

EUGENE PUBLIC SCHOOLS
School District No. 4J Lane County
March 7, 2009

MEMORANDUM

To: Budget Committee Members

From: George Russell
Superintendent

Re: March 9, 2009 Budget Committee Meeting

I. Roll Call

II. Items Raised by the Audience

Public testimony is welcome at budget committee meetings and time is set aside at each meeting to hear comments from the audience.

III. Items for Information and Discussion

A. Financial update

Financial services staff will provide information on changes to the financial outlook since the March 2, 2009 meeting.

IV. Items for Action at This Meeting

A. Provide Feedback on Budget Reduction Scenarios

At your last meeting, you requested that I provide different scenarios on how the district's projected \$15.9 million budget deficit for 2009-10 might be covered. At the meeting, I will review three scenarios. To help inform your discussion, included in the packet are the board goals and the direction for preparing the 2009-10 proposed budget that you gave me at the February 9, 2009 meeting.

As I mentioned at prior Budget Committee meetings, the magnitude of the projected 2009-10 deficit is such that cuts to the classroom likely will not be avoided. I am pleased to say that over the last week, district staff has had several productive conversations with our employee groups which appear likely to move us towards our common goal of minimizing the impact to the classroom. More meetings have been scheduled.

I am recommending that the budget committee provide feedback on the budget reduction scenarios. I will use your discussion at the meeting tonight to guide me as we prepare a proposed budget for your consideration.

B. Set the Date for the Next Budget Committee Meeting

I recommend that you set the next meeting for March 16, 2009 to continue budget reduction strategy discussions and receive public comment. Review and approval of the budget is tentatively scheduled for May 4, 11 and 18, 2009, as needed. The board is scheduled to consider your recommendation as a future action item on June 3, 2009 and to conduct a public hearing and take action on June 17, 2009.

V. Items Raised by Budget Committee Members

VI. Adjournment

**BOARD OF DIRECTORS
Eugene School District 4J**

- Do what's best for all 4J students
- Continue to learn and grow
- Respect and care about each other

2008-09 BOARD GOALS & ANNUAL AGENDA

Excellence, equity and choice are the core values that have shaped the board's direction and actions over the last ten years. These core values, described in more detail during the Shaping 4J's Future process of 2006-08, drive board goals and the outcomes that the district strives to attain.

In School District 4J, we believe that every student in every school can excel and that it is our responsibility as a board to ensure that all students have that opportunity. While our district has many strengths and successes to build on, we also must improve in a number of areas to make this vision a reality. In our current system inequalities exist among schools in terms of their ability to address students' educational needs. These inequalities affect student performance and contribute to an achievement gap.

The agenda for the Eugene School District 4J Board of Directors is established in accordance with district policy as a statement of those issues that the board believes are the highest priority for action in the coming year and beyond. It is also a statement of the outcomes and results against which the board will evaluate the district's and the board's success, and reflects the expectations consistent with state and federal requirements. The agenda will be reviewed, and as appropriate, modified at the beginning of each school year. We recognize that implementing the agenda and achieving the board goals will be affected by the availability of district financial and staff resources.

KEY RESULTS are the specific changes in behavior, knowledge, skills, status and level of functioning that will be observable and measurable and should allow us to answer the question: "How will we know we were successful?" Our outcome goals should be attainable within 1 to 4 years, while longer-term goals should be achievable within a 4 to 7 year timeframe.

These outcome goals and key results are about helping us focus our efforts where improvement is most needed. It does not describe everything we are dedicated to doing. Though not all programs and services are specifically addressed in these goals and key results, we are committed to providing a comprehensive education that meets the needs of each student. In order to reach this ultimate goal, we need to set incremental key results and hold ourselves accountable for achieving them.

These Board Goals and Key Results and the subsequent superintendent's outcome goals will allow us to focus our attention on a few key priorities to ensure that we can succeed; that we continue to work within our means; and that we can measure our progress along the way. Upon the board's adoption of these goals and key results, the superintendent will develop district, department, and school-level outcome goals that will help achieve the key results.

I. STUDENT ACHIEVEMENT

Goal: Increase achievement for all students and close the achievement gap.

The board is committed to providing equal opportunities for all students to succeed. Every school must focus on improving teaching and learning to increase achievement for all students. All students should have the support needed to reach their full potential. And, all students should graduate from high school prepared to succeed in postsecondary education and chosen careers, and to participate actively as citizens in a democratic society. Some schools, may require additional resources to achieve district and state academic goals and close the achievement gap.

Key Results

1. By 2011-12, the district will implement state-adopted content and performance standards, and outline the knowledge and essential skills that students will demonstrate at the critical transition stages of elementary and middle school, in order to achieve the Oregon diploma.
2. By 2012-13, the district will provide targeted resources for elementary and middle school students who are not on track to demonstrate the knowledge and essential skills needed upon entry to high school, and for high school students needing additional support to meet the new graduation requirements.
3. By 2012-13, the district's overall percentage of 4J students who meet the Oregon Assessment of Knowledge and Skills (OAKS) benchmarks in reading and math will increase to 90% and 85% (currently 80% and 76% respectively), and the gaps for racial/ethnic subgroups – African American, Hispanic, and Native American – will be cut in half (currently 10-20%).
4. By 2013-14, the overall graduation rate for 4J students will improve by 50%, based on the formula used for calculating high school graduation rate for the 2008-09 school year, with the rates for African American, Hispanic, and Native Americans increasing at an accelerated rate to narrow the gaps for racial/ethnic subgroups.

II. STEWARDSHIP OF DISTRICT RESOURCES

Goal: Provide prudent stewardship of district resources to best support student success, educational equity and choice.

The board will direct district resources to support the instructional core and to provide educational equity and choice while maximizing administrative and operational efficiency. The district must also respond to declining enrollment, regional enrollment patterns, and a student population with more diverse needs.

Key Results

1. By 2009-10, the district will develop updated technology, facilities, and other plans to improve central services support to schools and the instructional core, and will

implement the accepted recommendations of the OSBA/Chalkboard business audit to improve administrative, financial and operational efficiencies.

2. By 2009-10, the district will complete the district's workforce diversity plan and by 2012-13, will increase the representation of minority teachers to 10% of licensed staff (currently about 6%), to make progress toward meeting the goals of the Oregon Minority Teacher Act.
3. By 2010-2011, the district will fully implement the adopted recommendations and board direction from Shaping 4J's Future, including the recommendations related to differentiated staffing and limiting transfers for middle and high schools by 2009-10.

III. STAKEHOLDER ENGAGEMENT

Goal: Engage the community, staff, families, students, elected officials and other stakeholders in supporting our schools and improving educational outcomes for all 4J students.

In order for the board to provide effective leadership, it must communicate with and establish working relationships with the community, other governmental agencies, staff, families, and students, and engage these stakeholders in supporting our students and schools.

Key Results

1. The district will renew the local option levy to maintain local support of district programs and services through 2015-16, with at least a 65% YES vote in the November 2008 election.
2. In the 2009-11 biennium, the board will work with other local school districts, the Lane County legislative delegation, the Superintendent of Public Instruction, other elected officials, OSBA and other groups to secure adequate and stable state school funding for the 2009-11 biennium and to advocate for legislation in support of increased student achievement and the local control of schools.
3. The board and staff will work with community stakeholders and organizations to increase the opportunities for all 4J students to receive the public education and related services that they need to succeed in school.

2009-10 BUDGET COMMITTEE DIRECTION
Approved February 2, 2009

I am recommending that the budget committee direct me to propose a balanced budget for 2009-10 that:

- Is guided by the district's mission, core values, board goals and key results,
- Retains sufficient reserves to meet cash flow needs, retain the district's bond rating, provide cushion for potential further economic downturn, and achieve board targets for contingency and reserves,
- Addresses the projected shortfall by making service or cost reductions, using the following criteria:
 - Focus on the instructional core, keeping board goals and key results at the forefront of decisions;
 - Retain sufficient funds to manage the required human resource, financial, information technology, leadership and facility maintenance activities of the district;
 - Minimize layoffs to the extent possible
 - Be mindful of the long-term, avoiding short-term solutions that may have harmful long-term consequences.
- Sets aside funding to offset anticipated future PERS rate increases,
- Takes into consideration service priorities expressed by the Budget Committee at this meeting, and
- Includes a prioritized list of service changes should the final state budget and/or a federal economic stimulus package cause the district's financial outlook to change significantly.