



# Community Budget Review Committee

February 27, 2025

Meeting Starts at 5:30 pm

# Agenda

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- Housekeeping
  - Introductions
  - Topics & Questions/Answers
  - March 4 Board/CBRC Work Session
- CBRC Leadership
- Budget Document Training
- Legislative Updates from Lisa Merrick, PPS Senior Manager of Government Relations

# Housekeeping

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- Introductions
  - Welcome to members joining for the first time and welcome to Tami Booth, our new Budget Director!
- Upcoming Topics and Questions/Answers
  - What are your **big questions**?
  - Email [amartin5@pps.net](mailto:amartin5@pps.net) with requests for topics and questions.
  - A running list of [questions/answers](#) will be maintained throughout the process.
- March 4 Board of Education / CBRC Work Session
  - Topics: [Budget Community Engagement Findings and Integrated Grant Milestones](#)
  - Estimated start time is 7:00 pm
  - Prophet Center, 501 N. Dixon Street (or Zoom if needed)

# Housekeeping

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## Upcoming CBRC Meetings

- March 20, 2025, 5:30pm-7:30pm, Zoom
- April 24, 2025, 5:30pm-7:30pm, Zoom
- Additional April and May working meetings for CBRC report creation are TBD

## CBRC / Board of Education Engagements

- March 4, 2025, about 7:00pm, Prophet Education Center - Board and CBRC Budget Work Session
- May 6, 2025, within 6:00pm-9:00pm, Prophet Education Center - CBRC Reports Presented to Board

FYI - Current Year Budget Amendment Postponed

# CBRC Leadership

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- Share about commitment
- Share perspectives
- State or reaffirm your interest
- Vote

# Budget Document Training

## Objective

Build understanding of reports within budget documents to support CBRC analysis.

For tonight...

→ [2024-25 Volume 1](#)

Upcoming session will share more about...

→ [2024-25 Volume 2](#)

For further reading...

→ [Annual Comprehensive Financial Report](#)

# Budget Basics

- **The budget is the district's *plan*.** At the time of budgeting, resources and requirements are *estimated*.
- **Each fund has a budget.** The fund budget includes appropriation levels by major function.
- **Function** describes the purpose of the services or activity (for example: instruction, support services, facilities).
- **Object** describes what is being paid for (for example: salaries, payroll costs, purchased services, supplies).

# Schedule of Appropriations

The budget resolution voted on by the Board is presented in a **schedule of appropriations**.

The schedule includes **resources** (estimated revenues and beginning fund balance) and **requirements** (estimated expenses, ending fund balance, and contingency).

**Each major fund must balance** resources and requirements.

The schedule provides the **basis of spending** within major funds and major functions.

Attachment A  
**Portland Public Schools**  
**Adjustments to the 2024-25 Approved Budget**  
**June 11, 2024**  
(in thousands)

	Proposed Budget	Adjustment	Approved Budget	Recommended Adopted Budget
<b>100 - General Funds</b>				
<b>Resources</b>				
Beginning Fund Balance	84,205	2,933	87,138	87,138
Local Property and Other Taxes	351,964	-	351,964	351,964
Local Option Taxes	104,608	-	104,608	104,608
Other Local Sources	26,749	-	26,749	26,749
County and Intermediate Sources	12,306	-	12,306	12,306
State Sources	271,565	-	271,565	271,565
Federal Sources	15	-	15	15
Other	1,700	(1,650)	50	50
<b>Total</b>	<b>853,111</b>	<b>1,283</b>	<b>854,394</b>	<b>854,394</b>
<b>Requirements</b>				
Instruction	437,284	1,800	439,084	439,084
Support Services	355,802	(840)	354,962	354,962
Enterprise and Community Svcs	3,257	-	3,257	3,257
Debt Service	2,194	(1,855)	339	339
Transfers of Funds	11,918	3,979	15,895	15,895
Contingency	42,656	(1,800)	40,856	40,856
<b>Total</b>	<b>853,111</b>	<b>1,283</b>	<b>854,394</b>	<b>854,394</b>

See page 292 of the [2024-25 Adopted Budget](#)



# Government Relations Updates



**TOGETHER,  
WE RISE**

# Legislative Updates - Key Legislative Dates



Governor's Recommended Budget Released	December 2024
2025 Legislative Session Convenes	January 21, 2025
Measure Introduction Deadline	February 25, 2025
February Revenue Forecast	February 26, 2025
Ways and Means Co-Chairs Budget Released	March 2025
May Revenue Forecast	May 14, 2025
2025 Legislative Session Adjourns	June 28, 2025

# Legislative Updates - Key Bills

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- Special Education Funding Bills
  - **HB 2953** - lifts the cap on SPED funding
  - **HB 2448** - fully funds the High-Cost Disability Account
  - Regional Inclusive Funding (RIS) - **\$50 M additional investment**
  - EI/ECSE - **\$40 M additional investment**
- **HB 3435** - School Meals for All
- **HB 3039** - Summer Learning
- **HB 3040** - Early Literacy Initiative

# AIR - Oregon Education Funding Study



- American Institutes of Research (AIR) Study on Oregon's education funding available on [OLIS](#).
- One of the [reports](#) states that the typical Oregon school needs to spend **33% more per student to give them an equal opportunity to academic success**. And it says the additional funding should be heavily weighted toward schools with higher poverty, lower median family incomes and more Black and Latino students. Spending at that level should equip the state's schools to generate a 90% graduation rate, raise math and reading mastery levels close to state targets and reduce chronic absenteeism from nearly worst-in-nation to the national average, researchers wrote.
- The [report](#) also recommended that the state should have a role in ensuring districts can equally build and maintain school facilities. However, capital funding should be considered outside of the primary state mechanism for appropriating funding to support operations.
- In addition to providing the amount of funding school districts should provide to ensure funding adequacy for students, the American Institutes of Research proposed an entirely new funding formula that would more accurately account for the costs of educating the highest-needs students, particularly those from economically disadvantaged families and with mild to severe disabilities.

# Legislative Updates - March Revenue Forecast

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- Yesterday, lawmakers received the March forecast and revenue update. Budget writers learned they have an additional **\$350 million** to spend during the 2025-27 biennium. Oregon's state economists are noting that a “**potential variance**” can swing up to **\$500 million either way in the foreseeable future**.
- With this latest economic data, Oregon is still expecting a **kicker for 2025 tax return filers of \$1.7 billion**.
- **The next forecast is scheduled to be released on May 14** and serves as the foundation for the 2025 legislatively adopted budget.

# State Advocacy

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## State Advocacy Toolkit

**Get involved and help  
Oregon students achieve  
their highest potential!**

- **Legislative Engagement**
- **External Engagement**
- **Templates and Scripts**

# Federal Budget Updates

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- **On Tuesday, the U.S. House of Representatives passed the FY 2025 Budget Resolution by a vote of 217-215.** The measure was approved on a near party line vote, with one Republican joining all Democrats voting in opposition.
- The Senate passed their own version of the Budget Resolution on a party line vote last week.
- The two chambers must now agree on **one Budget Resolution** before the process moves to the individual committees that will develop a Budget Reconciliation bill that includes more detailed information and specific funding cuts.
- Proposed Cuts
  - **Medicaid:** a minimum of about 10% or \$880 billion to be cut from the Medicaid program over the next ten years.
  - **School Meal Eligibility Changes:** reduce the number of schools that can offer the Community Eligibility Program, and require 100% of applicants to provide income verification documentation.
  - **Education Funding Reductions and Block Grants:** a 25% cut to Title I, and cut all funding for the Title II and Title III programs. Congress is also considering different “block grant” proposals, which would combine multiple education programs into one pot of funding. Historically, Congress has used block granting to reduce federal spending and cut funding to beneficiaries over time.

# Appendix



**TOGETHER,  
WE RISE**



# Glossary

Board of Education (BOE)

Budget Calendar

Community Budget Review Committee (CBRC)

Full-Time Equivalent (FTE)

Function

Fund

Integrated Grant

Multnomah Education Service District (MESD)

Needs Assessment

Object

Requirements

Resources

Restricted Revenue

Tax Supervising & Conservation Commission (TSCC)

# **CBRC Charter & Operating Guide**

## **MISSION**

The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC serves as an advisory group to the elected members of the Board.

## **STRUCTURE**

The CBRC is composed of eight to twelve volunteer members. From an applicant pool, members are selected and appointed by the Board to a three-year term, and may serve up to three terms. Student members are generally appointed to one-year terms.

# Our Why

Our mission is to **educate all children to their highest potential** to be productive, respectful, self-reliant, and responsible citizens who value the richness of diversity.

## PPS reImagined

*Preparing Our Students to Lead Change and Improve the World*

- Educational System Shifts
- Educator Essentials
- Graduate Portrait

## Forward Together

*Strategic Plan for Racial Equity, Inclusion, and Excellence*

- Racial Equity & Social Justice
- Inclusive & Differentiated Learning
- Professional Excellence & Support
- Embracing Change

## Board of Education Goals

*Eliminate Opportunity and Outcome Gaps*

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

# Budget Planning Cycle

## BUDGET BUILDING

*April - June*

Worksessions

Propose Budget

CBRC Report

Approve Budget

Public Comment & Hearing

TSCC Certify Budget

Adopt Budget



## FISCAL NEW YEAR

*July - September*

Implement & Monitor Budget

Close & Audit Prior Year

## BUDGET PLANNING

*January - March*

Finalize Priorities

Implement Workforce Plan

Conduct Budget Outreach

## BUDGET AWARENESS

*October - December*

Adopt [Budget Calendar](#)

Forecast Enrollment & Finances

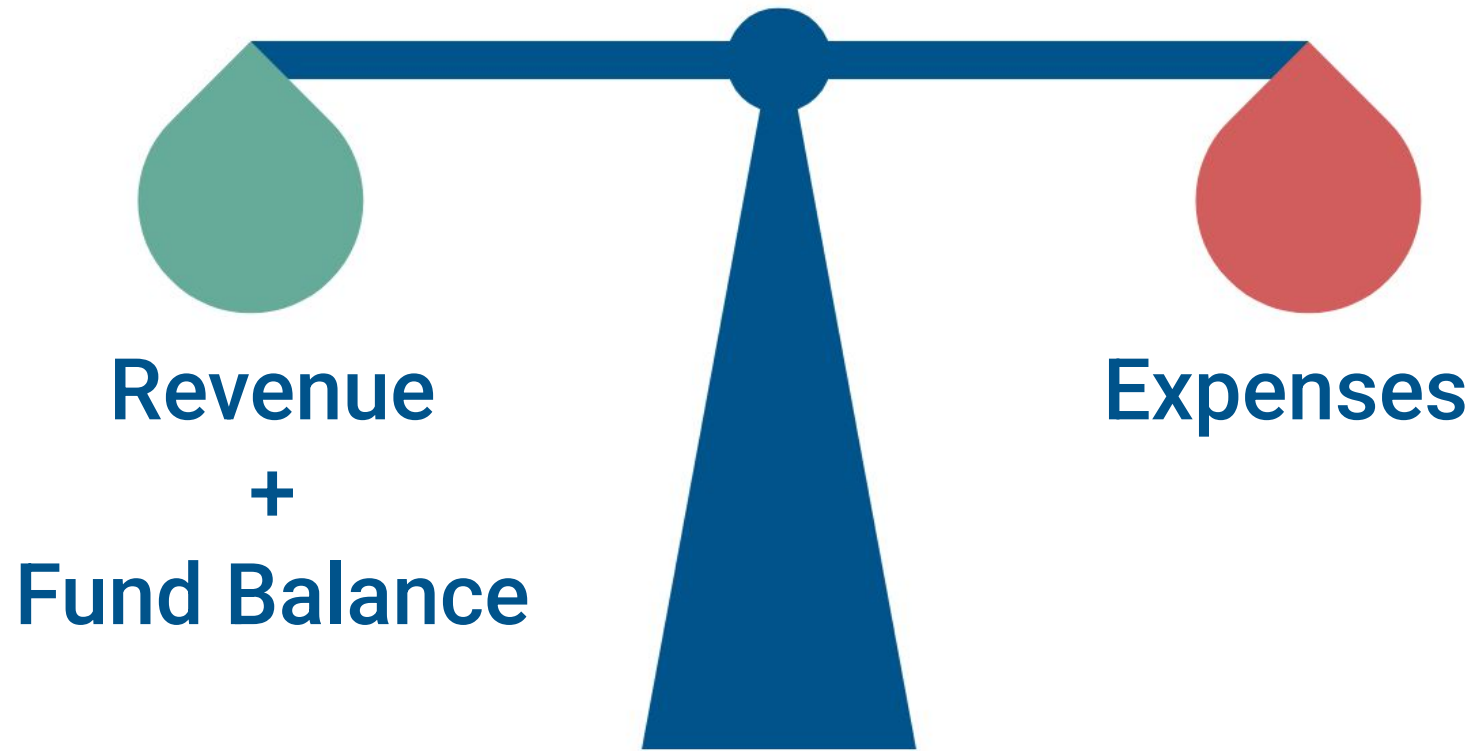
Conduct Needs Assessment

Engage with Stakeholders

# Building a Balanced Budget

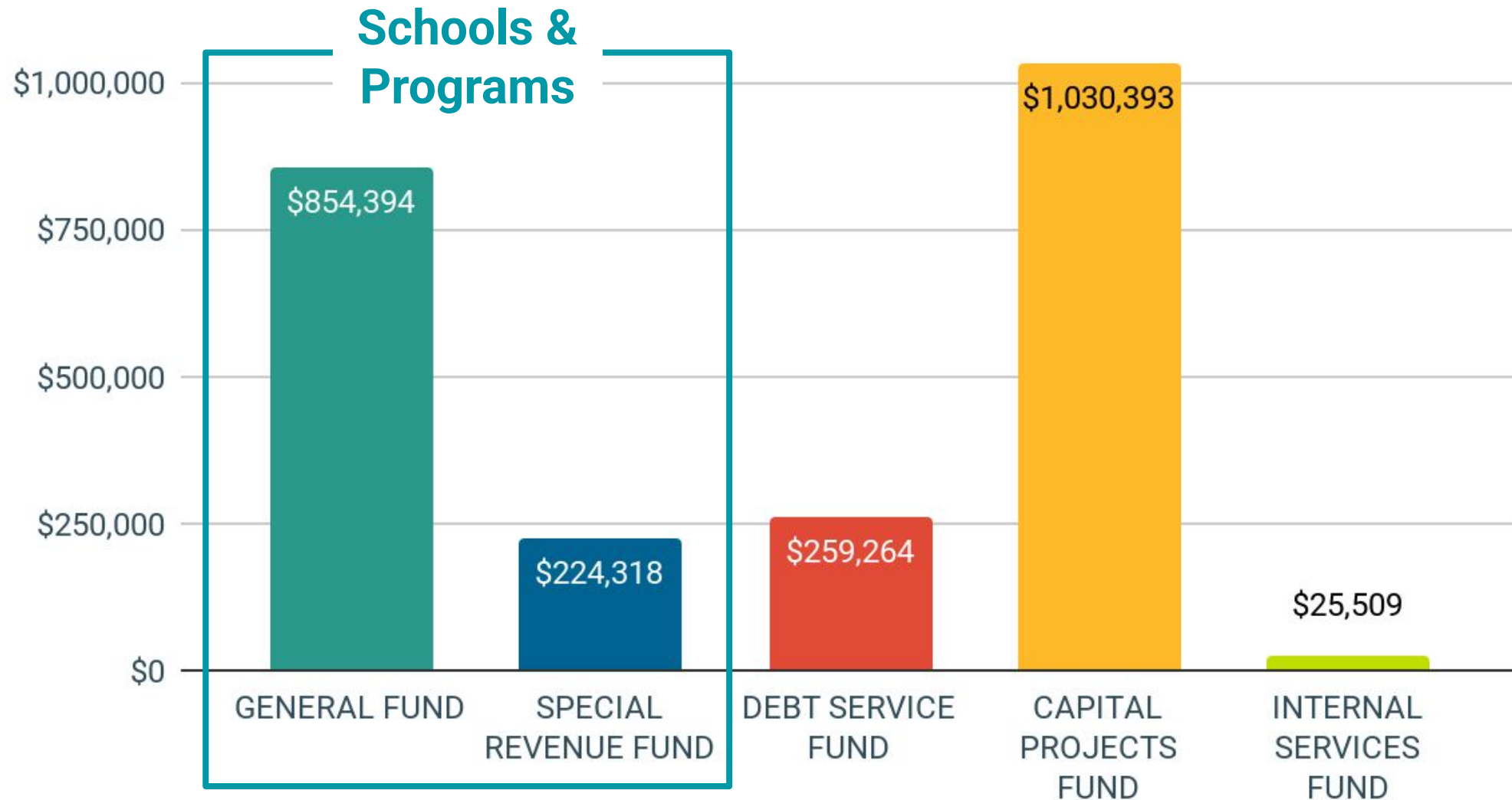
**RESOURCES**

**REQUIREMENTS**

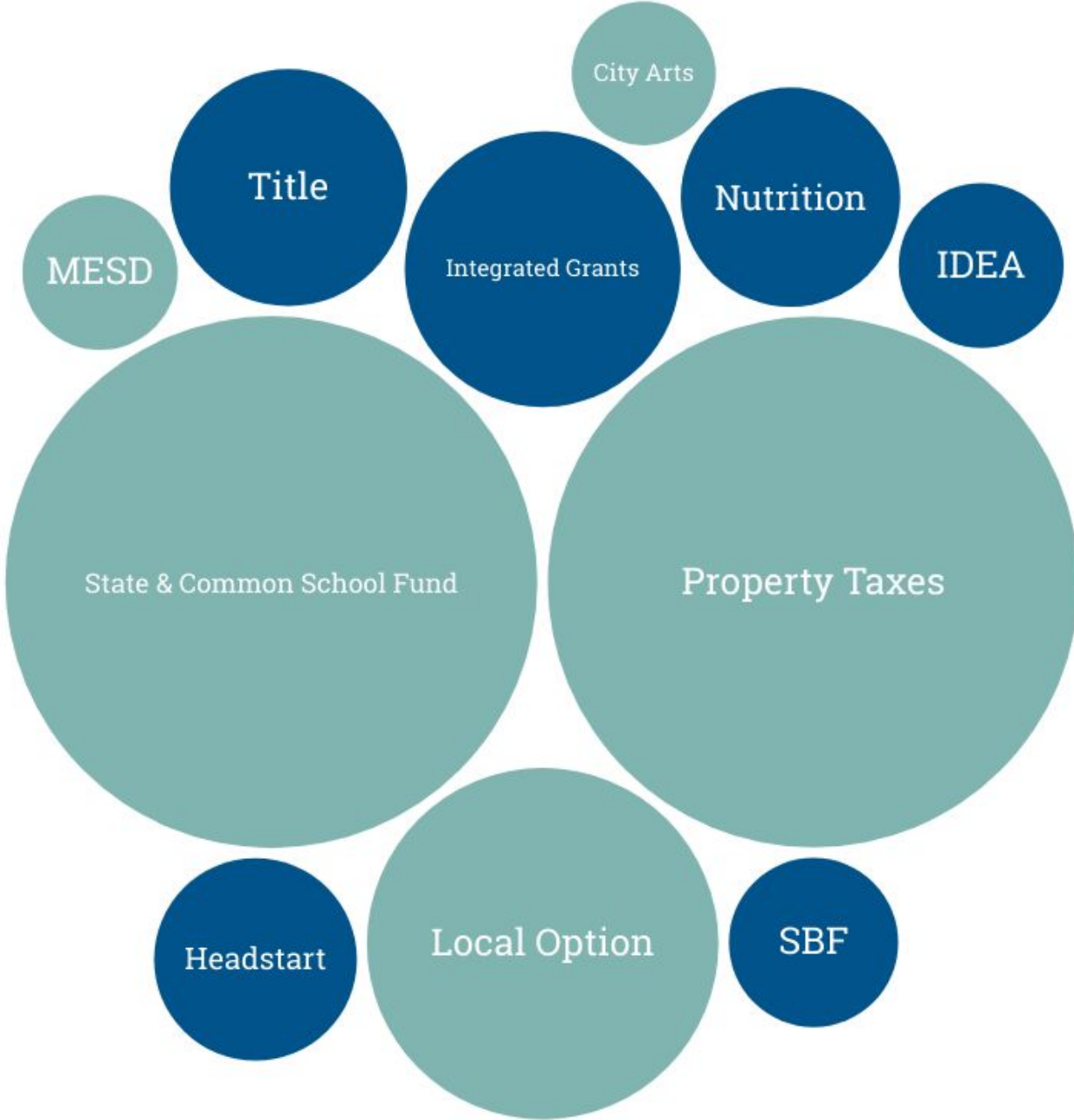


# Funds in the PPS Budget

2024-25 Adopted Budget (In Thousands)



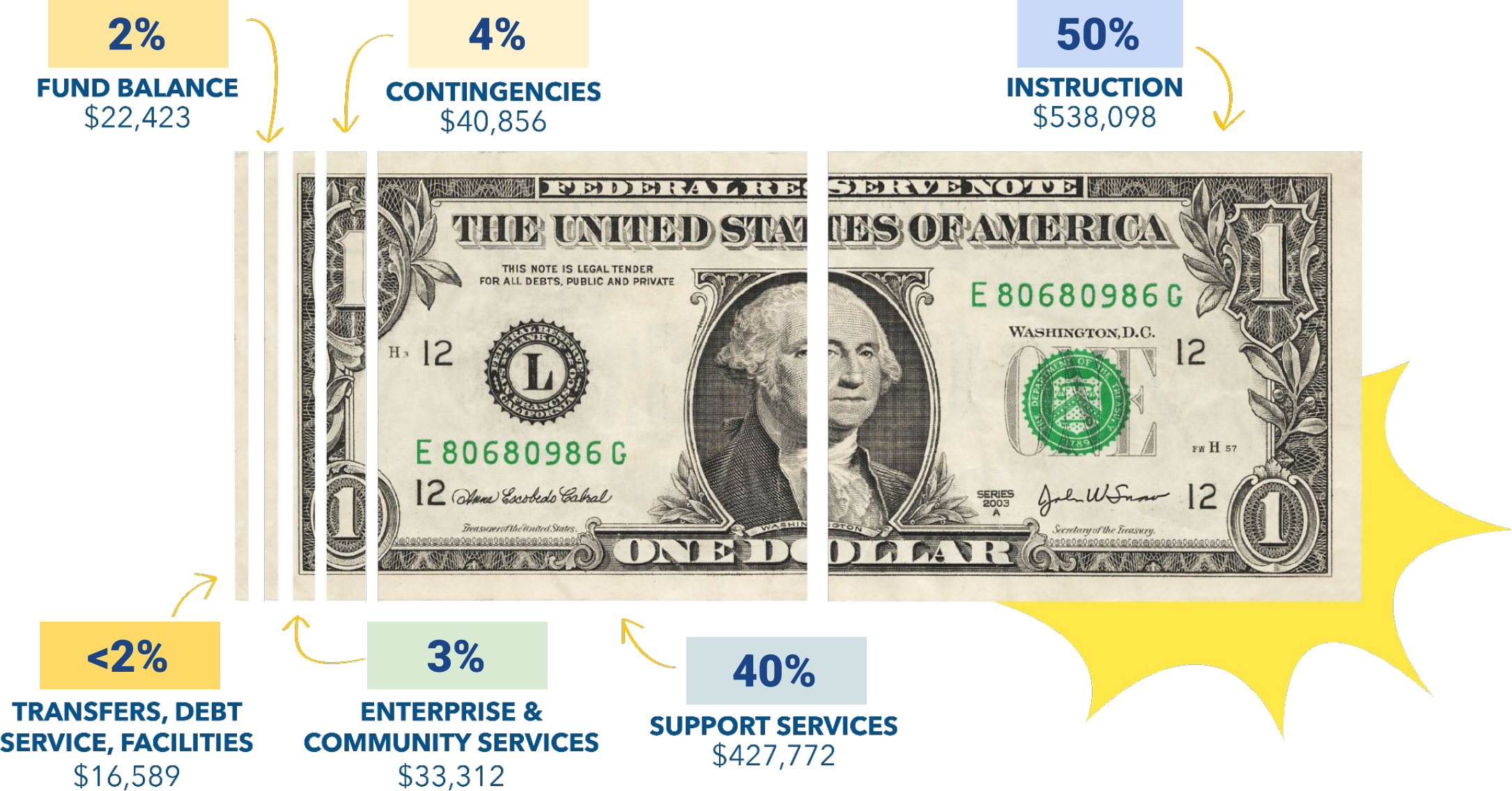
# General Fund and Special Revenue Fund Revenue Sources



This is an illustration, it is not an exhaustive representation of our district's revenue sources.

# Expense Categories - General and Special Revenue Fund by Function

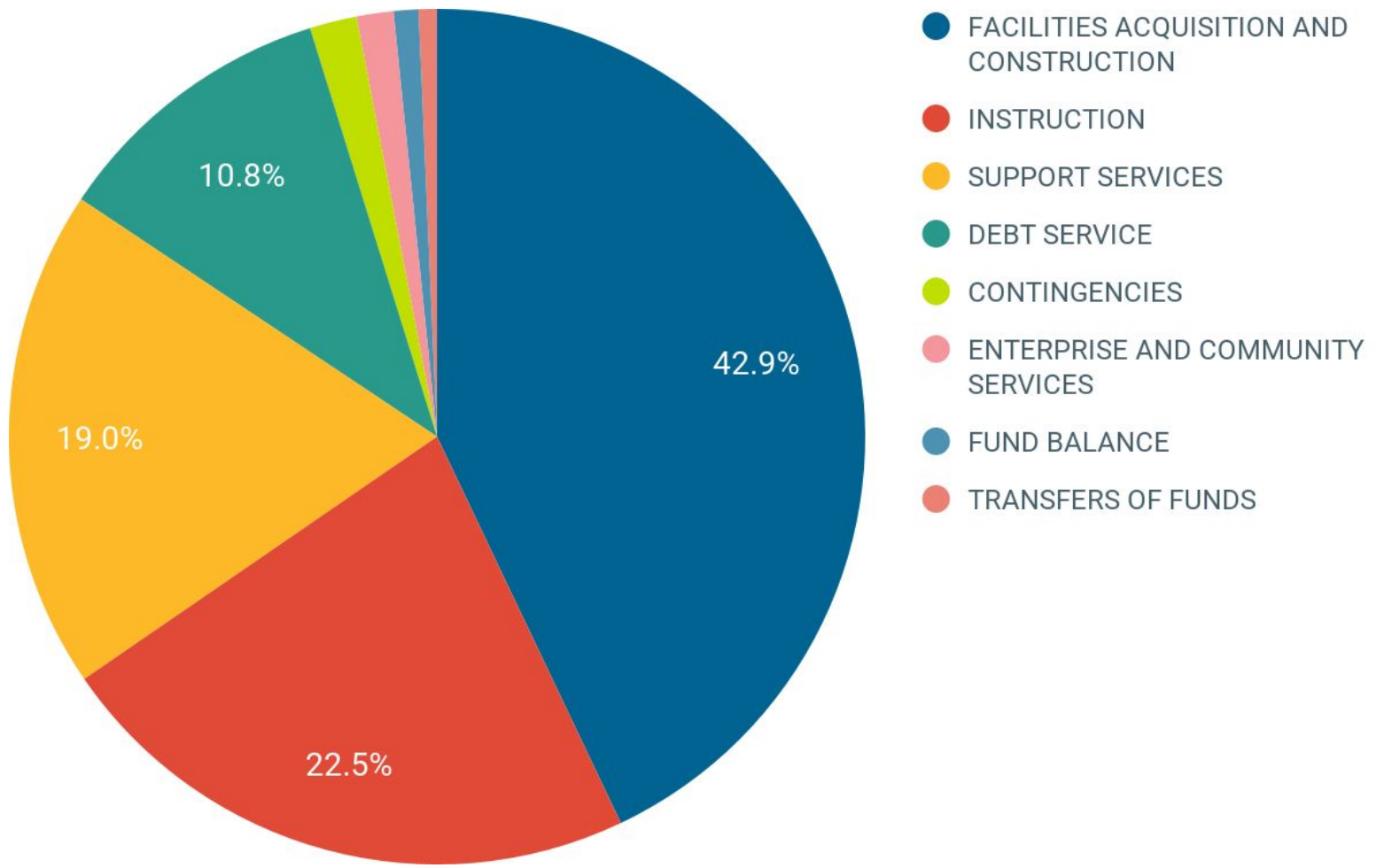
2024-25 Adopted Budget (In Thousands)





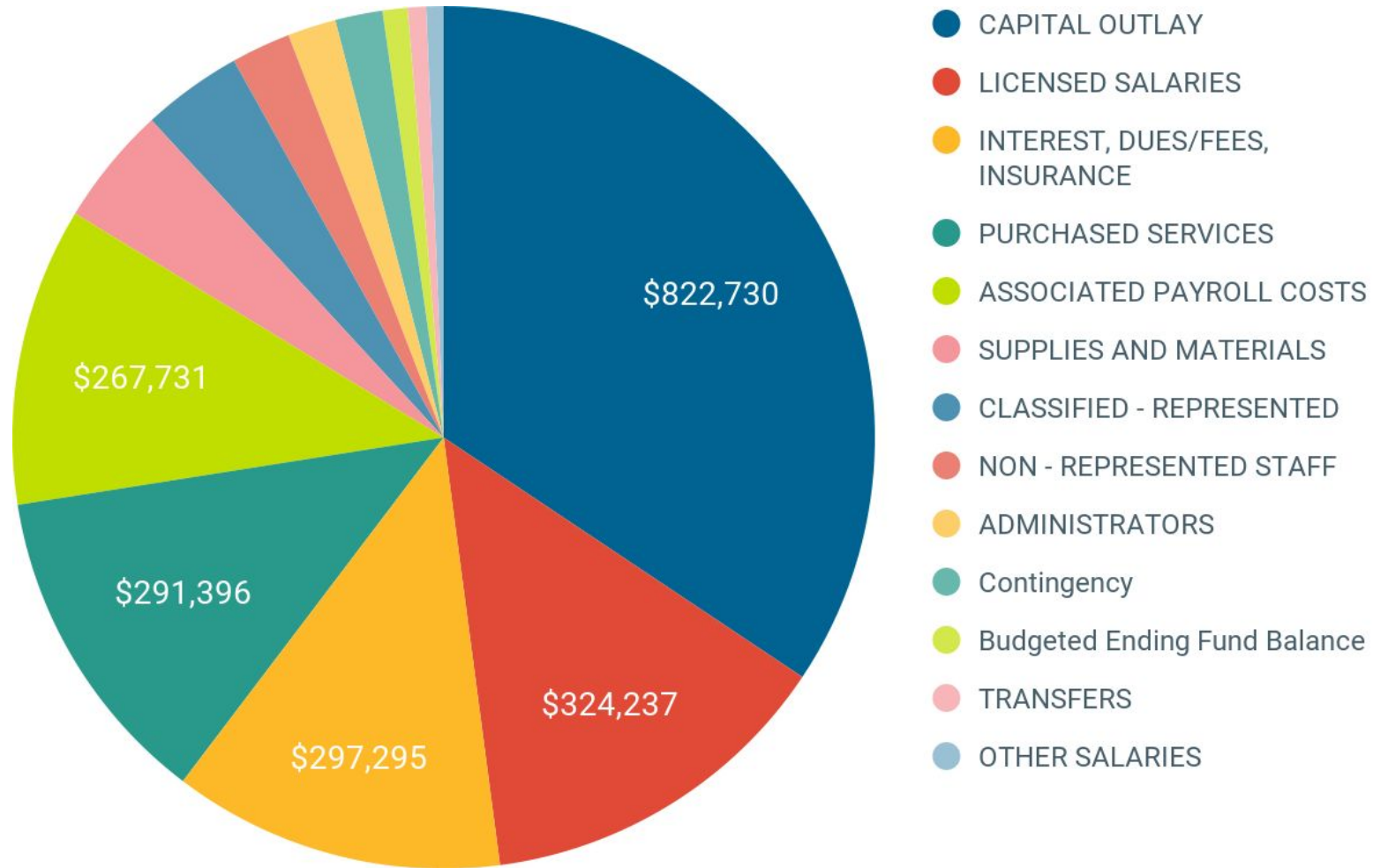
# Expense Categories - All Funds by Function

2024-25 Adopted Budget (In Thousands)



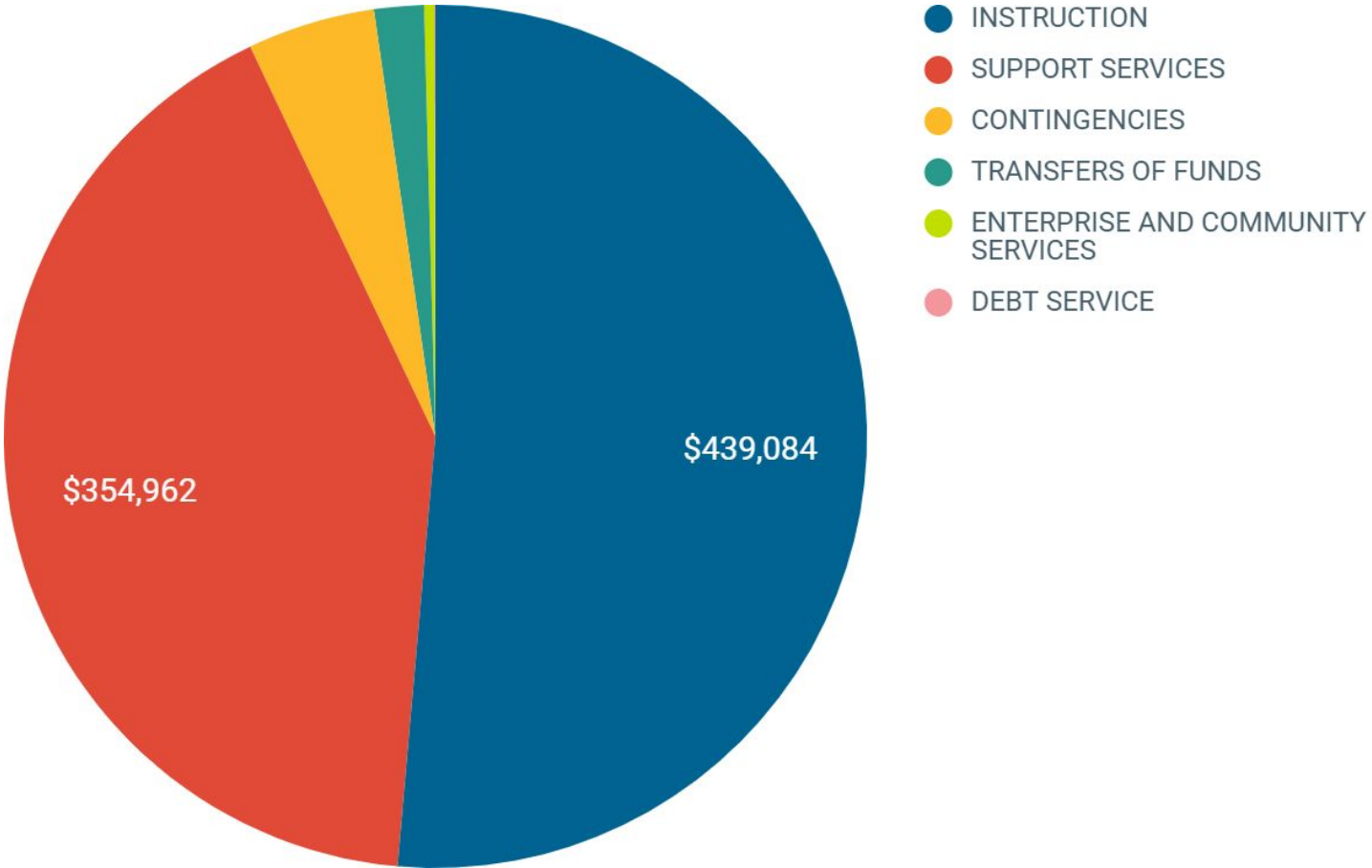
# Expense Categories - All Funds by Object

2024-25 Adopted Budget (In Thousands)



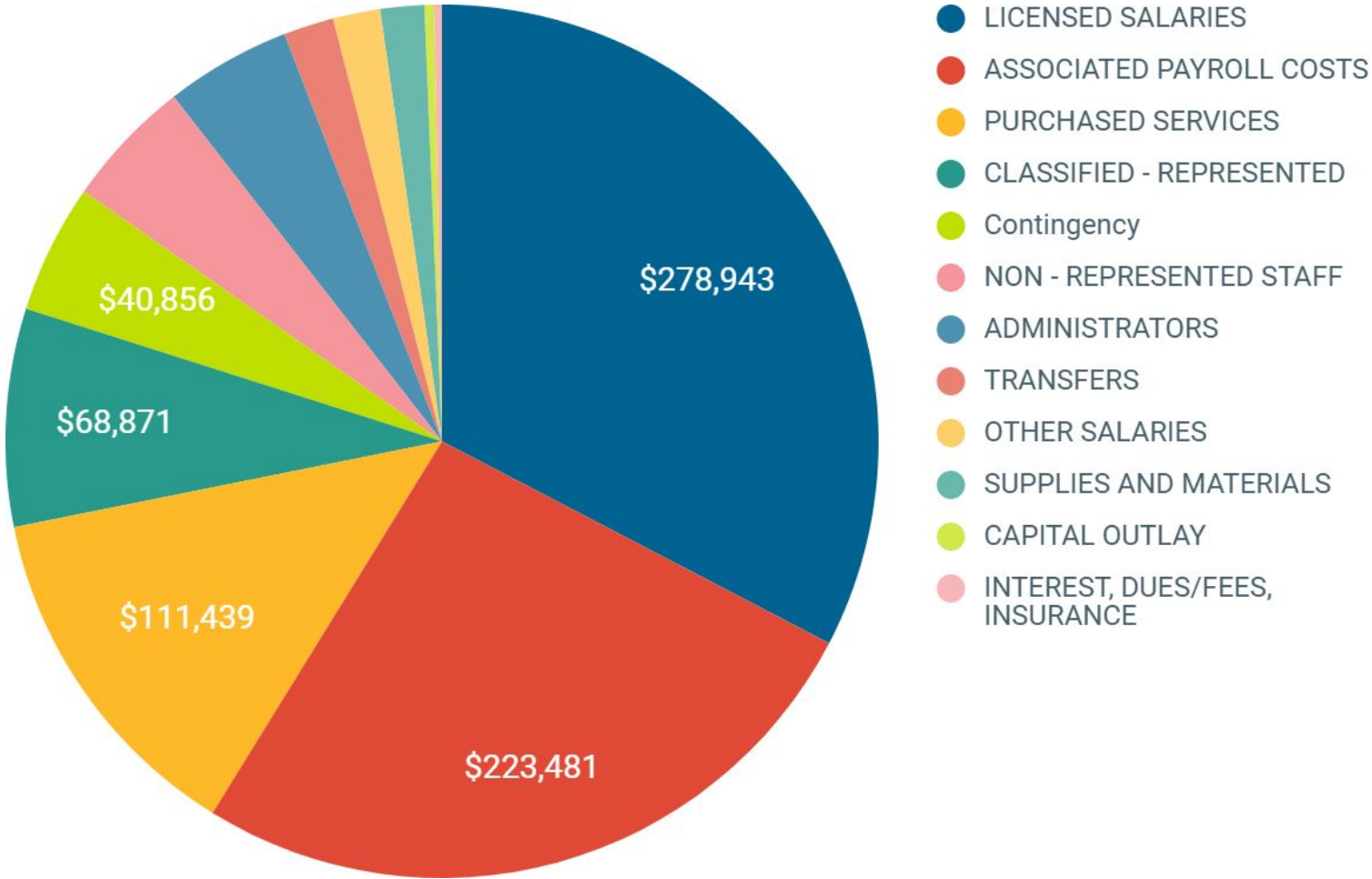
# Expense Categories - General Fund by Function

2024-25 Adopted Budget (In Thousands)



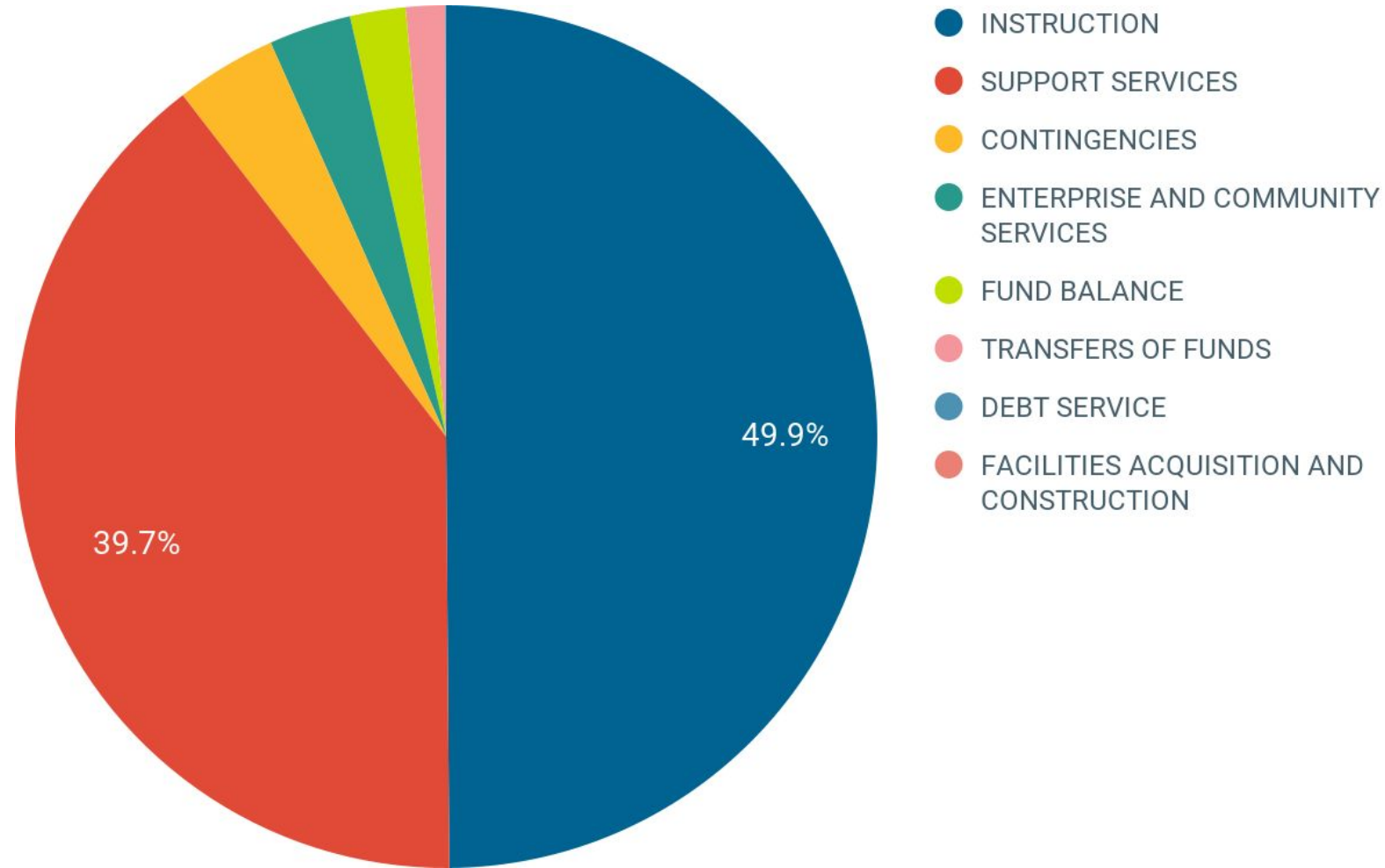
# Expense Categories - General Fund by Object

2024-25 Adopted Budget (In Thousands)



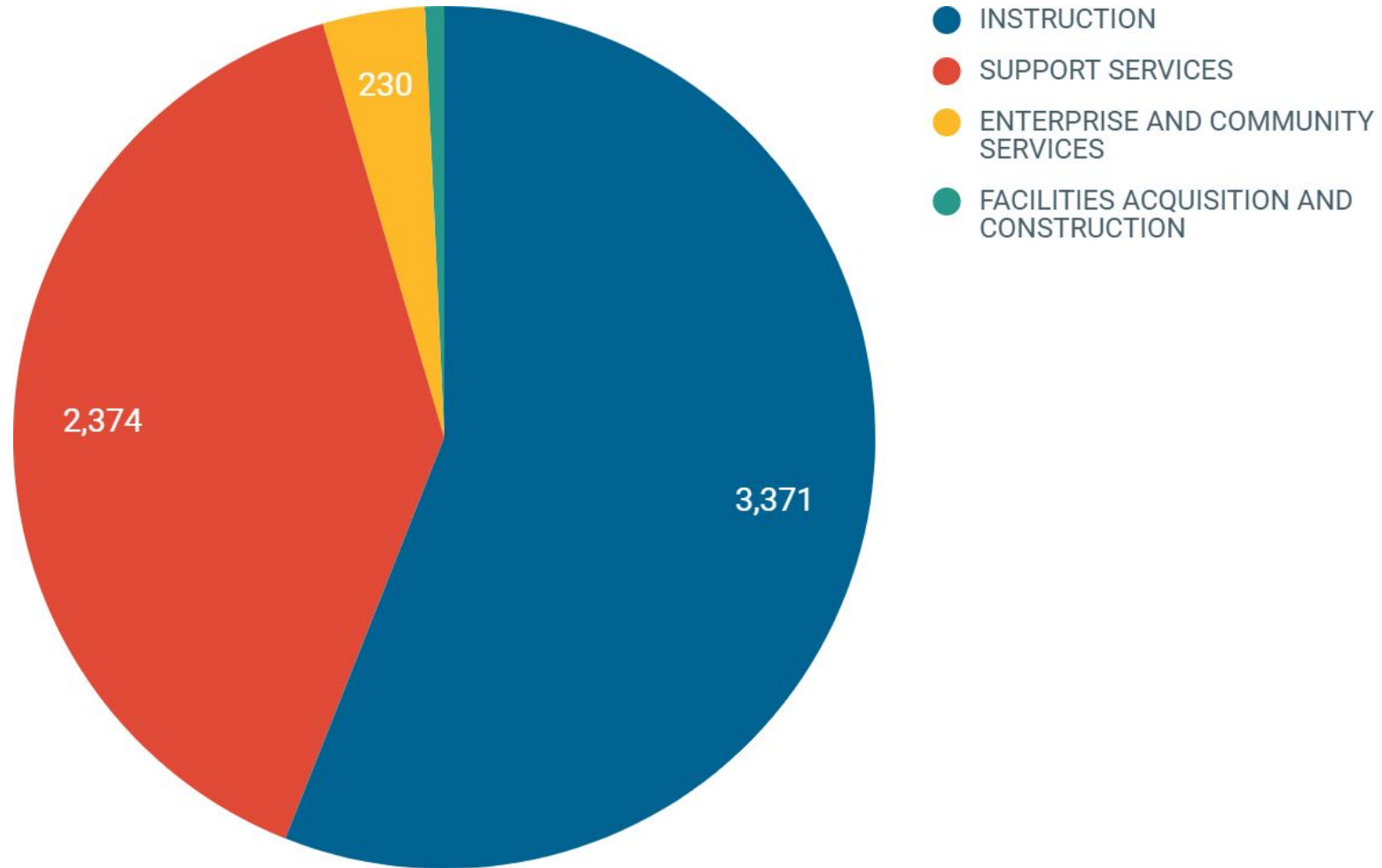
# Expense Categories - General and Special Revenue Fund by Function

2024-25 Adopted Budget (In Thousands)



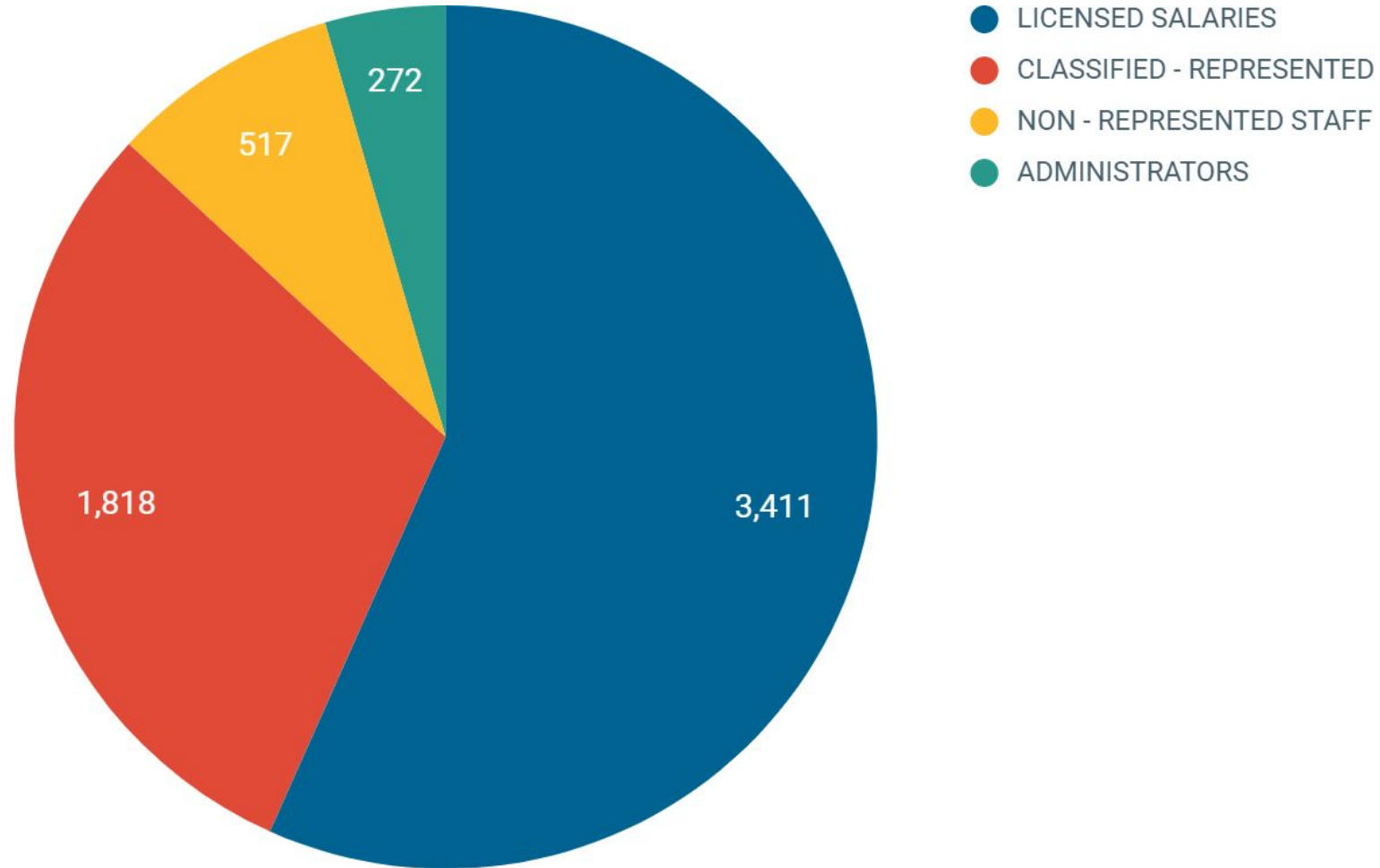
# Staffing in the Budget

2024-25 Adopted Budget (Count of FTE by Function)



# Staffing in the Budget

2024-25 Adopted Budget (Count of FTE by Object)



# School Designations: Title, CSI, & TSI Schools

**Federal dollars are a critical component of school budgets.** These federal dollars are part of the Special Revenue Fund.

On average, **federal dollars account for about five percent of our General Fund and Special Revenue Fund budget.**

The President of the United States proposes a budget each year to indicate their educational priorities, but ultimately it is Congress that determines which grants are funded and how much to award to states and districts.

The overall budgets are determined at the federal level one year at a time. Oversight is managed at the state-level by the Oregon Department of Education (ODE) and are part of broader plans such as the Every Student Succeeds Act (ESSA).



# School Designations: Title, CSI, & TSI Schools

Federal funds are restricted for specific purposes such as supporting continuous improvement plans at schools that have been designated as **Comprehensive Support and Improvement (CSI)** or **Targeted Support & Improvement (TSI)**.

**Federal Title programs** provide funding for a specific purpose. For example, Title I funds provide additional support for schools that serve children who have risk factors like poverty.

Eligible Title I schools get an amount of federal money based on the number of students in the school who are directly certified by USDA standards.

PPS follows the recommended school-wide allocation model to identify Title I school; it is based on the percentage of students receiving support services from the state.

A recent change to Title eligibility requirements added Medicaid enrollment as a factor.

# Key Title Programs

Federal Grant	Program
Title I, Part A	Improving the Academic Achievement of the Disadvantaged
Title II, Part A	Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
Title III, Part A	Language Instruction for English Learners and Immigrant Students
Title VI, Part A	Indian, Native Hawaiian, and Alaska Native Education

Learn more about these programs on the [PPS Funded Programs site](#).

# School Staffing: Enrollment

Total district enrollment is an important driver to determine state funding.

The weight associated with each student is another factor.

By weight, we are referring to **weighted Average Daily Membership (ADMw)**. ADMw is a measurement of the need associated with students to help determine several funding streams.

The ADMw formula is determined by Oregon Department of Education (ODE) and its calculation is associated with the number of students enrolled and the need associated with those students. Examples of need are: English language learners, economically disadvantaged, students with disabilities, etc.

Student count also plays a role in determining resources to schools.

# School Staffing: Enrollment

Student enrollment also determines school site staffing allocations (includes teachers).

The distribution of teachers to our schools is managed through student ratios or a formula related to the number of students a teacher may have in a classroom. For example, Kindergarten through fifth grade class sizes are:

Grade	CSI Schools		Title I Schools		Other Schools	
	Maximum Class Size	Typical Class Size Ranges	Maximum Class Size	Typical Class Size Ranges	Maximum Class Size	Typical 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	33	17-33	33	17-33	34	18-34
5	33	17-33	33	17-33	34	18-34

See more information on school staffing in the [Adopted Budget](#), page 214.

See individual school reports in [Volume 2](#).

# Comparing School Resources:

# Volume 2

Achievement, Students per FTE and Dollars-per-student, by School

Sorted by grade band and 2024-25 \$ per student

School Name	% Proficient on State Exams		Students per FTE					Dollars per Student					2023-24 Free Meals by DC%	2024-25 School Type (Programs), ODE status, and Title-I
	2022-23 Math	2022-23 English LA	School General Fund, Title-I, Foundation, Grants, including Special Education, ESL, Nutrition Services, etc.	2020-21 \$ per Student	2021-22 \$ per Student	2022-23 \$ per Student	2023-24 \$ per Student	2024-25 \$ per Student						
Alliance			4.8:1	3.6:1	4.2:1	4.3:1	4.9:1	\$19,205:1	\$27,155:1	\$24,642:1	\$26,171:1	\$24,668:1	48%	9-12 CSI Title I
Jefferson	14%	18%	7.3:1	6.8:1	6.4:1	5.6:1	5.9:1	\$10,430:1	\$11,374:1	\$12,000:1	\$15,037:1	\$15,812:1	53%	9-12 (Middle College Program) TSI Title I
Roosevelt	12%	31%	8.9:1	9.0:1	9.0:1	8.7:1	9.0:1	\$8,396:1	\$8,999:1	\$9,975:1	\$10,617:1	\$11,468:1	47%	9-12 (Advanced Placement, PSU Inquiry Partnership) TSI Title I
Benson	26%	48%	9.4:1	8.3:1	7.8:1	8.2:1	9.4:1	\$8,884:1	\$10,973:1	\$11,936:1	\$11,693:1	\$11,371:1	38%	9-12 (Professional, Technical, Health Occupations)
McDaniel	24%	48%	8.8:1	9.2:1	8.8:1	9.4:1	9.7:1	\$8,598:1	\$9,106:1	\$10,102:1	\$10,003:1	\$10,504:1	41%	9-12 (Advanced Placement, AVID, STEM Programs) TSI
Franklin	19%	47%	11.8:1	11.5:1	11.1:1	10.5:1	11.0:1	\$7,288:1	\$8,273:1	\$8,721:1	\$9,381:1	\$9,434:1	34%	9-12 (Advanced Placement, Dual-Credit Courses) TSI
Cleveland	44%	66%	12.3:1	12.5:1	11.4:1	11.1:1	10.8:1	\$7,388:1	\$7,756:1	\$8,765:1	\$8,859:1	\$9,407:1	17%	9-12 (International Baccalaureate)
Ida B. Wells-Barnett	29%	41%	11.7:1	12.0:1	11.4:1	11.6:1	11.2:1	\$7,587:1	\$7,887:1	\$8,355:1	\$8,261:1	\$8,906:1	17%	9-12 (Advanced Placement, Computer Sciences)
Lincoln	39%	68%	12.8:1	12.4:1	12.0:1	11.8:1	12.3:1	\$7,755:1	\$8,534:1	\$8,963:1	\$8,657:1	\$8,898:1	11%	9-12 (International Baccalaureate)
Grant	38%	58%	12.5:1	12.9:1	12.3:1	12.4:1	12.8:1	\$6,751:1	\$7,062:1	\$7,709:1	\$7,880:1	\$8,109:1	13%	9-12 (Advanced Placement, Dual-Credit Courses)
Metro. Learning Center	44%	60%	9.6:1	8.6:1	8.2:1	7.9:1	8.5:1	\$9,658:1	\$10,964:1	\$11,796:1	\$13,125:1	\$13,909:1	21%	K-12 (Alternative Program)
Harriet Tubman	27%	42%	8.2:1	6.8:1	6.3:1	6.1:1	6.5:1	\$8,994:1	\$11,462:1	\$13,113:1	\$14,467:1	\$14,625:1	38%	6-8 (Mandarin Immersion) TSI Title I
George	9%	22%	7.2:1	6.2:1	5.8:1	5.6:1	5.8:1	\$9,505:1	\$11,610:1	\$12,198:1	\$14,193:1	\$14,474:1	65%	6-8 (Spanish Immersion) CSI Title I
Harrison Park	24%	33%	8.2:1	7.0:1	7.4:1	6.4:1	8.5:1	\$9,085:1	\$10,891:1	\$10,814:1	\$15,030:1	\$12,526:1	56%	6-8 (Mandarin Immersion) TSI Title I
Roseway Heights	25%	34%	10.6:1	9.4:1	8.4:1	8.3:1	8.6:1	\$7,529:1	\$8,938:1	\$10,498:1	\$12,217:1	\$12,265:1	48%	6-8 (Spanish Immersion) TSI Title I
Lane	12%	23%	8.0:1	6.7:1	6.0:1	6.4:1	7.6:1	\$9,300:1	\$11,559:1	\$12,348:1	\$13,106:1	\$12,174:1	60%	6-8 (Russian Immersion) TSI Title I
Ockley Green	27%	41%	9.4:1	9.2:1	8.4:1	8.2:1	8.7:1	\$8,343:1	\$8,464:1	\$9,234:1	\$10,562:1	\$11,359:1	39%	6-8 (Spanish Immersion) TSI Title I
Kellogg	27%	44%		9.6:1	8.1:1	9.0:1	8.8:1		\$8,770:1	\$9,658:1	\$10,023:1	\$11,349:1	44%	6-8 (Spanish Immersion) Title I
Beaumont	56%	50%	8.4:1	7.9:1	7.3:1	7.2:1	7.9:1	\$9,258:1	\$10,123:1	\$10,079:1	\$10,889:1	\$10,829:1	24%	6-8 (Spanish Immersion) TSI
Mt Tabor	49%	62%	13.6:1	12.4:1	11.3:1	10.0:1	10.7:1	\$6,783:1	\$7,801:1	\$8,423:1	\$10,215:1	\$10,420:1	14%	6-8 (Japanese & Spanish Immersion)
da Vinci	40%	55%	12.0:1	10.4:1	11.0:1	9.2:1	10.6:1	\$6,776:1	\$7,818:1	\$8,814:1	\$10,634:1	\$10,158:1	27%	6-8 (Arts Focus)

# “Savings” Overview

**Resources** = Beginning Fund Balance + Revenue

**Requirements** = Expenditures (includes Operating Contingency) + Ending Fund Balance

**Reserves** = Operating Contingency + Ending Fund Balance = 5% to 10% of General Fund Revenue

# “Savings” Overview

- **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 the 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. Some folks use the word reserves, but the technical term is fund balance.
- **Contingencies** are expenditures that cannot be foreseen and planned in the budget process because of an occurrence of an unusual or extraordinary event; budgeted amounts may be transferred by school board resolution to the proper expenditure code.
- **Beginning fund balance** is considered a resource in the budget. Ending fund balance is a requirement. For example, the FY24 budgeted ending fund balance is our moment-in-time estimate for what will carry over as the beginning fund balance for FY25.

# “Savings” Overview

- “**Reserves**” refers to the district’s operating contingency and ending fund balance in the general fund. Many folks use these terms interchangeably, but there is a technical difference dictated by ODE, and it depends on whether funds end up in the operating contingency or not.
- [PPS School Board policy](#) requires the district budget 5-10% of general fund revenue in reserves.