.50	26.08	0.50	26.58	26.58		
K - 8	Creston	32%	59%	43	309	352	1.00	0.75	0.50	0.25	1.00	2.00	12.88	0.70	0.80	1.33	21.21	0.50	21.71	21.71		
K - 8	Faubion	46%	81%	67	440	507	1.00	0.75	0.50	0.75	1.00	0.75	18.33	1.65	1.85	1.21	31.79	1.00	32.79	32.79		

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		Free by Direct Certification	Historically Underserved				Principal	Assistant / Vice Principal	Secretary	Media Specialist	Discretionary Support	Counselor		Kindergarten Allocation	Gr 1-12 FTE by Ratio	Socio Economic Status FTE	Historically Underserved FTE	Administrative	Licensed				
K - 8	Harrison Park	55%	85%	72	591	663	1.00	1.00	1.00	0.50	0.75	1.00	0.75	3.00	24.63	2.56	2.44	1.00	1.00	39.63	1.00	40.63	
K - 8	Hayhurst	15%	33%	99	501	600	1.00	1.00	1.00	0.50	0.25	1.00	1.00	4.00	20.88	0.50	1.00	1.00	1.10	32.23	1.00	33.23	
K - 8	Irvington	17%	47%	52	388	440	1.00	1.00	0.75	0.50	0.25	1.00	1.00	2.00	16.17	0.56	0.94	0.53	0.53	24.70	0.50	25.20	
K - 8	Laurelhurst	7%	24%	69	607	676	1.00	1.00	1.00	0.50	0.25	1.00	1.00	3.00	25.29			0.70	0.70	33.74	1.00	34.74	
K - 8	Lee	47%	79%	52	398	450	1.00	1.00	0.75	0.50	0.25	1.00	0.50	2.00	16.58	1.48	1.52	2.00	2.00	28.58	0.50	29.08	
K - 8	Lent	53%	86%	56	458	514	1.00	1.00	0.75	0.50	0.75	1.00	0.50	2.00	19.08	2.00	2.00	1.50	1.50	32.08	1.00	33.08	
	Martin Luther King																						
K - 8	Jr.	61%	87%	68	322	390	1.00	0.75	0.75	0.50	0.75	1.00	0.75	3.00	13.42	1.60	1.40	1.00	3.96	29.13	0.50	29.63	
K - 8	Marysville	44%	67%	44	308	352	1.00	0.75	0.75	0.50	0.25	1.00	0.50	2.00	12.83	1.04	0.96	2.34	2.34	23.17	0.50	23.67	
K - 8	Roseway Heights	25%	48%	69	577	646	1.00	1.00	1.00	0.50	0.25	1.00	1.00	3.00	24.04	1.14	1.36	0.75	0.75	35.04	1.00	36.04	
K - 8	Sabin	14%	40%	71	476	547	1.00	1.00	0.75	0.50	0.25	1.00	1.00	3.00	19.83	1.00	1.00	2.67	2.67	31.00	1.00	32.00	
K - 8	Scott	51%	79%	69	457	526	1.00	1.00	0.75	0.50	0.25	1.00	0.75	3.00	19.04	1.80	1.70	1.75	1.75	32.54	1.00	33.54	
K - 8	Skyline	9%	32%	25	272	297	1.00	0.75	0.75	0.50	0.25	1.00	1.00	1.00	11.33			2.72	2.72	18.55	0.50	19.05	
	Sunnyside Envi-																						
K - 8	ronmental	15%	37%	58	558	616	1.00	1.00	1.00	0.50	0.25	1.00	1.00	3.00	23.25	0.50	0.50	0.50	0.50	32.00	1.00	33.00	
K - 8	Vernon	28%	52%	69	427	496	1.00	1.00	0.75	0.50	0.25	1.00	1.00	3.00	17.79	0.94	1.07	2.11	2.11	29.40	1.00	30.40	
K - 8	Vestal	48%	72%	57	332	389	1.00	0.75	0.75	0.50	0.25	1.00	0.75	3.00	13.83	1.30	1.20	1.50	1.50	26.08	0.50	26.58	
K - 8	Winterhaven	4%	22%	24	328	352	1.00	0.75	0.75	0.50	0.25	1.00	1.00	1.00	13.67			0.50	0.50	18.67	0.50	19.17	
	K - 8 PK/K - 8 Total			1,535	11,186	12,721	25.00	19.00	20.25	12.50	9.25	25.50	7.50	67.00	466.08	25.75	26.25	4.00	38.92	747.00	20.00	767.00	

2017/18 School General Fund Staffing

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		Free by Direct Certification	Historically Underserved				Principal	Assistant / Vice Principal	Secretary	College Career Coord	Media Specialist	Discretionary Support		Counselor	Kindergarten Allocation	Gr 1-12 FTE by Ratio	Socio Economic Status FTE	Historically Underserved FTE	Administrative			
6 - 8	Beaumont	24%	47%	-	569	569	1.00	1.00	0.75	0.50	1.25	1.00	21.88	0.91	1.09	0.20	29.58	0.20	29.58	29.58		
6 - 8	da Vinci	13%	37%	-	468	468	1.00	1.00	0.75	0.50	0.50	1.00	18.00			0.20	22.95	0.20	22.95	22.95		
6 - 8	George	63%	90%	-	393	393	1.00	1.00	0.75	0.50	1.00	1.00	15.12	1.85	1.65	2.45	26.32	2.45	26.32	26.32		
6 - 8	Gray	12%	30%	-	560	560	1.00	1.00	0.75	0.50	1.25	1.00	21.54			0.20	27.24	0.20	27.24	27.24		
6 - 8	Hosford	19%	36%	-	634	634	1.00	1.00	0.75	0.50	1.50	1.00	24.38	1.00		0.25	31.38	0.25	31.38	31.38		
6 - 8	Jackson	17%	41%	-	637	637	1.00	1.00	0.75	0.50	1.50	1.00	24.50	0.80	1.20	0.20	32.45	0.20	32.45	32.45		
6 - 8	Lane	49%	75%	-	447	447	1.00	1.00	0.75	0.50	0.50	1.00	17.19	1.55	1.45	3.45	28.39	3.45	28.39	28.39		
6 - 8	Mt Tabor	13%	34%	-	746	746	1.00	1.00	0.75	0.50	1.50	1.50	28.69			0.31	35.25	0.31	35.25	35.25		
5 - 8	Ockley Green	35%	67%	-	601	601	1.00	1.00	0.75	0.50	1.50	1.00	23.12	1.38	1.62	1.00	33.57	1.00	33.57	33.57		
6 - 8	Sellwood	10%	33%	-	603	603	1.00	1.00	0.75	0.50	1.50	1.00	23.19			0.03	28.97	0.03	28.97	28.97		
6 - 8	West Sylvan	5%	24%	-	887	887	1.00	1.00	0.75	0.50	1.50	1.50	34.12			1.00	41.37	1.00	41.37	41.37		
MIDDLE SCHOOL TOTAL				-	6,545	6,545	11.00	10.00	8.25	5.50	13.50	12.00	251.73	7.49	7.01	2.00	337.47	8.99	337.47	337.47		
K - 8	ACCESS	5%	26%	-	353	353	1.00	1.00	0.75	0.50	0.25	1.00	14.71			0.55	18.76	0.55	18.76	18.76	0.50	
K - 12	MLC	11%	39%	24	403	427	1.00	1.00	0.75	1.00	1.00	1.00	1.00	16.79			0.46	24.50	0.46	24.50	0.50	

2017/18 School General Fund Staffing

Grade Span (17-18)	School / Program	Percentage		Gr 1-12 Student Count for Staffing	School-Wide Support						Equity		Non-Formula		Total General Fund FTE	
		Free by Direct Certification	Historically Underserved		Principal	Assistant/Vice Principal	Secretary	College /Career Coordination	Discretionary Support	Counselor	FTE by Ratio	Socio Economic Status FTE	Historically Underserved FTE	Administrative		Licensed
9 - 12	Benson	31%	67%	1,061	1.00	2.00	1.50	1.50	2.00	3.50	45.34	2.73	2.77	3.00	3.00	65.34
9 - 12	Cleveland	14%	32%	1,664	1.00	2.00	2.00	1.50	3.00	5.50	71.11	2.19	2.31	1.00	1.00	92.61
9 - 12	Franklin	28%	53%	1,677	1.00	2.00	2.00	1.50	3.00	5.50	71.67	3.98	3.53	1.00	1.50	96.67
9 - 12	Grant	9%	30%	1,478	1.00	2.00	2.00	1.50	2.50	5.00	63.16	1.18	1.82	1.00	2.39	83.55
9 - 12	Jefferson	40%	78%	633	1.00	1.00	1.50	1.50	1.00	2.00	27.05	2.07	1.93	1.00	5.75	45.80
9 - 12	Lincoln	4%	21%	1,742	1.00	2.00	2.00	1.50	3.00	6.00	74.44	0.63	1.37	1.00	1.00	93.94
9 - 12	Madison	39%	68%	1,108	1.00	2.00	1.50	1.50	2.00	3.50	47.35	3.55	2.96	7.00	7.00	72.35
9 - 12	Roosevelt	48%	81%	897	1.00	2.00	1.50	1.50	1.50	3.00	38.33	3.62	2.88	7.20	7.20	62.53
9 - 12	Wilson	12%	32%	1,480	1.00	2.00	2.00	1.50	2.50	5.00	63.25	1.58	1.92	1.50	1.50	82.25
HIGH SCHOOL TOTAL				11,740	9.00	17.00	16.00	13.50	20.50	39.00	501.70	21.52	21.48	5.00	30.34	695.04
9 - 12	Alliance	40%	78%	275	1.00	1.00	1.00	1.50	0.75	2.00	11.75	1.04	0.96	5.75	5.75	26.75

2017/18 School General Fund Staffing

School Type	Gr K-12 Student Count	Gr K Student Count for Staffing	Gr 1-12 Student Count for Staffing	Total Student Count for Staffing (Gr. K weighted 0.75)	Administrative Support	KG Eas to schools with >60% Combined Historically Underserved	Ratio FTE		Equity FTE		Non-Formula Detail		Total General Fund FTE	K-5 Arts	General Fund FTE with Arts
							Kindergarten Allocation	Gr 1-12 FTE by Ratio	Socio Economic Status FTE	Historically Underserved FTE	Administrative	Licensed			
PK/K - 5 Subtotal	13,987	2,271	11,716	13,987	117.83	8.25	95.00	433.92	19.41	19.59	5.00	35.29	734.29	30.50	764.79
PK/K - 8 Subtotal	12,721	1,535	11,186	12,721	111.50	7.50	67.00	466.08	25.75	26.25	4.00	38.92	747.00	20.00	767.00
ELEMENTARY TOTAL	26,708	3,806	22,902	26,708	229.33	15.75	162.00	900.00	45.15	45.85	9.00	74.20	1,481.29	50.50	1,531.79
MIDDLE SCHOOL TOTAL	6,545	-	6,545	6,545	60.25	-	-	251.73	7.49	7.01	2.00	8.99	337.47	-	337.47
HIGH SCHOOL TOTAL	11,740	-	11,740	11,740	115.00	-	-	501.70	21.52	21.48	5.00	30.34	695.04	-	695.04
ALTERNATIVE TOTAL	1,055	24	1,031	1,055	17.00	1.00	43.25	1.04	0.96	-	-	6.76	70.01	1.00	71.01
TOTAL	46,048	3,830	42,218	46,048	421.58	15.75	163.00	1,696.68	75.20	75.30	16.00	120.30	2,583.81	51.50	2,635.31