

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and in-
person)
200 North Monroe Street
Eugene, Oregon 97402
Tuesday, April 15, 2025

NOTICE: The Budget Committee meeting will be open to the public via live broadcast on KRVM 1280-AM, the internet at Zoom Webinar ID 972-3654-9771

Public Comment: Interested residents can submit a request to provide public comment during the meeting or via online by filling out the linked Public Comment Request form (or located here: https://docs.google.com/forms/d/e/1FAIpQLSeR-RYL_xmLNEISJHF8N03uCQbe3j7H4Bq5rNE6FPH40KN8og/viewform). The deadline is 5:00 PM on the day before the Budget Committee Meeting. District staff will contact requesters after the deadline to notify them whether they have been selected to speak and, if so, when and how to connect to provide public comment to the Budget Committee.

Residents can continue to submit written comments via email to budget_committee_comments@4j.lane.edu, with "Written Public Comment" in the subject line. The Budget Committee will read and take into consideration all comments submitted by noon on the day of the meeting.

5:30 PM

Budget Committee Meeting

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|-------|--|----|
| I. | 5:30 p.m. Budget Committee Meeting: | |
| II. | Call to Order, Roll Call | |
| III. | Items for Action at this Meeting | |
| | 1. Election of Chair and Vice Chair | |
| | 2. Approval of Previous Year Minutes | 2 |
| IV. | Public Comment | |
| V. | Comment from Employee Groups | |
| VI. | Budget Committee Requests for Information | 29 |
| VII. | Items for Information: Budget Presentation | 33 |
| VIII. | Items Raised by Committee Members | |
| | 1. Next Meeting: 4/22/2025 | |
| IX. | Adjourn | |

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900

**MINUTES OF BUDGET COMMITTEE MEETING
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON
Date: March 12, 2024**

The Budget Committee of School District No. 4J, Lane County, Eugene, Oregon, held a Budget Committee Preliminary Discussion at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream. Notice of the meeting was emailed to the media and posted on the 4J website.

BUDGET COMMITTEE MEMBERS PRESENT:

Abbie Stillie
David Wallace
Scott Fellman
Courtney Salic
Eric Richardson (online)
Dakota Boulette
Amy Fellows

BOARD MEMBERS PRESENT:

Maya Rabasa
Judy Newman
Tom Di Liberto (Online)
Rick Hamilton
Morgan Munro
Jenny Jonak
Erika Thessen (online)

STAFF:

Andy Dey, Superintendent
Matt Brown, Director of Financial Services
Bob Blyth, Associate Director of Financial Services
John Goldberg, Financial Supervisor of Operations and Accounts Payable
David Chadwick, Executive Assistant to the Chief Operations Officer

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, Eugene Education Association (EEA)

MEDIA:

None

I. CALL TO ORDER/ROLL CALL [0:12:10]

Chair Rabasa called the Eugene School District 4J Budget Committee Meeting to order at 6:01 PM. She said the names of all board members present in person and online.

II. ELECTION OF OFFICERS [0:13:05]

Presenter: Maya Rabasa, Board Chair

1. Election of Budget Committee Chair

Former Chair Rabasa nominated Committee Member Dakota Boulette for Chair.

Board Member Erika Thessen arrived at 6:03 PM

MOTION: Board Member Newman, seconded by Board Member Jonak, moved to elect Committee Member Boulette for Chair. The motion passed unanimously 14:0

Board Member Hamilton arrived at 6:04 pm.

2. Election of Budget Committee Vice Chair

Board Member Rabasa nominated Committee Member Richardson to position of Vice Chair.

Committee Member Richardson noted he would be happy to serve in this position, but would like others to have opportunities to serve.

MOTION: Ms. Newman, seconded by Chair Boulette, moved to elect Committee Member Richardson as Vice Chair. The motion passed unanimously. 14:0

II. PUBLIC COMMENT PERIOD [0:18:19]

Chair Boulette opened the floor for public comment.

Valerie Good of Eugene, OR, introduced herself as a parent volunteer of two children in the 4J special education program. She explained she wanted 4J to meet all the needs of children with special needs. Ms. Good said the committee needed to fix special education classrooms, hire more assistants, and expand classroom spaces for academic, emotional and social needs. She believed these issues could be fixed with the \$36.9 million in the Elementary and Secondary School Emergency Relief funds (ESSER) that were given to 4J from the CARES Act. She stated 4J spent \$1.8 million to provide for other schools what their schools had to do without. She added that 4J used \$2.9 million to purchase an administrative building that needed almost \$10 million in repairs and didn't benefit the students or teachers. Ms. Good said they had \$6.4 million left for building improvements and questioned why that money didn't go toward improving other school buildings like Edgewood. She noted Edgewood was designed for 356 people, but they had over 430 students, 23 Classified and 23 Certified positions, in addition to volunteers. She said there were 48 students at Edgewood in special ed whose needs were not met. She reiterated that Edgewood had outgrown the space, and this could be revolved with portables. She questioned why \$1.1 million went to title 1 portables, and not Edgewood. Ms. Good all students needed more space to learn effectively. She believed the budget must be adjusted to help all students, staff and teachers.

Lisa Jenkins-Easton of Eugene OR, the OSCA president for the classified employee group, said it had been a tough week. She noted the membership drive was successful, but spoke with employee who had many stories of injury and trauma. She said there was

money that would be returned to the general fund, and she wanted that money to go to the classified staffing. Ms. Jenkins-Easton said the leave staffing options needed to be considered to account for those who are on leave, and they needed more staff for when those positions were impacted. She said injuries, illnesses and being understaffed added to the fatigue and burnout of many. Ms. Jenkins-Easton was concerned over skilled workers shortage and how the new teachers didn't have the capacity. She told the board the school bus drivers were concerned about the medically fragile children that rode the bus and stated the staff needed to be physically able to transfer students in an emergency.

Sabrina Gordon of Eugene OR, president of the Eugene Educational Association said she appreciated the ways she could access the budgets and see the funds, expenditures and predictions. Ms. Gordon stated that the balance of the 4J fund and its growth over time concerned her. She noted as an educator and leader in education she had engaged with district leaders about the funding cliff and the fear of going over budget, but there was a mountain of reserves from \$7 million in 2013 to \$80 million today. She said the board policy for reserve was 5% and the current reserve was a 37.5%. She explained that the "impending doom" of finances was a reality in classrooms for students and educators. She said they needed more counselors, mental health professionals, training, nurses, smaller classes, more time, and students counted on the board to make budget decisions that addressed their needs.

IV. Approval of Proposed Budget Committee Meeting Schedule [0:28:50]

Presenter: Budget Committee Chair

Chair Boulette introduced the proposed meeting calendar:

Proposed Meeting Calendar 2023-24 School Year

Tuesday April 9, 2024 at 6:00 PM - Special Purpose Funds

Tuesday April 23, 2024 at 6:00 PM - General Fund

Tuesday April 30, 2024 at 6:00 PM - If necessary

Tuesday, May 7, 2024 at 6:00 PM - If necessary

Board Member Rabasa said the 23rd is Passover, and she wanted an alternative date.

Superintendent Dey said the 30th, moving back to the 16th or 17th or later in the week of the 22nd would be viable dates.

Associate Director of Financial Services Blyth said it took staff time to put the budget together, and suggested April 30th could be the new Special Purpose Fund and the 7th the General Fund so the committee would have more time to review.

Board Member Newman asked the deadline for the budget.

Director of Financial Services Brown said they must approve it by June 30th.

Ms. Newman said to put a hold on one more date as Tuesday seemed ambitious.

Chair Boulette said it was ambitious and asked for a third possible date.

Mr. Brown suggested the 14th of May.

Ms. Rabasa said the held date for May 14th would still give them the meeting on the 15th before the 5th of June, which allowed special meeting between the 5th and 30th of June if necessary.

MOTION: Ms. Rabasa, seconded by Ms. Newman, moved to approve the calendar with the following dates April 30th and May 7th with an additional meeting if necessary on May 14th.

The motion passed unanimously 14:0.

V. Approve Meeting Minutes for: May 8, 2023 and January 29, 2024

Presenter: Budget Committee Chair

MOTION: Mr. Boulette, seconded by Ms. Salic, moved to approve the minutes for May 3, 2023 and January 29, 2024.

The motion passed unanimously 14:0

VI. Superintendent's 2024-2025 Budget Message [0:38:33]

Presenter: Dr. Andy Dey, Superintendent

Superintendent Dey said the budget this year would be easier than the year prior due to the unknown budget from delayed legislature. He explained in the absence of regular budget they made scenarios based on a 9.9-billion-dollar budget, but ultimately the state received 10.2 billion dollars which resulted in 4J getting 2.2 million dollars per year on their biannual budget.

Mr. Dey said the unused Elementary and Secondary School Emergency Relief (ESSER) funding would go back to the state and federal government on September 30, 2024. Mr. Dey explained he attended a meeting with Coalitions of Oregon School Administrators (COSA) and some representatives from Oregon School Boards Association (OSBA) and they discussed how to spend the remaining ESSER funds. He said these would supplement the general fund. He noted he didn't want to supplant the general funds with what they received from grants.

Mr. Dey said the trajectory of the increase in beginning fund balance had steepened significantly. He continued that part of that was the presence of ESSER dollars and their ability to affectively spend had been impacted. He said often they didn't spend money because they didn't want to fund things temporarily and their new proposals carried more risk to help students this year. He explained they looked at how they spent their money the last several years. Mr. Dey noted that during the pandemic the schools had contracts for software during remote/hybrid schooling and these programs were not getting the same level of use now. He said they looked at what they no longer need with professional services, and he wanted to meet the needs of staff and students.

Budget Committee Member Fellman asked if there a portion of what they saw in the graph on the fund balance that was spent and not recoverable.

Mr. Dey replied they predicted to have as much as 25 million dollars of funding and they wouldn't spend remotely close to that amount, but he didn't want to give a number until calculations were complete. He clarified that some was allocated, but not all will be spent.

Board Member Jonak noted the need to remain fiscally responsible over the next few years with staffing needs and asked about organizational and staffing pivots, potential affirmative staffing cuts and if there was a written staffing strategy for 4J Schools that could be shared with the budget committee.

Mr. Dey says it was a way to signal that they have decreasing resident enrollment but also a greater percentage of students with special needs which required more staff. He said this required them to look at classroom needs and over the last 3 years they had a 13-14% increase in licensed staff, a 71% increase in classified staff and approximately a 22% increase in office staff. He noted they had a significantly decreased student body over that same period and there would be a time when they didn't need as much staff. He added he cannot predict what cuts may be needed in the 2025-2026 school year, but anticipated none the in 2024-2025 school year. Mr. Dey said their staffing was based on the integrated guidance plan and longitudinal performance growth targets.

Ms. Jonak wanted a better sense of the strategy and ideas behind possible adjustments to staffing.

Mr. Dey said they needed an increase staff in transportation, HR and finance, as there was a lean infrastructure. He noted the issue of asymmetrical staffing in the district and not being able to provide support.

Ms. Rabasa asked about the budget cuts in other cities and concern received from people in this area. She wanted to know 4J was at risk for staffing cuts.

Mr. Dey said that they would share more about the values and criteria used to make staffing decisions that report would be released soon.

Board Member Munro repeated the concerns about cut and wanted to know what was different here where no cuts were being considered. She asked when cuts would occur, because eventually there would be no more reserves to bolster costs.

Mr. Blyth said they have a healthy reserve and they anticipated there would be a bigger gap with spending vs revenue this year. He noted there were reductions in cost they hadn't incurred, and they had room on the glide path to make changes over time. He said that the other districts didn't have the same flexible funding, plans, or the buffer as 4J.

Mr. Dey said some of the things they did to increase staffing, was that they looked at professional services contracts and picked out what was necessary now over what was desirable. He said they heard every year about greater need for numbers of adults, so they are looking at a granular level at their resource and prioritizing them.

Ms. Newman asked about the slide on spending down the reserves. She believed the core of the issue was spending responsibly but they needed to be responsible with their reserves too.

Budget Committee Member Fellows asked about the structural change to the budget and wondered about the cuts in Portland.

Mr. Brown said it was about resetting the new normal of what they wanted in their schools regarding staffing levels. He said the budget meeting gave people more time to look at the budget so it could be balanced.

Ms. Jonak asked to what extent the budget was going to account for staffing and whatever increases are necessary to fill the positions.

Mr. Brown said he knew that had quite a bit of vacancy over the years, and recruitment of qualified individuals had become difficult.

Ms. Jonak asked if there was room in the budget to meet whatever was necessary in the market to put staff in the chairs.

Mr. Dey replied yes, and their decisions would be articulated over the course of the next several meetings and were currently in negotiations with their partners. He said they needed to balance staffing, and there were several decisions that needed to be made regarding quality of life, leave, pay, training and a staffing scenario where teachers had time to engage in the training.

VIII. Previous meeting follow up questions [1:02:08]

Presenter: Financial Services

Mr. Brown asked if anyone had additional questions on the reply to the budget overview questions in the packet given to the Committee.

Mr. Dey said he wanted to add to the previous topic and noted there would be a lag between decisions made last year and the year before with information dispersed in the community. He said they have better adult staff to student ratio than in the past but noted he wasn't sure they had effectively utilized the staff and human talent they have.

Mr. Di Liberto asked about the answers to the finance questions and the discussion occurring on the board level. He wondered if that discussion would happen in April or May.

Mr. Dey said that did not make the agenda for the board meeting, but recommended it be considered.

IX. Budget Presentation: Debt Service, Capital, Insurance Reserves, and Private Trust [1:05:35]

Presenter: Financial Services

Mr. Brown went over the presentation regarding where they stood with the general fund as of the end of February. He said the beginning fund balance was more than budgeted for in 2024. He explained they budgeted \$22 million in total, and they are getting \$25

million back. He said they also made investments outside of the state pool fund and the original budget of \$1 million dollars ended up as \$3 million dollars. On the expense side he said they were seeing fewer expenses and did not anticipate any need to dip into reserves. He said 45 million dollars would roll over and he would be working on a supplemental budget process to ensure they are not overspending on any one item.

Mr. Dey said the savings on vacancies were unfortunate because they had unmet needs but hidden in those numbers were ideas budgeted for that they didn't have the bandwidth to create and manage.

Mr. Brown said they will update the committee on the same info at the next budget committee meeting. There will be a new updated document as of the end of march.

Mr. Blyth presented slides on the debt services bond and the numbers involved in general obligation funding. He gave the history of the fund, in 2011 they had \$70 million, 2013 they had \$170 Million, and in 2019 they had \$319.3 million. He said that was where the bulk of their funding for their log cabin projects. He said they took a tax differed liability bond, which allowed them to pay down the unfunded liability bonds. He explained the obligation bond allowed them to pay down the other bonds more quickly.

Mr. Blyth explained the Fund 300 General Obligation Bond and the 370 General Obligation Bond. He noted they are building an unallocated ending fund balance. Mr. Blyth said the 2011 bond had interest only until 2029, so they did the calculations to create balloon payments to pay off the 2011 bond when the time came.

Financial Supervisor of Operations and Accounts Payable Goldberg explained the capital funds. He said fund 400 is the fund for capital projects, or the maintenance fund, and they split the cost with the city to maintain the grounds and facilities. Facilities Improvement is a program a school can use to submit a request to cover small projects.

Mr. Goldberg talked about the other kinds of 400 bonds and what types they are. He explained why they have so many 460 funds and subsidiaries.

Mr. Goldberg said the 450 fund pays for new property and relocation of buildings and added allocation of staff was paid out of this fund. He also explained fund 490 was for vehicle purchase, facilities, technology refresh and transportation.

He went over the proposed budget for this coming fiscal year and explained why the budget increased for 2025. He explained the 410 projects. He went over fund 420 and noted this fund had been completed and would not show up with money for fiscal year 2025. He explained that the 450 was for housing and new purchases.

Mr. Goldberg explained fund 460 from the 2018 bond measure. He said he incorporated every single dollar into the funds so they could get an idea of the scope and timeline of the project. He said 460 was the bulk of the 2018 bond, those were the new school buildings and bus purchases, 461 was the fund for moving programs between schools, and 462 was facility upgrades. He noted 463 was for safety upgrades, explained that 464 was field upgrades, 465 was slated for curriculum adoption projects, 466 was for technology and 490 was for equipment and transportation upgrades. He explained that the district couldn't use bonds to purchase the same upgrades or items more than once

so to stay on the one-to-one device upgrades, they set money aside for refresh of those devices.

Ms. Munro asked where the transfer in money on the breakdown came from.

Mr. Blyth said it came from the general fund and they used it for projects that didn't fit into the bond funding. These were for unforeseen circumstances and prompt fixes.

Mr. Brown introduced the 600 Insurance reserves funds and what they entail.

Mr. Blyth went in depth on the budgets for fund 600, saying this was where the insurance costs lived. He said 610 were license insurance reserves for employee groups, he noted some of this fund came from FICA and this reduced tax liability, any savings they received went into this fund. He noted this was the same for 610, 620 and 630, and they had a committee that met to discuss comp for employee benefits several times a year. He said district contributions to employees that are in excess go there and it was used for joint benefits and subsidies which reduced the total out-of-pocket cost for employees. Mr. Blyth explained 640 was the fund for the Wellness clinic and 650 was their retirement benefits.

Mr. Brown mentioned that some legislature came through on unemployment and this is reflected in fund 600. He noted they could see the change from \$1.3 million to \$1.8 million in their budget for those unemployment expenses.

Ms. Rabasa asked if that was the unemployment coverage for classified staff.

Mr. Blyth said it was for employees who had breaks in their employment even though they are not unemployed.

Ms. Fellows asked about the other line in 600, the category with the \$2 million.

Mr. Blyth said he would come back to her question shortly. He added information about 620 and 630, the classified and administrative insurance reserves, he said they met their cap last year and the funding looks like it may hit cap again. He said any of the dollar over the \$250,000 would go back to the general fund.

Mr. Blyth went back to Ms. Fellows question. He said those were expenses related to PACE which was previously in the general fund. He explained Fund 600 was mostly fully funded from the general fund, and they do payroll deductions for workers comp and other employee benefits, he said these may go into the general fund. In past years they had the PACE expenses in the general fund and now they have shifted it into 600.

Mr. Blyth said he knows the subsidies will be discussed and it will affect additional money added into the fund. He explained they added Keizer into the options in addition to their MODA plan and noted Keizer had a lower cost.

Mr. Blyth said Fund 640 is the wellness clinic, paid for by a 20\$ per employee payroll deduction, which wasn't off their paycheck but was a district funded benefit. He said some of these funds may be used to make improvements and upgrades to the wellness center. He explained that Fund 650 was legacy benefits for retired employees and over time these expenses would decrease.

Mr. Brown talked about the private trust fund 780, he said it was the smallest fund and had an important value. He explained this fund was for when a family decided to leave a scholarship to another student and the other thing it funded was driver education for those who qualified.

Ms. Newman was curious about the driver's education fund and how it came about.

Mr. Brown affirmed that it came from the private trust donation.

Ms. Newman commented drivers education was a whole other business for the district.

Mr. Brown said he would be able to write up a synopsis to explain how it works.

Ms. Rabasa asked about the practice for the reserve funds that Ms. Jenkins-Easton mentioned.

Mr. Blyth said it was bargained in the contract.

Mr. Richardson asked about how the reserve budget would move forward.

Mr. Brown said the current board policy is a 5% reserve policy. There is discussion to be had about if that was an appropriate amount. He said the district was large.

Mr. Dey said \$11 million, 5% of the fund, gave them 3 weeks of operations.

Mr. Fellman said in they go over the number in the packet, but he felt these were low numbers as a minimum.

Mr. Dey said they are a sizable district and have more funding than other districts.

Ms. Munro went back to the second slide on the planned reserve and Fiscal Year 2024 budget. She asked about the left column and the unappropriated funds not carried over.

Mr. Brown said there will be more information on April 30th about unappropriated funds, he explained these planned reserves funds couldn't be touched except in an emergency.

Ms. Munro asked how the unappropriated funds worked and if they rolled over from year to year.

Mr. Brown clarified that they did roll over unless put into a different fund.

Ms. Munro asked if the overall fund contained the \$30 million.

Mr. Brown explained how the revenue rolls over to the next year. He said they need to spend down the reserve effectively and appropriately.

Mr. Dey said they would come in under budget because they appropriate more than they spend, he noted they didn't want to be too conservative in the future, but they needed to be responsible in how they spend so they can continue to support those expenditures in the future.

Mr. Fellman asked if there was a wish list for programs.

Mr. Dey said they would like to keep a wish list, but facilities was planning two years out.

Mr. Goldberg explained from a strict flow perspective it took time to renovate and use funds.

Mr. Fellman asked if there were needs that were not facilities related.

Mr. Dey said there were small things that could be done, but anything significant that needed permits or contracts took more time. He added that it's not spend it or lose it.

Ms. Newman asked about one-time purchases.

Mr. Goldberg said with bond funds you can only use them for the initial purchase. When it is time to refresh the item, you cannot use the same funds to repurchase the same item.

Ms. Newman mentioned the technology refresh.

Mr. Fellman noted that not creating spend or lose it can cause problems.

Mr. Dey said the issue with the bond funds is they cannot use them twice for the same items or projects.

Ms. Rabasa asked where the training costs came from.

Mr. Blyth said primarily in general fund, but it usually resides with the employee's SA funds.

X. Adjourn

Mr. Boulette reminded everyone their next meeting is on the 30th and adjourned the meeting at 7:44 pm.

**MINUTES OF BUDGET COMMITTEE MEETING
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON
Date: April 30, 2024**

The Budget Committee of School District No. 4J, Lane County, Eugene, Oregon, held a Budget Committee Preliminary Discussion at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream. Notice of the meeting was emailed to the media and posted on the 4J website.

BUDGET COMMITTEE MEMBERS PRESENT:

Abbie Stillie
David Wallace
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Eric Richardson (online)
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BOARD MEMBERS PRESENT:

Maya Rabasa
Judy Newman
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Jenny Jonak
Erika Thessen (online)

STAFF:

Colt Gill, Superintendent
Matt Brown, Director of Financial Services
Bob Blyth, Associate Director of Financial Services
John Goldberg, Financial Supervisor of Operations and Accounts Payable
David Chadwick, Executive Assistant to the Chief Operations Officer

EMPLOYEE ASSOCIATIONS:

None

MEDIA:

None

I. CALL TO ORDER/ROLL CALL [0:8:50]

Chair Boulette called the Eugene School District 4J Budget Committee Meeting to order at 6:05 PM. He said the names of all board members present in person and online.

II. PUBLIC COMMENT PERIOD [0:11:48]

Chair Boulette gave the rules for public comment.

Valerie Blood of Eugene OR, spoke on preserving their classified staff. She explained as a parent volunteer she saw firsthand how important the classified staff were to the schools and the students. She said her son had to have an abbreviated school day as the hour-long bus ride to school cut into his classes and that the transportation staff was working overtime to move students. She explained that they needed to be more competitive with other transportations agencies in the area and if they had more drivers her son would not miss out on classes. She added that that sometimes the food at the school was the only food a student received and their employees in nutrition services also needed to be incentivized to stay. Their educational assistants also needed more incentives, and their educational special staff needed more support when working with students who communicated their needs were unmet. She appreciated that they would soon have a librarian and believed the arts were a valuable piece of student education. She requested a budget for art teachers for their elementary schools as she has witnessed firsthand how the children respond to the artist hired with fund raised by the PTA. She asked if the line 'other objects' in funds 210 and 220 meant that Special Education would receive less money and requested an audit. She said she looks forward to the presentation.

Amy Page of Eugene OR, district librarian said over the past 4 years in this role she had learned a lot about supporting libraries and library managers. She explained they were thrilled that their elementary school libraries would have a part-time librarian and thanked those who made this possible. She said her goal was to make sure the new librarians had the resources needed to best serve the students and that many of the libraries had old collections. She requested a library budget at the district level and explained how that may be accomplished. She believed this would remove the funding inequality between the schools.

III. APPROVE MEETING MINUTES FOR MARCH 12, 2024 [0:18:40]

Mr. Blyth had a modification on page 7 of the minutes he meant large capital projects instead and on page 8 paragraph 6, he wanted to change "legislature" to "legislative changes." Ms. Munro asked to correct Valerie Blood's name on page 4 and Ms. Lisa Jenkins-Eacon had a different spelling.

MOTION: Ms. Munro moved, Ms. Jonak seconded, to approve the March 12, 2024 minutes with edits.

The Motion passed unanimously. 14:0

IV. SUPERINTENDENT'S TIME [0:20:40]

Colt Gill was excited to in the meeting, he states was learning alongside everyone and had no questions.

V. PREVIOUS MEETING FOLLOW-UP QUESTIONS AND RESPONSES [0:21:24]

Matt Brown said he did not receive any questions from budget members for last week.

VI. BUDGET PRESENTATION FOR SPECIAL PURPOSE FUNDS [0:22:00]

Mr. Brown gave a presentation on the SD4J special purpose funds and showed a slide with the 200 funds. He said they broke them down into 4 categories, Federal Funds, state and local funds, private funds and other funds. Overall, the special funds accounted for 67 million dollars of their budget. The first grouping explained was The Federal Funds. 201 is mainly where the ESSER Grants were, 202 was their Native Grant, 210 was their title funds, 220 was their IDEA fund.

Mr. Richardson asked where the title funds were.

Mr. Brown said he didn't have the breakdown in front of him but they could get Mr. Richardson the information.

Ms. Rabasa asked if the IDEA funds were outside the general funds.

Mr. Brown said they were

Ms. Rabasa said there had been some concern it came out of the general fund and was not going to the students who needed it and was relieved that was not the case.

Mr. Gill believed it was also true that some general funding went to support the special funds.

Mr. Brown said yes, the general fund does help with some of the special funds.

Ms. Fellows asked if with, the change with the inclusion model, if anything changed with distribution of funds.

Mr. Brown said he can provide information on that after the meeting as he didn't have that in front of him and continued with his presentation. He spoke on fund 201 and anticipated this would be fully allocated by June 30th and they had no new ESSER funds in the new fiscal year. Most of these were Perkins Grants and safe routes to school.

Ms. Salic asked if there was more detailed information available on the "other objects."

Mr. Blyth said that the 'other objects' they budget based on what they expect to receive but don't get the final form until they adopt their budget and then they will adjust.

Ms. Rabasa said there were significant decreases and it looked like the most significant were fewer purchased services and asked for a high-level rundown.

Mr. Brown said those were attributed to facility improvements paid for by ESSER dollars. These were comprised of facility improvements, HVAC improvements, and the purchase of the Wells Fargo building. For the purchased services, he said those were large purchases comprised of special purchases, contracts, things like library cards, purchased through ESSER that they wanted to keep, and these had been moved from the 201 fund and into the general fund. Salaries and payrolls are tied together as they hired a lot of staff during the ESSER funding. He said it covered a lot of areas of staffing.

Ms. Newman asked about the \$3,201,660 million broke down and assumed they were for safe routes and Perkins.

Mr. Brown said he didn't have that information in front of him.

Ms. Rabasa asked about fiscal Year 23-24 and if all that funding was accounted for.

Mr. Brown said yes and continued with his presentation with fund 202 which was the Natives Grant which was about \$250,000.

Ms. Rabasa asked if the salaries of the people working in that program was from general funds.

Mr. Brown said yes.

Ms. Rabasa asked if that was a shift.

Mr. Blyth said he would have to investigate that.

Ms. Rabasa said they had also grown their staff.

Mr. Blyth said lots of good questions.

Mr. Brown moved to title funds. He said the district was thinking they would get about 8.7 million for 210. He explained it wasn't a huge change.

Ms. Jonak asked about the 210 fund vs the 220 fund and wondered why one went up and why one went down. She wanted to know how much of that was based on grants available and how much they were reporting on numbers of students.

Mr. Blyth said they had to make an estimate for the upcoming year, and it considered their projected student enrollment. He said it would be adjusted once they had their actual numbers.

Ms. Rabasa asked if they anticipated the population going down.

Ms. Newman said the state had received less funding across the board for IEDA students, and it was not related to the student population. She explained the state had to make up the difference.

Mr. Blyth said this was an estimate and once they have the actual numbers they will have the correct number.

Ms. Fellows asked why the salaries on the 220 fund were around \$300,000 less and the totals were about \$858,000 less.

Mr. Blyth said that was based on the anticipated lower amounts from the federal government and what the expected student populations would be.

Ms. Rabasa asked if that meant that they are covering the \$300,000 shortfall with general funds or if they would be experiencing cuts.

Mr. Blyth said they were not anticipating cuts and the general fund would pick up the shortfall.

Mr. Gill said while this fund has less money in it right now, it could go up once they have the real numbers. He explained said that the district had to use the same amount of money to support the students this year as last year. He asked Mr. Blyth to speak on the three categories that were zeroed out.

Mr. Blyth explained when they do the budget they do placeholders. He said in the end there will be some indirect costs and supplies that would be spent out of this and when they do their supplemental budget adjustment, they would move funds into those categories to cover costs.

Mr. Brown asked if there were any other questions on 220, then moved on to state and local funding. 250 state and local grants, 251 and 252 were part of integrated guidance. He had a slide of Fund 250 along with the list of grants they received. As a total the fund held about 4.5 million. He pointed out the different changes in the funding with personnel and supplies and materials going up.

Ms. Newman asked if these were renewable grants.

Mr. Brown said most of them were renewable.

Ms. Newman asked who funded Sources of Strength

Ms. Rabasa said that the Sources of Strength was usually funded by the state of Oregon , but was partially funded by an individual donation this year earmarked for Sources of Strength.

Ms. Newman said it was one that was worth continuing.

Mr. Richardson asked who identified the local sources.

Mr. Blyth asked if he wanted a breakdown of local and state sources.

Mr. Richardson clarified his question was if the local sources were identified through staff.

Mr. Brown said it was a little bit of everything and they had a process through the district for teachers to fill out information for a grant they were applying for, and finances gave permission after review.

Ms. Munro asked if the United Way Funding was part of the Early Literacy Program.

Mr. Brown said he would need to investigate that. He talked about fund 251 the Student Investment Act (SIA) and 252 High School Success. These were part of their integrated guidance plan. He said they saw a decrease in High School Success funding so they moved some of those expenditures into SIA.

Ms. Rabasa asked if anyone could apply for grants or if that specifically applied to admins and teachers.

Mr. Brown said anyone can apply for a grant, even classified staff, they just asked that a form be filled out to ensure they understand the goals and tasks from the grant and that everything was feasible.

Mr. Blyth said that a school district must be able to use a grant and they must be vetted.

Ms. Rabasa asked how the funding got to the person who applied for the grant and what mechanisms were in place for that to be processed.

Mr. Brown said typically they ask the check to be sent to the district and they have specific processes to create and account for that specific grant.

Mr. Blyth said something else to be aware of was that sometimes a grant had language with certain requirements. One might say it must be shared with the district and not only to one school if awarded.

Mr. Brown explained he gave a very brief overview of the Integrated Guidance Plan, and it could be found on their website.

Ms. Newman asked for clarification on the High School Success act being part of SIA and if it was pulled out separately for funding.

Mr. Brown said it was all part of Integrated Guidance and the state decided how they were supposed to structure the funding.

Ms. Newman asked if the Early Literacy money would come under here.

Mr. Blyth said fund 250 is the Early Literacy program.

Mr. Gill said Early Literacy is a separate grant now and High School Success is funded by two funds from the state, but it came to the district in a single grant.

Ms. Newman asked if they would see them separately going forward.

Mr. Gill said how they budget locally a local decision, but since it was all under Integrated Guidance, they could budget it together.

Ms. Newman said in general she was seeing a lot of funds going down, and wondered if there were new requirements from the student investment fund since they now had the Early Literacy fund in there.

Mr. Bown said there were not more reporting requirements than last year, but Integrated Guidance had its own reporting requirements. Mr. Brown spoke on Private funding, which was

comprised of three funds. He said fund 260 was general donations and stated funds 270 and 275 were the Eugene Educations Fund gifts and grants. Fund 260 covered the high school music grant and International High School Grant funds. About \$447,000 were in those funds.

Mr. Di Liberato asked what the history of the fund were.

Mr. Brown said he didn't know the history but was happy to investigate it. He said 270 and 275 were broken up into two separate funds. Fund 270 was gifts and not returned, and could be used until they were fully spent and that was around \$834,000. Fund 275 is the EEF grant, and these could be requested twice a year and funds were returned at the end of the year if the money wasn't used. These were currently noted at 0\$ but they would receive the numbers at the end of the year, but it should be about 200k a year. In Other Funding, he explained 261 was billables, 262 was the KRVM radio station. 280 was the student body funds and 281 was student body donations, while 290 was special purchases. There were about \$1 million in billables. He said 262 was a separate entity but they had a budget of about \$1.4 million.

Ms. Munro asked about the contingency fund for 262 and if it was carryover.

Mr. Brown said it was, and KRVM was well managed.

Ms. Munro clarified since they had to have their expenditures and revenue add up she wondered if they were actually spending that \$134,000.

Matt said yes.

Ms. Fellows asked if there was an example for fund 261.

Mr. Blyth said the biggest they did was probably billables to ESD.

Ms. Fellows asked what happened when students got transferred or placed at other schools..

Mr. Blyth said there was a series of ESD supports and they could provide as billables.

Mr. Goldberg said the other things with billables was they were part of a technology consortium and in partnership with four other districts and it was paid for out of billables.

Ms. Thesson asked about the fund for the affinity groups and if there had been any increase in those.

Mr. Brown said the student body accounts were coming up, but for the affinity groups they hadn't had a strict budget. He explained that over the summer, and before the new school year, they would meet with the groups to put a more concrete budget in place.

Mr. Richardson asked if that was the same policy with all the student bodies themselves. He wondered if their budget was controlled school by school or the financial department.

Mr. Brown said that was determined at the local schools. He then explained that Fund 280 had about \$7.5 million for the next fiscal year for the student body and there was a slight decrease.

Mr. Gill asked about fund 280 and 290, he wanted to know what fell into the category of “other uses.”

Mr. Blyth said their expenditure currently was sitting in planned reserves.

Mr. Brown moved on to 290 and said these were special purpose funds with a little over \$2 million. He said they would make sure they had resources available for the new curriculum. In Nutrition services, fund 299 they had \$10.9 million for this budget. He said this had a large increase due to anticipated increase in cost. Mr. Brown said they are continuing the free lunch program into the next fiscal year.

Ms. Rabasa was pleased they were continuing the lunch program and asked about the local sources line on the budget and if it was catering.

Mr. Brown said yes. He said that was the end of the presentation and they would research and bring back answers to the questions asked during the meeting.

Ms. Rabasa asked if they would be covering school supplies.

Mr. Brown said that was a question for next week and a question for the general fund meeting. He said for previous years they had elected to purchase supplies for elementary schools, but not Highschoolers. If they wanted to move forward with it again in the general fund this year, but things would need to be tightened up in the next few years.

Ms. Rabasa said she would support it with the understanding they would need to revisit it in the future.

Mr. Boulette said he was also on board.

Ms. Newman said it seemed like a fair amount of the federal funds were lower this year and she was curious if the budgeting with the general fund was trying to backfill the overall budget.

Mr. Brown said they would see in the general fund meeting that they were seeing increased costs in their general fund, and it was more than they anticipated and part of that was taking over costs from the grants and some of it was from ESSER staff and others were fuel costs and supplies cost. He said their resources were not going up with expenses and there would be some different numbers than anticipated.

Mr. Blyth said they did have the estimates up for next year on ODE’s website and their funding had essentially flattened their year to year revenue.

VI. ADJOURN

The Meeting adjourned at 7:14pm

MINUTES OF BUDGET COMMITTEE MEETING
EUGENE SCHOOL DISTRICT 4J, LANE COUNTY, OREGON

Date: May 7, 2024

The Budget Committee of Eugene School District No. 4J, Lane County, Eugene, Oregon, held a Budget Committee Meeting at 6:00 p.m. in-person at the Education Center, 200 North Monroe Street in Eugene, Oregon, via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on May 3, 2024.

ROLL CALL

BUDGET COMMITTEE MEMBERS PRESENT:

Chair Dakota Boulette
Abbie Stillie
David Wallace
Courtney Salic
Scott Fellman
Amy Fellows (online)

BOARD MEMBERS PRESENT:

Maya Rabasa
Jenny Jonak
Morgan Munro
Judy Newman
Tom Di Liberto
Rick Hamilton
Erika Thessen (online)

STAFF:

Colt Gill, Interim Superintendent
Matt Brown, Director of Financial Services
Bob Blyth, Associate Director of Financial Services
John Goldberg, Financial Supervisor of Operations and Accounts Payable
Sherry Moore, Executive Assistant to the Chief of Staff

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, Eugene Education Association (EEA)
Lisa Jenkins-Easton, Oregon School Employees Association (OSEA)

MEDIA:

KRVM

I. CALL TO ORDER/ROLL CALL

Chair Dakota Boulette called the Eugene School District 4J Budget Committee Meeting to order at 6:06 p.m. He said the names of all board and committee members present in-person and online.

II. PUBLIC COMMENT

None.

III. SUPERINTENDENT’S COMMENTS

Interim Superintendent Colt Gill provided comments relating to Fund 100, the district’s primary funding source. He noted there are sometimes larger funds, but they are often temporary. Fund 100 is the core resource used to maintain services in the district. Interim Superintendent Gill said reliance on Fund 100 is especially true for the 2024-25 budget currently under review, given ongoing costs associated with staff and services currently funded under Elementary and Secondary School Emergency Relief (ESSER) funds, which expire September 30, 2024. The district is anticipating utilizing Fund 100 to continue those services.

Interim Superintendent Gill explained, school districts can adjust spending but have limited control over revenue. He stated the Oregon State School Fund is volatile, based on income tax, property tax, and economic downturns mean less funding for schools. He mentioned the local option levy, which for several years has benefited the district. Changes in the economy, levy, and decisions of state legislatures can create rapid declines in the district’s primary source of operational funding and historically there have been many examples.

The Oregon legislature invested in the Student Success Act. The programs are significant investments, but they fund specific programs, not primary functions, like increased employee wages and benefits. The state school funds which provide critical support for basic operations are not keeping up with neighboring California and Washington. He reiterated the revenue portion of the budget is largely out of the district’s control.

In reference to the 2024-25 proposed budget, he stated it does not reduce services or staffing, though it may reflect a redistribution of staff as program needs change. He said the budget reflects the addition of more staff and services. The proposed budget expends more dollars than the district expects to receive in revenue and will be spending down its reserves. Interim Superintendent Gill said it’s appropriate, but the district will need to be thoughtful about how the reserves are spent.

Regarding the roles and responsibilities of the Budget Committee, he offered that after the Budget Committee approves the proposed budget, they will receive patrons comments, the budget message, and budget document. The Budget Committee may request information for the preparation or revision of the budget. He outlined particulars

about revision requests, emphasizing that reducing spending or spending additional funds must be discussed as a committee. The Eugene School District 4J Board of Directors will hold a final hearing relating to the proposed budget prior to its adoption.

IV. REVIEW QUESTIONS FROM LAST MEETING

Finance Director Matt Brown referenced a handout detailing staff responses to 14 questions previously raised on behalf of Budget Committee members. He asked if there were any further questions.

Ms. Jonak asked how the proposed budget reflects an investment in supports for disabled students compared with prior years.

Mr. Brown responded it is not a question he can answer directly. He recommended a district instructional leader, like the Student Services Director, would be better suited to answer the question.

Mr. Di Liberto asked, referencing the General Funds Expenditure table (page 3) in the General Fund and Budget Approval handout, what explains the increase in salaries from FY24 (\$125,000,000) to FY25 (\$143,739,792).

Associate Director of Financial Services Bob Blyth responded there is a combination of factors, one being the increase in overall full-time employees (FTE). 57 FTE were added districtwide. Additionally, 90 FTE have shifted from other funding sources into the general fund. He added there is a 4% salary increase rolled in as well.

Mr. Di Liberto asked, referencing the General Funds Expenditures table (page 3), for more context given the \$22,706,648 in reserves.

Mr. Brown responded by highlighting the total operations costs going from roughly \$250,000,000 to \$276,150,350; coupled with the estimated contingency and unappropriated amount for FY25 being \$22,000,000, or half of the FY24 budgeted contingency and unappropriated amount.

Ms. Newman asked, referencing question #14 in the handout, for further clarification around utilizing the reserve fund balance to provide a soft landing over the next 5-7 years.

Mr. Brown responded many variances go into the estimate. Typically, the district underspends expenditures roughly 4 -7%. And revenues can come in slightly higher because staff budget conservatively. He acknowledged it is a steeper step down from what was previously discussed in early January 2024.

V. BUDGET PRESENTATION: GENERAL FUND

Mr. Brown and Mr. Blyth provided a budget overview of the general fund via PowerPoint presentation.

Mr. Brown highlighted a pie chart detailing general fund (Fund 100) revenues by revenue type. The state school fund accounts for 36% (\$109,300,000) of the revenue, property taxes account for 30% (\$88,980,000), beginning fund balance accounts for 21% (\$64,000,000), local option levy accounts for 9% (25,887,000), and other accounts for 4% (10,960,000). Bringing the committee's attention to the Fund 100 resources table, he mentioned the FY25 proposed beginning balance of \$64,000,000 is a decrease of 11 million from where the [Finance Department] estimates the district will be at the end of the present fiscal year. Overall, total resources for the general fund are under a 1% increase from the previous year.

Mr. Blyth, referencing Fund 100, explained the way funds are sent to schools in Oregon is based on the State School Fund formula. For 4J, the revenues currently make up 85% of the total general fund. There are three main factors which drive the revenue.

1. What the legislature commits to
2. AMW (weighted count of students in state/district).
3. State teacher experience.

Mr. Blyth commented state and districtwide there are trends in enrollment reductions. If those reductions were equal, revenues would stay relatively stable. He pointed out districtwide there was a 3.6% drop and statewide they reported a 1.32% drop.

Regarding the state teacher experience, Mr. Blyth said the belief is the more experienced teachers are, the more costly they are; therefore State School Fund adjustments are made based on the district's overall teacher experience. Previously, 4J teacher experience was determined to be on par with the state's overall teacher experience, as a result, the teacher experience adjustment was negligible. However, he said, new data has decreased 4J teacher experience to an average of 6.97 years' experience. If applied, there could be additional revenue amounting to an estimated 4.5 million dollars. The Finance Department is working to verify the data in hopes it will improve the financial forecast as it relates to the State School Fund.

Mr. Blyth stated if district enrollment continues to decline, revenue will be affected in serious ways. He emphasized the Finance Department can confidently estimate revenues, but only once the legislature passes their budget.

Mr. Blyth added the local option levy makes up 10% of Fund 100 revenues and will be determined by local voters in mid-May.

Ms. Fellows asked, regarding the decrease in enrollment, if there is data on how many of those students are on Individualized Education Plans (IEPs).

Mr. Blyth responded he does not have data on that specifically, but data indicated homeschooling was not a big driver.

Chair Dakota Boulette asked what can be done to fix factors impacting the budget, such as lower enrollment and teacher experience.

Mr. Blyth responded, regarding teacher experience, they will take a deep dive into data to make sure it is accurate.

Ms. Munro challenged that the data may reveal the teacher experience is much closer to the state average.

Mr. Blyth responded the truth will be in the data.

Ms. Rabasa highlighted the need for the district to focus on retention. She said recruitment efforts have been heavily focused on and suggested creating an effective exit interview process to find out why experienced teachers are leaving the district.

Ms. Jonak shared she still does not understand how district priorities are reflected in the budget. For example, how does the proposed budget reflect current priorities and needs?

Mr. Brown validated Ms. Jonak's concern, stating there are opportunities for the Finance Department regarding how to communicate the numbers. He implied a request for assistance from director-level staff to help express the numbers in the context of district priorities.

Ms. Rabasa made a future request for information about the cost of turnover of classified staff, for example, bus drivers.

Mr. Brown responded affirmatively.

Mr. Brown oriented the committee to the General Fund (Fund 100) Expenditures table, detailing the district's total FY25 operations (\$276,150,352), expenditures (\$298,857,000), and other cost breakdowns, such as salaries, payroll, supplies, etc.

Ms. Jonak asked where the district's purchase of the Wells Fargo building is reflected.

Mr. Brown responded the purchase of the Wells Fargo building was allocated from Fund 201, not Fund 100.

He went on to explain the total operation costs are up 9.4% from last fiscal year. Coupled with the district's contingency and unappropriated (i.e. savings) funds, means over next three or four years the district will need to take steps to right size the ship. He added the district has a policy of 5% reserve and is still meeting the set reserve within FY25 at 7.5%. Yet, there is a projected overall decrease of almost half.

While reviewing a table detailing transfers out of Fund 100, Chair Boulette asked if the 3.2 million transfer for Nutrition Services includes continuing the district's free meal program.

Mr. Brown responded affirmatively and said it is a significant (\$900,000) increase from last year.

Ms. Munro asked for clarification about the costs of providing the district's free meal program.

Mr. Brown responded the district receives meal program reimbursements from the state, but those reimbursements do not 100% subsidize the meal program. They do not cover all the associated operational costs. It still costs the district 3.2 million.

Mr. Fellman asked how much of the cost is for food versus cost of staffing.

Mr. Brown said he would follow up with more information, but he noted salaries jumped from 2.6 to 3.4 in the FY25 budget.

Mr. Blyth presented a line chart showing the 4J budget to actuals over time (FY13 to FY24). The areas with the biggest gap in revenue estimates reflect the timing of 4J creating their budget and the legislature finishing theirs. The areas with the biggest gap in expenditures reflect the addition of ESSER funds into the district budget, helping to decrease expenditures.

Mr. Blyth presented the next slide, detailing the district's 5-year actuals and the FY24 yearend estimate. The biggest impact to the budget is decreased enrollment, resulting in plateauing revenues coupled with increasing expenditures.

Mr. Brown explained the general fund forecast anticipates that by FY27 the beginning fund balance will be negative unless adjustments are made. He emphasized adjustments can and will be made, and pointed out that the forecast has already improved from their first review in January to the recent updated forecast in May, reflecting an increase in revenue.

Interim Superintendent Gill commented that a budget is a plan, and given the size of the district, 4J does not always have the data needed. As a result, the budget gets adjusted throughout the school year. He added the State School Fund is on a two-year cycle. He emphasized that as the revenue stream from the legislature has not increased, Oregon school districts are experiencing the impact. There are indications the legislature will continue examining the State School Fund formula.

There was discussion about how, if the budget continues on the trajectory which it is on, and the Finance Department examines areas to cut costs, they will rely on school board guidance to keep the budget in-line with recently outlined priorities.

In response, Ms. Newman commented while the school board has discussed priorities, they have not formally identified budget priorities.

Mr. Blyth identified a challenge unique to the current budget process, citing a change in leadership, and stating the previous Superintendent worked closely with the Finance Department to guide the budget based on school board input. He added another variable is the outcome of the upcoming election (i.e., local option levy). Nonetheless, Mr. Blyth said he is confident the budget reflects appropriations which will satisfy the needs of the district.

Ms. Jonak commented about her discomfort with the proposed budget is how it does not reflect recently identified district goals. It is troubling to her to incorporate the adjustments into the next fiscal year budget (i.e., FY26).

Mr. Brown responded the projected budget expenditures are worse now than they ever will be and unfortunately it is late in the budget process to engage in larger discussions about better aligning the budget with recently identified district goals. He suggested slow adjustments be made throughout the process.

Ms. Munro, referencing the projected FY26 forecast, expressed concern about forecasting what she sees as an 18-month journey to zero [dollars]. Among other things, she is alarmed about the potential impact on district staff.

There was discussion about the committee's options to direct staff given the short timeline for approval of the proposed budget. The public hearing for the budget is May 15, 2024; and approval is slated for adoption on June 5, 2024.

Interim Superintendent Gill offered two options:

1. Approve the proposed budget
2. Offer a set of reductions to the proposed budget prior to May 15, 2024

He noted how challenging option two would be given the timeline.

Ms. Jonak said she cannot approve the budget without a clear understanding of how it reflects district priorities. Given the presentation she understands where the funds come from but not how the proposed budget reflects priorities.

Ms. Rabasa stated the district has a historical pattern of being fiscally conservative, and a high reserve fund reflects that. She suggested the proposed budget utilizing those reserves bring into question how conservative the district is being this budget cycle.

Mr. Di Liberto echoed other concerns about the proposed budget not necessarily reflecting recently identified district goals.

Mr. Hamilton added as a school board member, he would like to be better positioned to communicate with the public about the budget.

Mr. Blyth validated committee member concerns. He cited transition in leadership as having had an exceptional impact on communication between the Budget Committee and the Finance Department.

Mr. Brown clarified the department is not claiming the proposed budget is conservative, but rather that the finance directors are conservative in their estimates of revenue and expenditures.

Ms. Stillie suggested the department write a short summary of how their budgetary decisions are aligned with district goals.

Ms. Jonak suggested the Budget Committee would benefit from having another budget meeting before approving the proposed budget until there is a better sense of how the budget expresses district priorities.

Interim Superintendent Gill responded the discussion around priorities coming to fruition in the budget is complex. He illustrated the complexities by briefly describing components of the budget process, and citing unique challenges, like the change in leadership. He cautioned making significant changes to the proposed budget and shared his uncertainty about how impactful another meeting at this stage would be. He recommended the Budget Committee form questions for additional discussion, but limit making changes to the proposed budget.

Mr. Wallace said he would like to see a plan for a soft landing.

Interim Superintendent Gill suggested the Budget Committee begin the process of identifying parameters for a soft landing. He suggested the process could take many months.

Ms. Rabasa made the point, the Oregon legislature is having discussions about potentially having oversight over district reserve funds. She acknowledged the discomfort of spending down reserves but stated she does not see where services can be taken away.

There was further discussion about the implications of the proposed budget, the challenge of covering all district costs, including staffing and deferred maintenance, and the likelihood the department can address the committee's concerns given the narrow timeline remaining for budget approval.

There was moderate consensus indicating ongoing conversations must occur between the committee and the department to direct future budget decision making, such as FY25 supplemental budgets. The department requested clear definitions from the Budget Committee to help guide their future work.

VI. BUDGET APPROVAL

MOTION: Mr. Fellman moved to approve the budget total for all funds, including the General Fund total of \$298,857,000 and Other Funds total of \$302,910,487; to declare the tax rates and debt service levy for the General Fund tax rate of \$2.1758 per \$1,000 of assessed valuation of the district and for the Debt Service Fund tax levy of \$42,286,711; and suggests the Eugene School District 4J Board of Directors seek clarity on budget priorities, carefully review and consider proposed expenses, and initiate a reserve policy discussion and review and improve the budget process for the next budget cycle. Seconded by Ms. Thessen. **The motion passed 10-3-0; Chair Dakota Boulette, Abbie Stillie, Courtney Salic, Scott Fellman, Maya Rabasa, Morgan Munro, Judy Newman, Tom Di Liberto, Rick Hamilton and Erika Thessen all in favor; Jenny Jonak, Amy Fellows, and Mr. Wallace opposed.**

VII. ADJOURNMENT

Committee Chair Boulette adjourned the Budget Committee Meeting at 9:07 p.m.

Budget Committee Q&A

Q1: One option for cuts that I would like us to potentially consider is to revisit the additions we made last year to adjust the middle school schedules; I think something like 19 FTE were added(?). However, I was/am really unclear why those changes were made (negotiated contract, needing to get required minutes, etc) so perhaps there is a purpose/need about which I am unaware. Is this something we could please get more information on?

A1: I wanted to provide some background information on the middle school schedule, particularly regarding the inclusion of PE as a core content area to meet state-mandated middle school PE minutes.

This effort began in the spring of the 2022-23 school year. Last year, we piloted compliance with four of our eight middle schools using a six-period day. However, the Middle School Scheduling Committee determined that having five core classes within a six-period day significantly restricted students' access to interest-based electives and interventions and this was evident at out piloting schools.

After reviewing multiple scheduling models, the committee ultimately prioritized a student-centered approach by shifting to a seven-period day. This ensures that students needing intervention classes, ELD, or courses designed to meet IEP requirements can still participate in electives such as band, art, and other interest-based opportunities—something that wasn't possible under the six-period model.

With the transition to a seven-period day, we recognized the importance of balancing SEL and Flex time while also considering teacher workload. Initially, middle school teachers were at risk of teaching six periods plus advisory with only 43 minutes of daily prep, compared to the 90 minutes of prep time received by high school colleagues. To address this, the decision was made for teachers to teach five courses plus advisory, with an additional 43 minutes of prep time. To support this structure, FTE was added for the 2024-25 school year to cover PE staffing and maintain elective offerings, ensuring that the five-of-seven teaching load remained in place.

Looking ahead to 2025-26, the proposed 4.6 FTE reduction will result in some adjustments, including a reduction in elective offerings, modifications to data coordinator positions, and a slight increase in class sizes. However, we are committed to maintaining the current model, with teachers continuing to teach five courses plus advisory rather than six.

Q2: A spreadsheet of projected and actual enrollment data for elementary, middle, and high schools for the past five years as well as projected enrollment for next year.

A2: Below is a chart by level showing enrollment as of Oct 1st each year and projections into the future.

GRADE LEVEL	10/1 ENROLLMENT												PROJECTIONS					
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
ELEMENTARY	7007	7015	6987	7219	7376	7415	7247	7271	6805	6742	6761	6571	6397	6025	5894	5742	5566	5451
MIDDLE	3839	3739	3722	3643	3691	3676	3724	3815	3792	3622	3584	3501	3435	3517	3593	3708	3574	3500
HIGH	5313	5330	5297	5361	5263	5264	5222	5227	5483	5354	5336	5292	5181	5062	5021	5008	5232	5223
TOTAL	16159	16084	16006	16223	16330	16355	16193	16313	16080	15718	15681	15364	15013	14604	14508	14458	14372	14174
DIFF.		(75)	(78)	217	107	25	(162)	120	(233)	(362)	(37)	(317)	(351)	(409)	(96)	(50)	(86)	(198)

Below is a chart by school showing actual enrollment and what the projections were for the previous five years at each school. Overall, you can see that enrollment was below projections every year.

SCHOOL	10/1/2024			10/1/2023			10/1/2022			10/1/2021			10/1/2020		
	ENROLLMENT	PROJ	DIFF.	ENROLLMENT	PROJ	DIFF.	ENROLLMENT	PROJ	DIFF.	ENROLLMENT	PROJ	DIFF.	ENROLLMENT	PROJ	DIFF.
Adams Elementary School	365	392	(27)	396	389	7	404	406	(2)	412	469	(57)	427	471	(44)
Awbrey Park Elementary School	402	382	20	395	430	(35)	428	442	(14)	441	455	(14)	452	443	9
Buena Vista Elementary School	420	443	(23)	441	454	(13)	431	469	(38)	452	458	(6)	465	459	6
Camas Ridge Community Elem	258	242	16	248	250	(2)	252	291	(39)	286	346	(60)	327	348	(21)
Charlemagne French Immersion	304	325	(21)	327	335	(8)	338	345	(7)	337	350	(13)	347	351	(4)
Chavez Elementary School	356	362	(6)	349	376	(27)	365	361	4	344	434	(90)	395	435	(40)
Chinese Immersion School	110	124	(14)	117	131	(14)	123	128	(5)	115	111	4	88	92	(4)
Edgewood Community School	415	413	2	428	411	17	407	410	(3)	406	384	22	376	385	(9)
Edison Elementary School	319	330	(11)	349	361	(12)	356	334	22	318	294	24	265	295	(30)
Family School Elementary	112	107	5	110	124	(14)	124	111	13	111	164	(53)	124	165	(41)
Gilham Elementary School	574	570	4	574	590	(16)	585	601	(16)	585	562	23	510	560	(50)
Holt Elementary School	469	470	(1)	469	464	5	469	468	1	474	529	(55)	488	530	(42)
Howard Elementary School	473	470	3	479	496	(17)	494	492	2	495	562	(67)	489	497	(8)
McCormack Elementary School	301	289	12	307	339	(32)	341	347	(6)	333	328	5	306	324	(18)
River Rd El Camino del Rio Elm	419	404	15	391	396	(5)	385	421	(36)	383	470	(87)	388	457	(69)
Spring Creek Elementary Sch	248	279	(31)	284	315	(31)	308	312	(4)	306	337	(31)	323	313	10
Twin Oaks Elementary School	209	203	6	212	229	(17)	229	208	21	210	217	(7)	208	219	(11)
Willagjillespie Elementary Schl	427	446	(19)	445	468	(23)	465	467	(2)	462	528	(66)	474	523	(49)
Yujin Gakuen Elementary School	216	262	(46)	250	272	(22)	257	288	(31)	272	313	(41)	293	314	(21)
ELEMENTARY SCHOOLS	6397	6513	(116)	6571	6830	(259)	6761	6901	(140)	6742	7311	(569)	6745	7316	(571)
Arts and Technology Academy	364	375	(11)	390	389	1	410	455	(45)	427	454	(27)	449	454	(5)
Cal Young Middle School	491	498	(7)	506	493	13	495	458	37	482	534	(52)	482	534	(52)
Kelly Middle School	411	422	(11)	416	446	(30)	425	441	(16)	429	475	(46)	453	475	(22)
Kennedy Middle School	350	363	(13)	352	353	(1)	361	335	26	344	358	(14)	374	358	16
Madison Middle School	401	400	1	408	419	(11)	420	427	(7)	437	422	15	414	422	(8)
Monroe Middle School	520	515	5	516	514	2	542	551	(9)	551	586	(35)	596	586	10
Roosevelt Middle School	558	522	36	561	534	27	545	554	(9)	575	600	(25)	576	600	(24)
Spencer Butte Middle School	340	336	4	352	366	(14)	386	354	32	377	406	(29)	411	406	5
MIDDLESCHOOLS	3435	3431	4	3501	3515	(14)	3584	3575	9	3622	3835	(213)	3755	3835	(80)
Churchill High School	1065	1095	(30)	1090	1111	(21)	1096	1181	(85)	1140	1132	8	1142	1132	10
North Eugene High School	1106	1099	7	1116	1114	2	1080	1058	22	1047	1052	(5)	1035	1052	(17)
Sheldon High School	1492	1504	(12)	1530	1603	(73)	1540	1620	(80)	1515	1463	52	1439	1463	(24)
South Eugene High School	1518	1457	61	1496	1522	(26)	1513	1540	(27)	1522	1581	(59)	1557	1581	(24)
HIGH SCHOOLS	5181	5212	(31)	5292	5350	(58)	5336	5529	(193)	5354	5367	(13)	5339	5367	(28)
TOTAL WITHOUT ALT. PROGRAMS	15013	15156	(143)	15364	15695	(331)	15681	16005	(324)	15718	16513	(795)	15839	16518	(679)

Q3: Classifications and FTE of positions that are proposed to be cut, broken out by school

A3: From a programmatic view, below is the list of identified reductions within 4J that were discussed at the informational meeting and anticipated to be in the proposed budget. Each school certainly is unique within itself and each provide its own complexities. The district uses a school staffing formula based on student enrollment and a student needs index. Comparison of one school over another is not comparing apples to apples.

Elementary = 19.0

Middle = 3.0

High = 6.0

Reductions spread across all levels of school = 5.5

District = 26.0

Total = 59.50 FTE

Q3 Follow up Question: I would really like to have the data that I asked for here, precisely because schools have different needs and can't be compared apples to apples. I find it concerning that we have received comments primarily from those who work at a school with a high-needs and at-risk population. As I look toward voting on a budget proposal, I want to know how our potential cuts would affect schools that predominantly serve our most vulnerable students.

Q3 Follow up Answer:

There is a lot that goes into this answer so I want to try and capture as much as I can for you, however please let me know if additional explanation or discussion is needed on any particular subject.

Some schools that are identified in the high needs index receive additional funding from areas such as title, so their FTE count may appear higher than other schools. Furthermore, the district identifies and tracks the population of higher needs students on a school-by-school basis in a sheet we call the Needs Index. This tracks students in four categories, % qualifying for free and reduced lunch, % receiving special education services, % identified as English language learners and the mobility rate of the school. (The term "mobility rate" in the context of "needs index" generally refers to the rate of student transfers within a school year). This is updated each year and is used to direct additional resources to those schools with the higher needs index. For the current school year, the top three needs index schools in the district are Chavez, Howard and McCornack respectively.

Within every district budget, we hold some level of appropriations for adjustments when unexpected things happen, like more students show up to a 3rd grade class than we anticipated. We assess actual enrollment levels on October 1st each year and review how actuals are within each level/cohort. Additional discretionary appropriations are provided to those schools that saw enrollments higher than originally projected. Additional staff may also be directed to those schools where necessary. In the 2025-26 budget, we are holding \$500k for staffing adjustments and \$50,000 for discretionary adjustments. The staffing amount is lower than in previous years, however we believe we have better identified classrooms and cohorts within our forecasting and classroom models for next year and part of the budget reductions identified in the informational meeting were to reduce these funds. In some cases, when fluctuations occur we often see, for example, a 1st grade class with lower numbers and a 3rd grade class with higher numbers, so the district may transfer a licensed staff member over to support that level.

We will discuss at the budget committee meeting, but it is worth noting here as well, that all of our schools have not been adjusted over the past two years coming out of COVID. Most schools district made changes year to year coming out of COVID to adjust for enrollment declines and increases in some cases. Eugene School District saw declines in enrollment overall, but no action was taken to adjust staffing levels like we normally would have in the past. In doing so this upcoming year, it can be seen as a surprise to our system, however I will say that we have made communicated this out between our budget roadshows over the last couple years to draw attention for the present state that we are in now.

I've attached a lot of PDF sheets to this response, they are:

- 2024-25 Elementary, Middle, and High Classified Staffing Summary
- 2025-26 Elementary, Middle, and High Classified Staffing Summary

- 2024-25 Elementary, Middle, and High Licensed Staffing Summary
- 2025-26 Elementary, Middle, and High Licensed Staffing Summary
- High Needs Index

Q4: Are we able to track how many students are eligible for free and reduced price lunches, for the ADMW? Since all students get free lunches at this point, does that make it more difficult to accurately identify how many students are eligible?

A4: As of right now, we are not able to track what students may be eligible for free and reduced price lunches. This collection of data ended when the district began offering no-cost meals for all students. It is possible to pull data from when it was last available, however this data likely would not be a good estimate since so many things have changed within not only our 4J system, but also with the community and families.

Q5: One thing that would be helpful for those of us who are less well-versed in school terminology is if acronyms could be spelled out in first reference in budget documents. Or include a glossary. Some of these acronyms don't show up in a google search.

A5: Acronyms are definitely items that we can include within the glossary at the end of the budget book. I will do my best to proofread and identify any acronyms to either spell out what it really is or to reference it in the glossary.

Key Essential Questions for Evaluating Position Reductions

1. Student Impact & Equity Considerations-Goal #1: Increasing Equitable Outcomes and Achievements

- Will eliminating this role create a gap in services that directly affect student outcomes? (e.g., literacy, math, special education, multilingual learners, behavioral support)
- Does this role support students across multiple schools or just one site? Would a reduction disproportionately impact certain schools more than others?
- How does reducing this position affect equity in access to resources, instruction, or specialized programming?
- If this position is reduced, how will the district ensure continuity in services for students who rely on this support?

2. Instructional & Curriculum Implementation-Goal #1: Increasing Equitable Outcomes and Achievements

- What are the short-term and long-term instructional consequences of eliminating this position?
- Is there an active curriculum adoption, professional development initiative, or instructional program tied to this role?
- Can the responsibilities of this position be absorbed by existing staff without overburdening teachers and administrators?
- Does this position help fulfill compliance requirements (e.g., Title I, state mandates, special education laws)?

3. Budgetary & Grant Considerations-Goal #3: Proactively Engaging Our Community

- Is this position fully funded by the district, or does it receive support from grants, ESD funding, or external partnerships?
- If a grant funds this position, is that funding expected to continue beyond the current cycle? If not, what are the options for sustainability?
- Are there alternative funding sources that could support this position if district funding is reduced?
- If this position is eliminated, what are the actual cost savings, and do they justify the potential impact on students and staff?
- Would shifting someone from this position to a classroom role still meet contractual and funding requirements?

4. Organizational Structure & Reallocation-Goal #3: Proactively Engaging Our Community

- If this position is eliminated, which department or individual will absorb the responsibilities?
- Are there overlapping roles in other departments that can take on these tasks without overburdening staff?
- Can this role be consolidated with another position to maintain its function while reducing overall FTE?
- Is this position supporting a district-wide need, or would it make more sense to decentralize responsibilities to school-based roles?
- If this position is eliminated or reduced, is there a clear transition plan to ensure a smooth shift in responsibilities?

5. Community & Stakeholder Input-Goal #2: Safety and Well-Being of Students and Staff

- Have we gathered feedback from school leaders, teachers, and staff who work directly with this position?
- Have we communicated potential changes to those who will be impacted? Do we have a plan to support staff morale and the transition process?
- Would reducing this role create a perception of decreased investment in a key area? (e.g., STEM, literacy, equity, special education)

6. Legal, Policy, and Contractual Obligations-Goal #1: Increasing Equitable Outcomes and Achievements

- Does this position fulfill a legal or policy requirement that we must maintain for compliance?
- Are there labor agreements that require certain positions to be maintained or reallocated in specific ways?
- If this role is reduced, will it impact staffing ratios, collective bargaining agreements, or workload distribution?

7. Alternative Solutions & Workforce Planning-Goal #2: Safety and Well-Being of Students and Staff

- Are there alternative ways to address budget concerns without eliminating or reducing this position? (e.g., restructuring, seeking additional grants, shared services with other districts)
- If multiple positions are being reduced, are we ensuring that cuts are balanced and do not disproportionately impact one area? (e.g., instruction, student services, operational support)
- Could some of these positions shift to part-time instead of being fully eliminated to maintain continuity while reducing costs?
- Are we prioritizing reductions based on direct student impact rather than administrative convenience?
- Would a phased reduction or transition make more sense than an immediate elimination?

Final Considerations

- Before making reductions, these key questions ensure that the team weighs all factors—budget, student impact, equity, organizational capacity, compliance, and alternative solutions. Taking a strategic, data-driven approach will help avoid unintended consequences and ensure that decisions align with district goals and priorities.

Budget Values Framework

Last Update: 11-19-24

This framework is designed to ground planning and decisions for the development of the 2025-26 Eugene School District 4J Budget. The Budget Values serve as a guide to prioritizing any new investments or targeting budget reductions so that they align to School Board adopted goals for the District.

Board Adopted Goals for Eugene School District 4J

This Budget Values Framework will be centered around these Board adopted District goals.

GOAL # 1: Increasing equitable outcomes and achievements

- Equity: Making it so that a student's demographic characteristics and where a student begins life doesn't negatively determine or limit that student's success in school/life.
- Public Education plays an important role in setting each student up for success in their life. Accordingly, our district must allocate efforts and resources in ways that ³⁴ support equitable student access and opportunity. Our district will take a proactive approach, rather than waiting for complaints or failure, including with literacy, SPED (special education), and racial harassment issues.

GOAL # 2: Safety and Well Being of Students and Staff

- We will cultivate the safety, belonging and wellness of our students and staff in our schools.

GOAL # 3: Proactively engaging our community

- The quality of communication and engagement with our district is integral to the success of our shared work, and in order to maximize success, we will improve our communication and engagement.

Budget Values Framework

Value	Funding Priority	Maintenance Funding	Value-Related Activities Funded in 2024-25
<p>Increasing equitable outcomes and achievements</p>	<ul style="list-style-type: none"> • Inclusion model, including improving and implementing timely, proactive identification and relationship-based support of disabled students. Ensure that the inclusion model prioritizes input from those with lived experience. • Literacy efforts – implementation and improvement • Bullying and harassment prevention and response • Professional development and training for staff to support these efforts 	<ul style="list-style-type: none"> • Classroom materials that are inclusive and representative • DEI efforts and leadership • Affinity groups • District Equity Committee • Equity Lens and Equity Budgeting 	<ul style="list-style-type: none"> • Curriculum/Program Adoption • Federal Programs (Title I, II, III, IV, VI, IDEA) • NATIVES Program • Equity Managers • Welcome Center • Early Learning • 504 Support • Principal academy • AVID • MTSS 35 • Data Research & Planning • McKinney Vento & 15th Night Programming • English Language Development • Grow Your Own Program • Free Meals for All • Restorative and transformational justice efforts - Student Support Matrix
<p>Safety and Well Being of Students and Staff</p>	<ul style="list-style-type: none"> • Exit data for staff with information compiled and reviewed on a regular basis • Safe and effective report structure for staff, students and families for complaints or issues • Safety planning with feedback from the community, including extreme incident planning 	<ul style="list-style-type: none"> • School Based Health Centers • Mental and Behavioral Health support and efforts • A focus on being fully staffed • Access by all employees to options for quality professional development 	<ul style="list-style-type: none"> • Title IX and Civil Rights • Safe Routes to School • Risk Management • Behavioral threat assessment • Restorative and transformational justice efforts - Student Support Matrix • Resolution 2024-10 Reaffirming Commitment to a Safe, Inclusive and Supportive School Environment for Each Student, Welcoming Students of All National Origins, Without Immigration or Documentation Status Barriers • School safety and emergency management

Value	Funding Priority	Maintenance Funding	Value-Related Activities Funded in 2024-25
Proactively engaging our community	<ul style="list-style-type: none"> • District Website – make it accessible with timely, meaningful content • Create community engagement events that are well attended in each region, including among historically disadvantaged groups • Consider alternative forms of communication (not just newsletters or written content) 	<ul style="list-style-type: none"> • Useful newsletters • Ombudsperson • Podcast 	<ul style="list-style-type: none"> • EEF Support • Athletics
Maintaining District Functions			<ul style="list-style-type: none"> • Nutrition Services <ul style="list-style-type: none"> ◦ Catering • Transportation Services • Technology Services <ul style="list-style-type: none"> ◦ Network improvements ◦ Phone and website upgrades • Finance - payroll, accounts payable, budget monitoring, audit support, procurement, grant management • Human Resources - employee benefits, bargaining support, support & supervision 36 • Nursing Services • Custodial Services • Grounds and facility improvements • State & Federal reporting • Warehouse distribution • District Registrar • School Choice Coordinator and System • Bis Team

Budget Decision Tool

4J Leadership, Board Directors, and Budget Committee Members should consider these questions when considering budget reductions, increases or changes:

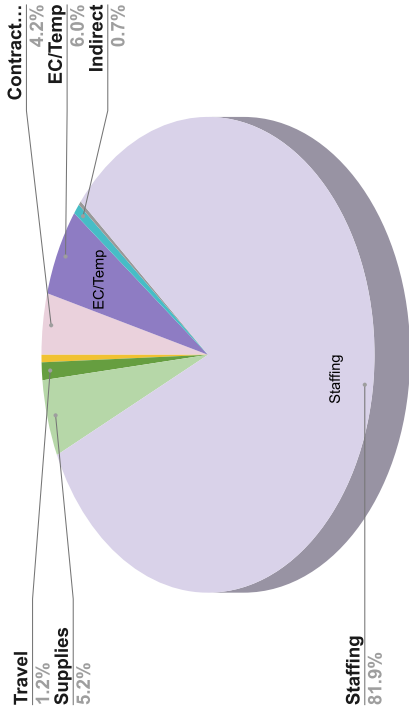
1. If a new investment is being proposed, is there a new revenue source to support the investment? If not, identify what service or supply is to be reduced.
2. Does the proposed investment, reduction, or change align with the Budget Values Framework (above)?
3. Review these questions from the 4J Equity Lens:
 - a. What is the goal of the proposed investment, reduction, or budget change?
 - b. Who all will be impacted by the proposed investment, reduction, or budget change and are they being included in the decision process?

- c. How might this proposed investment, reduction, or budget change impact equitable services? Consider equity and intersectional impacts across race, gender identity, sexual orientation, LGBTQ2SIA+, religion, age, origin, immigration status, geography/region, disability, socioeconomic status, balance of power, etc.
- d. What are the outcomes the proposed investment, reduction, or budget change aim to accomplish?
- e. What might be the unintended consequences of the proposed investment, reduction, or budget change?

Using the answers to the questions above, develop a stated rationale to explain the decision to support any proposed investment, reduction, or budget change.

Grant	Strategy	EIIS Bdg	ELS Bdg	FSI Bdg	HSS Bdg	SIA Bdg
EIIS	Multi-Tiered System of Supports	\$45,331	\$0	\$0	\$0	\$0
EIIS Total		\$45,331	\$0	\$0	\$0	\$0
ELS	Adopt & Implement High Quality Curriculum and Materials	\$0	\$85,000	\$0	\$0	\$0
	Ensure Teachers Receive Regular High Quality Professional Lea	\$0	\$397,207	\$0	\$0	\$0
	Establish High Dosage Tutoring in Needs Schools	\$0	\$175,000	\$0	\$0	\$0
	Staff Literacy, Reading Intervention, and Coaching Specialists	\$0	\$540,000	\$0	\$0	\$0
	Support extended learning programs	\$0	\$15,000	\$0	\$0	\$0
	#N/A	\$0	\$1,961	\$0	\$0	\$0
ELS Total		\$0	\$1,214,168	\$0	\$0	\$0
FSI	Charter School Level Improvements	\$0	\$0	\$62,738	\$0	\$0
	School Level Improvements	\$0	\$0	\$480,847	\$0	\$0
FSI Total		\$0	\$0	\$543,585	\$0	\$0
HSS	Alignment, Transparency & Accountability	\$0	\$0	\$0	\$72,000	\$0
	CTE - Center for Applied Learning	\$0	\$0	\$0	\$2,927,700	\$0
	Equity, Inclusion, and Instruction Initiatives	\$0	\$0	\$0	\$128,000	\$0
	Extended Learning Opportunities	\$0	\$0	\$0	\$360,628	\$0
	Multi-Tiered System of Supports	\$0	\$0	\$0	\$654,300	\$0
	Targeted Class Size Reduction	\$0	\$0	\$0	\$666,750	\$0
	Wrap Around Supports	\$0	\$0	\$0	\$129,600	\$0
HSS Total		\$0	\$0	\$0	\$4,958,978	\$0
SIA	3rd Grade Literacy	\$0	\$0	\$0	\$0	\$3,522,301
	Alignment, Transparency & Accountability	\$0	\$0	\$0	\$0	\$489,028
	Community Outreach & Connection	\$0	\$0	\$0	\$0	\$194,000
	Equity, Inclusion, and Instruction Initiatives	\$0	\$0	\$0	\$0	\$3,361,533
	Extended Learning Opportunities	\$0	\$0	\$0	\$0	\$947,040
	Grow Your Own (GYO) Pathway Program	\$0	\$0	\$0	\$0	\$150,000
	Integrated Prevention and Mental Health Model	\$0	\$0	\$0	\$0	\$1,332,120
	Multi-Tiered System of Supports	\$0	\$0	\$0	\$0	\$244,000
	New Teacher Mentoring	\$0	\$0	\$0	\$0	\$154,000
	Safety, Security, and Risk Initiatives	\$0	\$0	\$0	\$0	\$1,221,600
	Targeted Class Size Reduction	\$0	\$0	\$0	\$0	\$3,575,000
	Wrap Around Supports	\$0	\$0	\$0	\$0	\$309,360
SIA Total		\$0	\$0	\$0	\$0	\$15,499,983
Grand Total		\$45,331	\$1,214,168	\$543,585	\$4,958,978	\$15,499,983

Total IP Budget Breakout by Spend Type



Spend Type by grant						
Obj Desc	EIIS	ELS	FSI	HSS	SIA	Grand Total
Contracts/Leases	\$0	\$80,000	\$0	\$191,600	\$676,385	\$927,985
EC/Temp	\$0	\$347,207	\$142,496	\$325,928	\$515,895	\$1,331,526
Indirect	\$0	\$1,961	\$0	\$0	\$158,028	\$159,989
Pass Through	\$0	\$0	\$62,738	\$0	\$0	\$62,738
Staffing	\$0	\$715,000	\$134,128	\$4,195,000	\$13,194,560	\$18,238,708
Supplies	\$45,331	\$90,000	\$204,224	\$150,550	\$670,310	\$1,160,415
Travel	\$0	\$0	\$0	\$85,900	\$172,285	\$268,185
Tuition	\$0	\$0	\$0	\$0	\$112,500	\$112,500
Grand Total	\$45,331	\$1,214,168	\$543,585	\$4,958,978	\$15,499,983	\$22,262,046

Budget Committee

MEETING #1 | APRIL 15, 2025



Budget Process 2025-26

Budget Committee Meeting Agenda

First
meeting

- Call meeting to order
- Election of chair and vice chair
- Approval of previous minutes
- Public Comment
- Comment from Employee Groups
- Budget Message
- Introduction to funds

Budget Message

Interim Superintendent Colt Gill

Key Themes in the Budget Message:

- Excellent and Equitable Education
- Navigating Financial Challenges
- Rising Costs and Uncertainty
- A Measured Approach to Reduction
- Centering our Students
- Role of the Budget Committee

Budget Message

Interim Superintendent Colt Gill

Excellent and Equitable Education:

We approach this budget with a deep sense of responsibility—grounded in our commitment to providing an excellent and equitable education for every student, supporting our staff, and ensuring the sustainability of our schools. This year, we are facing a district-wide budget reduction, something we have not had to navigate for more than a decade and a half.

Budget Message

Interim Superintendent Colt Gill

Navigating Financial Challenges:

- Our most significant challenge is a balance between enrollment levels and staffing levels.
- We are at our **lowest enrollment** in more than 25 years and are experiencing a continuing slow decline in enrollment.
 - Reflecting a decline in birth rates, availability of affordable housing, and a deficit in student interdistrict transfers.
- We are at our **highest staffing level** in more than 25 years
 - Reflecting additional federal COVID-Relief funding and addressing greater student needs and additional services.

Budget Message

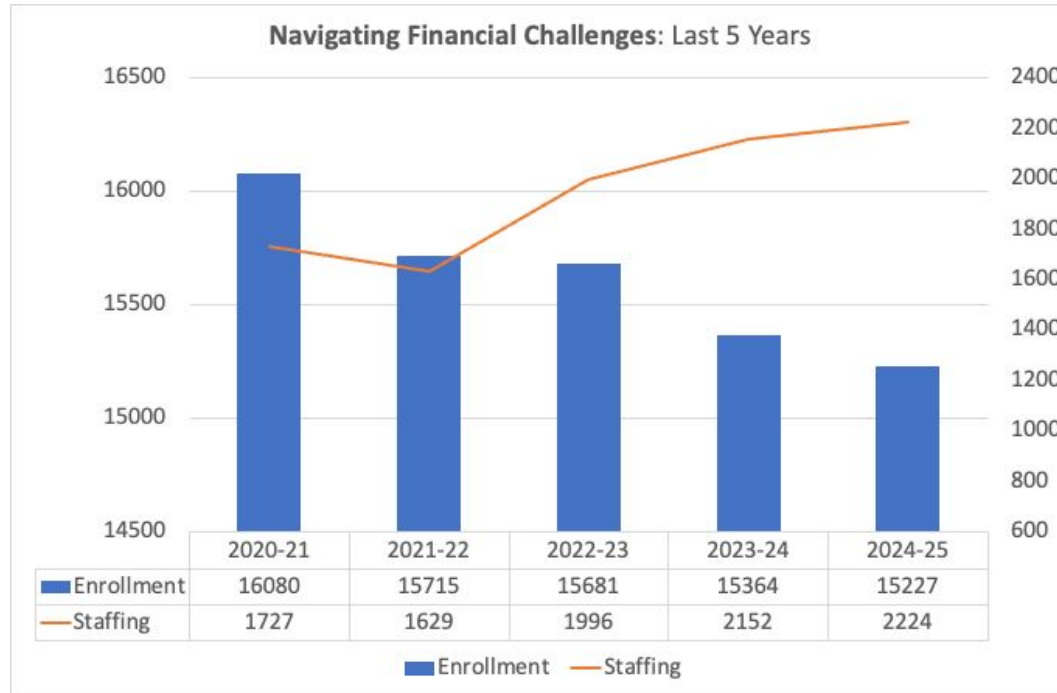
Interim Superintendent Colt Gill

Navigating Financial Challenges:

- Average enrollment over the last 25 years: **16,864**
 - Current enrollment: **15,156 (-1,708)**
- Average staffing level over the last 25 years: **1,678**
 - Current staffing level: **2,224 (+546)**
- Average student-to-staff ratio over the last 25 years: **1 : 9 .94**
 - Current student-to=staff ratio: **1 : 6.81**

Budget Message

Interim Superintendent Colt Gill



Budget Message

Interim Superintendent Colt Gill

Rising Costs and Uncertainty:

- **Oregon PERS retirement costs will increase by 24%**, adding approximately \$6 million in expenses to our General Fund.
- **Cost-of-living adjustments, rising health insurance premiums, and unfunded legislative mandates** (including additional access to unemployment benefits for some staff and Paid Leave Oregon) continue to add complexity to our financial planning.

Budget Message

Interim Superintendent Colt Gill

Rising Costs and Uncertainty:

- **Increased fuel and electricity costs** require the district to spend more to provide the same level of service in the future.
- **Economic and political uncertainties** (policy changes and other factors changing access to federal funds, potentially new city services fees, and economic downturns impacting State School Fund revenue, etc.) at the federal, state, and local levels mean we must prepare for potential shifts in revenue.

Budget Message

Interim Superintendent Colt Gill

Rising Costs and Uncertainty:

- Federal funds support programs serving vulnerable populations.
- The District receives ~\$20 million annually
- Programs include:
 - ESEA - Title IA, IC, ID, IIA, III, IV, VI | McKinney-Vento | IDEA | BEST | Family Resource Center | Teacher Pathways | Youth Transition Program (YTP) | Perkins/CTE | Safe Routes to School | Fresh Fruit and Vegetable Program | Farm to School | School Breakfast, Lunch Supper | Early Learning
 - Serving Economically Disadvantaged | Migrant | English Learners | Tribal Citizens | Newcomers | Students with Disabilities | More

Budget Message

Interim Superintendent Colt Gill

A Measured Approach to Reduction:

- This Proposed Budget documents and budgets for existing services that were authorized, but never added to the general fund budget process.
- This Proposed Budget **adds just under \$5 million** in new spending top the general fund.
- This Proposed Budget **reduces general fund spending by ~\$22.5 million**
- **This is a net reduction of \$17.5 million to the general fund.**

Budget Message

Interim Superintendent Colt Gill

A Measured Approach to Reduction:

- This Proposed Budget documents and budgets for existing services that were authorized, but never added to the general fund budget process.
 - With this plan district will spend ~\$17.5 million less in 2025-26.
 - However, by identifying spending that was not previously budgeted, we are documenting additional expenditures in the Proposed Budget. Comparing budget-to-budget, total expenditures will look similar from this year to next year.
 - The Proposed Budget project a shortfall of \$23 million next year, because of increased revenue.

Budget Message

Interim Superintendent Colt Gill

A Measured Approach to Reduction:

To balance the General Fund, similar to this year, the district will again use a significant amount of reserve funds to balance our budget and make ends meet.

This school year, the district projects to use ~\$29 Million in reserves to balance its budget.

Even with these proposed general fund reductions, the district will still spend ~\$23 Million more than it is bringing in for revenue.

Budget Message

Interim Superintendent Colt Gill

A Measured Approach to Reduction:

- This Proposed Budget adds just under \$5 million in new spending top the general fund:
 - \$270,000 - Additional staffing needs for English Learning Development
 - \$2,250,000 - Transitioning Special Education programs from Lane ESD back to the 4J district
 - \$750,000 - Addition of a new Life Skills Classroom in the district ⁵³
 - \$1,653,000 - Transition of funding from Integrated Guidance into the General Fund for extended day programs

Budget Message

Interim Superintendent Colt Gill

A Measured Approach to Reduction:

- This Proposed Budget reduces general fund spending by ~\$22.5 million:

Outside of School Reductions

Communications Department	\$485,000
Facilities Capital Reserve Transfer	\$8,700,000
Finance Department	\$250,000
Human Resources Department	\$135,000
Instruction/SSD Department	\$5,152,700
Nutrition Department	\$405,000
Safety Department	\$85,000
Superintendent Department	\$1,150,000
Total Outside Reductions	\$17,862,700 (80%)

School Reductions

Elementary Schools	\$2,780,000
Middle Schools	\$405,000
High Schools	\$810,000
Across all schools	\$602,500
Total School Reductions	\$4,597,500 (20%)

Budget Message

Interim Superintendent Colt Gill

Centering our Students: Using the Budget Values Framework

Value	Funding Priority	Maintenance Funding	Value-Related Activities Funded in 2024-25
Increasing equitable outcomes and achievements	<ul style="list-style-type: none"> Inclusion model, including improving and implementing timely, proactive identification and relationship-based support of disabled students. Ensure that the inclusion model prioritizes input from those with lived experience. Literacy efforts – implementation and improvement Bullying and harassment prevention and response Professional development and training for staff to support these efforts 	<ul style="list-style-type: none"> Classroom materials that are inclusive and representative DEI efforts and leadership Affinity groups District Equity Committee Equity Lens and Equity Budgeting 	<ul style="list-style-type: none"> Curriculum/Program Adoption Federal Programs (Title I, II, III, IV, VI, IDEA) NATIVES Program Equity Managers Welcome Center Early Learning 504 Support Principal academy AVID MTSS Data Research & Planning McKinney Vento & 15th Night Programming English Language Development Grow Your Own Program Free Meals for All Restorative and transformational justice efforts - Student Support Matrix
Safety and Well Being of Students and Staff	<ul style="list-style-type: none"> Exit data for staff with information compiled and reviewed on a regular basis Safe and effective report structure for staff, students and families for complaints or issues Safety planning with feedback from the community, including extreme incident planning 	<ul style="list-style-type: none"> School Based Health Centers Mental and Behavioral Health support and efforts A focus on being fully staffed Access by all employees to options for quality professional development 	<ul style="list-style-type: none"> Title IX and Civil Rights Safe Routes to School Risk Management Behavioral threat assessment Restorative and transformational justice efforts - Student Support Matrix Resolution 2024-10 Reaffirming Commitment to a Safe, Inclusive and Supportive School Environment for Each Student, Welcoming Students of All National Origins, Without Immigration or Documentation Status Barriers School safety and emergency management <p style="text-align: right;">55</p>

Budget Message

Interim Superintendent Colt Gill

Centering our Students: Using the Budget Values Framework

Value	Funding Priority	Maintenance Funding	Value-Related Activities Funded in 2024-25
Proactively engaging our community	<ul style="list-style-type: none"> District Website – make it accessible with timely, meaningful content Create community engagement events that are well attended in each region, including among historically disadvantaged groups Consider alternative forms of communication (not just newsletters or written content) 	<ul style="list-style-type: none"> Useful newsletters Ombudsperson Podcast 	<ul style="list-style-type: none"> EEF Support Athletics
Maintaining District Functions			<ul style="list-style-type: none"> Nutrition Services <ul style="list-style-type: none"> Catering Transportation Services Technology Services <ul style="list-style-type: none"> Network improvements Phone and website upgrades Finance - payroll, accounts payable, budget monitoring, audit support, procurement, grant management Human Resources - employee benefits, bargaining support, support & supervision 56 Nursing Services Custodial Services Grounds and facility improvements State & Federal reporting Warehouse distribution District Registrar School Choice Coordinator and System Bis Team

Budget Message

Interim Superintendent Colt Gill

Centering our Students: Using the Budget Values Framework

Key Essential Questions for Evaluating Position Reductions

1. Student Impact & Equity Considerations-Goal #1: Increasing Equitable Outcomes and Achievements

Will eliminating this role create a gap in services that directly affect student outcomes? (e.g., literacy, math, special education, multilingual learners, behavioral support)

Does this role support students across multiple schools or just one site? Would a reduction disproportionately impact certain schools more than others?

How does reducing this position affect equity in access to resources, instruction, or specialized programming?

If this position is reduced, how will the district ensure continuity in services for students who rely on this support?

2. Instructional & Curriculum Implementation-Goal #1: Increasing Equitable Outcomes and Achievements

What are the short-term and long-term instructional consequences of eliminating this position?

Is there an active curriculum adoption, professional development initiative, or instructional program tied to this role?

Can the responsibilities of this position be absorbed by existing staff without overburdening teachers and administrators?

Does this position help fulfill compliance requirements (e.g., Title I, state mandates, special education laws)?

3. Budgetary & Grant Considerations-Goal #3: Proactively Engaging Our Community

Is this position fully funded by the district, or does it receive support from grants, ESD funding, or external partnerships?

If a grant funds this position, is that funding expected to continue beyond the current cycle? If not, what are the options for sustainability?

Are there alternative funding sources that could support this position if district funding is reduced?

If this position is eliminated, what are the actual cost savings, and do they justify the potential impact on students and staff?

Would shifting someone from this position to a classroom role still meet contractual and funding requirements?

4. Organizational Structure & Reallocation-Goal #3: Proactively Engaging Our Community

If this position is eliminated, which department or individual will absorb the responsibilities?

Are there overlapping roles in other departments that can take on these tasks without overburdening staff?

Can this role be consolidated with another position to maintain its function while reducing overall staff?

Is this position supporting a district-wide need, or would it make more sense to decentralize the role?

If this position is eliminated or reduced, is there a clear transition plan to decrease overall staff?

5. Community & Stakeholder Input-Goal #2: Safeguarding Our Community

Have we gathered feedback from school leaders on the potential impact of this position?

Have we communicated potential impacts to the community?

Would reducing this role impact our ability to meet our community's needs?

6. Legal & Contractual Considerations-Goal #3: Proactively Engaging Our Community

Are there any legal or contractual obligations related to this position?

Would eliminating this role violate any contracts or laws?

Budget Message

Interim Superintendent Colt Gill

Role of the Budget Committee:

- Approve Property Tax Rate
- Approve 2025-26 Budget
 - Give direction on the overall level of reductions
 - Give direction to Budget Framework Values

Budget Message

Interim Superintendent Colt Gill

Role of the Budget Committee: *No Single Answer*

1. The District could choose not to make any reductions to operate at the same level of services next school year. However, the District would drop well below the 8% reserve level (by about \$12.5 million). And, would need to make far more significant reductions for the 2026-27 budget
2. The District could make much deeper reductions (\$20-25 million more) this year and not need to make reductions for the next several years.
3. The District could make make somewhat deeper reduction (\$10-15 million more) this year and review again for the 2027-29 biennium - based on future Legislative allocations.
4. This Proposed Budget puts the District in a place to make adjustments (\$10-15 million) next year and perhaps for the next 4-8 years.

Budget Committee Roadmap: Meeting #1

“You can do
anything,
but not
everything.”
David Allen

Insurance Reserve Funds

Debt Service Funds

Capital Funds

Special Purpose Funds

- Curriculum & Nutrition
- State Grants
- Federal Grants

Budget Committee Roadmap: Meeting #2

General Fund

“You can do
anything,
but not
everything.”
David Allen

Budget Committee Roadmap: Meeting #3

“You can do
anything,
but not
everything.”
David Allen

General Fund

Approve Property Tax Rate

Approve 2025-26 Budget

Budget Committee Roadmap

“You can do
anything,
but not
everything.”
David Allen

Funds Not Covered:

- Private Trust
- KRVM
- Billables
- Donations
- Student Body
- EEF

Internal Service Funds Proposed Appropriations (Budget Document p. 77)

600 - Internal Service Funds

	Actual		Current Budget	Proposed
	2022-23	2023-24	2024-25	
1000 Local Sources	37,205,341	41,715,201	38,854,000	39,554,000
3000 State Sources	162,873	73,449	100,000	100,000
5000 Other Sources	12,425,479	16,679,926	11,425,700	10,919,000
Total Revenues	49,793,693	58,468,576	50,379,700	50,573,000
100 Salaries	297,144	323,861	110,500	60,500
200 Associated PR Costs	35,354,464	39,276,565	38,920,900	38,612,000
300 Purchased Services	983,690	2,902,694	2,708,000	2,958,000
400 Supplies & Materials	190,576	543,399	225,000	225,000
500 Capital Outlay	-	-	-	-
600 Other Objects	491,600	161,384	100,000	450,000
800 Other Uses	-	-	8,315,300	8,267,500
Total Expenditures	37,317,474	43,207,903	50,379,700	50,573,000

Internal Service Funds Proposed Appropriations (Budget Document p. 77)

Budget Updates for FY26

- Unemployment
- Paid Leave Oregon (PLO)
- Transfer from General Fund
- How insurance contributions work

Debt Service Funds Proposed Appropriations (Budget Document p. 70)

300 - Debt Service Funds

	Actual		Current Budget	Proposed
	2022-23	2023-24	2024-25	
1000 Local Sources	46,584,226	49,287,275	47,758,652	41,830,452
4000 Federal Sources	316,721	-	664,815	664,815
5000 Other Sources	3,035,510	4,491,902	7,499,747	9,927,206
Total Revenues	49,936,457	53,779,177	55,923,214	52,422,473
600 Other Objects	45,444,555	43,986,895	45,403,468	43,824,483
800 Other Uses	-	-	10,519,746	8,597,990
Total Expenditures	45,444,555	43,986,895	55,923,214	52,422,473

Debt Service Funds Proposed Appropriations (Budget Document p. 70)

Budget Updates for FY26

- How does our PERS Bond work?
- Do we need another PERS bond?
- Debt service rates for taxpayers

Capital Funds Proposed Appropriations (Budget Document p. 72)

400 - Capital Project Funds

	Actual		Current Budget	Proposed
	2022-23	2023-24	2024-25	
1000 Local Sources	5,069,507	6,154,656	-	62,000
3000 State Sources	-	-	-	-
4000 Federal Sources	-	9,805	-	-
5000 Other Sources	214,499,959	138,983,766	129,315,653	95,941,486
Total Revenues	219,569,466	145,148,227	129,315,653	96,003,486
100 Salaries	1,154,395	1,338,142	1,011,000	1,185,668
200 Associated PR Costs	652,869	691,868	479,128	616,399
300 Purchased Services	3,373,672	4,176,307	3,263,585	4,500,000
400 Supplies & Materials	8,945,961	2,159,270	7,325,270	10,317,874
500 Capital Outlay	51,044,489	30,223,499	107,236,670	79,383,545
600 Other Objects	494,108	108,449	-	-
800 Other Uses	-	-	10,000,000	-
Total Expenditures	65,665,494	38,697,535	129,315,653	96,003,486

Capital Funds Proposed Appropriations (Budget Document p. 72)

Capital Reserves

- Approximately \$19 million
- Support investments not covered by general fund or bonds
 - Technology
 - Transportation
 - Device repairs & replacement
 - Insurance claim coverage

Capital Funds Proposed Appropriations (Budget Document p. 72)

Capital Anticipations 2025-26

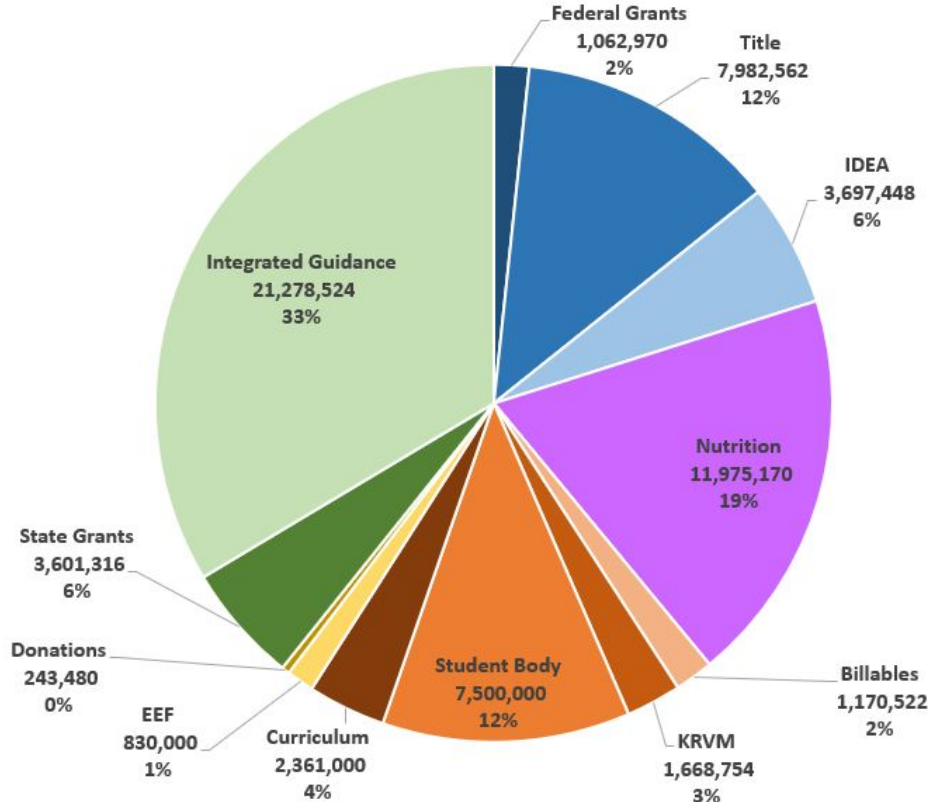
- Network Infrastructure Upgrades
- Financial Software System
- Playground Equipment Improvements
- Covered Play Area Enhancements
- Bus Purchases

Capital Funds Proposed Appropriations (Budget Document p. 72)

Capital Anticipations 2025-26

- Ongoing vestibule security upgrades
- Roof upgrades
 - Adams Elementary
 - Coburg Community Charter
- Track replacements
 - Sheldon High School
 - Cal Young Middle School
 - Kelly Middle School

Special Revenue Funds



200 Funds 2025-26

- Federal \$12.74M
- State \$24.88M
- Private \$ 1.07M
- Other \$12.70M
- Nutrition \$11.98M
- Total \$63.37M**

Nutrition

- Federal \$ 5.87M
- State \$ 1.96M
- Catering \$ 0.21M
- Beg. Bal. \$ 0.00M ⁷²
- GF Trans \$ 3.94M
- Total \$11.98M**

Special Revenue Funds

Curriculum Fund (Budget Book p. 45)

Curriculum Timeline

Content Area	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
TSEL		250,000					
ELD		400,000					
Math	1,983,556	566,908	566,908	566,908	566,908	566,908	566,908
Science	2,115,323	253,186	253,186	253,186	253,186	253,186	253,186
Health			500,000				
Social Sciences		100,000			400,000		
World Languages			2,100,000				
Chinese		100,000					73
PE			500,000				
Language Arts				1,000,000			
Total	4,098,879	1,670,094	3,920,094	1,820,094	1,220,094	820,094	820,094

Special Revenue Funds

Nutrition Services Fund (Budget Book p. 68)

Proposed Appropriations

299 -Nutrition Services Fund

	Actual		Current Budget	Proposed
	2022-23	2023-24	2024-25	
1000 Local Sources	83,073	227,015	234,000	362,000
3000 State Sources	876,392	1,425,236	1,106,950	1,806,432
4000 Federal Sources	5,086,651	5,100,706	5,627,584	5,866,177
5000 Other Sources	3,364,458	2,940,082	3,987,000	3,940,561
Total Revenues	9,410,574	9,693,039	10,955,534	11,975,170
100 Salaries	2,071,644	3,382,148	3,458,800	3,908,332
200 Associated PR Costs	1,571,376	2,292,869	2,928,110	3,268,320
300 Purchased Services	65,625	107,476	151,000	155,000
400 Supplies & Materials	1,521,552	4,801,119	4,396,624	4,620,518
600 Other Objects	-	19,768	21,000	23,000
Total Expenditures	5,230,197	10,603,380	10,955,534	11,975,170

Special Revenue Funds

Nutrition Services Fund (Budget Book p. 68)

Budget Updates for FY26

- Federal changes
- Support from the General Fund
- Ongoing cost variables

Special Revenue Funds

State and Local Grants (Budget Book p. 55)

Proposed Appropriations

250 - State & Local Grants

	Actual		Current Budget	Proposed
	2022-23	2023-24	2024-25	
1000 Local Sources	2,775,486	2,743,577	3,257,407	3,549,494
2000 Intermediate Sources	124,740	14,073	209,525	-
3000 State Sources	6,289,699	2,419,796	3,707,679	2,634,578
4000 Federal Sources	2,421	-	-	-
5000 Other Sources	1,394,947	1,595,579	1,209,100	1,330,000
Total Revenues	10,587,293	6,773,025	8,383,711	7,514,072
100 Salaries	4,424,209	2,031,270	2,261,944	2,237,191
200 Associated PR Costs	1,330,110	1,069,452	1,379,670	1,300,259
300 Purchased Services	1,451,084	1,062,176	985,353	1,132,706
400 Supplies & Materials	1,375,927	907,182	2,838,774	2,034,231
500 Capital Outlay	241,653	-	-	-
600 Other Objects	163,616	131,797	163,270	32,429
800 Other Uses	34,710	21,734	754,700	777,256
Total Expenditures	9,021,309	5,223,611	8,383,711	7,514,072

Special Revenue Funds

State and Local Grants (Budget Book p. 55)

Budget Updates for FY26

- Additional accountability reporting
- 4J planning vs. doing

Main state and local grants

- Early Literacy
- Outdoor School (OSU)
- Preschool Promise
- EWEB
- Farm to School
- Meyer Memorial Trust
- LETRS Grant

Special Revenue Funds Integrated Guidance (Budget Book p. 61)

See additional handout for more info

Integrated Guidance makeup (\$22M)

- EIIS - \$45,331
Early Indicator and Intervention System
- ELS - \$1,214,168 (possibly \$2.2M)
Early Literacy Success
- FSI - \$543,585
Federal School Improvement
- HSS - \$4,958,978 (possibly \$4.6M)
High School Success
- SIA - \$15,499,983
Student Investment Account

Special Revenue Funds Integrated Guidance (Budget Book p. 61)

Budget Updates for FY26

- Current service level (CSL) vs.
- Governor's requested budget (GBR)
- Additional accountability reporting
- 4J planning vs. doing

Integrated Guidance

- 82% dedicated to staffing
- 147.45 FTE
 - 108.20 FTE Licensed
 - 27.75 FTE Classified
 - 11.50 FTE MAPS/Admin

Special Revenue Funds

Federal Grants (Budget Book p. 49)

Proposed Appropriations

201 - Federal Grant Funds

	Actual		Current Budget	Proposed
	2022-23	2023-24	2024-25	
2000 Intermediate Sources	-	-	12,200	-
3000 State Sources	-	-	322,160	392,978
4000 Federal Sources	24,144,307	28,288,687	15,313,797	12,197,102
5000 Other Sources	71,054	(3)	-	152,900
Total Revenues	24,215,361	28,288,684	15,648,157	12,742,980
100 Salaries	9,324,365	11,638,487	8,657,141	6,754,193
200 Associated PR Costs	6,162,652	6,974,636	4,309,294	4,760,116
300 Purchased Services	3,840,848	5,052,367	979,380	465,495
400 Supplies & Materials	3,893,202	2,472,543	1,276,922	373,318
500 Capital Outlay	378,487	1,605,506	-	-
600 Other Objects	589,233	634,217	419,920	389,858
800 Other Uses	26,577	50,865	5,500	-
Total Expenditures	24,215,364	28,428,621	15,648,157	12,742,980

Special Revenue Funds Federal Grants (Budget Book p. 49)

Budget Updates for FY26

- Some reductions anticipated
- Additional accountability reporting

Main smaller federal grants

- Fresh Fruit & Vegetable Program
- Youth Transition Program
- Lane ESD
- Safe Routes to School
- Natives
- Perkins

Special Revenue Funds IDEA (Budget Book p. 49)

Get to know IDEA

- Individuals with Disabilities Education Act
- General programs and services
- Updates for FY 2026

IDEA makeup

- \$3.6 million in 2025-26
- 99% dedicated to staffing
- 32.72 FTE
 - 12.76 FTE Licensed
 - 19.96 FTE Classified
 - 0 FTE MAPS/Admin

Special Revenue Funds Title (Budget Book p. 49)

Get to know Title grants

- Title I – Low Income
- Title II – Teacher and Principal Quality
- Title III – English Learners
- Title IV – Student Support and Enrichment

Title Funds

- \$7.9 million in 2025-26
- 90% dedicated to staffing
- 63.38 FTE
- 21.15 FTE Licensed
- 41.43 FTE Classified
- 0.80 FTE MAPS/Admin

Budget Committee Meeting #2 Preview

Next
meeting

- Tuesday, April 22, 5:30 p.m.
- 4J Education Center, 200 N. Monroe St.
- General Fund review