

Board of Directors Meeting
 School District 4J, Lane County
 4J Education Center / Hybrid
 (in-person or via Zoom)
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, February 4, 2026

NOTICE: The Regular Board Meeting at 6:00 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via **Zoom Webinar at:** <https://4j-lane-edu.zoom.us/j/96516386055?pwd=wjpcvmmABm8P5kFspA1Eg9RsIX0dRb.1>, **Webinar ID: 965 1638 6055**
 A video of the meeting will be made available after the meeting at <https://vimeo.com/4Jschools>

School Board Meeting Request Forms:

Sign up to provide public comment: www.4j.lane.edu/board/publiccomment
 The board will hear public testimony in person or via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting. Requests to provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

**6:00 PM
 Regular Board Meeting**

- I. **6:00 p.m. Regular Board Meeting:**
- II. Call to Order, Roll Call, Land Acknowledgment
- III. Board Chair Welcome
- IV. Agenda Approval
- V. Introduction of Guests and Superintendent’s Report
- VI. Receive Reports from High School Student Representatives
- VII. Items Raised by the Audience
- VIII. Comments by Employee Groups

- IX. **Consent Group - Items for Action**
- 1. Approve the DRAFT Board Meeting Minutes for: January 14, 2026 Special Board Meeting 3

- X. **Items for Information**
- 1. Receive an Update on Special Education and Inclusive Practices in Eugene School District 4J (15 minutes) 12
 Presenter: Seth Pfaefflin, Director of Student Services and Kat Lange, Assistant Superintendent for Student Support Services and Well-Being
- 2. Receive the Eugene School District 4J Annual Financial Report for the 2024-25 Fiscal Year (15 minutes) 41
 Presenter: Matt Brown, Director of Financial Services
- 3. Receive Information Regarding Local Elections and Zoning (20 minutes) 202
 Presenter: Judy Newman, Board Director
- 4. Receive a Recap of Phase 3 Budget Reducations (10 minutes) 216
 Presenters: Miriam Mickelson, Superintendent

- XI. **Items for Action**
- 1. Approve Resolution 2025-26-08 Relating to Phase 3 – Strategic Budget 244

- Reductions – Authorizing a Reduction in Force and Co-location (5 minutes)
Presenter: Miriam Mickelson, Superintendent
2. Approve Resolution 2025-26-09 Relating to Middle School Schedules (5 minutes) 247
Presenter: Miriam Mickelson, Superintendent
3. Approve Revisions to Board Policy IKF–Graduation Requirements (10 minutes) 251
Presenters: Casandra Kamens, Curriculum Administrator and Sebastian Bolden, Director of Secondary Education
4. Approve the Corrective Action Plan for the Eugene School District 4J Annual Financial Report for the 2024-25 Fiscal Year (10 minutes) 263
Presenter: Matt Brown, Director of Financial Services
- XII. **Items for Action at a Future Meeting**
1. Consider for Approval Year Two of the 2025-27 Lane Education Service District (ESD) Local Service Plan (10 minutes) 266
Presenters: Miriam Mickelson, Superintendent and Tony Scurto, Superintendent for Lane ESD
- XIII. Committee Reports by Individual Board Members
- XIV. **Consider Board Requests for Agenda Items or Information** / Suggestions by the Board for Consideration of Items at a Future Meeting
- XV. Adjourn

INFORMATION FOR THE DEAF AND HARD OF HEARING:
Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting:

February 4, 2026

Title:

Approve the DRAFT Board Meeting Minutes for:

- January 14, 2026 Special Board Meeting

Background:

The board meeting minutes listed above are in draft form. Once approved, the minutes will be uploaded to BoardBook and available to the public.

**MINUTES OF THE SPECIAL MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: January 14, 2026

The Board of Directors (BOD) of School District No. 4J, Lane County, Eugene, Oregon, held a special meeting at 6:00 p.m. via live-stream and broadcast on KRVM. Notice of the meeting was emailed to the media and posted on the 4J website on January 9, 2026.

ROLL CALL

BOARD MEMBERS PRESENT:

Tom Di Liberto
Ericka Thessen
Maya Rabasa
Jenny Jonak
Judy Newman
Morgan Munro
Rick Hamilton

ABSENT:

None

STAFF:

Miriam Mickelson, Superintendent
Carmen Xiomara Urbina, Chief of Staff
Melissa Ibarra, Director of Dual Languages
Christine Nesbit, General Counsel
Matt Brown, Director of Finance
Bob Blyth, Associate Director of Finance
Oscar Loureiro, Director of Research and Planning
Jen Bills, Director of Safety and Emergency Management
Kris Seibel, Digital Communications Director
Kelly McIver, Communications Director
Dana Brummet, Principal at McCornack Elementary School
Karen Ramirez Gutierrez, Principal at River Road/El Camino del Rio Elementary School
Brooke Wagner, Assistant Superintendent for Administrative Services (online)
Cynthia Calletano, Executive Assistant to the Chief of Staff/Board
Lisa Fjordbeck, Operations Manager for the Superintendent's Office

OTHER GUESTS:

Hazel Ellis, Student at River Road/El Camino del Rio Elementary School
Grey Lawrence, Student at McCormack Elementary School

EMPLOYEE ASSOCIATIONS:

Lisa Jenkins-Easton, Oregon School Employees Association (OSEA) Chapter 1 President
Jamie Meyers, Eugene Education Association (EEA) President
David Wines, Eugene Education Association (EEA) Vice President
Scott Mayers, Managers, Administrators, Professionals, and Supervisors (MAPS) President
Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS)

MEDIA:

KRVM
Lookout Eugene-Springfield
Register Guard (online)

I. CALL SPECIAL MEETING TO ORDER, ROLL CALL, AND LAND ACKNOWLEDGMENT

Chair Di Liberto called the special meeting to order at 6:22 p.m. He said the names of the Board members who were present and read a land acknowledgement statement.

II. BOARD CHAIR WELCOME

Chair Di Liberto welcomed attendees. On behalf of the Board of Directors (BOD) he thanked students for their appreciation during School Board Recognition Month in January. He acknowledged budgetary challenges impacting Eugene School District 4J.

III. AGENDA APPROVAL

There was consensus to postpone the Item for Action #1 – Approve Agreement with Oregon School Employees Association (OSEA) until the next regular Board meeting, scheduled for January 21, 2026.

Chair Di Liberto provided a statement related to the topic, including that the postponement will allow time to receive confirmation from OSEA regarding concluding their ratification process.

IV. INTRODUCTION OF GUESTS AND SUPERINTENDENT’S REPORT

Superintendent Mickelson introduced Hazel Ellis from El Camino del Rio Elementary School and Grey Lawrence from McCormack Elementary School. Ms. Ellis and Ms. Lawrence read statements honoring the BOD during School Board Recognition Month.

V. ITEMS RAISED BY THE AUDIENCE

Angela Pruce-Finneran, Eugene Online Academy (EOA) educator, provided comments related to the impact of budget cuts on EOA. She described the student body of EOA as largely neurodivergent. She shared her personal experience as the mother of a

neurodivergent student and expressed the challenges that many students face. She described the ways that EOA educators meet the needs of their students.

Stephanie Luiere, Eugene Online Academy (EOA) educator, provided comments related to the impact of budget cuts on EOA. She challenged the notion that the budget cuts to EOA are moderate, citing a reduction in licensed staff from 14 FTE down to 6. She said their school community is struggling to process the full implication of the district's decision. Ms. Luiere described EOA as having a critical role in the district and urged reconsideration.

Ryan Hansen, CALCI and HumaniTech educator, provided comments related to the impact of budget cuts on programming. He described the successes of CALCI and HumaniTech and said that students engaged in the programs are thriving. He recommended preserving essential components, such as block scheduling, co-teaching, direct community involvement, consistency, and access. He urged thoughtfully protecting and growing the programs.

Harry Sanger, 4J parent, provided comments related to the impact of budget cuts. He noted that the district, specifically Superintendent Mickelson, has had good communications. He brought attention to Family School, encouraging the district to preserve and/or co-locate it. Regarding Career and Technical Education (CTE) programs, he recommended reimaging or consolidating into afterschool programs utilizing existing community partnerships.

VI. COMMENTS BY EMPLOYEE GROUPS

Jamie Meyers, Eugene Education Association (EEA) President, provided comments related to the impact of budget cuts. She described worry and uncertainty amongst EEA members, specifically early career and new educators. She said employees are still seeking clarity about the budget reduction process and provided examples of questions that they have. She urged the district to provide clear answers to their questions as soon as possible. On another topic, Ms. Meyers stated that EEA will be reaching out to Board leadership regarding an opportunity to travel to Salem to rally for increased support for school districts. She said a Fight for Our Future Coalition rally is scheduled for Thursday, February 5, 2026.

Joel Lavin, Managers, Administrators, Professionals, and Supervisors (MAPS) President, provided a statement. He reported that district students are fearful as Immigration and Customs Enforcement (ICE) tactics become more aggressive and violent nationwide. He said recent current events have sent shockwaves through local families. He described a myriad of implications on district students. Mr. Lavin cited Resolution 2024-1, reaffirming 4Js commitment to providing a safe, inclusive, and supportive school environment regardless of immigration or documentation status. He urged the district to continue following the resolution with action and conviction.

VII. CONSENT GROUP – ITEMS FOR ACTION

There were none.

VIII. ITEMS FOR INFORMATION

1. RECAP OF PHASE 1 AND 2 BUDGET REDUCTIONS

Superintendent Mickelson, Chief of Staff Carmen Xiomara Urbina, and Finance Director Matt Brown provided a recap of Phase 1 and 2 Budget Reductions via PowerPoint presentation, highlighting an approximate \$30M budget shortfall for the 2025-27 school year.

Mr. Brown mentioned an approximate \$2.3M reduction in Phase 1 and an approximate \$18M reduction in Phase 2. He provided the following information:

Unemployment Costs

- State of Oregon Unemployment
 - Maximum weekly benefit (2025): \$872
 - Benefit duration: Up to 26 weeks of payments within a 52-week claim year
 - How it is calculated: 1.25% of total pre-tax earnings from base year
 - $\$872 \times 26 \text{ weeks} = \$22,672$

Extended Day

- Relocation to ECCO in second semester
- Still includes transportation options
- Savings on support staff and mileage
- Maintaining credit opportunities
- Currently around 90 students enrolled

Eugene Online Academy

- Eliminating the middle school online academy
- At the high school, we identified that the district would be looking at resizing this program to match staffing with student enrollment, which will be included in the Phase 3 reductions

CALCI Transitions

- CALCI will end programs and transition to high school based CTE course offerings
 - Ending lease of the downtown building
- Future Build will remain at North HS
 - Course of study will be adjusted with new staffing levels
 - Continue to be offered district-wide with transportation
- SEHS will regain an Engineering Technology Pathway involving some of the course components from HumaniTech
- Sheldon will add a Digital Arts pathway using course components from Creative Current

- EmpowerED will be paused
- As staffing in 2026/27 is planned, current CALCI programs will be shifted to building based CTE pathways and FTE within high schools

CTE Offerings Looking Forward

**Subject to change as plans for 2026/27 begin and enrollment*

Churchill HS

Digital Arts
 Engineering Technology
 Health Sciences
 Natural Resources

Sheldon HS

Business Mgmt. and Admin.
 Digital Arts
 Forestry and Forest Products
 Info and Comm. Technology

North HS

Info and Comm. Technology
 Early Childhood Ed
 Digital Arts
 Manufacturing
 Culinary Arts
 Architecture and Construction

South HS

Digital Art
 Early Childhood Ed
 Engineering Technology
 Journalism and Broadcasting
 Culinary Arts
 Web and Digital Comm.

BEST Program

- Living within 21st Century Grant – \$450K
 - 2026/27 will be year 4 or 5 with the grant
- Closely collaborating with ODE to maximize grant funds
- Admin team is collaborating to create a high-level program within the financial constraints of the grant
 - Still in the middle of planning for 2026/27

Summer Programs

- ODE will release a competitive summer grant that may offer up to \$1M to districts for programs. 4J will apply.
- Without the grant, the focus would be on credit recovery and level transitions for Tier 2 students (Kinder, 5th>6th, 8th>9th).

Ms. Urbina outlined Next Steps:

**Summarized below*

- Communicate with clarity, care, and compassion
- Plan responsibly for today and tomorrow
- Survey launched January 14, 2026
- Forming One System Readiness Think Tank

Staff responded to questions from the Board related to district priorities, programmatic changes, and transition plans resulting from proposed budget cuts.

Superintendent Mickelson emphasized that the district is focused on thoughtful and meaningful planning early in the budget reduction process, including being guided by following five key questions: What do we preserve and protect? What do we scale back? What do we pause? What do we implement? What are the trade-offs?

IX. ITEMS FOR ACTION

1. CONSIDER FOR APPROVAL BOARD RESOLUTION 2025-26-07 RELATING

TO PHASE 2 PROGRAM CHANGES AND AUTHORIZING A REDUCTION IN FORCE

Superintendent Mickelson recommended approval of Board Resolution 2025-26-07 Relating to Phase 2 Program Changes and Authorizing a Reduction in Force. She recapped details pertaining to the scale of the reductions.

Ms. Munro sought clarification that the resolution reflects an upper limit and authorizes, but does not require, that level.

Superintendent Mickelson responded affirmatively.

Ms. Rabasa acknowledged that some of the hardest hit programs serve students needing a different pathway than the standard. She encouraged rebuilding or reimagining programs which have proven to be impactful.

Vice Chair Thessen agreed.

Ms. Jonak requested that when considering cuts, the district focus on equity and students that otherwise cannot access education without the supports that the programs provide.

Chair Di Liberto reflected on the budget reduction process. He acknowledged a sense of helplessness and thanked the community for their patience and understanding.

MOTION: Vice Chair Thessen moved to approve Board Resolution 2025-26-07 Relating to Phase 2 Program Changes and Authorizing a Reduction in Force. Mr. Hamilton seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

2. LEGISLATIVE COMMITTEE: FINALIZE 4J BOARD LEGISLATIVE PRIORITIES

Ms. Rabasa recommended approval of finalizing 4J Board Legislative priorities, which she outlined in detail for the Board.

MOTION: Vice Chair Thessen moved to approve Board Legislative priorities. Ms. Newman seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

3. APPROVE PROPOSED POLICY CEA—SUPERINTENDENT’S EDUCATIONAL ADVISORY COMMITTEE AND DELETE POLICY BCFA—EDUCATIONAL EQUITY ADVISORY COMMITTEE

Ms. Urbina recommended approval of Proposed Policy CEA—Superintendent’s Educational Advisory Committee and Delete Policy BCFA—Educational Equity Advisory Committee to align with current statute and best practices.

MOTION: Vice Chair Thessen moved to approve revisions to Policy CEA—Superintendent’s Educational Advisory Committee and Delete Policy BCFA—Educational Equity Advisory Committee. Ms. Rabasa seconded. **The motion passed unanimously, 7:0:0; Chair Di Liberto, Vice Chair Thessen, Ms. Rabasa, Ms. Jonak, Ms. Newman, Ms. Munro, and Mr. Hamilton all voting in favor of the motion.**

X. ITEMS FOR ACTION AT A FUTURE MEETING

1. CONSIDER FOR APPROVAL REVISIONS TO POLICY GCBDE/GDBDE – MILITARY LEAVE OF ABSENCE

General Counsel Christine Nesbit recommended approving revisions to Policy GCBDE/GDBDE – Military Leave of Absence. She explained that the district has not had such a policy before and provided relevant background information.

**2. CONSIDER FOR APPROVAL REVISIONS TO POLICY JHCA –
IMMUNIZATION SCHOOL SPORTS PARTICIPATION**

General Counsel Christine Nesbit recommended approving revisions to Policy JHCA – Immunization School Sports Participation. She provided relevant background information.

XI. COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

There were none.

**XII. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A
FUTURE MEETING**

There were none.

XIII. ADJOURN SPECIAL BOARD MEETING

Chair Di Liberto adjourned the special meeting at 8:24 p.m.

Miriam Mickelson, Superintendent

Tom Di Liberto, Chair

Recorded by Terah Van Dusen, LCOG



ITEM FOR INFORMATION

Date of Meeting:

February 4, 2026

Title:

Receive an Update on Special Education and Inclusive Practices in Eugene School District 4J

Presenters:

Seth Pfaefflin, Director for Student Services

Kat Lange, Assistant Superintendent for Student Support Services and Well-Being

Background:

Over the past four years, the district has experienced a steady increase in the number and proportion of students identified for special education services, even as overall enrollment has declined. The special education child count has grown from 2,261 students (13.52% of enrollment) in 2022–23 to 2,452 students (15.57% of enrollment) in 2025–26. This shift reflects increasing needs for students with disabilities, and the highlights the need for ongoing district commitment to identifying and serving eligible students across all sites, including alternative programs and charter schools. In response to the growing needs, the district has continued strengthening systems of support, family partnerships, and inclusive practices to ensure students with disabilities are meaningfully included in academic and school community life.

A key strategy in this work has been the launch of the Special Education Parent Advisory Council (SEPAC) in Fall 2024. SEPAC brings together parent representatives from elementary, middle, and high school levels to provide candid feedback and partnership on district special education proposals and initiatives. Their input has significantly informed development and implementation of the May 2025 Special Education Board Resolution and the subsequent implementation of school-based Inclusion and Accessibility Plans.

For the Inclusion Plans, each school used a district template to assess strengths and areas for growth across four domains:

- A) environment and physical accessibility;
- B) access to schoolwide programs, activities, and events;
- C) inclusive instruction and learning supports; and
- D) school culture, belonging, and community engagement.

Schools have established improvement goals within each domain, and when we receive all of the building Inclusion Plans, we will compile results for a comprehensive analysis.

Given current fiscal pressures and staffing reductions, we are recommending a thoughtful adjustment to the timeline for goal completion to sustain momentum while remaining realistic about available resources.

Special Education Update

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February 4, 2026 | Seth Pfaefflin

Current special education data

School Year	Special Ed Child Count	District Enrollment	% Students in SpEd
2022-23	2261	16,724	13.52%
2023-24	2292	16,317	14.05%
2024-25	2349	16,047	14.64%
2025-26	2452	15,744	15.57%

Special Ed Child Count comes from Dec. 1 child count each year; district enrollment for December is used to match. District enrollment includes Total with alternative programs and charter schools, since SpEd child count includes all sites.

What is SEPAC?

- Special Education Parent Advisory Council
- 10 parent members who represent students with disabilities at elementary, middle, and high schools, and across the range of disabilities experienced by 4J students
- SEPAC started in fall 2024
- Meets first Tuesday monthly, 5-6:30 p.m.
- School Board members are invited to any SEPAC meetings
- Next meetings are March 3, April 7, May 5

SEPAC: an *advisory* council

- We share data, proposals, initiatives and problems of practice with them.
- They can share their feedback, ideas, and parent perspectives.

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Trust is central to this:

- We are transparent to our parents about our district issues and our ideas or strategies to address them.
- They are candid, collaborative and honest in sharing their thoughts to us.
- They significantly help us to improve special education services and inclusion in Eugene School District 4J.

SEPAC topic examples

- School Board special education resolution
- Parent welcome packet
- Inclusion and accessibility plan (development of plan template and review of plans)
- Sensory-Friendly Prom/event guidelines
- Data dives
- Inclusive practices
- Parent advocacy and sharing their experiences

Implementing the May 2025 Special Education Resolution

*Affirming the Rights, Inclusion, and Success of Students
with Disabilities*

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- Inclusion and Accessibility plans
- Principal book study: Learning for All
- Anti-ableism training

Inclusion and Accessibility Plans

- Each school worked with their staff and stakeholders to develop an Inclusion and Accessibility Plan, using the district template provided (see handout).
- This included parent survey data, student interviews, and building staff assessing the following four domains:
 - Environment and Physical Accessibility
 - Access to Schoolwide Programs, Activities, and Events
 - Inclusive Instruction and Learning Supports
 - School Culture, Belonging, and Community Engagement

We are still waiting for 4 schools to submit, and can then finish a full district analysis.

Overall domain scores to track over time

Overall Building Status

(Input your building scores into this [Google Form](#). These scores will go annually to the school board to help show district improvement on Inclusion over time.)

Domain A: Environment / Physical Accessibility	Domain B: Programs / Activities / Events	Domain C: Instruction / Learning Supports	Domain D: Culture / Belonging / Community	Building Total
<i>(Score)</i>	<i>(Score)</i>	<i>(Score)</i>	<i>(Score)</i>	(Added Total of Scores)
15/28	7/24	10/24	8/16	40/92

Each school created 4 inclusion improvement goals (One area of focus per domain)

Domain	Area of Focus	Actions We Will Take To Improve the Area of Focus	Responsible Staff	Projected Completion Date
A	Calming / break space located within each classroom	<p>Establish building-wide non-negotiables for calming/break spaces (visuals, expectations, tools).</p> <p>Provide direct instruction to all students on when/how to use the space (explicit lessons, modeled routines).</p> <p>Integrate emotional regulation instruction using existing resources (Second Step, Zones, Reset strategies).</p> <p>Create pod-based break spaces for classrooms with physical constraints.</p> <p>Expand sensory and regulation options (e.g., movement breaks, proprioceptive activities) based on specialist guidance.</p> <p>Monitor use and effectiveness through SSC observations, teacher feedback, and referral data.</p>	<p>SSC (lead)</p> <p>Instructional Coach</p> <p>Classroom Teachers</p> <p>Support Staff</p>	June 2026

Each school created 4 inclusion improvement goals (One area of focus per domain)

Domain	Area of Focus	Actions We Will Take To Improve the Area of Focus	Responsible Staff	Projected Completion Date
B	Clubs, Affinity Groups, and Enrichment Programs	<p>Launch and sustain schoolwide Affinity Groups, ensuring inclusive sign-up processes and regular attendance monitoring.</p> <p>Host an annual schoolwide Community Night that highlights student cultures, identities, and classroom learning.</p> <p>Develop grade-band Family Nights (e.g., K-1, 2-3, 4-5) to strengthen relationships and increase family belonging.</p> <p>Collect participation data (demographics, special programs, grade levels) to examine equity of access and adjust outreach.</p>	<p>Affinity Group Leader</p> <p>Equity/Inclusion</p>	June 2026

Each school created 4 inclusion improvement goals (One area of focus per domain)

Domain	Area of Focus	Actions We Will Take To Improve the Area of Focus	Responsible Staff	Projected Completion Date
C	Implementation of student accommodations and modifications	<p>Review and refresh all student IEP accommodations with grade-level teams; ensure visibility and daily implementation.</p> <p>Identify 5–7 universal accommodations (e.g., processing time, visual directions, chunking, wait time) to implement schoolwide.</p> <p>Integrate UDL practices into Tier 1 by providing ongoing coaching, modeling, and micro-PD (led by Taylor).</p> <p>Develop classroom-based supports (e.g., desk name tags with strategies, anchor charts for self-regulation, environmental supports).</p> <p>Conduct a sensory screener with specialist guidance to identify building needs (sound, lighting, seating, movement).</p> <p>Create building-wide agreements for regulation practices (e.g., volume expectations, use of mics, movement routines).</p>	<p>Char- list of accommodations</p> <p>Sensory- Jen</p> <p>UDL- Taylor</p>	June 2026

Each school created 4 inclusion improvement goals (One area of focus per domain)

Domain	Area of Focus	Actions We Will Take To Improve the Area of Focus	Responsible Staff	Projected Completion Date
D	Student Leadership and Voice	<p>Include 5th graders in House Assemblies in leadership roles (opening/closing, presenters, facilitators).</p> <p>Create equitable leadership opportunities for all students (e.g., classroom jobs, assembly helpers, peer greeters).</p> <p>Conduct student climate surveys to gather input on belonging, safety, accessibility, and representation.</p> <p>Use survey results</p>	House Team All staff	June 2026

Recommendation:

Extend the Timeline for Goal Completion

- We need to be real about the massive budget storm that is hitting us.
- We want to continue this Inclusion work, but recommend adjusting the pace.
- When you are running a marathon and get hit with bad cramps, you may need to slow down to a walk and take things step by step to keep moving forward until you can hit full stride again.



SEPAC parent reflections on the inclusion plans

- They felt that some schools were brutally honest, and were curious whether all schools approached the rating process in the same way. (Buildings can be very different in their physical environment, culture, etc.)

SEPAC parent reflections on the inclusion plans

- They recommended that for next year, when principals lead development on new inclusion plans, that domain goals be written in the SMART goal format.

SEPAC parent reflections on the inclusion plans

- They ask that principals communicate their Inclusion Goals to their parents and school community, and to celebrate the wins on improving inclusion in their schools!

Thank you for supporting the 4J Inclusion Journey!

This work matters deeply to our families
and our students with disabilities.

It benefits ALL of us to center and value
inclusion.

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*A journey of a thousand miles begins
with a single step*

芥子山陰



4J Inclusion and Accessibility Plan for (Insert name of your school)

Section 1: Background and Purpose

In May of 2025, the 4J School Board adopted a resolution [Affirming the Rights, Inclusion, and Success of Students with Disabilities](#). The preamble clearly states:

“The Eugene School District 4J Board of Directors declares with heartfelt conviction its unwavering commitment to ensuring that every student, across the full spectrum of ability, experiences the dignity, care, and opportunity they deserve. We affirm that our schools must be spaces where all students feel seen, valued, supported, and loved as they continue their education and build lives of purpose and independence.

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We believe that students with disabilities bring powerful strengths, diverse capabilities, and perspectives that enrich our learning environments. They contribute to the collective independence and potential of our schools. Their success is a measure of our collective success and a reflection of our commitment to equity, inclusion, and accessibility.”

The full resolution can be found [here](#). The resolution specifies that each school will create an [Inclusion & Accessibility Plan](#) to help guide them through the next action steps in creating a more inclusive school system. Please follow the directions below.

Fall 2025:

1. Complete the demographics section below.
2. SSD will conduct a parent survey and share results with your building. For student input, please use these linked surveys to interview students, either individually or in small groups. Surveys: ([sample 6-12](#)) ([sample 2-5](#)). Incorporate parent and student input for ratings and prioritizing Areas of Focus for your school to work on this year.
3. Complete Section 2 using your Leadership Team (Equity & Inclusion) to rate each Domain and Area of Focus.
4. Use Section 3 to prioritize one Area of Focus for each Domain that your building will work on this year.
5. Enter your scores and plan information in this [Google Form](#), and submit your building plan to the [Google Drive](#) by December 12th, 2025.
6. Schedule a March check-in to analyze progress towards goals and adjust your action plan if needed.

School Demographic Table:

Total Enrollment	# of students on an IEP	# of students on a 504	# of students receiving ELD services	Combined percentage of students on an IEP and 504

Section 2: Current Building Status

In this section, please use the included rubrics to rate your building's current level of implementation for each area of Inclusion and Accessibility. Make any notes you feel would help to clarify or explain your score.

Domain A: Environment & Physical Accessibility

Goal: Ensure all physical spaces are accessible, safe, and welcoming for students with disabilities.

Scoring Guide

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0	1	2	3	4
This item/area is either not present or not at all accessible	Emerging: <u>Partially accessible</u> ; significant barriers remain that limit student access to the physical space.	Approaching: Meets basic needs for most people; <u>some barriers limit independence</u> or ease of use of the physical space.	Satisfactory: <u>Accessible and safe</u> ; minor improvements could enhance inclusivity or comfort of the physical space.	Strong: <u>Fully accessible, safe, and welcoming</u> ; the physical space actively and intentionally supports independence and inclusion.

Area of Focus	Current Status (0-4)	Reasoning / Notes
Building Entrances/Exits		
Restrooms		
Classrooms (seating, lighting, acoustics)		
Playground/ Recess Spaces		

Emergency Procedures (evacuation, shelter-in-place plans)		
Calming / break space located within each classroom		
Sensory or wellness rooms		
Total score for this section:	(Total goes here) /28	33

Domain B: Access to School-wide Programs, Activities, and Events

Goal: Ensure all students have meaningful access to extracurriculars, assemblies, field trips, and school events.

Scoring Guide

0	1	2	3	4
No programs or no access provided for school programs, activities and/or events.	Emerging: <u>Partially accessible</u> ; significant physical, environmental, and/or institutional barriers exist that regularly limit student involvement.	Approaching: Generally accessible; some physical, environmental, and/or <u>institutional barriers limit full participation</u> , requiring accommodations or extra support.	Satisfactory: <u>Accessible and welcoming</u> ; most barriers have been addressed, but minor adjustments could further improve participation or independence.	Strong: <u>Full, equitable access</u> ; programs are intentionally designed with inclusion in mind, and all students can participate meaningfully without barriers.

Area of Focus	Current Status (0-4)	Reasoning / Notes
Athletics (secondary only)		
Clubs, Affinity Groups, and Enrichment Programs		
Assemblies and Performances		34
Field Trips		
Dances, Prom, Homecoming, etc.		
Accessible After School Childcare Programs		
Total score for this section:	<i>(Total goes here)</i> /24	

Domain C: Inclusive Instruction & Learning Supports

Goal: Strengthen inclusive instructional practices and access to high-quality, standards-based curriculum for all learners.

Scoring Guide

0	1	2	3	4
<p><u>Little to no evidence</u> of UDL or collaborative practices; SDI and accommodations and modifications are <u>not properly implemented</u>; there is <u>no PD</u> on inclusive practices.</p>	<p>Emerging: <u>Minimal evidence</u> of UDL or collaborative practices; SDI and accommodations and modifications are often overlooked; there is PD on inclusive practices but it is <u>infrequent or optional</u>.</p>	<p>Approaching: <u>Some evidence</u> of UDL and collaborative practices is present but <u>inconsistent or limited</u>; SDI and accommodations and modifications are in place but sometimes <u>unevenly used</u>; there is PD on inclusive practices but it is <u>occasional and generic</u>.</p>	<p>Satisfactory: <u>Sufficient evidence</u> of UDL or collaborative practices implemented in a consistent manner; SDI and accommodations and modifications are <u>evenly used across multiple settings</u>; there is PD on inclusive practices that is <u>relevant and supports practice</u>.</p>	<p>Strong: <u>Fully inclusive</u>. UDL and collaborative practices drive instruction; SDI and accommodations and modifications are <u>consistently and proactively implemented</u> across settings; there is PD on inclusive practices that is <u>ongoing, targeted, and easily applicable</u>.</p>

Area of Focus	Current Status (0-4)	Reasoning / Notes
Planning and instruction driven by Universal Design for Learning (UDL) framework		
Gen Ed and SpEd collaboration to support inclusive classrooms		
Implementation of student accommodations and modifications		
Delivery of Specially Designed Instruction (SDI)		
Professional Development opportunities support inclusive practices		

Classroom Environment, Structure, and Routines		
Total score for this section:	<i>(Total goes here)</i> /24	

Domain D: School Culture, Belonging, and Community Engagement

Goal: Foster a school culture where all students feel valued, included, and connected.

36

Scoring Guide

0	1	2	3	4
No evidence of inclusive or connected culture; students and families lack meaningful engagement or belonging.	Emerging: School culture <u>attempts to address inclusivity</u> ; inconsistent implementation or understanding of building or district policies and practices creates significant barriers to belonging for students, staff, or families.	Approaching: Some inclusive practices are present but <u>inconsistent</u> ; gaps in implementation continue to exist that limit a sense of value, connection, or belonging for some students, staff, or families.	Satisfactory: School culture is positive and inclusive with <u>mostly consistent practices</u> ; minor improvements could strengthen belonging and engagement.	Strong: School culture is <u>consistently inclusive and supportive</u> ; practices fully value student identity, promote belonging, and <u>engage families and staff in meaningful ways.</u>

Area of Focus	Current Status (0-4)	Reasoning / Notes
Positive Behavioral Supports and Teaching Expectations		
Student Leadership and Voice		

Family Communication and Engagement		
Staff Teaming, Morale, and Collective Efficacy		
Total score for this section:	(Total goes here) /16	

Overall Building Status

37

(Input your building scores into this [Google Form](#). These scores will go annually to the school board to help show district improvement on Inclusion over time.)

Domain A: Environment / Physical Accessibility	Domain B: Programs / Activities / Events	Domain C: Instruction / Learning Supports	Domain D: Culture / Belonging / Community	Building Total
(Score)	(Score)	(Score)	(Score)	(Added Total of Scores)
/28	/24	/24	/16	/92

Building total is...	Current Stage	Recommended Next Steps
56 or less	<u>Early:</u> Our school is at the beginning of its inclusion work. Any actions taken towards inclusion are often reactive or compliance-focused or as a result of an IEP/504 compliance issue; there is limited school-wide coordination; staff knowledge of inclusive frameworks (i.e. UDL) is minimal; and many accessibility or participation barriers remain.	Focus on collaboration between gen ed and special ed staff. Make adjustments to master schedules and teacher schedules as needed. Address staff mindset of Inclusion. Provide support to teachers on differentiating and applying UDL to make lessons accessible for all learners.

Between 56-69	<p><u><i>Approaching:</i></u> Our school has moved beyond compliance to intentional, visible steps towards inclusive practice. Teams are learning and beginning to apply UDL; school wide programs are becoming more accessible, and processes for collaboration and monitoring are being established, though implementation is still inconsistent across all staff, grade levels, and settings.</p>	<p>Focus on deepening skillsets with UDL.</p> <p>Consult with specialists and TOSAs.</p> <p>Provide individualized coaching and feedback.</p>
70 and over	<p><u><i>Established:</i></u> Inclusion is systemic and sustainable. The school integrates UDL and an inclusive practice lens in curriculum design, staffing, programs, and school culture and community. Access and belonging are normalized and expected and most students with disabilities participate meaningfully across settings; staff are skilled and supported and continuous improvement processes to drive refinements.</p>	<p>Focus on sustaining and maintaining your inclusion practices.</p> <p>Address onboarding of new staff joining your building.</p> <p>Look for opportunities to use emerging technology to assist with inclusive practices.</p>

Section 3: Prioritizing Work for 2025-2026 School Year

Picking your Areas of Focus

Using the rating scores from Section 2, the survey data from parents, and any other input obtained from students, parents, staff or community members, work with your Leadership Team to identify one Area of Focus from each Domain for your school to focus on this year. (In future years, you will be identifying action steps for each Area of Focus that scores a 3 or less). Complete this following table to identify the Areas of Focus your building is working on, the specific actions you will take, who is responsible for this work, and the projected completion date. Your³⁹ Level Director and SSD Administrator are available as thought partners for this work. This is also a solid opportunity to connect this Inclusion work to your SCIP.

Domain	Area of Focus	Actions We Will Take To Improve the Area of Focus	Responsible Staff	Projected Completion Date
A				
B				
C				
D				

Section 4: Signatures and Submitting your Plan

Administrators:

Date:

Date:

Date:

Date:

**Building Leadership
Team Representatives:**

Date:

Date:

Date:

Date:

Date:

Date:

**Student Representative
(Optional):**

Date:

**Family Representative
(Optional):**

Date:

Date of Plan Submission to the Google Drive: _____ (Due date: January 12th, 2026)



ITEM FOR INFORMATION

Date of Meeting

February 4, 2026

Title

Receive the Eugene School District 4J Annual Financial Report for 2024-25 Fiscal Year

Presenter

Matt Brown, Director of Financial Services

Background

The Board will receive a presentation of the Annual Financial Report for the 2024-25 Fiscal Year and will be able to ask questions of the auditors from Clear Trail CPA's.

1. Oregon Revised Statute Sections 297.405 through 297.555 covers municipal audit law. In accordance with these requirements and Board Policy DI, the independent audit firm of Clear Trail CPAs has completed their audit of the district for the year ended June 30, 2025.
2. Copy of report for board members -- ORS 297.465(2) mandates that a copy of the audit report be furnished to each person who was a member of the governing body at the end of the calendar year or fiscal year and to each member of the current governing body. We have attached a copy of the Annual Financial Report for you.
3. Actions regarding audit report -- ORS 328.467(2) requires that should there be any deficiencies in the audit report, the school district board will approve a corrective action plan that identifies the deficiency and solution. This corrective action plan is included to the Secretary of State when filing the audit.

Budget/Resource Implications

The Annual Financial Report is reviewed by credit rating agencies when assigning credit ratings for issuers of debt obligations. Issuers and debt purchasers rely on credit ratings as an independent verification of credit-worthiness and the resultant value of the instruments issued. Additionally, if a school district does not provide a completed audit to the Oregon Department of Education school fund payments are withheld.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON

***ANNUAL FINANCIAL REPORT
Year Ended June 30, 2025***

Prepared by: Financial Services Department

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EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
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December 30, 2025

To the Board of Directors and Residents of the Eugene School District 4J
Eugene, Oregon

The Annual Financial Report of Eugene School District 4J for the fiscal year ended June 30, 2025, is hereby submitted. State law requires that every general purpose government publish a complete set of audited financial statements within six months of the close of each fiscal year. This report is published to fulfill that requirement for the fiscal year ended June 30, 2025 and consists of management's representations concerning the finances of the District together with the opinions of our independent auditor.

Management assumes full responsibility for the completeness and reliability of the information contained in this report, based upon a comprehensive framework of internal control that was established for this purpose. Because the cost of internal control should not exceed anticipated benefits, the objective is to provide reasonable, rather than absolute, assurance that the financial statements are free of any material misstatements. We believe the enclosed data is accurate in all material aspects and is reported in accordance with generally accepted accounting principles designed to present fairly the financial position and results of operations of the various funds of the District and the District as a whole. All disclosures have been included that are necessary for the reader to gain an understanding of the District's financial activities.

INDEPENDENT AUDIT

The District's financial statements were audited by Clear Trail CPAS, a firm of licensed certified public accountants. The independent auditor concluded, based on the audit, that there was a reasonable basis for rendering an unmodified opinion that the District's basic financial statements for the fiscal year ended June 30, 2025, are fairly presented, in all material respects, in conformity with U.S. GAAP. The independent auditor's report is located at the front of the financial section of this report.

In addition to meeting the requirements set forth in Oregon statutes, the audit was also designed to meet the requirements of the Federal Single Audit Act and related Uniform Guidance (Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards). These standards require the independent auditor to report not only on the fair presentation of the basic financial statements, but also on the internal controls and compliance with legal requirements, with special emphasis on internal controls and legal requirements involving the administration of federal awards. The results of the District's single audit for the fiscal year ended June 30, 2025 indicated one significant deficiency and no material weaknesses in internal control. Also, there were no significant violations of applicable laws and regulations. The independent auditor's reports related specifically to the Single Audit and Uniform Guidance are included in the Audit Comments section.

The results of the District's audit indicated one material weakness, two significant deficiencies and no significant violations. Generally accepted accounting principles require that management provide a narrative introduction, overview and analysis to accompany the basic financial statements in the form of Management's Discussion and Analysis (MD&A). This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The MD&A immediately follows the independent auditor's report on the financial statements.

DISTRICT PROFILE

Eugene School District 4J is a financially independent, special-purpose municipal corporation exercising financial accountability for all public education within its boundaries. As required by accounting principles generally accepted in the United States of America, all significant activities and organizations have been included in the financial statements.

The District is primarily located in Lane County, with small portions extending north into Linn County. The District's boundaries include portions of the City of Eugene, City of Springfield and City of Coburg. The largest city in the District is the City of Eugene. Formed in 1854, the District encompasses approximately 155 square miles in western Oregon at the southern end of the Willamette Valley, 110 miles south of Portland.

The District is governed by a seven member Board of Directors. Voters residing within District boundaries elect members to four-year overlapping terms. The duties of the Board include setting policy; approving expenditures and contracts; appointing the Superintendent; and hiring, terminating and approving resignations of all certified and administrative staff members. The Board also constitutes one-half of the Budget Committee and appoints the seven citizen members.

ENROLLMENT AND PROGRAMS

During the 2024-25 school year, the District was responsible for educating over 15,000 students from kindergarten through grade twelve. The District operates approximately 35 different schools and programs. Although students are guaranteed a place in their neighborhood school, an open enrollment policy presently allows any student to attend any school in the District as long as space is available. Site councils made up of parents, teachers, support staff, administrators and students collaborate to chart each school's direction. Additionally, school, community college and business partnerships exchange facilities and services for career training or other educational benefits and support.

Elementary offerings during the 2024-25 school year included fourteen neighborhood schools, five alternative schools and three district-sponsored charter schools. Each school reflects the uniqueness of its students, staff, and community. The alternative schools and charter schools reflect particular visions and education philosophies and have such emphases as language and culture immersion.

The secondary program (grades 6–12) consists of eight middle schools, four language immersion programs, and two charter schools serving students in grades 7–12. There are also four regional high schools, one alternative education high school programs, and an international high school program that offers classes on three high school campuses and is accredited by the International Baccalaureate program.

In addition, the District offers on-line educational services to students through the Eugene Online Academy (EOA). During 2024-25 approximately 121 students participated in this learning option throughout the school year.

The five District sponsored charter schools—The Village School (K–8), Ridgeline Montessori Public Charter School (K–8), Network Charter School (grades 7–12), Twin Rivers Charter School (grades 7-12) and Coburg Community Charter School (K–8) are not considered component units of the District. Therefore, information regarding these charter schools is not presented within our financial statements. Each charter school issues their own audited financial report that includes financial statements and required supplementary information.

ECONOMIC CONDITION

Eugene is the second largest city in Oregon and is the seat of Lane County government. The City of Eugene and the City of Springfield form a metropolitan area that serves as the regional center for industry, service and trade, as well as for cultural, academic and recreational activities in the central part of Western Oregon. Data is generally available for Lane County and the Cities.

The economy of Lane County consists of higher education, agriculture, health care, high technology, forest products, governments, recreation, and tourism. Over the last few decades, the economy of the Eugene-Springfield metropolitan area has shifted from an earlier reliance on the wood products industry to non-manufacturing industries such as retail trade, services and government, and non-lumber manufacturing.

Eugene is home to four private colleges, one private university, one public university, and a community college. Eugene is the home of the University of Oregon, the State's public liberal arts and research institution and Bushnell University a private faith-based institution. Lane Community College is a public community college offering associate degrees and technical programs. New Hope Christian College, Gutenberg College and Pacific University's Eugene campus are all private colleges. With the presence of the University of Oregon and a Federal courthouse, government employment helps add stability to Lane County's economy.

The City of Eugene's population has remained relatively stable for the past several years while the District has been experiencing a decline in enrollment. The district is forecasting a steady decline in enrollment over the next 5 years due to a decline in birthrates in Lane County. Lane County's birthrate has mimicked that of the nation in seeing historically low birth rates but steady or increasing populations.

LONG-TERM FINANCIAL PLANNING

Long-term financial planning guidance is provided in the District's Board policies. Following that guidance, each year the District prepares a comprehensive financial forecast estimating all General Fund revenues and expenditures. The forecast is a planning tool that provides the basis for the upcoming year's General Fund budget as well as longer-term resource allocation strategies.

The District's General Fund balance at year end was 17.6 percent of General Fund expenditures. This amount is well above the Board policy for budgetary and planning purposes (a minimum of 5.0 percent of total actual expenditures). This reserve is maintained to allow a more stable service system by budgeting resources to offset cyclical variations in revenues and expenditures. Specifically, it provides support for payment cycles given fluctuations in local revenues, absorbs economic downturns, state revenue-sharing reductions and other revenue shortfalls, and will be used when needed and directed by the Board to provide stability for core programs and legally required activities.

FINANCIAL INFORMATION

Budgetary Controls

The Board is required by State law to adopt a final annual budget no later than the close of the preceding fiscal year. State law requires the appointment of a budget committee to review and approve the budget proposed by the administration. The annual budget serves as the foundation for the District's financial planning and control. The budget is prepared by fund, function, and type of expenditure.

A summary of the approved budget, together with a notice of public hearing, is published in a newspaper having general circulation in the district. A public hearing is held to receive comments from the public concerning the budget. The Board of Directors adopts the budget, makes appropriations, and levies taxes after the public hearing and before the year for which the budget has been prepared. After adoption, the budget may be revised through procedures specified in State law and Board policy.

Accounting Policies

Financial management policies adopted by the Board include guidance on resource planning and allocation, accounting and financial practices, revenue, capital improvements, intergovernmental revenue, and debt and investment management. The accounting and financial policies also provide financial planning guidance regarding reserves. The accrual and modified accrual basis of accounting used by the District are in accordance with U.S. generally accepted accounting principles.

LOCAL SUPPORT

In 1991, a tax measure limited all educational agencies to a maximum of \$5 property tax revenue per \$1,000 assessed value and shifted the responsibility for the funding of schools from the local community to the State of Oregon. Subsequent property tax limitation measures cut property taxes; imposed a permanent tax rate of \$4.75 per \$1,000 assessed for the District operating levy; prohibited the use of bonded debt to fund equipment and routine capital repairs, and required 50 percent voter participation for bond approval except on general election dates. Beginning in 1999, the legislature allowed districts to seek approval of local option levies within certain limits. Revenue from these levies is outside the State School Fund Formula. In November 2008, voters approved a measure that limited the 50 percent voter participation requirement to March and September elections.

Local support has been a longstanding characteristic of the District. Since 1992, District voters have approved six general obligation bond levies and five local option levies. In May 2023, voters renewed a five-year local option levy to assist with district operations. This renewal levy extends through 2029–30. In November 2018 voters approved a \$319.3 million bond measure to support new school construction, school building improvements, technology purchases, curriculum implementations, and student transportation.

ACKNOWLEDGMENTS

The preparation of this report would not have been possible without the efficient and dedicated service of the entire Financial Services department staff. We appreciate and thank all the staff who assisted and contributed to the preparation of this report. Credit must also be given to the Board of Directors and Budget Committee for their interest and support in maintaining the highest standards of professionalism in the management of Eugene School District 4J's finances.

Respectfully submitted,



Miriam Mickelson
Superintendent



Matt Brown
Director of Financial Services

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
LISTING OF PRINCIPAL OFFICIALS
YEAR ENDED JUNE 30, 2025

BOARD OF DIRECTORS

	<u>Term Expires</u>
Tom Di Liberto, Vice Chair, Position #1	June 30, 2027
Ericka Thessen, Position #2	June 30, 2025
Judy Newman, Position #3	June 30, 2025
Rick Hamilton, Position #4	June 30, 2027
Jenny Jonak, Chair, Position #5	June 30, 2027
Maya Rabasa, Position #6	June 30, 2025
Morgan Munro, Position #7	June 30, 2027

ADMINISTRATION

Administration Office
200 North Monroe Street
Eugene, Oregon 97402

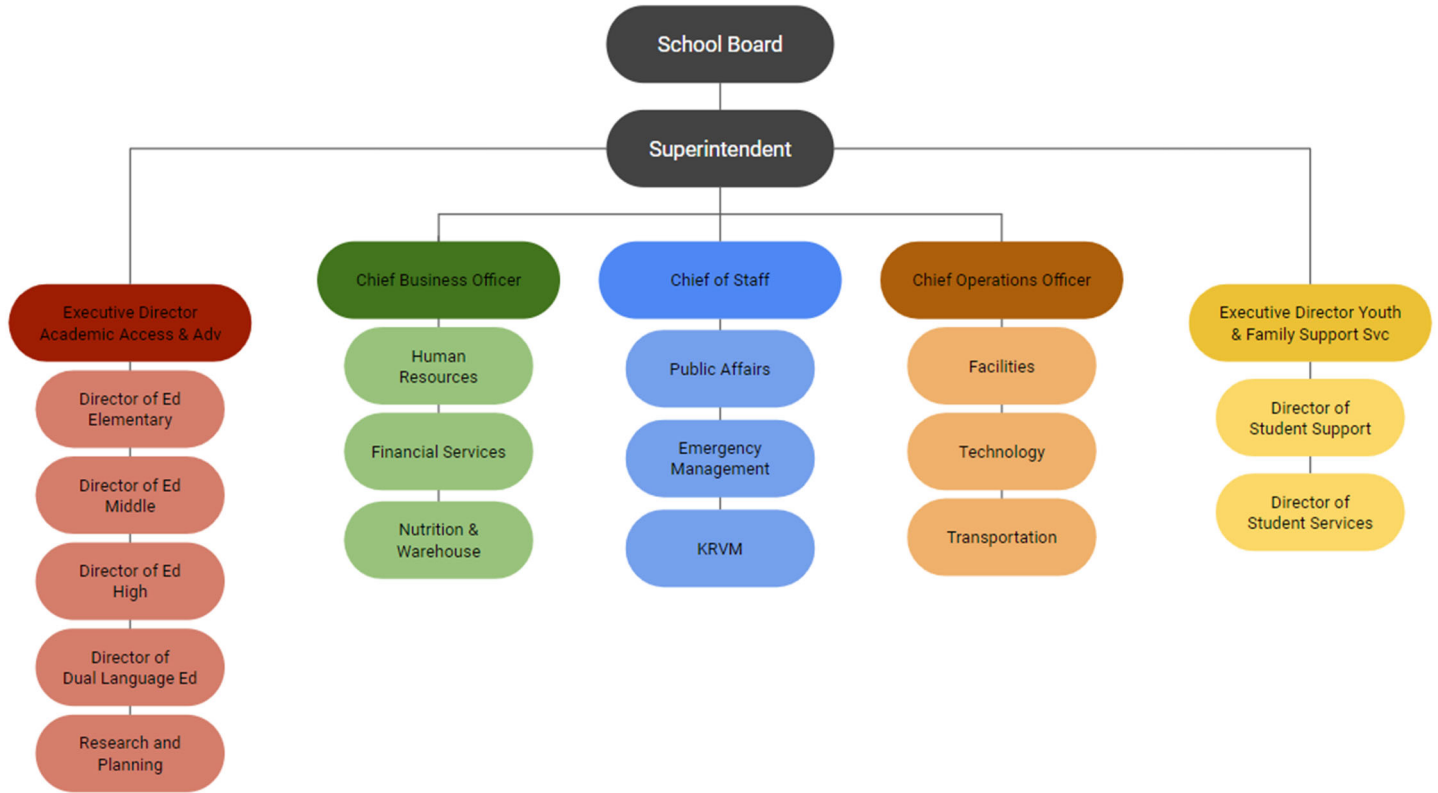
Colt Gill
Matt Brown

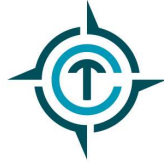
Interim Superintendent and Clerk
Director of Financial Services

LEGAL COUNSEL

Luvaas Cobb, P.C.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
ORGANIZATIONAL CHART
YEAR ENDED JUNE 30, 2025





CLEAR TRAIL CPAS
Clear Solutions, Clear Results

2850 SW Cedar Hills Blvd, #2074, Beaverton OR 97005 • 503-586-7170 • ClearTrailCPAS.com

December 30, 2025

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Eugene School District 4J
Lane County, Oregon

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Eugene School District 4J, as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Eugene School District 4J, as of June 30, 2025, and the respective changes in financial position and, where applicable, cash flows thereof, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Eugene School District 4J and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

The District adopted new accounting guidance, *GASB Statement No. 101 – Compensated Absences* during the fiscal year under audit. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Eugene School District 4J's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Eugene School District 4J's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Eugene School District 4J 's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, and required supplementary information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The supplementary information, as listed in the table of contents, and the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CRF) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The supplementary information, as listed in the table of contents, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information, as listed in the table of contents, and the schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the other information, as listed in the table of contents, and listing of board members containing their term expiration dates located before the table of contents, but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated December 30, 2025 on our consideration of the internal control over financial reporting and on our tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering internal control over financial reporting and compliance.

In accordance with Minimum Standards for Audits of Oregon Municipal Corporations, we have issued our report dated December 30, 2025, on our consideration of compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of that report is to describe the scope of our testing of compliance and the results of that testing and not to provide an opinion on compliance.



Tara M. Kamp, CPA
CLEAR TRAIL CPAS

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EUGENE SCHOOL DISTRICT No. 4J
Management’s Discussion and Analysis
June 30, 2025

As management of Eugene School District 4J (the District), we offer readers of the District’s financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2025. We encourage readers to consider the information presented here in conjunction with additional information that we furnished with the District’s financial statements, which follow.

Financial Highlights

- The District’s net position decreased by \$28.3 million during the year ended June 30, 2025 to a reduced positive net position of \$30.0 million.
- At the end of the fiscal year, the General Fund ending balance was \$44.6 million or 17.6 percent of total general fund expenditures. The ending fund balance declined \$30.6 million from the prior year as current year spending outpaced current year revenue.
- Projects specified in the 2018 voter approved general obligation bonds are on track. Several projects have been completed including two elementary school building replacements. One high school building replacement is currently reported as construction in progress as finishing touches are applied. The remaining projects will be completed over the next few years.
- Cash and investments available in governmental funds decreased by \$44.7 million during the year.
- The District’s long-term debt decreased by \$34.1 million due to payment on debt and amortization of bond premiums.
- During fiscal year 2025, the District’s average daily membership (resident) (ADMr) totaled 15,687 which was less than the prior year’s ADMr of 15,969. This is the average daily membership of students within District boundaries and includes District sponsored public charter schools. The decrease correlates to a decrease in State School Fund revenue.

The following items had a direct impact to the net position as of June 30, 2025.

Compensated Absences

New this year is the requirement to recognize and report all accrued vacation, sick and personal leave balances earned by District employees as per Governmental Accounting Standards Board (GASB) Statement No. 101 *Compensated Absences*. Based on the criteria, three types of leave provided by the District qualify for liability recognition for compensated absences – vacation, sick, and personal. The liability for compensated absences is reported as incurred in the government-wide fund financial statements. Previously, the district recognized only accrued vacation balances as a liability. Recognizing this new reporting requirement increased the district’s liability by \$27.6 million in total, with \$20.6 million recognized as a prior period adjustment and \$5.1 million as an increase for fiscal year 2025.

PERS Pension Plan

GASB Statement Nos. 68 and 71 requires the District to report pension information directly within the Government-wide Financial Statements and expanded note disclosures within the Notes to the Basic Financial Statements. These requirements incorporate provisions intended to reflect the effects of transactions and events related to pensions in the measurement of employer liabilities for pensions and recognition of pension expense, income and deferred outflows of resources and deferred inflows of resources related to pensions.

The Oregon Public Employees Retirement System has provided the District with the audited pension balances necessary to reflect GASB 68 and 71 entries in the financial statements. For the year ending June 30, 2025, the net pension liability continues to grow from a negative \$171.9 million to a negative \$225.3 million.

Leases

GASB Statement No. 87 *Leases* requires the District to recognize an asset and liability related to certain leases and as of June 30, 2025, the District has lease related intangible capital assets of \$0.7 million net of amortization and a related long-term debt of \$0.5 million.

Subscription Based Information Technology Arrangements

GASB Statement No. 96 *Subscription-Based Information Technology Arrangements* requires the District to recognize an asset and liability related to certain subscription based information technology arrangements (SBITAs). As of June 30, 2025, the District has SBITA related intangible capital assets of \$3.0 million net of amortization and a related long-term debt of \$0.6 million. A prior period adjustment in the amount of \$177,876 on the Statement of Activities was required to adjust SBITAs in the prior year.

Other Financial Highlights

Total revenues decreased \$3.9 million from \$355.0 million to \$351.1 million, a decrease of 1.1%. The changes include a decline in the State School Fund of \$3.4 million related to declining enrollment and in reduced federal funding related to the end of Elementary and Secondary School Emergency Relief (ESSER) funds of \$13.9 million. These declines are offset by increased property tax receipts of \$4.6 million and state funded program increases of \$9.0 million for the Student Initiative Act (SIA) and for High School Success (HSS – Measure 98).

Governmental Funds financial statements provide information that gives more insight from the overall District picture in two ways. First, the funds focus on spendable resources and, more significantly, capital outlays in the governmental funds are expenditures and capital assets are not financial resources. The combined fund balance of the governmental funds as of June 30, 2025 was \$153.7 million.

Overview of the Financial Statements

The basic financial statements consist of: (1) the government-wide Statement of Net Position and Statement of Activities, which provide information about the activities of the District as a whole and present a longer-term view of the District’s finances; (2) Fund financial statements which describe the District’s operations in more detail than the government-wide statements, for instance how services were financed in the short-term as well as what remains for future spending; and (3) the notes to the financial statements. The financial report also presents supplementary information including budget to actual presentations for required major funds.

Government-Wide Financial Statements.

The government-wide financial statements are designed to provide readers with a broad overview of the District’s finances in a manner similar to a private-sector business. In the government-wide financial statements, the District’s basic activities are combined. Those basic activities include regular and special education, child nutrition services, student transportation, administration, and facilities acquisition and construction. These activities are primarily financed through Oregon’s State School Fund, property taxes, and other intergovernmental revenues. Fiduciary funds are not included in the statements of net position or the statement of activities but are reported separately in the basic financial statements.

Statement of Net Position

The Statement of Net Position presents information on all the District’s assets, liabilities, and deferred inflows and outflows of resources, with the difference reported as net position. Net position is the remaining assets after the liabilities have been paid off or otherwise satisfied. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

Statement of Net Position (in thousands)			
	Governmental Activities		Total Change
	2025	2024	2024 to 2025
Cash and other assets	\$ 199,172	\$ 247,864	\$ (48,692)
Property taxes receivable	6,882	5,465	1,417
Pension assets	3,913	3,520	393
Capital assets	455,894	439,873	16,021
Total Assets	665,861	696,722	(30,861)
Deferred outflow of resources	110,531	72,903	37,628
Accrued and other liabilities	305,058	228,567	76,491
Long-term debt	420,968	454,075	(33,107)
Total liabilities	726,026	682,642	43,384
Deferred inflow of resources	20,339	28,692	(8,353)
Net Position			
Net investment in capital assets	118,425	100,794	17,631
Restricted	3,299	114	3,185
Unrestricted	(91,697)	(42,617)	(49,080)
Total Net Position	\$ 30,027	\$ 58,291	\$ (28,264)

Capital Assets

Investment in capital assets amounts to \$455.9 million. This investment includes land and construction in progress, athletic field improvements, buildings and improvements, site improvements, intangibles, vehicles, equipment, leases and subscription-based information technology arrangements, net of depreciation. District assets are funded with General Funds, bond funds and special revenue funds with a net full accrual increase of \$16.0 million as of June 30, 2025. The District’s investment in capital assets is shown in the following table:

Capital Assets (net of Depreciation) (In thousands)			
	2025		Total Change
	2025	2024	2024 to 2025
Land	2,185	2,185	0
Construction in Progress	199,233	176,615	22,618
Building & Improvements	242,012	250,405	(8,393)
Vehicles & Equipment	8,768	7,528	1,240
Intangibles	-	12	(12)
Leases	728	-	728
Subscription Based IT Arrangements	2,967	3128	(161)
Total	455,894	439,873	16,021

Deferred Outflow of Resources

Deferred outflows of resources represent a consumption of net position/fund balance that applies to a future period(s). In 2024-25, these deferred outflows of resources include a deferred charge on refunding of general obligation bonds, PERS pension deferred outflows, district stipend pension and RHIA OPEB deferred outflows and other postemployment benefits deferred outflows. Additional information related to these items is provided in the financial highlights section.

Liabilities

Accrued liabilities, representing 6.4% of the District’s total liabilities, consist of payables on accounts, salaries and benefits, interest charges, compensated absences and unearned revenue. Outstanding bond debt represent 57.9% and other long-term liabilities represent 35.7% of the District’s total liabilities. These include several different instruments including general obligation bonds, limited pension bonds, the District’s net pension liability, total other postemployment benefit (OPEB) liability, and financed purchases. The balances include unamortized premiums and early termination benefits.

Deferred Inflow of Resources

Deferred inflows of resources represent an acquisition of net position/fund balance that applies to a future period(s). In 2024-25, the financial statements include deferred inflows of resources for PERS pension, the stipend retirement program, the RHIA OPEB program, the OPEB retirement program and unavailable revenue for leases. Additional information related to these items is provided in the notes to the financial statements.

Statement of Activities

The Statement of Activities shows how the net position of the District changed over the most recent fiscal year by tracking revenues, expenses, and other transactions that increase or reduce net position. It reports revenues and expenses under the accrual basis of accounting. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of the related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal years.

Statement of Activities (in thousands)			
	Governmental Activities		Total Change
	2025	2024	2024 to 2025
Revenues:			
Program revenues:			
Charges for services	\$ 5,063	\$ 7,392	\$ (2,329)
Operating grants and contributions	72,699	62,678	10,021
Program revenues total:	<u>77,762</u>	<u>70,070</u>	<u>7,692</u>
General Revenues:			
Property taxes	156,379	150,965	\$ 5,414
State funding - general support	101,917	113,465	(11,548)
Other federal and local sources	2,447	7,349	(4,902)
Earnings on investments	12,612	13,152	(540)
General revenues total:	<u>273,355</u>	<u>284,931</u>	<u>(11,576)</u>
Total revenues	<u>351,117</u>	<u>355,001</u>	<u>(3,884)</u>
Expenses:			
Instruction	186,134	170,191	\$ 15,943
Support services	145,939	116,323	29,616
Community services	12,615	13,331	(716)
Interest on long-term debt	14,142	15,608	(1,466)
Total Expenses	<u>358,830</u>	<u>315,453</u>	<u>43,377</u>
Change in net position	(7,714)	39,548	(47,262)
Net position - beginning	58,291	18,505	39,786
Prior period adjustment	(20,551)	238	(20,789)
Net Position - Ending	<u>\$ 30,026</u>	<u>\$ 58,291</u>	<u>\$ (28,265)</u>

Revenues and Expenses

Overall revenues for the District decreased from \$355.0 million to \$351.1 million. This decrease was mainly attributed to a decrease in federal funding through ESSER (Elementary and Secondary School Emergency Relief) funds. Expenses increased from the previous year of \$315.5 million to \$358.8 million. The increase in expenses is largely due to the new accumulated absences liability reporting requirement and an increase in staffing costs.

Fund Financial Statements

The fund financial statements provide more detailed information about the District's funds, focusing on the most significant funds – not the District as a whole. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate a compliance with finance-related legal requirements. All of the funds of the District can be divided into three categories: governmental funds, proprietary funds and fiduciary funds.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. Unlike the government-wide financial statements, however, governmental fund financial statements focus on near-term inflows – cash flow and funding for current services – and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the District’s near-term financing requirements. In particular, unassigned fund balances may serve as a useful measure of a government’s net resources available for spending at the end of a fiscal year.

Ending fund balance for governmental fund types is reported in five fund balance categories in accordance with Fund Balance Reporting and Governmental Fund Type Definitions. For more information on the details behind each fund balance category see Section I of the Notes to Basic Financial Statements, of this report.

Since the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government’s near-term financing decisions. Both the governmental fund Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances are reconciled to the government-wide Statement of Net Position and Statement of Activities.

The District maintains four individual governmental funds. Information is presented separately in the governmental fund Balance Sheet and the governmental fund Statement of Revenues, Expenditures and Changes in Fund Balance for the General Fund, the Special Revenue Fund, the Debt Service Fund, and the Capital Projects Fund, all of which are considered to be major funds. Data from the four governmental funds are combined into a single, aggregated presentation. Additionally, the District adopts an annual appropriated budget for all funds as required by Oregon Budget Law. Budgetary comparison Statements/schedules have been provided to demonstrate compliance elsewhere in this report.

Combined Ending Fund Balances

At June 30, 2025, the District’s governmental funds reported combined ending fund balances of approximately \$153.7 million with decreased revenues (-\$8.0 million) and increased expenditures over the previous year (\$12.9 million).

General Fund

The General Fund is the chief operating fund of the District. As of June 30, 2025 the total ending fund balance is \$44.6 million. In order to maintain minimum fund balance in accordance with board policy, committed fund balance is \$12.6 million. At the end of the fiscal year, the General Fund balance was 17.6% of total General Fund expenditures.

Special Revenue Funds

The Special Revenue Fund includes federal, state, and local grants, Nutrition Services, Student Body and School Reserves. The ending fund balance of the Special Revenue Fund as of June 30, 2025 is \$9.5 million. Revenues from federal, state and local sources for grants are accrued or deferred based on eligible grant expenditures.

Debt Service Funds

The District has issued \$699 in bonds since 2011 through eight series of general obligation bonds. The remaining balance as of June 30, 2025 of these bonds is \$387.9 million, with \$20.7 million due in one year. General obligations are paid from general property tax revenues that have been issued for capital projects. Also included in the Debt Service fund is the 2004 \$53.4 million PERS pension bond with a remaining balance of \$15.1 million and \$5.6 million due in one year.

Capital Funds

The District increased capital assets from the previous year. As of June 30, 2025, capital assets for governmental activities are \$455.9 million compared to \$439.9 million in 2024. A majority of the increase in 2025 comes from construction in progress which includes the building of a new high school as well as in buildings and improvements which accounts for improvements at several school sites. Included in the total above, and as per GASBs 96 and 87, the District recognized \$3.0 million in new subscription based information technology assets and \$0.7 million in leases.

Transfers

The District makes transfers between the General Fund and other funds to support operations such as risk management, insurance reserves and nutrition services and to fund curriculum adoption and facilities maintenance and other capital needs. Interfund transfers for the year ended June 30, 2025 total \$16.8 million.

The District also reports the following fund types.

Proprietary Funds

The District maintains one proprietary fund type – internal service funds. Internal service funds are an accounting devise used to accumulate and allocate costs internally among the District at various functions. The District uses its internal service funds to account for risk management, insurance and other postemployment retirement benefits. Since these services benefit governmental, rather than business-type functions, they have been included within the governmental activities in the government-wide financial statements. The ending fund balance of the Internal Service Funds as of June 30, 2025 is \$15.3 million.

Custodial Fund

The District maintains one custodial fund – the Private Purpose Trust Fund which accounts for privately funded scholarship programs.

Economic Factors and Next Year’s Budget

Resources supporting District General Fund operations primarily reflect local and state revenues, with additional income representing federal, county, and other sources. The largest segment, which includes state funding and local property taxes, is determined by the State School Fund formula. The majority of funding provided by the state to the District is based on the District’s average daily membership of students.

The 2025-26 budget was adopted by the Board on May 21, 2025. The total requirements of the General Fund adopted budget for the period ending June 30, 2026 is \$298.4 million, slightly less than the \$298.8 million General Fund budget adopted for the 2024-25 school year.

Like many school districts across Oregon, we are experiencing a decline in student enrollment. Over the past several years, we have seen larger graduating classes exit our district, while slightly smaller groups of

kindergarten students enroll. This is largely due to declining birth rates in our region. The state of Oregon funds schools on a per-student basis, when we serve fewer students, our funding is reduced to meet the shrinking population size.

At the same time, our district has significantly increased the number of staff serving our students. Since 2020, we have nearly 600 fewer students and have added nearly 600 positions—an increase of 37%—to better support students and schools during and after the pandemic. Many of these added positions were initially funded through federal ESSER (COVID-Relief) dollars, which have now expired. Unlike many districts that made reductions last year, Eugene School District 4J was able to extend these positions for an additional year by utilizing reserve funds. However, moving forward, we must ensure that our staffing levels align with our ongoing financial resources

The School Board has set policy that states the District will target 3% of its annual General Fund operating budget as contingency and 5% of its annual General Fund operating expenditures as ending fund balance. The District’s Budget Committee and School Board considered all of these factors in the preparation of the District’s budget for the 2025-26 fiscal year.

Reports for Information

This financial report is designed to present the user (citizens, taxpayers, investors, and creditors) with a general overview of the District’s finances and to demonstrate the District’s accountability. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Financial Services Department at 200 North Monroe, Eugene, Oregon 97402.

BASIC FINANCIAL STATEMENTS

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
STATEMENT OF NET POSITION - GOVERNMENTAL ACTIVITIES
JUNE 30, 2025

ASSETS

Current assets	
Cash and investments	\$ 186,685,309
Receivables	
Property taxes	6,882,091
Accounts and other receivables	10,395,781
Leases receivable	176,802
Inventories	624,061
Prepaid expenses	1,289,888
<i>Total current assets</i>	<u>206,053,932</u>
Noncurrent assets	
OPEB asset for RHIA	3,913,289
Capital assets not being depreciated	201,418,349
Capital assets net of accumulated depreciation	254,475,719
<i>Total noncurrent assets</i>	<u>459,807,357</u>
TOTAL ASSETS	<u>665,861,289</u>

DEFERRED OUTFLOWS OF RESOURCES

PERS pension related deferral	100,274,201
OPEB related deferral - medical	886,968
OPEB related deferral - RHIA	111,093
District pension related deferral	134,809
Deferred charge on refunding	9,123,777
TOTAL DEFERRED OUTFLOWS OF RESOURCES	<u>110,530,848</u>

LIABILITIES

Current liabilities	
Accounts payable	8,776,949
Accrued payroll and related charges	19,326,481
Accrued interest payable	8,000,293
Unearned revenue	2,538,711
Compensated absences - due within one year	7,244,397
Debt - due within one year	27,025,530
<i>Total current liabilities</i>	<u>72,912,361</u>
Noncurrent liabilities	
Debt - due in more than one year	393,942,903
Compensated absences - due in more than one year	20,347,831
PERS net pension liability	225,257,344
District pension liability	608,838
Total OPEB liability - medical	12,956,725
<i>Total noncurrent liabilities</i>	<u>653,113,641</u>
TOTAL LIABILITIES	<u>726,026,002</u>

DEFERRED INFLOWS OF RESOURCES

PERS pension related deferral	16,804,079
OPEB related deferral - medical	2,984,261
OPEB related deferral - RHIA	193,499
District pension related deferral	199,263
Unavailable revenue - leases	158,381
TOTAL DEFERRED INFLOWS OF RESOURCES	<u>20,339,483</u>

NET POSITION

Net investment in capital assets	118,424,974
Restricted for:	
OPEB-RHIA asset	3,913,289
Debt service	1,961,558
Grants	1,336,768
Unrestricted	(95,609,937)
TOTAL NET POSITION	<u>\$ 30,026,652</u>

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
STATEMENT OF ACTIVITIES - GOVERNMENTAL ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2025

Functions	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
GOVERNMENTAL ACTIVITIES					
Instruction	\$ 186,134,018	\$ 5,783	\$ 27,188,759	\$ -	\$ (158,939,476)
Classroom support services	72,897,721	94,628	23,213,724	-	(49,589,369)
Building support services	49,165,316	1,518,578	12,785,959	-	(34,860,779)
Central support services	23,876,343	3,294,211	305,964	-	(20,276,168)
Community services	12,614,550	149,675	10,417,140	-	(2,047,735)
Interest on long-term liabilities	14,142,256	-	108,895	-	(14,033,361)
Total school district	<u>\$ 358,830,204</u>	<u>\$ 5,062,875</u>	<u>\$ 74,020,441</u>	<u>\$ -</u>	<u>\$ (279,746,888)</u>

General revenues:

Property taxes levied for:

General purposes	115,577,978
Debt service	40,801,150
Federal aid not restricted to specific purposes	677,870
State aid:	
Not restricted to specific purposes	97,505,543
County School Fund	516,361
Common School Fund	2,572,849
Earnings on investments	12,612,247
Other local revenue	1,769,358

Total general revenues 272,033,356

Change in net position (7,713,532)

Net position - beginning of year 58,291,251

Prior period adjustment (20,551,067)

Net position - end of year \$ 30,026,652

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2025

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Debt Service Fund</u>	<u>Capital Projects Fund</u>	<u>Total Governmental Funds</u>
ASSETS					
Equity in pooled cash and investments	\$ 62,700,823	\$ 5,734,772	\$ 726,306	\$ 31,041,791	\$ 100,203,692
Cash and investments	-	92,555	8,464,569	61,655,645	70,212,769
Receivables					
Property taxes	5,141,675	-	1,740,416	-	6,882,091
Accounts and other receivables	1,223,165	8,466,959	392,779	312,878	10,395,781
Leases	-	-	-	176,802	176,802
Prepaid items	-	133,033	-	1,156,855	1,289,888
Supply Inventories	96,678	527,383	-	-	624,061
Total Assets	<u>\$ 69,162,341</u>	<u>\$ 14,954,702</u>	<u>\$ 11,324,070</u>	<u>\$ 94,343,971</u>	<u>\$ 189,785,084</u>
Liabilities					
Accounts and interest payable	\$ 3,099,616	\$ 1,224,679	\$ -	\$ 4,347,946	\$ 8,672,241
Accrued payroll and related charges	16,769,272	1,677,623	-	1,777	18,448,672
Unearned revenue	-	2,538,711	-	-	2,538,711
Total Liabilities	<u>19,868,888</u>	<u>5,441,013</u>	<u>-</u>	<u>4,349,723</u>	<u>29,659,624</u>
Deferred inflows of resources					
Unavailable revenue - property taxes	4,720,972	-	1,592,637	-	6,313,609
Unavailable revenue - leases	-	-	-	158,381	158,381
Total Deferred inflows	<u>4,720,972</u>	<u>-</u>	<u>1,592,637</u>	<u>158,381</u>	<u>6,471,990</u>
Fund balances					
Nonspendable:	96,678	660,416	-	1,156,855	1,913,949
Restricted for:					
Debt service	-	-	8,905,655	-	8,905,655
Capital projects	-	-	-	59,230,562	59,230,562
Grants	-	676,352	-	-	676,352
Committed for:					
Debt service	-	-	825,778	-	825,778
Capital projects	-	-	-	29,448,450	29,448,450
School resources	-	8,176,921	-	-	8,176,921
Minimum fund balance	12,645,787	-	-	-	12,645,787
Unassigned	31,830,016	-	-	-	31,830,016
Total Fund Balances	<u>44,572,481</u>	<u>9,513,689</u>	<u>9,731,433</u>	<u>89,835,867</u>	<u>153,653,470</u>
Total Liabilities, Deferred Inflows of Resources and Fund Balances	<u>\$ 69,162,341</u>	<u>\$ 14,954,702</u>	<u>\$ 11,324,070</u>	<u>\$ 94,343,971</u>	<u>\$ 189,785,084</u>

The accompanying notes are an integral part of the financial statements.

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCES TO
STATEMENT OF NET POSITION
JUNE 30, 2025

Total Governmental Fund Balances \$ 153,653,470

Amounts reported for governmental activities in the statement of net position are different because:

The cost of capital assets (land, buildings, furniture and equipment) purchased or constructed is reported as an expenditure in governmental funds. The Statement of Net position includes those capital assets among the assets of the District as a whole.

Net capital assets 455,894,068

Deferred outflows and inflows related to pension liabilities are not reported in the governmental funds.

PERS pension liability	(225,257,344)	
PERS deferred outflow of resources	100,274,201	
PERS deferred inflow of resources	<u>(16,804,079)</u>	(141,787,222)
District pension liability	(608,838)	
District pension deferred outflow of resources	134,809	
District pension deferred inflow of resources	<u>(199,263)</u>	(673,292)
OPEB RHIA Asset	3,913,289	
OPEB RHIA deferred outflow of resources	111,093	
OPEB RHIA deferred inflow of resources	<u>(193,499)</u>	3,830,883
OPEB liability - medical	(12,956,725)	
OPEB deferred outflow of resources	886,968	
OPEB deferred inflow of resources	<u>(2,984,261)</u>	(15,054,018)

The unamortized portion of the deferred charge on refunding is not reported in the governmental funds. 9,123,777

Long term liabilities applicable to the governmental activities are not due and payable in the current period and accordingly are not reported as fund liabilities. All liabilities, both current and long term, are reported in the Statement of Net Position.

Long term liabilities:		
Interest payable	(8,000,293)	
Accumulated Absences	(27,592,228)	
Long term debt	<u>(420,968,433)</u>	(456,560,954)

The assets and liabilities of the internal service funds are included in the governmental activities in the Statement of Net Position. 15,286,331

A portion of the District's property taxes are collected after year-end but are not available soon enough to pay for the current year's operations. And therefore are considered unavailable in the funds. 6,313,609

Total Net Position \$ 30,026,652

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2025

	General Fund	Special Revenue Fund	Debt Service Fund	Capital Projects Fund	Totals
REVENUES					
Local sources					
Taxes	\$ 114,131,869	\$ -	\$ 40,914,668	\$ -	\$ 155,046,537
Charges for services	896,945	3,236,288	2,552,937	1,135,526	7,821,696
Contributions	-	682,911	-	-	682,911
Interest earnings	7,037,012	-	1,205,321	3,888,518	12,130,851
Miscellaneous	624,564	2,077,414	-	240,685	2,942,663
Intergovernmental					
Intermediate sources	1,877,214	-	-	-	1,877,214
State sources	113,955,105	33,642,557	-	-	147,597,662
Federal sources	-	20,846,613	669,571	8,300	21,524,484
Total Revenues	238,522,709	60,485,783	45,342,497	5,273,029	349,624,018
EXPENDITURES					
Current					
Instruction	149,262,261	29,525,954	-	1,406,794	180,195,009
Supporting services	102,014,320	21,812,521	-	3,464,360	127,291,201
Community services	492,477	12,690,633	-	-	13,183,110
Facilities acquisition and construction	526,027	319,277	-	-	845,304
Debt service					
Principal	529,301	374,475	31,025,000	41,131	31,969,907
Interest	21,936	23,140	14,378,346	-	14,423,422
Capital outlay	69,417	718,159	-	28,267,878	29,055,454
Total Expenditures	252,915,739	65,464,159	45,403,346	33,180,163	396,963,407
REVENUES OVER (UNDER) EXPENDITURES	(14,393,030)	(4,978,376)	(60,849)	(27,907,134)	(47,339,389)
OTHER FINANCING SOURCES (USES)					
Sale of capital assets	-	-	-	171,695	171,695
SBITA proceeds	-	319,277	-	120,615	439,892
Lease proceeds	546,480	548,562	-	-	1,095,042
Insurance recoveries	-	-	-	1,000,000	1,000,000
Transfers in	-	4,649,751	-	10,000,000	14,649,751
Transfers out	(16,793,670)	-	-	-	(16,793,670)
Total Other Financing Sources (Uses)	(16,247,190)	5,517,590	-	11,292,310	562,710
NET CHANGE IN FUND BALANCES	(30,640,220)	539,214	(60,849)	(16,614,824)	(46,776,679)
FUND BALANCES, Beginning of year	75,212,701	8,974,475	9,792,282	106,450,691	200,430,149
FUND BALANCES, End of year	\$ 44,572,481	\$ 9,513,689	\$ 9,731,433	\$ 89,835,867	\$ 153,653,470

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES OF THE GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

Net change in fund balances - total governmental funds \$ (46,776,679)

Amounts reported for governmental activities in the Statement of Activities are different because:

Repayment of debt principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Position. Governmental funds report the effect of issuance costs, premiums and discounts when debt is first issued, whereas these amounts are deferred and amortized in the Statement of Activities.

Compensated absences	(5,099,052)	
Deferred charge on refunding	(1,345,234)	
Long term debt principal repaid	34,141,670	
Debt issuance	<u>(1,534,934)</u>	26,162,450

Capital Outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is capitalized and allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlay exceeds depreciation.

Capital asset additions	31,844,535	
Capital asset deletions	(5,406)	
Depreciation expense	<u>(15,496,871)</u>	16,342,258

In the governmental funds, interest on long-term debt is recorded as interest expense when due, whereas in the Statement of Activities it is accrued. (545,363)

Property taxes that do not meet the measurable and available criteria are not recognized as revenue in the current year in the governmental funds. In the Statement of Activities property taxes are recognized as revenue when levied. 1,381,850

The pension and OPEB expense (income) represents the change in net pension asset (liability) from year to year due to changes in net pension liability and total OPEB liability and the fair value of the pension plan and OPEB net position available to pay pension and OPEB benefits.

PERS pension income (expense)		(6,408,074)
District pension income (expense)		35,516
OPEB income (expense) - Medical		1,412,654
OPEB income (expense) - RHIA		<u>656,197</u>

The change in net position of the internal service funds are not included in the governmental funds but are reported in the Statement of Activities. 25,659

Change in net position of governmental activities \$ (7,713,532)

FUND FINANCIAL STATEMENTS

PROPRIETARY FUNDS

INTERNAL SERVICE FUNDS – Internal service funds are used to account for the financing of goods or services provided by one department or agency to other departments or agencies of the government and to other government units, on a cost reimbursement basis.

FIDUCIARY FUNDS

CUSTODIAL FUNDS – Custodial funds are used to account for assets held by the district as trustee or agent which provides principal and income which benefits specific individuals. This fund cannot be used to support general operations.

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
STATEMENT OF NET POSITION - GOVERNMENTAL ACTIVITIES
PROPRIETARY FUNDS - INTERNAL SERVICE FUND
JUNE 30, 2025

ASSETS

Current assets:	
Equity in pooled cash and investments	\$ 16,268,848
<i>Total Assets</i>	<u>16,268,848</u>

LIABILITIES

Current liabilities:	
Accounts and interest payable	104,708
Accrued payroll and related charges	<u>877,809</u>
<i>Total Liabilities</i>	<u>982,517</u>

NET POSITION

Unrestricted	<u>15,286,331</u>
<i>Total Net Position</i>	<u><u>\$ 15,286,331</u></u>

The accompanying notes are an integral part of the financial statements.

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION -
GOVERNMENTAL ACTIVITIES
PROPRIETARY FUNDS - INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2025

OPERATING REVENUES	
Interfund charges for services	\$ 41,599,203
Other reimbursements	105,457
	<u>41,704,660</u>
<i>Total Operating Revenues</i>	<u>41,704,660</u>
OPERATING EXPENSES	<u>44,109,703</u>
OPERATING INCOME (LOSS)	(2,405,043)
NONOPERATING REVENUES	
Interest income	<u>286,783</u>
INCOME BEFORE TRANSFERS	<u>(2,118,260)</u>
TRANSFERS	
Transfers in	<u>2,143,919</u>
<i>Total Transfers</i>	<u>2,143,919</u>
CHANGE IN NET POSITION	25,659
NET POSITION, Beginning of year	<u>15,260,672</u>
NET POSITION, End of year	<u><u>\$ 15,286,331</u></u>

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
STATEMENT OF CASH FLOWS - GOVERNMENTAL ACTIVITIES
PROPRIETARY FUNDS - INTERNAL SERVICE FUNDS
YEAR ENDED JUNE 30, 2025

CASH FLOWS FROM OPERATING ACTIVITIES

Receipts from customers and users	\$ 105,457
Receipts from interfund services provided	41,863,229
Payments to suppliers	(42,598,540)
Payments to employees	(1,087,591)
Payments to retirees	(533,245)

Net Cash Provided (Used) by Operating Activities (2,250,690)

CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES

Transfers in from other funds	<u>2,143,919</u>
-------------------------------	------------------

Net Cash Provided by Noncapital Financing Activities 2,143,919

CASH FLOWS FROM INVESTING ACTIVITIES

Interest received	<u>286,783</u>
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Net Cash Provided (Used) by Investing Activities 286,783

Net Increase (Decrease) in Cash and Cash Equivalents 180,012

CASH AND CASH EQUIVALENTS, Beginning of year 16,088,836

CASH AND CASH EQUIVALENTS, End of year \$ 16,268,848

-

RECONCILIATION OF OPERATING INCOME TO NET CASH PROVIDED BY OPERATING ACTIVITIES:

Operating loss	\$ (2,405,043)
Adjustments to reconcile operating income to net cash provided (used) by operating activities:	
(Increase) decrease in accounts and other receivables	264,026
(Increase) decrease in accounts payable	(1,032)
Increase (decrease) in accrued payroll and related charges	<u>(108,641)</u>

Total adjustments 154,353

Net cash used by operating activities \$ (2,250,690)

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
STATEMENT OF NET POSITION
FIDUCIARY FUNDS - CUSTODIAL FUNDS
JUNE 30, 2025

ASSETS

Equity in pooled cash and investments \$ 165,409

Total Assets 165,409

LIABILITIES AND FUND BALANCES

Liabilities

Accounts payable 3,000

Total Liabilities 3,000

NET POSITION

Held for scholarships 162,409

Total Net Position \$ 162,409

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
STATEMENT OF CHANGES IN FIDUCIARY POSITION
FIDUCIARY FUNDS - CUSTODIAL FUNDS
YEAR ENDED JUNE 30, 2025

ADDITIONS

Local sources	
Miscellaneous	\$ 22,895
	<hr/>
Total additions	22,895
	<hr/>

REDUCTIONS

Current	
Instruction	13,502
Community services	91,129
	<hr/>
Total reductions	104,631
	<hr/>

ADDITIONS OVER (UNDER)	
REDUCTIONS	(81,736)

CHANGE IN NET POSITION	(81,736)
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NET POSITION, Beginning of year	244,145
	<hr/>

NET POSITION, End of year	\$ 162,409
	<hr/> <hr/>

NOTES TO THE FINANCIAL STATEMENTS

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Eugene School District 4J (the District) have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting financial reporting principles. The District's significant accounting policies are described below.

A. Reporting Entity

Eugene School District 4J is a municipal corporation governed by an elected seven-member Board of Directors. Administrative officials are approved by the Board. The daily operation of the District is under the supervision of the Superintendent. As required by generally accepted accounting principles, all activities of the District have been included in these financial statements.

The District has granted charters to five public charter schools: Ridgeline Montessori Public Charter School, The Village School, Network Charter School, Coburg Community Charter School and Twin Rivers Charter School. The District does not report these schools as component units of the District, as none qualify as a component unit as defined by GASB 14, 39 and 61. These public charter schools are legally separate, tax-exempt organizations governed by their own board of directors, and their financial statements may be obtained from their administrative offices.

B. Government-wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the District, except fiduciary activities. All fiduciary activities are reported only in the fund financial statements. Governmental activities, which normally are supported by taxes, intergovernmental revenues, and other nonexchange transactions are reported separately from business-type activities, which rely to a significant extent on fees and charges to external customers for support. For the most part, eliminations have been made from the government-wide financial statements to minimize the double-counting of internal activities. For example, indirect expense allocations charged to individual funds have been eliminated in the statement of activities. Interfund services provided and used are not eliminated in the process of consolidation.

The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Depreciation expense for capital assets that can specifically be identified with a function are included in its direct expenses. Depreciation expense for "shared" capital assets (for example, a school building is used primarily for instruction, school administration, operation and maintenance of facilities, and school lunch services) are ratably included in the direct expenses of the appropriate functions. Indirect expense allocations that have been made in the funds have been reversed for the statement of activities. Program revenues include 1) charges for goods and services provided by a given function and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Taxes and other items not properly included among program revenues are reported instead as general revenues.

Separate financial statements are provided for the governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements.

The fund financial statements provide information about the District's funds including those of a fiduciary nature. Separate statements for each fund category (governmental, proprietary and fiduciary) are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as other governmental funds.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The *government-wide financial statements* are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as are the proprietary fund and fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, principal and interest on long-term debt and arbitrage rebates are recorded only when payment is due.

Property taxes, interest revenue and charges for services associated with the current fiscal period are all considered to be susceptible to accrual.

The District reports the following major governmental funds:

The *General Fund* is the District's primary operating fund. It accounts for all financial resources of the District except for those required to be accounted for in other funds.

The *Debt Service Fund* accounts for the resources accumulated and payments made for principal and interest on long-term general obligation debt and pension debt of governmental funds.

The *Capital Projects Fund* accounts for resources accumulated and payments made for the acquisition and improvement of sites, construction and remodel of facilities.

The *Federal, State and Local Programs Fund* accounts for resources acquired and payments made for federal, state and local grants.

Additionally, the District reports the following fund types:

Internal Service Funds (Proprietary Funds) account for the insurance services and postemployment benefits provided to the other funds of the District.

Custodial Fund (Fiduciary Funds) account for privately funded scholarship programs.

The District reports unearned revenue on the balance sheets of the governmental funds. Unearned revenues arise when revenue does not meet both the measurable and available criteria for recognition in the current period. Revenues also arise when resources are received by the District before it has a legal claim to them, as when scholarship and grant monies are received prior to the incurrence of qualifying expenditures. In subsequent periods, when both recognition criteria are met or when the District has a legal claim to the resources, the liability for unavailable or unearned revenue is removed from the balance sheet and revenue is recognized.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Proprietary funds distinguish *operating* revenues and expenses from *non-operating* items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service funds are charges to other funds for insurance and postemployment retirement benefits. Operating expenses for the internal service funds include insurance premiums, salaries and benefits, supplies, materials, administrative expenses, and postemployment benefits. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses. The District maintains one fiduciary fund which is accounted for in the same manner as proprietary funds.

When both restricted and unrestricted resources are available for use, it is the District's plan to use restricted resources first, then unrestricted resources as they are needed.

D. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect reporting amounts of certain assets, liabilities, revenues and expenses as of, and for the year ended, June 30, 2025. Actual results may differ from such estimates.

E. Assets, Liabilities and Deferred Outflows/Inflows of Resources

1. Cash and Investments

Oregon Revised Statutes authorize the District to invest in obligations of the U.S. Treasury, agencies and instrumentalities of the United States. Certain bonded obligations of Oregon municipalities, bank repurchase agreements, banker's acceptances, time certificates of deposit, corporate indebtedness, and the Oregon State Treasury's Oregon Short-Term Fund, which includes the Local Government Investment Pool. The district has placed further restrictions on authorized investments within School Board Policy DFA and Administrative Rule DFA-AR to manage portfolio risk and other investment concerns.

Investments are carried at amortized cost, which approximates fair value. During the year, the District's investments included deposits in financial institutions and the Oregon Short-Term Fund, all of which are authorized by Oregon law and district policy. For purposes of the statement of cash flows, the balance of equity in pooled cash and investments reflects amounts invested in the Oregon Short-Term Fund and financial institutions, and is considered to be cash.

The District is required by Oregon law to insure its deposits with financial institutions through federal depository insurance funds coverage or participation in the Oregon Public Funds Collateralization Program (PFCP) administered by the Oregon State Treasury. Financial institutions are authorized for use by the district annually through a resolution of the Board of Directors.

The Treasurer of the State of Oregon maintains the Oregon Short-Term Fund, of which the Local Government Investment Pool (LGIP) is part. Participation by local governments is voluntary. The State of Oregon investment policies are governed by statute and the Oregon Investment Council. In accordance with Oregon Statutes, the investment funds are invested as a prudent investor would do, exercising reasonable care, skill and caution.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

2. Interfund Receivables and Payables, Transfers and Loans

The receipt and payment of monies through one central checking account, as well as transfers between funds, result in interfund payables and receivables until cash is transferred from one fund to the other. These amounts represent current assets and liabilities and are reported as due to or due from other funds. Interfund loans are considered advances and are reported as an asset of the lending fund and as a liability of the borrowing fund.

3. Property Taxes Receivable

Ad valorem property taxes are levied on all taxable property as of July 1. Property taxes become a lien on July 1 for personal and real property. Collection dates are November 15, February 15, and May 15. Discounts are allowed if the amount due is received by November 15 or February 15. Taxes unpaid and outstanding on May 16 are considered delinquent.

Uncollected property taxes are shown in the balance sheet of the governmental funds. Property taxes collected within approximately 60 days of fiscal year end are recognized as revenue, while the remaining amount of taxes receivable are recorded as deferred inflows of resources because they are not deemed available to finance operations of the current period.

4. Accounts and Other Receivable

Accounts and other receivables are comprised primarily of claims for reimbursement of costs under various federal and state grants, special education and transportation services. Amounts are periodically reviewed for collectability. At June 30, 2025, no allowance for doubtful accounts was considered necessary.

5. Inventories and prepaid items

School operating supplies, gasoline and diesel, food and cafeteria supplies are stated at average cost. Commodities received from the United States Department of Agriculture (USDA) are recorded at cost using the first-in/ first-out (FIFO) method. The cost of all inventories is recorded as expenditures when consumed rather than purchased (consumption method). Accordingly, inventories are considered a resource available for expenditure and included in the fund balance of the applicable funds.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

6. Pension and Pension Liabilities

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Oregon Public Employees Retirement System (PERS) and additions to/deductions from PERS's fiduciary net position have been determined on the same basis as they are reported by PERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

7. Capital Assets

Capital assets, which include grounds and improvements, buildings, construction in progress, intangibles, equipment and vehicles are reported in the government-wide financial statements. The District defines capital

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

assets as assets with an initial cost of more than \$5,000 and an estimated useful life in excess of one year. Assets that are purchased or constructed are recorded at historical cost where historical records are available or estimated historical cost where no historical records exist. Donated capital assets are recorded at acquisition value at the date of donation.

Maintenance and equipment replacements of a routine nature and repairs that do not add to the value of an asset or materially extend an asset's useful life are charged to expenditures as incurred and not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest incurred during construction is not capitalized.

Improvements, buildings, equipment and vehicles of the District are depreciated using the straight-line method over the following estimated lives:

<u>Assets</u>	<u>Years</u>
Buildings	60
Portable buildings, building improvements	20-30
Site improvements	20-30
Custodial, kitchen, grounds equipment	15
School buses, passenger cars, vans and pickups	10
Trucks, trailers, miscellaneous vehicles	10
Miscellaneous equipment	10
Intangibles	10
Computer equipment	5

At the inception of a lease, an expenditure and other financing source are recognized at the net present value of future minimum lease payments in the governmental fund from which lease payments will be made. Subsequent lease payments are recorded as expenditures in the appropriate governmental fund on the due date.

Lease assets are assets which the government leases for a term of more than one year. The value of leases is determined by the net present value of the leases at the government's incremental borrowing rate at the time of the lease agreement, amortized over the term of the agreement.

Subscription assets are assets in which the government obtains control of the right to use the underlying IT assets. The value of the subscription asset is initially measured as the sum of the initial subscription liability amount, any payments made to the IT software vendor before commencement of the subscription term, and any capitalizable implementation costs, less any incentives received from the SBITA vendor at or before the commencement of the subscription term. The subscription asset is amortized in a straight-line manner over the course of the subscription term.

8. Long-term Obligations

In the government-wide financial statements and proprietary funds in the fund financial statements, long-term debt and other long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are expensed in the period incurred.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuance are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

proceeds received, are reported as debt service expenditures.

Payments of postemployment benefit obligations are recorded in the Internal Service Fund.

Leases Payable

In the government-wide statements, leases payable are reported as liabilities in the Statement of Net Position. In the governmental fund financial statements, the present value of lease payments is reported as other financing sources.

Subscription Liabilities

In the government-wide financial statements, subscription liabilities are reported as liabilities in the Statement of Net Position. In the governmental fund financial statements, the present value of subscription payments expected to be made during the subscription term is reported as other financing sources. The subscription liability should be initially measured at the present value of subscription payments expected to be made during the subscription term. Future subscription payments should be discounted using the interest rate the SBITA vendor charges the government, which may be implicit, or the government's incremental borrowing rate if the interest rate is not readily determinable. A government should recognize amortization of the discount on the subscription liability as an outflow of resources (for example, interest expense) in subsequent financial reporting periods.

9. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position and balance sheet will report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represent a consumption of net assets that applies to a future period(s) and will *not* be recognized as an outflow of resources (expense/expenditure) until then.

The District has several items that arise under a full accrual basis of accounting that qualify for reporting in this category. The statement of net position reports one type related to the net OPEB liability, one type related to the net PERS pension liability, one type related to a stipend pension liability and one type related to bond refunding. These amounts are deferred and recognized as an out flow of resources in the period that the amounts become available.

In addition to liabilities, the statement of net position and balance sheet will report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net assets that applies to a future period(s) and will *not* be recognized as an inflow of resources (revenue) until that time.

The District has several items that arise for reporting in this category. The balance sheet reports unavailable revenues from two sources: property taxes and leases. The statement of net position reports two types related to the net OPEB liability, one type related to the stipend pension liability and one type related to the net PERS pension liability. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available.

10. Lease Receivables

Lease receivables are recognized at the net present value of the leased assets at a borrowing rate either explicitly described in the agreement or implicitly determined by the District, reduced by principal payments received.

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

F. Governmental Fund Balances

In the governmental financial statements, fund balances are reported in classifications that comprise a hierarchy based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Governmental Fund type fund balances are classified as follows:

Nonspendable – Amounts that cannot be spent either because they are in a nonspendable form or because they are legally or contractually required to be maintained intact. Resources in nonspendable form include inventories, prepaids and deposits, and assets held for resale.

Restricted – Amounts that can be spent only for specific purposes when the constraints placed on the use of these resources are either: (a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation.

Committed – Amounts that can be used only for specific purposes determined by a formal action, a formally signed resolution, of the Board of Directors. The Board of Directors is the highest level decision making authority. The formal action may be performed at any time and consists of an affirmative vote of a majority of the Board to approve, modify or rescind a motion to commit funds.

Assigned – Amounts that are constrained by the District's intent to use them for a specific purpose, but are neither restricted nor committed, are reported as assigned fund balance. Intent is expressed when the Board of Directors approves which resources should be "reserved" during the adoption of the annual budget. The District's Director of Financial Services uses that information to determine whether those resources should be classified as assigned or unassigned for presentation in the District's Annual Financial Report.

Unassigned – All amounts not included in other spendable classifications. This residual classification represents fund balance that has not been restricted, committed, or assigned within the General Fund. This classification is also used to report any negative fund balance amounts in other governmental funds.

In governmental funds, the District's plan is to first apply the expenditure toward restricted fund balance and then to other, less-restrictive classifications – committed and then assigned fund balances before using unassigned fund balances.

G. Fund Balance

School Board policy DI mandates that the District maintain a 5.0 percent minimum ending fund balance in the General Fund. As of June 30, 2025, the General Fund ending fund balance is \$44,572,481 that represents a 17.6 percent ending fund balance, exceeding the targeted 5.0 percent minimum.

Minimum fund balance policy DI - The Board has adopted a policy to maintain a minimum ending fund balance in the General Fund in order to provide stable services and employment and to offset cyclical or unforeseen variations in revenues and expenditures without borrowing. The Board-established minimum fund balance is five percent of current year annual operating expenditures. When the Board decides to allow a temporary reduction in the minimum ending fund balance, the Board will adopt a plan to rebuild it to the targeted five percent level within five years.

The seven-member Board of Directors is the policy-making body of the school district. The Board derives its legal authority from the statutes of the State of Oregon.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

H. Net Position

Sometimes the District will fund outlays for a particular purpose from both restricted (e.g., restricted bond or grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted – net position and unrestricted - net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied.

It is District's policy to consider restricted – net position to have been depleted before unrestricted – net position is applied.

I. Compensated Absences

The District recognizes a liability for compensated absences for leave time that (1) has been earned for services previously rendered by employees, (2) accumulates and is allowed to be carried over to subsequent years, and (3) is more likely than not to be used as time off or settled (for example, paid in cash to the employee) during or upon separation from employment.

Based on the criteria listed, three types of leave qualify for liability recognition for compensated absences – vacation, sick, and personal. The liability for compensated absences is reported as incurred in the government-wide fund financial statements. A liability for compensated absences is recorded in the governmental funds only if the liability has matured because of employee resignations or retirements. The liability for compensated absences includes salary-related benefits, where applicable and are recorded at cost using the first-in/ first-out (FIFO) method.

Vacation: The District's policy permits employees to accumulate earned but unused vacation benefits, which are eligible to be used in a future period or eligible for payment upon separation. Vacation leave is capped at 256 hours for carryover and/or payout at separation from the district for managers, supervisors, professionals and administrative employees. Caps based on years of service are in place for classified personnel; 0-4 years = 80 hrs., 5-13 years = 120 hrs., 14+ years = 160 hrs. Licensed employees are not eligible for vacation.

Sick or personal leave: The District's policy permits employees to accumulate unused sick leave and personal days. All sick leave and personal days lapse when employees leave the employ of the District and, upon separation from service, no monetary obligation exists. Personal leave is accrued and capped at a certain number of days/hours for carryover as per agreements for each employee group. Caps for personal leave carryover adjusts the reported balances and are calculated in the liability. There is no cap for sick leave accumulation. However, a liability for estimated value of sick leave and personal days that will more likely than not be used by employees as time off is included in the liability for compensated absences.

J. Grant and Scholarship Revenue

Unreimbursed grant expenditures due from grantor agencies are reflected in the governmental fund financial statements as receivables and revenues. Cash received from grantor agencies in excess of related grant expenditures is reflected in the ending fund balance in the balance sheet. USDA commodity inventory is recorded at the assigned value and is recognized as revenue and expenditures when used.

Scholarship contributions are recorded as revenue when awarded in accordance to donor requirements. Cash received from scholarship donations not yet awarded are reflected in the Custodial Fund ending fund balance in the statement of net position.

K. Retirement Plans

Substantially all of the District's employees are participants in the State of Oregon Public Employees Retirement

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund (OPERF), administered by the Oregon Public Employees Retirement System (PERS). Contributions to PERS are made on a current basis as required by the plan, and are charged as expenses/expenditures.

The District also offers its employees access to various tax deferred annuity plans established pursuant to Section 403(b) of the Internal Revenue Code.

L. Other Postemployment Benefits

The District currently maintains one single-employer early retirement supplement program which provides for payments of stipends to qualified employees. In addition, eligible District employees who elect retirement are entitled to participate in the District's group medical insurance plan as provided by Oregon Revised Statutes.

M. Fair Value Inputs and Methodologies and Hierarchy

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Observable inputs are developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are developed based on the best information available about the assumptions market participants would use in pricing the asset. The classification of securities within the fair value hierarchy is based upon the activity level in the market for the security type and the inputs used to determine their fair value, as follows:

Level 1 – unadjusted price quotations in active markets/exchanges for identical assets or liabilities that each Fund has the ability to access;

Level 2 – other observable inputs (including, but not limited to, quoted prices for similar assets or liabilities in markets that are active, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the assets or liabilities (such as interest rates, yield curves, volatilities, loss severities, credit risks and default rates) or other market-corroborated inputs); and

Level 3 – unobservable inputs based on the best information available in the circumstances, to the extent observable inputs are not available (including each Fund's own assumptions used in determining the fair value of investments).

The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). Accordingly, the degree of judgment exercised in determining fair value is greatest for instruments categorized in Level 3. The inputs used to measure fair value may fall into different levels of the fair value hierarchy. In such cases, for disclosure purposes, the fair value hierarchy classification is determined based on the lowest level input that is significant to the fair value measurement in its entirety.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

II. STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

A. Budgeting and Appropriations

A budget is prepared annually for the governmental, proprietary and fiduciary funds in accordance with legal requirements set forth under Oregon Local Budget Law. All funds are budgeted on the modified accrual basis of accounting.

Expenditures are controlled by appropriations adopted by resolution of the Board of Directors. The legal level of appropriations is at the major program category level (Instruction, Supporting Services, Enterprise and Community Services, Facilities Acquisition, Debt Service, Transfers, and Operating Contingency) and lapses at the end of each fiscal year. The Board of Directors can, by resolution, transfer appropriations between existing appropriation categories and increase appropriations to allow expenditure of unexpected revenues received during the year. Management can transfer appropriations within a major program category. During the year ended June 30, 2025, additional appropriations totaling \$6,400,000 were made to allow expenditure of unexpected resources. Final budget amounts include the original budget, one supplemental budget and the acceptance of grants resolution. Budget expenditures were within authorized appropriations for the year ended June 30, 2025 except the Special Revenue Fund – debt service by \$17,615 and Internal Service Fund – support services by \$45,303.

B. Economic Dependency

The District received General Fund revenue of \$238,522,709. Of this amount, \$113,955,105 comes from agencies within the State of Oregon. Due to the significance of this reported revenue source, the District is considered to be economically dependent on the State of Oregon.

C. Budgetary Basis Accounting

The District accounts for certain transactions on a budgetary basis which differs from GAAP basis. A description of the principal differences between the budgetary basis and GAAP in recording and reporting transactions follows:

	Budgetary Basis	GAAP Basis
USDA Commodity Inventory	USDA commodity inventory is recorded at cost when received and the assigned value is recognized as revenue and expenditures when used.	Revenue is recognized for the difference in cost and assigned value when commodities are received.
Properties acquired by long-term financing such as from capital leases or installment contracts	Only the current year's payment is recorded as a capital outlay expenditure of the fund in which payments are budgeted.	The net present value of the total stream of payments is recorded in the fund from which payment will be made as an expenditure in the year of acquisition with a corresponding offset to other financing sources. Subsequent payments on the obligations are recorded as debt service expenditures.
Classification of expenditures by character	The character of expenditures (current expenditures, capital outlay, and debt service) is reported at the object level. Budgets and appropriations are made for each major function.	Expenditures are classified and reported by character (current expenditures, capital outlay and debt service) within the financial statements.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS

A. Cash and Investments

The District maintains a cash and investment pool that is available for use by all funds. Cash and investments are comprised of the following at June 30, 2025:

	Carrying Amount
Cash and Deposits	\$ 69,693,941
Investments	117,156,777
	<u>\$ 186,850,718</u>
Equity in Pooled Cash and Investments - Governmental Funds, Balance Sheet	\$100,203,692
Cash and Investments-Government Funds, Balance Sheet	\$70,212,769
Equity in Pooled Cash and Investments -	
Internal Service Fund, Statement of Net Position	\$16,268,848
Fiduciary Fund, Statement of Net Position	\$165,409
	<u>\$186,850,718</u>

	Carrying Amount	Bank Balance
Deposits		
As of June 30, 2025 the District held the following deposits:		
Pooled demand deposits	\$ 69,601,996	\$ 73,335,128
Special revenue funds demand and savings deposits	91,945	91,945
Total Deposits	<u>\$ 69,693,941</u>	<u>\$ 73,427,073</u>

Custodial Credit Risk – Deposits

In the case of deposits, custodial credit risk is the risk that the District's deposits may not be returned to the District in the event of a bank failure. The District's deposits with financial institutions are insured up to \$250,000 per institution by the Federal Deposit Insurance Corporation (FDIC). To provide additional security required and authorized by Oregon Revised Statutes (ORS), Chapter 295, deposits above insurance limits are covered by collateral held in a multiple financial institution collateral pool administered by the Oregon State Treasurer.

At year-end, bank balances of \$579,778 were insured by FDIC. Funds not covered by FDIC insurance are covered by the Oregon State Treasury Collateral Pool. At June 30, 2025, the District's net carrying amount of deposits was \$69,693,941 and the bank balance was \$73,427,073.

Investments

The Eugene School District 4J Board authorizes the District to invest in obligations of U.S. government agencies, U.S. Government Sponsored Enterprises (USGSE), the U.S. Treasury, time certificates of deposit and the State Treasurer's Investment Pool as per the State Treasurer's investment policies which are governed by Oregon Revised Statutes and the Oregon Short Term Fund Board (OSTFB).

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

A. Cash and Investments (Continued)

As of June 30, 2025, the District held the following investments and maturities:

	Fair Value	Weighted Average Maturity in Years	% of Investment Portfolio
Local Government Investment Pool	\$ 82,205,393	0.205	70.17%
U.S. Treasury Securities	33,449,594	1.399	28.55%
U.S. Government Agency Obligations	1,501,790	0.115	1.28%
	<u>\$ 117,156,777</u>	<u>0.573</u>	<u>100.00%</u>

The Oregon State Treasury invests the Oregon Short Term Fund (OSTF) of which the Local Government Investment Pool (LGIP) is a part. Participation in the LGIP is voluntary for local governments. The LGIP was created to offer a short-term investment alternative for Oregon local governments and is not registered with the U.S. Securities and Exchange Commission. Pool investments are governed by the OSTF portfolio rules, which are approved by the Oregon Investment Council. The portfolio of rules are available on Oregon State Treasury's website at www.Oregon.Gov/Treasury.

The LGIP seeks to exchange shares at \$1.00 per share; an investment in the LGIP is neither insured nor guaranteed by the FDIC or any other government agency. Although the LGIP seeks to maintain the value of share investments at \$1.00 per share, it is possible to lose money by investing in the pool. The District measures these investments at book value since it approximates fair value. The pool is comprised of a variety of investments. These investments are characterized as a level 2 fair value measurement in the Oregon Short Term Fund's audited financial report. Amounts in the State Treasurer's Local Government Investment Pool are not required to be collateralized.

As of June 30, 2025, the fair value of the District's deposits with the LGIP was equal to 100.49% of the District's account balance (pool shares). Additional information related to pool investment and account is contained with the OSTF audited financial statements at www.Oregon.Gov/Treasury.

With the exception of pass-through funds, the maximum amount of pool investments to be placed in the Local Government Investment Pool is limited by Oregon Statute. Per statute, the limit increases annually proportionate to the U.S. City Average Consumer Price Index. The limit was \$61,749,000 at June 30, 2025. The limit can be temporarily exceeded for ten business days and does not apply to either pass-through funds or to funds invested on behalf of another governmental unit.

Custodial Credit Risk - Investments

Custodial credit risk for investments is the risk that, in the event of a transactional counterparty failure, the District will not be able to recover the value of an investment in the possession of an outside party. The District minimizes custodial credit risk by pre-qualifying any financial institutions, broker/dealers and advisors with which the District will do business. All securities, except for the District's investment in the Local Government Investment Pool which is not evidenced by securities, are required to be held by an independent third-party safekeeping institution selected by the District, and must be evidenced by safekeeping receipts in the District's name. District policy DFA "Investment of Funds" was revised in January 2018 and is supported by a detailed administrative rule regarding investment activities (DFA-AR) designed to minimize custodial credit risk.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation. State of Oregon statutes (ORS 294.035, 294.040 and 294.810) restrict the types of investments in which the District may invest. Authorized investments include obligations of the U.S. Government and its agencies, certain bonded obligations of

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

A. Cash and Investments (Continued)

Oregon municipalities, bank repurchase agreements, bankers' acceptances, time certificates of deposit, corporate indebtedness, and the Oregon State Treasury's Oregon Short Term Fund (which includes the Local Government Investment Pool). District policy DFA "Investment of Funds" was readopted in January of 2018 and is supported by a detailed administrative rule regarding investment activities (DFA-AR) designed to minimize credit risk. The Oregon Short Term Fund (which includes the Local Government Investment Pool) is not rated for credit risk.

At June 30, 2025 the District's investment were rated as follows:

Investment Type	Rating by Moody's Investors Service		Total
	Aa1 to Aa3	Not Rated	
Local Government Investment Pool	\$ -	\$ 82,205,393 ⁽¹⁾	\$ 82,205,393
U.S. Government Agency and Treasury Obligations	34,951,384	-	34,951,384
	<u>\$ 34,951,384</u>	<u>\$ 82,205,393</u>	<u>\$ 117,156,777</u>

⁽¹⁾ At June 30, 2025, the District briefly exceeded the LGIP limit as a result of rebalancing funds but was within the 10-day limit as per the ORS 294.810 requirement.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The District minimizes interest rate risk by structuring the investment portfolio so that securities mature to meet the cash requirement for ongoing operations, thereby avoiding the need to sell securities in the open market, and investing operating funds in the Local Government Investment Pool (LGIP). Operating funds may be invested in the LGIP to the extent permitted by ORS 294.810. Excess amounts are invested in adherence with the portfolio maturity constraints listed below:

Maturity Constraints	Minimum % of Operating Funds
Under 30 days	10%
Under 1 year	25%
Under 5.25 years	100%

Maturity Constraints	Maximum of Total Portfolio in Years
Weighted average maturity	2.5 years

Security Structure Constraints	Maximum % of Total Portfolio
Callable agency securities	25%

District policy DFA "Investment of Funds" and the related administrative rule regarding investment activities (DFA-AR) address liquidity and interest rate risk.

Concentration of Credit Risk

The District minimizes concentration of credit risk, which is the risk of loss attributed to the magnitude of the District's investment in a single issuer, by diversifying the investment portfolio so that the impact of potential losses from any one type of security or issuer will be minimized. The District maintains policy DFA "Investment of Funds" and a detailed administrative rule regarding investment activities including portfolio exposure limits.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

A. Cash and Investments (Continued)

Specific investment types shall not exceed the percentages of the total investment portfolio as indicated below:

<u>Issue Type</u>	<u>Maximum % Holdings</u>
US Treasury Obligations	100%
US Agency Securities	100%
Per Agency (Senior Obligations Only)	100%
Oregon Short Term Fund	Maximum allowed per ORS 294.810
Time Deposits/Savings Accounts/Certificates of Deposit	50%
Per Institution	25%

Foreign Currency Risk

The District is not authorized to purchase investments which have this type of risk.

B. Accounts and Other Receivables

Accounts and other receivables consist primarily of claims for reimbursement of costs under various federal and state grant programs and interest on investments.

Leases Receivables

For the year ended 6/30/2025, the financial statements include the adoption of GASB Statement No. 87, Leases. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. This statement establishes a single model for lease accounting based on the principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. For additional information, refer to the disclosures below.

As of 06/30/2025, Eugene School District 4J (Lane County), OR had 5 active leases. The leases have receipts that range from \$4,151 to \$72,600 and interest rates that range from 0.2210% to 2.3657%. As of 06/30/2025, the total combined value of the lease receivable is \$176,802, the total combined value of the short-term lease receivable is \$82,700, and the combined value of the deferred inflow of resources is \$158,381. The leases had \$0 of Variable Receipts and \$0 of Other Receipts, not included in the Lease Receivable, within the Fiscal Year.

Principal and interest expected to maturity

Governmental Activities					
<u>Fiscal Year</u>	<u>Principal</u>		<u>Interest</u>		<u>Total</u>
2026	\$	82,700	\$	3,282	\$ 85,982
2027		89,491		1,257	90,748
2028		4,611		31	4,642
Total	\$	176,802	\$	4,570	\$ 181,372

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

Governmental Activities:	Balance as of July 1, 2024	Additions	Reductions	Balance as of June 30, 2025
Deferred Inflows				
Buildings				
Coburg Community Charter School Teaching Space	\$ 204,903	\$ -	\$ 68,301	\$ 136,602
Facility Use Agreement - ESYO	-	8,626	8,626	-
The Bailey Hill Property	8,150	-	8,150	-
Total Building Deferred Inflow of Resources	<u>213,053</u>	<u>8,626</u>	<u>85,077</u>	<u>136,602</u>
Other				
Parking Lot Agreement - Willamette Family Inc	-	4,133	4,133	-
Parking Lot Lease - Willamette Family Inc	-	26,135	4,356	21,779
Total Other Deferred Inflow of Resources	<u>-</u>	<u>30,268</u>	<u>8,489</u>	<u>21,779</u>
Total Deferred Inflow of Resources	<u>\$ 213,053</u>	<u>\$ 38,894</u>	<u>\$ 93,566</u>	<u>\$ 158,381</u>
Lease Receivable				
Buildings				
Coburg Community Charter School Teaching Space	\$ 222,866	\$ -	\$ 68,063	\$ 154,803
Facility Use Agreement - ESYO	-	9,900	9,900	-
The Bailey Hill Property	8,978	-	8,978	-
Total Building Lease Receivable	<u>231,844</u>	<u>9,900</u>	<u>86,941</u>	<u>154,803</u>
Other				
Parking Lot Agreement - Willamette Family Inc	-	4,149	4,149	-
Parking Lot Lease - Willamette Family Inc	-	26,135	4,136	21,999
Total Other Lease Receivable	<u>-</u>	<u>30,284</u>	<u>8,285</u>	<u>21,999</u>
Total Lease Receivable	<u>\$ 231,844</u>	<u>\$ 40,184</u>	<u>\$ 95,226</u>	<u>\$ 176,802</u>

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

C. Interfund Receivables, Payables, and Transfers (Continued)

The interfund transfers during the year ended June 30, 2025 are as follows:

	<u>Transfer in</u>	<u>Transfer out</u>
General Fund	\$ -	\$ 16,793,670
Special Revenues Fund	4,649,751	-
Capital Projects Fund	10,000,000	-
Internal Service Funds	2,143,919	-
Total	<u>\$ 16,793,670</u>	<u>\$ 16,793,670</u>

During the year, transfers from the General Fund to other governmental funds are made 1) to Nutrition Services supporting free meals for all students, 2) for future purchases in student curriculum, 3) a one-time investment in deferred maintenance reserves, 4) additional risk management support, and 5) union-contract stipulated FICA savings for the insurance reserves for each employee group. During the year ended June 30, 2025, the District made the following transfers:

1. A transfer of \$4,649,751 from the General Fund to the Special Revenues Fund contributing \$2,649,751 to Nutrition Services to support free meals for all students and \$2,000,000 to the Special Purpose Reserve for curriculum adoption.
2. A transfer of \$10,000,000 from the General Fund to the Capital Projects Fund to support deferred maintenance items across the District and future equipment and technology purchases.
3. A transfer of \$579,380 from the General Fund to the Internal Service Fund to support risk management operations and \$1,420,620 from the General Fund to the licensed Insurance Reserve Fund.
4. A transfer of \$143,919 from the General Fund to the Internal Service Fund for the employee group Insurance Reserve Funds as negotiated.

D. Inventories

Inventory balances at June 30, 2025 are as follows:

General Fund

Instructional supplies and materials	\$ 37,186
Gasoline and diesel	59,492
<i>Total General Fund</i>	<u>96,678</u>

Other Governmental Funds

Nutrition Services	
Value of commodities on hand from the U.S. Department of Agriculture	226,155
Other nutritional services inventory	301,228
<i>Total Other Governmental Funds</i>	<u>527,383</u>

<i>Total Inventories</i>	<u>\$ 624,061</u>
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EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

E. Capital Assets

	Restated Balance June 30, 2024	Additions	Reductions	Balance June 30, 2025
Capital assets not being depreciated:				
Land	\$ 2,185,342	\$ -	\$ -	\$2,185,342.00
Construction in progress	176,615,001	24,419,457	(1,801,451)	199,233,007
Total capital assets not being depreciated	178,800,343	24,419,457	(1,801,451)	201,418,349
Capital assets being depreciated:				
Athletic field improvements	29,797,887	-	-	29,797,887
Buildings and improvements	471,478,715	3,887,533	-	475,366,248
Equipment	18,602,166	119,295	(81,735)	18,639,726
Vehicles	19,745,928	2,430,619	(535,786)	21,640,761
Intangibles	2,617,545	-	-	2,617,545
Total capital assets being depreciated	542,242,241	6,437,447	(617,521)	548,062,167
Right to use asset being amortized:				
Buildings and improvements	-	287,488	-	287,488
Equipment	-	512,854	-	512,854
Other	-	292,700	-	292,700
Subscription	3,735,546	1,696,040	(592,353)	4,839,233
Total capital assets being amortized	3,735,546	2,789,082	(592,353)	5,932,275
Accumulated depreciation for:				
Athletic field improvements	(16,607,612)	(1,648,753)	-	(18,256,365)
Buildings and improvements	(234,263,973)	(10,631,895)	-	(244,895,868)
Equipment	(16,993,427)	(253,750)	81,735	(17,165,442)
Vehicles	(13,826,536)	(1,050,593)	530,380	(14,346,749)
Intangibles	(2,605,701)	(11,846)	-	(2,617,547)
Total accumulated depreciation	(284,297,249)	(13,596,837)	612,115	(297,281,971)
Accumulated amortization for right to use assets:				
Buildings and improvements	-	(43,773)	-	(43,773)
Equipment	-	(256,427)	-	(256,427)
Other	-	(64,634)	-	(64,634)
Subscription based I.T. arrangements	(929,071)	(1,535,200)	592,353	(1,871,918)
Total accumulated amortization	(929,071)	(1,900,034)	592,353	(2,236,752)
Total capital assets being amortized or depreciated, net	260,751,466	(6,270,341)	(5,406)	254,475,719
Governmental activities capital assets, net	\$ 439,551,809	\$ 18,149,116	\$ (1,806,858)	\$ 455,894,068

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

E. Capital Assets (Continued)

Depreciation expense was charged to functions of the governmental activities of the District as follows:

	<u>Depreciation</u>	<u>Amortization</u>	<u>Total</u>
Direct classroom services	\$ 7,717,023	\$ 200,900	\$ 7,917,923
Classroom support services	3,374,619	804,736	4,179,355
Building support services	1,968,183	245,115	2,213,298
Central support services	15,012	552,027	567,039
Community services	522,000	97,256	619,256
	<hr/>	<hr/>	<hr/>
Total depreciation and amortization, governmental activities	<u>\$ 13,596,837</u>	<u>\$ 1,900,034</u>	<u>\$ 15,496,871</u>

Construction Commitments

The District has active construction projects as of June 30, 2025. As of the end of the fiscal year, the District is committed under various accepted bid agreements and contracts for approximately \$18,339,000 for goods, services, and construction of facilities. Construction projects include replacing school building roofing.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

G. Long-term Obligations

Summary of long-term debt transactions of governmental activities during the year ended June 30, 2025:

	Principal Issued	Restated Balance June 30, 2024	Additions	Reductions	Balance June 30, 2025	Amounts Due in One Year
General obligation bonds:						
2011 Series	\$ 19,127,258	\$ 19,127,258	\$ -	\$ -	\$ 19,127,258	\$ -
2013 Series	39,996,054	4,693,143	-	-	4,693,143	1,611,288
2016 Series	39,750,000	17,965,000	-	(3,190,000)	14,775,000	3,400,000
2017 Series	45,255,000	40,245,000	-	(950,000)	39,295,000	1,570,000
2019 Series	150,000,000	134,785,000	-	-	134,785,000	4,150,000
2020 Series Ref.	115,025,000	93,110,000	-	(12,100,000)	81,010,000	6,415,000
2022 Series	120,000,000	103,895,000	-	(9,700,000)	94,195,000	3,635,000
Total G.O. bonds	529,153,312	413,820,401	-	(25,940,000)	387,880,401	20,781,288
2004 Pension bonds	53,435,000	20,230,000	-	(5,085,000)	15,145,000	5,630,000
Total bonds	582,588,312	434,050,401	-	(31,025,000)	403,025,401	26,411,288
Issuance premiums:						
2014 Series	-	123,326	-	(123,326)	-	-
2016 Series	-	430,750	-	(135,517)	295,233	-
2017 Series	-	2,854,295	-	(397,850)	2,456,445	-
2019 Series	-	9,303,800	-	(905,968)	8,397,832	-
2020 Series	-	223,206	-	(35,285)	187,921	-
2022 Series	-	5,871,638	-	(573,818)	5,297,820	-
Total issuance premiums	-	18,807,015	-	(2,171,764)	16,635,251	-
Total bonds, net of issuance premiums	582,588,312	452,857,416	-	(33,196,764)	419,660,652	26,411,288
Lease liability						
Building lease	287,488	-	287,488	(28,284)	259,204	13,262
Equipment lease	512,854	-	512,854	(253,047)	259,807	259,807
Land lease	4,226	-	4,226	(2,049)	2,177	854
Other lease	290,474	-	290,474	(56,959)	233,515	59,518
Total liability	1,095,042	-	1,095,042	(340,339)	754,703	333,441
Subscription liability	1,862,128	717,753	439,892	(604,567)	553,078	280,801
Compensated absences	-	22,493,176	5,099,052	-	27,592,228	7,244,397
Total	\$585,545,482	\$476,068,345	\$ 6,633,986	\$ (34,141,670)	\$ 448,560,661	\$ 34,269,927

The general obligation bonds are paid from general property tax revenues and earnings on investments from the Debt Service Fund. Federal arbitrage restrictions apply to substantially all debt. Any liabilities to the federal government are accrued and paid when due. General obligation bonds have been issued for capital projects.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

G. Long-term Obligations (Continued)

General Obligation Bonds

The District's General Obligation Bond principal and interest payments are guaranteed under the Oregon School Bond Guaranty (OSBG) program. Article XI-K of the Constitution of the State of Oregon allows the State to guarantee the general obligation bonded indebtedness of school districts, education service districts, and community college districts in order to secure lower interest costs on general obligation bonds of such districts. Payment of principal and interest on bonds when due is guaranteed by the full faith and credit of the State under the provisions of the Oregon School Bond Guaranty Act – Oregon Revised Statutes (ORS) 328.321 to 328.356.

The Debt Management Division of the Office of the State Treasurer administers the OSBG program. If the District were to fail to transfer sufficient moneys to meet a scheduled debt service payment to the bond paying agent at least 15 days before the payment due date, the Treasurer's Office would step in to make the required transfer on or before the scheduled payment date. The Treasurer's Office would then seek to recover from the District the amount transferred by:

- i) intercepting any payments from the General Fund, the State School Fund, the income of the Common School Fund and any other source of operating moneys provided by or through the State to the District, and
- ii) exercising the rights of a secured creditor in any money or assets pledged by the District to secure its reimbursement obligation to the State.

The authority of the Treasurer's Office to intercept payments under the OSBG Act has priority over all claims against money provided by the State to the District, including any claim based on a funds diversion agreement under ORS 238.698.

2004 Pension Bonds

Bond proceeds of the pension bonds were paid to the Oregon Public Employees Retirement System (OPERS) and placed in a separate investment account (a "side account") for the benefit of the District. The investment earnings of this account reduce the amount due to OPERS by the District, resulting in a reduction of the OPERS rate charge against covered District payroll.

Unlike the District's general obligation bonds, the 2004 pension bonds are not covered under the OSBG program. The OSBG does not guarantee payment of principal, premium or interest on pension bonds or other debt that is not a voter-approved general obligation bond.

An intercept agreement with the State of Oregon was required as a condition of issuance; therefore, a portion of the District's State School Fund support is withheld on a monthly basis and provided to the Series 2004 Trustee ("Trustee") for payment of bond principal and interest. The Series 2004 Pension Bonds are limited tax bonds and pension bond payments are not subject to acceleration even in default. In the event of a default by one or more issuers of the series, the Trustee may exercise any remedy available at law or in equity; however, each series 2004 issuer is responsible solely for its own pension bond payments and related fees or charges.

The District's obligations under the 2004 pension bond issuance shall terminate if and when the following has occurred:

- 1. Prepayment in full of the District's Series 2004 Pension Bonds
- 2. Legal defeasance of the District's Series 2004 Pension Bond obligations

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

G. Long-term Obligations (Continued)

General obligation bonds - 2011 Series, future payments due in annual installments of zero to \$15,000,000 plus interest, paid semi-annually at 4.5% to 4.75% through June 15, 2031.	\$ 19,127,258
General obligation bonds - 2013 Series, future payments due in annual installments of \$1,518,545 to \$3,355,000 plus interest, paid semi-annually at 4.25% to 5.0% through June 15, 2028.	4,693,143
General obligation bonds - 2016 Series, future payments due in annual installments of \$2,835,000 to \$4,010,000 plus interest, paid semi-annually at 2.0% to 3.0% through June 15, 2029.	14,775,000
General obligation bonds - 2017 Series, future payments due in annual installments of \$715,000 to \$7,180,000 plus interest, paid semi-annually at 3.0% to 5.0% through June 15, 2037.	39,295,000
General obligation bonds - 2019 Series, future payments due in annual installments of \$0 to \$22,855,000 plus interest, paid semi-annually at 3.0% to 5.0% through June 15, 2039.	134,785,000
General obligation bonds - 2020 Refunding Series, future payments due in annual installments of \$7,240,000 to \$12,100,000 plus interest, paid semi-annually at 0.6% to 2.0% through June 15, 2034.	81,010,000
General obligation bonds - 2022 Series, future payments due in annual installments of \$3,370,000 to \$13,425,000 plus interest, paid semi-annually at 3.0% to 5.0% through June 15, 2042.	94,195,000
Pension obligation bonds - 2004 Series, future payments due in annual installments of \$4,110,000 to \$6,220,000 plus interest, paid semi-annually at 5.53% through June 30, 2028.	15,145,000
Issuance premiums - 2016 Series bond, amortized semi-annually through June 15, 2029.	295,233
Issuance premiums - 2017 Series bond, amortized semi-annually through June 15, 2037.	2,456,445
Issuance premiums - 2019 Series bond, amortized semi-annually through June 15, 2039.	8,397,832
Issuance premiums - 2020 Refunding bond, amortized semi-annually through June 15, 2034.	187,921
Issuance premiums - 2022 Series bond, amortized semi-annually through June 15, 2042.	5,297,820
Lease liability - land, buildings and equipment lease liabilities through June 30, 2025	754,703
Subscription based information technology arrangements through June 30, 2025	553,078
Compensated absences	27,592,228
<i>Total</i>	<u><u>\$ 448,560,661</u></u>

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

G. Long-term Obligations (Continued)

Total debt service expenditures (excluding postemployment benefits) for the year ended June 30, 2025 consist of the following:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
Debt Service Fund			
General obligation serial bonds - 2011	\$ -	\$ 705,000	\$ 705,000
General obligation serial bonds - 2016	3,190,000	477,588	3,667,588
General obligation serial bonds - 2017	950,000	1,659,850	2,609,850
General obligation serial bonds - 2019	-	5,188,038	5,188,038
General obligation refunding bonds - 2020	12,100,000	1,181,541	13,281,541
General obligation serial bonds - 2022	9,700,000	4,048,150	13,748,150
	<u>25,940,000</u>	<u>13,260,166</u>	<u>39,200,166</u>
Subtotal			
Pension obligation serial bonds - 2004	5,085,000	1,118,314	6,203,314
	<u>5,085,000</u>	<u>1,118,314</u>	<u>6,203,314</u>
Total Debt Service Fund	<u>\$ 31,025,000</u>	<u>\$ 14,378,480</u>	<u>\$ 45,403,480</u>

No interest costs were capitalized during the year.

Bond Issuances and Remaining Authorizations

In November 2018, District voters approved the issuance of general obligation bonds totaling \$319.3 million, \$150 million of which were issued in April 2019, \$120 million of which were issued in April 2022 and the remaining \$49.3 million of which are expected to be issued in 2027.

In April 2022, the District issued \$120,000,000 in General Obligation Bonds, Series 2022. The interest rate is fixed at rates ranging from 3.0% and 5.0%. Interest payments on the bonds are payable semiannually in June and December, beginning December 2022. The bonds mature on June 15, 2042 with principal payments due annually on June 15th. The bonds were issued at a premium of \$7,302,661, which is being amortized over the life of the bonds.

Defeased General Obligation Bonds

In prior years, the District defeased general obligation bonds outstanding by placing the proceeds of new bonds in irrevocable trusts to provide for all future debt service payments on the old obligations. Accordingly, the trust account assets and the liabilities for the defeased obligations are not included in the District's basic financial statements. At June 30, 2025, \$71,200,000 of general obligation bonds defeased are still outstanding.

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

G. Long-term Obligations (Continued)

Future bond maturities and debt service to maturity are as follows:

Year Ending June 30	Bonds - 2022 Series		Bonds - 2020 Refunding		Bonds - 2019 Series		Bonds - 2017 Series		Bonds - 2016 Series	
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2026	\$ 3,635,000	\$ 3,563,150	\$ 6,415,000	\$ 1,096,842	\$ 4,150,000	\$ 5,188,037	\$ 1,570,000	\$ 1,612,350	\$ 3,400,000	\$ 381,888
2027	4,030,000	3,381,400	6,695,000	1,035,900	4,635,000	4,980,537	1,745,000	1,533,850	3,580,000	313,887
2028	4,450,000	3,179,900	6,985,000	965,602	5,155,000	4,748,787	1,935,000	1,446,600	3,785,000	224,387
2029	4,855,000	2,957,400	10,325,000	885,275	5,705,000	4,491,037	2,165,000	1,369,200	4,010,000	120,300
2030	-	2,714,650	10,795,000	756,213	6,295,000	4,205,787	6,610,000	1,282,600	-	-
2031	-	2,714,650	11,280,000	610,480	6,930,000	3,891,038	7,180,000	952,100	-	-
2032	3,370,000	2,714,650	9,080,000	452,560	3,305,000	3,613,838	2,520,000	593,100	-	-
2033	3,725,000	2,546,150	9,495,000	320,900	3,645,000	3,481,638	2,740,000	467,100	-	-
2034	4,100,000	2,359,900	9,940,000	168,980	3,965,000	3,372,288	2,920,000	384,900	-	-
2035	4,730,000	2,195,900	-	-	14,415,000	3,253,338	3,105,000	297,300	-	-
2036	5,130,000	2,006,700	-	-	15,520,000	2,676,738	3,300,000	204,150	-	-
2037	5,550,000	1,801,500	-	-	16,685,000	2,055,938	3,505,000	105,150	-	-
2038	6,090,000	1,579,500	-	-	21,525,000	1,388,538	-	-	-	-
2039	6,570,000	1,335,900	-	-	22,855,000	742,788	-	-	-	-
2040	11,895,000	1,138,800	-	-	-	-	-	-	-	-
2041	12,640,000	781,950	-	-	-	-	-	-	-	-
2042	13,425,000	402,750	-	-	-	-	-	-	-	-
Total	\$ 94,195,000	\$ 37,374,850	\$ 81,010,000	\$ 6,292,752	\$ 134,785,000	\$ 48,090,327	\$ 39,295,000	\$ 10,248,400	\$ 14,775,000	\$ 1,040,462

Year Ending June 30	Bonds - 2013 Series		Bonds - 2011 Series		Bonds - 2004 Pension		Require- ments	Total	
	Principal	Interest	Principal	Interest	Principal	Interest		Principal	Interest
2026	\$ 1,611,288	\$ 1,592,412	\$ -	\$ 705,000	\$ 5,630,000	\$ 837,216	\$ 41,388,184	\$ 26,411,289	\$ 14,976,895
2027	1,563,310	1,730,390	-	705,000	6,220,000	525,989	42,675,263	28,468,310	14,206,953
2028	1,518,545	1,880,155	15,000,000	705,000	3,295,000	182,148	55,456,124	42,123,545	13,332,579
2029	-	-	1,430,517	1,734,483	-	-	40,048,212	28,490,517	11,557,695
2030	-	-	1,375,140	1,879,860	-	-	35,914,250	25,075,140	10,839,110
2031	-	-	1,321,601	2,033,399	-	-	36,913,268	26,711,601	10,201,667
2032	-	-	-	-	-	-	25,649,148	18,275,000	7,374,148
2033	-	-	-	-	-	-	26,420,788	19,605,000	6,815,788
2034	-	-	-	-	-	-	27,211,068	20,925,000	6,286,068
2035	-	-	-	-	-	-	27,996,538	22,250,000	5,746,538
2036	-	-	-	-	-	-	28,837,588	23,950,000	4,887,588
2037	-	-	-	-	-	-	29,702,588	25,740,000	3,962,588
2038	-	-	-	-	-	-	30,583,038	27,615,000	2,968,038
2039	-	-	-	-	-	-	31,503,688	29,425,000	2,078,688
2040	-	-	-	-	-	-	13,033,800	11,895,000	1,138,800
2041	-	-	-	-	-	-	13,421,950	12,640,000	781,950
2042	-	-	-	-	-	-	13,827,750	13,425,000	402,750
Total	\$ 4,693,143	\$ 5,202,957	\$ 19,127,258	\$ 7,762,742	\$ 15,145,000	\$ 1,545,353	\$ 520,583,245	\$ 403,025,402	\$ 117,557,843

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

G. Long-term Obligations (Continued)

Sinking Fund for Series 2011B

Series B of the 2011 General Obligation Bond (Qualified School Construction Bond) requires bond principal of \$15,000,000 to be paid in-full at the end of the bond term on June 15, 2028. Beginning in 2023, levied tax revenues are set aside in a sinking fund to meet this obligation. Principal amounts noted below include sinking fund deposits to be held until June 15, 2028 when the full principal amount is due.

Series 2011 B levied sinking fund

Prior years	\$	3,075,000
6/15/2025		3,020,000
6/15/2026		2,880,000
6/15/2027		2,970,000
6/15/2028		3,055,000
	\$	<u>15,000,000</u>

Subscription based information technology arrangements

For the year ended 6/30/2025, the financial statements include the adoption of GASB Statement No. 96, Subscription-Based Information Technology Arrangements. The primary objective of this statement is to enhance the relevance and consistency of information about governments' subscription activities. This statement establishes a single model for subscription accounting based on the principle that subscriptions are financings of the right to use an underlying asset. Under this Statement, an organization is required to recognize a subscription liability and an intangible right-to-use subscription asset. For additional information, refer to the disclosures below.

As of 06/30/2025, Eugene School District 4J, OR had 50 active subscriptions. The subscriptions have payments that range from \$0 to \$139,974 and interest rates that range from 2.0150% to 3.8940%. As of 06/30/2025, the total combined value of the subscription liability is \$553,078, and the total combined value of the short-term subscription liability is \$280,801. The combined value of the right to use asset, as of 06/30/2025 of \$4,839,233 with accumulated amortization of \$1,871,918 is included within the Subscription Class activities table found below. The subscriptions had \$0 of Variable Payments and \$0 of Other Payments, not included in the Subscription Liability, within the Fiscal Year.

Amount of subscription assets by major classes of underlying asset as of fiscal year-end.

<u>Asset Class</u>	<u>Subscription asset value</u>	<u>Accumulated amortization</u>	
Software subscriptions	<u>\$ 4,839,233</u>	<u>\$ 1,871,918</u>	
<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
<u>Ending June 30,</u>			
2026	\$ 280,801	\$ 15,022	\$ 295,823
2027	113,006	7,628	120,634
2028	77,293	4,595	81,888
2029	81,978	2,365	84,343
	<u>\$ 553,078</u>	<u>\$ 29,610</u>	<u>\$ 582,688</u>

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

G. Long-term Obligations (Continued)

Leases Payable

For the year ended 6/30/2025, the financial statements include the adoption of GASB Statement No. 87, Leases. The primary objective of this statement is to enhance the relevance and consistency of information about governments' leasing activities. This statement establishes a single model for lease accounting based on the principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. For additional information, refer to the disclosures below.

As of 06/30/2025, Eugene School District 4J (Lane County), OR had 6 active leases. The leases have payments that range from \$900 to \$194,300 and interest rates that range from 2.5820% to 3.1770%. As of 06/30/2025, the total combined value of the lease liability is \$754,703, the total combined value of the short-term lease liability is \$333,441. The combined value of the right to use asset, as of 06/30/2025 of \$1,093,043 with accumulated amortization of \$364,834 is included within the Lease Class activities table found below. The leases had \$0 of Variable Payments and \$0 of Other Payments, not included in the Lease Liability, within the Fiscal Year.

Amount of Lease assets by major classes of underlying asset as of fiscal year-end.

Asset Class	As of Fiscal Year-end	
	Lease Asset Value	Accumulated Amortization
Land Improvements	\$ -	\$ -
Other	288,474	62,521
Buildings	287,488	43,773
Equipment	512,854	256,427
Land	4,226	2,113
Total Leases	\$ 1,093,042	\$ 364,834

Principal and Interest Requirements to Maturity

Fiscal Year	Governmental Activities		
	Principal Payments	Interest Payments	Total Payments
2026	\$ 333,441	\$ 18,054	\$ 351,495
2027	77,094	11,330	88,424
2028	70,116	9,154	79,270
2029	74,166	7,019	81,185
2030	17,610	5,589	23,199
2031 - 2035	107,488	19,373	126,861
2036 - 2038	74,788	3,320	78,108
	\$ 754,703	\$ 73,839	\$ 828,542

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

G. Long-term Obligations (Continued)

Compensated Absences

The District recognizes a liability for compensated absences for leave time that (1) has been earned for services previously rendered by employees, (2) accumulates and is allowed to be carried over to subsequent years, and (3) is more likely than not to be used as time off or settled. This includes vacation, personal leave and sick leave. The compensated absences liability is reported in the District's government-wide net position.

For the year ended June 30, 2025, the District recognizes a net compensated absence liability of \$27,592,228 as noted below.

	Restated Balance June 30, 2024	Additions	Deletions	Balance June 30, 2025	Amounts Due in One Year
Vacation	\$ 1,364,151	\$ 138,415	\$ -	\$ 1,502,566	\$ 977,872
Personal	1,166,285	167,696	-	1,333,981	957,368
Sick	19,962,740	4,792,941	-	24,755,681	5,309,157
Total Compensated Absences	<u>\$ 22,493,176</u>	<u>\$ 5,099,052</u>	<u>\$ -</u>	<u>\$ 27,592,228</u>	<u>\$ 7,244,397</u>

III. DETAILED NOTES ON ALL FUNDS (Continued)

H. Defined Benefit Pension Plan

Plan Description – Employees of the District are provided with pensions through the Oregon Public Employees Retirement System (PERS) a single cost-sharing multiple-employer defined benefit pension plan. All benefits of the system are established by the legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Oregon PERS produces an independently audited Comprehensive Annual Financial Report which is available at the following link. If this link is expired, please contact Oregon PERS for this information.

<https://www.oregon.gov/pers/Documents/Financials/ACFR/2024-ACFR.pdf>

1. Benefits provided

- a) **Tier One/Tier Two Retirement Benefit ORS Chapter 238** The ORS Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003.

Pension Benefits – The PERS retirement allowance is payable monthly for life. It may be selected from 13 retirement benefit options. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage of 1.67 percent is multiplied by the number of years of service and the final average salary. Benefits may also be calculated either by a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation if a greater benefit results. A member is considered vested and will be eligible at minimum retirement age for a service retirement allowance if he or she has had a contribution in each of five calendar years or has reached at least 50 years of age before ceasing employment with a participating employer. General service employees may retire after reaching age 55. Tier One member benefits are reduced if retirement occurs prior to age 58 with fewer than 30 years of service. Tier Two members are eligible for full benefits at age 60.

Death Benefits – Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following conditions are met:

- the member was employed by a PERS employer at the time of death,
- the member died within 120 days after termination of PERS-covered employment,
- the member died as a result of injury sustained while employed in a PERS-covered job, or
- the member was on an official leave of absence from a PERS-covered job at the time of death

Disability Benefits – A member with 10 or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member for disability benefits regardless of the length of PERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 when determining the monthly benefit.

Benefit Changes After Retirement – Members may choose to continue participation in their variable equities investment account after retiring and may experience annual benefit fluctuations due to changes in the fair value of the underlying global equity investments of that account. Under ORS 238.360 monthly benefits are adjusted annually through cost-of-living changes (COLA). The COLA is capped at 2.0 percent.

- b) **OPSRP Pension Program (OPSRP DB)** The ORS Chapter 238A Defined Benefit Pension Program provides benefits to members hired on or after August 29, 2003.

Pension Benefits – This portion of OPSRP provides a life pension funded by employer contributions. Benefits are calculated with the following formula for members who attain normal retirement age: For

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

H. Defined Benefit Pension Plan (Continued)

general service 1.5 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for members is age 65, or age 58 with 30 years of retirement credit.

A member of the OPSRP Pension Program becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, and, if the pension program is terminated, the date on which termination becomes effective.

Death Benefits – Upon the death of a non-retired member, the spouse or other person who is constitutionally required to be treated in the same manner as the spouse receives for life 50 percent of the pension that would otherwise have been paid to the deceased member. The surviving spouse may elect to delay payment of the death benefit, but payment must commence no later than December 31 of the calendar year in which the member would have reached 70½ years.

Disability Benefits – A member who has accrued 10 or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45 percent of the member's salary determined as of the last full month of employment before the disability occurred.

2. Contributions - PERS funding policy provides for monthly employer contributions at actuarially determined rates. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. This funding policy applies to the PERS Defined Benefit Plan and the Other Postemployment Benefit Plans. Employer contribution rates during the period were based on the December 31, 2022 actuarial valuation, which became effective July 1, 2023. The state of Oregon and certain schools, community colleges, and political subdivisions have made unfunded actuarial liability payments, and their rates have been reduced. Employer contributions for the year ended June 30, 2025 were \$31,722,641, excluding amounts to fund employer specific liabilities. Approximately \$2,552,845 was charged for the year ended June 30, 2025 as PERS benefits expenditures to be used for bond payments as they become due. In addition, approximately \$9,606,107 in employee contributions were paid or picked up by the District in fiscal year 2025.

At June 30, 2025, the District reported a liability of \$225,257,344 for its proportionate share of the net pension liability. The pension liability was measured as of June 30, 2024, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2022. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. As of the measurement date of June 30, 2024 and 2023, the District's proportion was 1.013 percent and 0.918 percent, respectively. Pension expense (income) for the year ended June 30, 2025 was a \$6,408,074.

The rates in effect for the fiscal year ended June 30, 2025 were 21.68 percent for Tier One/Tier Two, 18.84 percent for OPSRP Pension Program, and 6.0 percent for OPSRP Individual Account Program.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

H. Defined Benefit Pension Plan (Continued)

	<u>Deferred Outflow of Resources</u>	<u>Deferred Inflow of Resources</u>
Differences between expected and actual experience	\$ 13,344,414	\$ 537,616
Changes in assumptions	22,647,446	29,014
Net difference between projected and actual earnings on pension plan investments	14,310,140	-
Changes in proportionate share	12,353,678	8,889,667
Differences between District contributions and proportionate share of contributions	5,895,882	7,347,782
Subtotal - Amortized Deferrals (below)	<u>68,551,560</u>	<u>16,804,079</u>
District contributions subsequent to measurement date	31,722,641	-
Deferred outflow (inflow) of resources	<u>\$ 100,274,201</u>	<u>\$ 16,804,079</u>

The amount of contributions subsequent to the measurement date will be included as a reduction of the net pension liability in the fiscal year ended June 30, 2026. Amounts reported as deferred outflows or inflows of resources related to pension will be recognized in pension expense as follows:

<u>Year ended June 30:</u>	<u>Amount</u>
2026	\$ (147,276)
2027	25,313,558
2028	14,329,532
2029	9,821,261
2030	2,430,407
Thereafter	-
	<u>\$ 51,747,482</u>

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS system-wide GASB 68 reporting summary dated January 31, 2025. Oregon PERS produces an independently audited ACFR which can be found at: <https://www.oregon.gov/pers/Documents/Financials/ACFR/2024-ACFR.pdf>

3. Actuarial Valuations

The employer contribution rates effective July 1, 2023, through June 30, 2025, were set using the entry age normal actuarial cost method. For the Tier One/Tier Two component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (1) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (2) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 20 years.

For the OPSRP Pension Program component of the PERS Defined Benefit Plan, this method produced an employer contribution rate consisting of (a) an amount for normal cost (the estimated amount necessary to finance benefits earned by the employees during the current service year), (b) an actuarially determined amount for funding a disability benefit component, and (c) an amount for the amortization of unfunded actuarial accrued liabilities, which are being amortized over a fixed period with new unfunded actuarial accrued liabilities being amortized over 16 years.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

H. Defined Benefit Pension Plan (Continued)

4. Actuarial Methods and Assumptions

Valuation date	December 31, 2022
Experience study report	2022, Published July 24, 2023
Actuarial cost method	Entry Age Normal
Amortization method:	Level percentage of payroll
Asset valuation method:	Fair value
Inflation Rate	2.4 percent
Investment Rate of Return	6.9 percent
Discount rate	6.9 percent
Projected salary increases	3.4 percent
Cost of living adjustments	Blend of 2.0 percent COLA and graded COLA (1.25%/0.15%) in accordance with <i>Moro</i> decision, blend based on service.
Mortality	<u>Healthy retirees and beneficiaries:</u> Pub-2010 Healthy Retiree, sex-distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. <u>Active Members:</u> RP-2010 Employees, sex-distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. <u>Disabled retirees:</u> Pub-2010 Disabled retiree, sex-distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.

Actuarial valuations of an ongoing plan involve estimates of value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The methods and assumptions shown above are based on the 2022 Experience Study which reviewed for the four-year period ending on December 31, 2022.

Assumed Asset Allocation:

Asset Class/Strategy	Low Range		High Range	OIC Target Allocation
Debt Securities	20.0%	-	30.0%	25.0%
Public Equity	22.5%	-	32.5%	27.5%
Real Estate	7.5%	-	17.5%	12.5%
Private Equity	15.0%	-	27.5%	20.0%
Real Assets	2.5%	-	10.0%	7.5%
Diversifying Strategies	2.5%	-	10.0%	7.5%
Opportunity Portfolio	0.0%	-	5.0%	0.0%
Total				100.0%

Source: June 30, 2024 PERS ACFR; p. 116

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

H. Defined Benefit Pension Plan (Continued)

5. Long-Term Expected Rate of Return:

To develop an analytical basis for the selection of the long-term expected rate of return assumption, in January 2023 the PERS Board reviewed long-term assumptions developed by both Milliman’s capital market assumptions team and the Oregon Investment Council’s (OIC) investment advisors. The table below shows Milliman’s assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC’s description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Compound Annual (Geometric) Return</u>
Global Equity	27.50%	7.07%
Private Equity	25.50%	8.83%
Core Fixed Income	25.00%	4.50%
Real Estate	12.25%	5.83%
Master Limited Partnerships	0.75%	6.02%
Infrastructure	1.50%	6.51%
Hedge Fund of Funds - Multistrategy	1.25%	6.27%
Hedge Fund Equity - Hedge	0.63%	6.48%
Hedge Fund - Macro	5.62%	4.83%
<i>Assumed Inflation - Mean</i>		2.35%

Source: June 30, 2024 PERS ACFR; page 88

6. Discount Rate – the discount rate used to measure the total pension liability was 6.90 percent for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from the plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the Defined Benefit Pension Plan was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District’s proportionate share of the net pension liability to changes in the discount rate – the following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 6.9 percent, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.9 percent) or 1-percentage-point higher (7.9 percent) than the current rate:

	1% Decrease (5.9%)	Discount Rate (6.9%)	1% Increase (7.9%)
District’s proportionate share of the net pension liability (asset)	\$ 355,334,310	\$ 225,257,344	\$ 116,311,528

III. DETAILED NOTES ON ALL FUNDS (Continued)

H. Defined Benefit Pension Plan (Continued)

7. Changes Subsequent to Measurement Date

As described above, GASB 67 and GASB 68 require the Total Pension Liability to be determined based on the benefit terms in effect at the Measurement Date. Any changes to benefit terms that occurs after that date are reflected in amounts reported for the subsequent Measurement Date. However, Paragraph 80f of GASB 68 requires employers to briefly describe any changes between the Measurement Date and the employer's reporting date that are expected to have a significant effect on the employer's share of the collective Net Pension Liability, along with an estimate of the resulting change, if available.

There are no changes subsequent to the June 30, 2024 Measurement Date that meet this requirement and thus would require a brief description under the GASB standard.

- 8. OPSRP Individual Account Program (OPSRP IAP)** Employees of the district are provided with pensions through OPERS. All the benefits of OPERS are established by the Oregon Legislature pursuant to ORS Chapters 238 and 238A. Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003. Chapter 238A consists of the Defined Benefit Pension Program and the Individual Account Program (IAP). Membership includes public employees hired on or after August 29, 2003. PERS members retain their existing define benefit plan accounts, but member contributions are deposited into the member's IAP account. OPSRP is part of OPERS, and is administered by the OPERS Board.

Pension Benefits – Participants in OPERS defined benefit pension plans also participate in their defined contribution plan. An IAP member becomes vested on the date the employee account is established or on the date the rollover account was established. If the employer makes optional employer contributions for a member, the member becomes vested on the earliest of the following dates: the date the member completes 600 hours of service in each of five calendar years, the date the member reaches normal retirement age, the date the IAP is terminated, the date the active member becomes disabled, or the date the active member dies. Upon retirement, a member of the OPSRP Individual Account Program (IAP) may receive the amounts in his or her employee account, rollover account, and vested employer account as a lump-sum payment or in equal installments over a 5-, 10-, 15-, 20-year period or an anticipated life span option. Each distribution option has a \$200 minimum distribution limit.

Death Benefits – Upon the death of a non-retired member, the beneficiary receives in a lump sum the member's account balance, rollover account balance, and vested employer optional contribution account balance. If a retired member dies before the installment payments are completed, the beneficiary may receive the remaining installment payments or choose a lump-sum payment.

Contributions – Employees of the district pay six (6) percent of their covered payroll. This contribution is picked up by the district which makes these contributions for all members for the year ended June 30, 2025. Beginning July 1, 2020, Senate Bill 1049 required a portion of most member contributions to their IAP accounts be redirected to their new Employee Pension Stability Account (EPSA) to help fund the cost of their future pension benefits. For OPSRP members, the redirected amount is 0.75 percent of their IAP contribution and for Tier One and Tier Two members, the redirected amount is 2.5 percent of their IAP contribution. The District did not make any optional contributions to member IAP accounts for the year ended June 30, 2025.

Additional disclosures related to Oregon PERS not applicable to specific employers are available online, or by contacting PERS at the following address: PO Box 23700 Tigard, OR 97281-3700.
<http://www.oregon.gov/pers/EMP/Pages/GASB.aspx>

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Other Post-employment benefits – Retirement Health Insurance Account (RHIA)

9. Retirement Health Insurance Account

Plan Description – As a member of Oregon Public Employees Retirement System (OPERS) the District contributes to the Retirement Health Insurance Account (RHIA) for each of its eligible employees. RHIA is a cost-sharing multiple-employer defined benefit other postemployment benefit plan administered by OPERS. RHIA pays a monthly contribution toward the cost of Medicare companion health insurance premiums of eligible retirees. Oregon Revised Statute (ORS) 238.420 established this trust fund. Authority to establish and amend the benefit provisions of RHIA reside with the Oregon Legislature. The plan is closed to new entrants after January 1, 2004.

OPERS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to the Oregon Public Employees Retirement System, PO Box 23700, Tigard, OR 97281-3700.

Funding Policy – Because RHIA was created by enabling legislation (ORS 238.420), contribution requirements of the plan members and the participating employers were established and may be amended only by the Oregon Legislature. ORS require that an amount equal to \$60 dollars or the total monthly cost of Medicare companion health insurance premiums coverage, whichever is less, shall be paid from the Retirement Health Insurance Account established by the employer, and any monthly cost in excess of \$60 dollars shall be paid by the eligible retired member in the manner provided in ORS 238.410. To be eligible to receive this monthly payment toward the premium cost the member must: (1) have eight years or more of qualifying service in OPERS at the time of retirement or receive a disability allowance as if the member had eight years or more of creditable service in OPERS, (2) receive both Medicare Parts A and B coverage, and (3) enroll in an OPERS-sponsored health plan. A surviving spouse or dependent of a deceased OPERS retiree who was eligible to receive the subsidy is eligible to receive the subsidy if he or she (1) is receiving a retirement benefit or allowance from OPERS or (2) was insured at the time the member died and the member retired before May 1, 1991.

Participating districts are contractually required to contribute to RHIA at a rate assessed each year by OPERS, and the District currently contributes 0.00% of annual covered OPERF payroll and 0.00% of OPSRP payroll under a contractual requirement in effect until June 30, 2025. Consistent with GASB Statement 75, the OPERS Board of Trustees sets the employer contribution rates as a measure of the proportionate relationship of the employer to all employers consistent with the manner in which contributions to the OPEB plan are determined. The basis for the employer's portion is determined by comparing the employer's actual, legally required contributions made during the fiscal year to the plan with the total actual contributions made in the fiscal year of all employers. The District's contributions to RHIA for the years ended June 30, 2023, 2024 and 2025 were \$18,946, \$2,401 and \$601, respectively, which equaled the required contributions each year.

At June 30, 2025, the District reported a net OPEB liability/(asset) of (\$3,913,289) for its proportionate share of the net OPEB liability/(asset). The OPEB asset was measured as of June 30, 2024, and the total OPEB asset used to calculate the net OPEB asset was determined by an actuarial valuation as of December 31, 2022. Consistent with GASB Statement No. 75, paragraph 59(a), the District's proportion of the net OPEB liability/(asset) is determined by comparing the employer's actual, legally required contributions made during the fiscal year to the Plan with the total actual contributions made in the fiscal year of all employers. As of the measurement dates of June 30, 2024 and 2023, the District's proportion was 0.968 percent and 0.961 percent, respectively. OPEB income for the year ended June 30, 2025 was approximately (\$656,197).

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Other Post-employment benefits – Retirement Health Insurance Account (RHIA)

Components of OPEB Income

Employer's proportionate share of collective system OPEB Income	\$	(465,249)
Net amortization of employer-specific deferred amounts from:		
-Changes in proportionate share (per paragraph 64 of GASB 75)		(190,615)
-Differences between employer contributions and employer's proportionate share of system contributions (per paragraph 65 of GASB 75)		-
Employer's Total OPEB Income	<u>\$</u>	<u>(655,864)</u>

Components of Deferred Outflows/Inflows of Resources

	<u>Deferred Outflow of Resources</u>	<u>Deferred Inflow of Resources</u>
Differences between expected and actual experience	\$ -	\$ 76,537
Changes in assumptions	-	49,499
Net difference between projected and actual earnings on pension plan investments	110,492	-
Net changes in proportionate share	-	67,463
Differences between District contributions and proportionate share of contributions	-	-
Subtotal - Amortized deferrals	<u>110,492</u>	<u>193,499</u>
District contributions subsequent to measurement date	601	-
Net Deferred Outflow/(Inflow) of Resources	<u>\$ 111,093</u>	<u>\$ (83,007)</u>

The amount of contributions subsequent to the measurement date will be included as a reduction of the net OPEB liability/(asset) in the fiscal year ended June 30, 2026. Amounts reported as deferred outflows or inflow of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Year ended June 30:</u>	<u>Amount</u>
2026	\$ (288,030)
2027	132,490
2028	59,777
2029	12,756
2030	-
Thereafter	-
	<u>\$ (83,007)</u>

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS Retirement Health Insurance Account Cost-Sharing Multiple-Employer Other Postemployment Benefit (OPEB) Plan Schedules of Employer Allocations and OPEB Amounts by Employer report, as of and for the Year Ended June 30, 2024. That independently audited report was dated January 31, 2025 and can be found at:

<https://www.oregon.gov/pers/emp/Documents/GASB/2024/Oregon-Public-Employees-Retirement-System-RHIA-Schedule-Plan-FY06302024.pdf>

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Other Post-employment benefits – Retirement Health Insurance Account (RHIA)

Actuarial Methods and Assumptions

Actuarial valuations of an ongoing plan involve estimates of value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. Experience studies are performed as of December 31 of even numbered years. The method and assumptions shown are based on the 2022 Experience Study which is reviewed for the four-year period ending December 31, 2022.

Valuation date	December 31, 2022
Experience study report	2022, Published July 24, 2023
Actuarial cost method	Entry Age Normal
Inflation Rate	2.4 percent
Investment Rate of Return	6.9 percent
Discount rate	6.9 percent
Projected salary increases	3.4 percent
Retiree healthcare participation	Healthy retirees: 25%; Disabled retirees: 15%
Mortality	<u>Healthy retirees and beneficiaries:</u> Pub-2010 Healthy Retiree, sex-distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. <u>Active Members:</u> RP-2010 Employees, sex-distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation. <u>Disabled retirees:</u> Pub-2010 Disabled retiree, sex-distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.

Discount Rate - The discount rate used to measure the total OPEB liability as of the measurement dates of June 30, 2024 was 6.9 percent. The projection of cash flows used to determine the discount rate assumed that contributions from contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the RHIA plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments for the RHIA plan was applied to all periods of projected benefit payments to determine the total OPEB liability.

Long-Term Expected Rate of Return - To develop an analytical basis for the selection of the long-term expected rate of return assumption, in January 2023, the PERS Board reviewed long-term assumptions developed by both Milliman's capital market assumptions team and the Oregon Investment Council's (OIC) investment advisors. The table below shows Milliman's assumptions for each of the asset classes in which the plan was invested at that time based on the OIC long-term target asset allocation. The OIC's description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions, and includes adjustment for the inflation assumption. These assumptions are not based on historical returns, but instead are based on a forward-looking capital market economic model.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Other Post-employment benefits – Retirement Health Insurance Account (RHIA)

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Compound Annual (Geometric) Return</u>
Global Equity	27.50%	7.07%
Private Equity	25.50%	8.83%
Core Fixed Income	25.00%	4.50%
Real Estate	12.25%	5.83%
Master Limited Partnerships	75.00%	6.02%
Infrastructure	1.50%	6.51%
Hedge Fund of Funds - Multistrategy	1.25%	6.27%
Hedge Fund Equity - Hedge	63.00%	6.48%
Hedge Fund - Macro	5.62%	4.83%
<i>Assumed Inflation - Mean</i>		2.35%

Source: June 30, 2024 PERS ACFR; page 88

Sensitivity of the District’s proportionate share of the net OPEB asset to changes in the discount rate – The following presents the District’s proportionate share of the net OPEB asset calculated using the discount rate of 6.9 percent, as well as what the District’s proportionate share of the net pension asset would be if it were calculated using a discount rate that is 1-percentage-point lower (5.9 percent) or 1-percentage-point higher (7.9 percent) than the current rate.

	<u>1% Decrease (5.9%)</u>	<u>Discount Rate (6.9%)</u>	<u>1% Increase (7.9%)</u>
District's proportionate share of the net pension liability (asset)	\$ (3,622,515)	\$ (3,913,289)	\$ (4,163,651)

Changes Subsequent to the Measurement Date - There are no changes subsequent to the June 30, 2024 Measurement Date that meet this requirement and thus would require a brief description under the GASB standard.

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs

The District sponsors a Single Employer Pension Plan and Other Postemployment Benefits (OPEB) program with ongoing obligations: Early Termination – Stipend Benefits and Postemployment Medical and Life Insurance Benefits. This plan is valued on an actuarial basis and the District has an actuarial study completed every two years. The most recent valuation dated July 1, 2024 provides disclosure information under GASB Statements 73 and 75 for the fiscal year ending June 30, 2025.

Actuarial Methods and Assumptions – Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future and actuarially determined amounts are subject to continual revision as results are compared to past expectations and new estimates are made about the future.

The most recent valuation was performed as of July 1, 2024, using an Actuarial Valuation Date of July 1, 2024, and Measurement Dates of June 30, 2025 and June 30, 2026. Assumptions included an interest rate for discounting future liabilities 5.25% (percent) per year; a general inflation rate of 2.5% (percent) per year; overall payroll growth of 3.5% (percent) per year; and an annual premium increase rate of 4.0% (percent) for 2024-25 increasing to a high of 6.0% in 2028-29 before slowly decreasing to an annual rate of 4.5% (percent) by 2038+ which is consistent with expectations for long-term health care cost inflation.

The Entry Age Normal Actuarial Cost Method was used to determine contribution levels for the early retirement programs. Under this method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated on a level basis (percentage of salary) over the earnings or service of the individual between entry age and assumed exit age(s).

Demographic assumptions, such as mortality rates, disability incidence rates, retirement rates, and withdrawal rates, are the same as those developed in the most recent experience study for Oregon PERS. Key assumptions were as follow:

<i>Demographic Assumptions</i>	<i>Description</i>
Annual Cap Increase Rate	The District-paid cap for Licensed participants was assumed to increase 1.0% annually starting with the 2025-26 fiscal year.
Mortality Rates	Active employees: PUB 2010 Employee Tables for Teachers, sex distinct, projected generationally. Active employee adjustments: 125% of a blend of 80% of published and 20% of PUB 2010 Employee Tables for General Employees for males, 100% of published rates for females.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
 NOTES TO THE FINANCIAL STATEMENTS (Continued)
 YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs (Continued)

<i>Demographic Assumptions</i>	<i>Description (Continued)</i>
Mortality Rates (Continued)	<p>Retirees: PUB 2010 Retiree tables for Teachers, sex distinct, projected generationally.</p> <p>Retiree adjustments: A blend of 80% of published rates and 20% of PUB 2010 Retiree Tables for General Employees for males, 100% of published rates for females.</p> <p>Beneficiaries: PUB 2010 Employee and Retiree Tables for General Employees, sex distinct, projected generationally.</p> <p>Beneficiary adjustments: Set back 12 months for males, no set back for females: 115% of published rates for non-annuitant males, 125% of published rates for non-annuitant females.</p> <p>Improvement scale; Unisex Social Security Data Scale (60 year average), with data through 2019.</p>
Retirement Rates	<p>As developed for the valuation of benefits under Oregon PERS. For the current school year, it is assumed that retirements are reflected in the census data provided. It is also assumed employees will retire by the time both employee and dependent have reached age 65, the age at which they can no longer receive subsidized health benefits.</p>
Participation	<p>The following percentages of current active employees are assumed to be enrolled in a medical plan at retirement:</p> <p>100% (percent) of active employees eligible for District-paid medical benefits and currently enrolled in a medical plan.</p> <p>75% (percent) of active employees not eligible for District-paid medical benefits and currently enrolled in a medical plan.</p>

Program participation consisted of the following at July 1, 2024:

<i>Participant Counts</i>	<i>Administrators</i>	<i>Classified</i>	<i>Licensed</i>	<i>Total</i>
Number of Active Participants	177	836	1,221	2,234
Number of Inactive Participants	16	22	71	109
Total Number of Participants	193	858	1,292	2,234

A copy of the most current Actuarial Valuation Report for Eugene School District 4J's Early Retirement Program may be obtained by contacting the District Office.

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs (Continued)

Descriptions of the plans are as follows:

Early Termination - Stipend Benefits

Plan Description - The Board of Directors, through contract negotiations, has previously authorized the District to offer early termination benefits as an incentive for employees to retire early. This single employer defined benefit program covers the following employee groups:

Administrator – Stipend Benefit

Eligibility Employees must be PERS eligible and be age 58 years or older or have with 30 years of service at retirement. Must have at least ten years of continuous district service, be employed the last 5 years in an administrative position, be hired and employed as a MAPS member prior to July 1, 1996, and did not elect to participate in Plan B.

Early Out Option – Employees age 53 to less than age 58, meeting all of the above Administrative eligibility criteria, with the exception of being age 58, may also be eligible for a stipend benefit.

Duration Retirees shall be paid a monthly stipend for a maximum of 84 months beginning the month after eligibility for Early Retirement and ending the month of the retiree’s 62nd birthday.

Early Out Option – retirees shall be paid a monthly stipend for a maximum of 48 months beginning the month after being eligible for Early Retirement and ending the month of the retiree’s 62nd birthday.

Benefit Amount Eligible retirees receive a stipend of either \$450 a month who served the last 5 years in an administrative position pay range of (9) or higher or \$325 a month for administrative positions with a pay range of 8 or lower. In the event of the retiree’s death, the remaining stipend payments will be paid to the retiree’s estate.

Classified – Stipend Benefit

Eligibility Employees who have 10 years consecutive service with the District AND meet PERS requirements for regular retiree benefits and Tier 1 age 58 OR:

- Meet PERS requirements for regular retiree benefits and Tier 2 age 60, or
- Meet PERS requirements for regular retiree benefits and OPSRP age 65, or
- 30 years of service in PERS as of retirement, regardless of age.

Benefit Amount Lump sum payment of \$2,500 for retirees with 10 years of service with the District, lump sum payment of \$3,000 for retirees with 15 years of service with the District, lump sum payment of \$3,500 for retirees with 20 years of service with the District, lump sum payment of \$4,000 for retirees with 25 years of service with the District and lump sum payment of \$4,500 for retirees with 30 year, 16 more years of service with the District. This is

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs (Continued)

referred to as “Option 1” in the collective bargaining agreement. Classified retirees who chose this option are not eligible for the *Postemployment Medical and Life Insurance Benefits* payments described within this note.

Licensed (Certified) – Stipend Benefit

Eligibility Plan A - Employees must be employed in an Eugene Education Association (EEA) bargaining position prior to July 1, 1998, have 10 years of District service, and be 58 years of age or older OR have 30 years of service with PERS as of retirement date, regardless of age.

Early Out Option – Employees age 53 to less than age 58 with 10 years of district service may be eligible for a stipend benefit in a reduced, prorated amount.

Duration Eligible retirees shall be paid a monthly stipend beginning the first month of retirement and ending the month of the retiree’s 62nd birthday. In the event of the retiree’s death, the remaining stipend payments shall be paid to the retiree’s estate.

Benefit Amount Eligible retirees receive a stipend of up to \$450 a month until age 62. The maximum amount is reduced to \$400 per month for retirements before age 58. The \$400 per month is prorated for retirements before age 55.

This pension-type benefit is required to be valued under GASB Statement No. 73. The District does not issue a stand-alone financial report for this plan.

Summary of Significant Accounting Policies – the Early Termination Stipend Benefits plan is accounted for in the Postemployment Benefits Fund, which is reported using the *economic resources measurement focus* and the *accrual basis of accounting*. District contributions, in the form of regular payments to the Postemployment Benefits Fund, are recognized when due and a formal commitment to provide the contributions has been made as part of the annual adopted budget process. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan.

Funding Policy - There is no obligation on the part of the District to fund these benefits in advance, and the District does not accumulate assets in a trust (as defined in GASB 73 paragraph 4) to address this liability. The District provides payments in accordance with current employee contracts primarily on a pay-as-you-go basis.

Total Pension Liability – The District’s Total Pension Liability and total other post-employment benefits were measured as of June 30, 2025 and determined by an actuarial valuation as of July 1, 2024.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs (Continued)

Schedule of Changes in Total Pension Liability and Related Ratios

	<u>2025</u>	<u>2024</u>	<u>2023</u>
Total Pension Liability - beginning	\$ 703,444	\$ 743,869	\$ 955,776
Service cost	43,779	43,775	39,389
Interest	27,876	27,592	31,923
Change in accounting principle	-	-	-
Effect of changes to benefit terms	-	-	(56,779)
Diff between expected & actual experience	(43,345)	-	(51,525)
Changes of assumptions or other inputs	(22,272)	(8,074)	(8,766)
Benefit payments	(100,644)	(103,718)	(166,149)
Total Pension Liability - end of year	<u>\$ 608,838</u>	<u>\$ 703,444</u>	<u>\$ 743,869</u>
Estimated covered payroll	\$ 46,592,665	\$ 50,827,020	\$ 49,108,232
Total pension liability as a percentage of covered payroll	1.31%	1.38%	1.51%

Schedule of Pension Expense and Collective Deferred Inflows and Outflows - For the year ended June 30, 2025, the District's recognized Pension expense is (\$34,782).

At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflow of Resources</u>	<u>Deferred Inflow of Resources</u>
Differences between expected and actual experience	\$ 81,709	\$ 76,878
Changes in assumptions	53,100	122,385
Deferred outflow (inflow) of resources	<u>\$ 134,809</u>	<u>\$ 199,263</u>

Amounts reported as deferred outflows and deferred inflows of resources related to Pensions will be recognized in Pension expense as follows:

<u>Year ended June 30:</u>	<u>Amount</u>
2026	\$ (5,793)
2027	(5,793)
2028	(5,797)
2029	5,184
2030	1,044
Thereafter	(53,299)
	<u>\$ (64,454)</u>

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs (Continued)

Sensitivity of the Total Pension Liability to changes in the Discount Rate – the following table presents the Total OPEB Liability of the Early Termination - Stipend Benefits program, calculated using the discount rate as of the measurement date, as well as what the program’s Total Pension Liability would be if it were calculated using a discount rate that was 1.0% (1 percentage point) lower or higher than the current rate:

	1% Decrease (4.25%)	Current Discount Rate (5.25%)	1% Increase (6.25%)
Total Pension Liability	\$ 633,986	\$ 608,838	\$ 584,535

Postemployment Medical and Life Insurance Benefits

The District’s postemployment healthcare plan was established in accordance with Oregon Revised Statutes (ORS) 243.303. The ORS stipulates that for the purpose of establishing healthcare premiums, the rate must be based on all plan members, including both active employees and retirees. The District implemented GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, beginning in the fiscal year ending June 30, 2017.

Plan Description - The District administers a single-employer defined benefit healthcare plan per the requirements of collective bargaining agreements. The plan provides postemployment healthcare insurance for eligible retirees and their spouses through the District’s group health insurance plans, which cover both active and retired participants. Benefit provisions are established through negotiations between the District and representatives of collective bargaining units. The District’s postemployment medical plan does not issue a publically available financial report. This program covers the following employee groups:

Administrator – Medical and Life Benefit

Eligibility	Employees who satisfy the Stipend Benefit eligibility noted earlier in this note are eligible for a monthly District contribution toward their hospital/medical insurance premiums.
Life Insurance	Certain Administrative retirees are eligible for \$50,000 of term life insurance until age 65.
Duration	Coverage for retiree and spouse continues until the retiree’s Medicare eligibility. The contribution for Early Out Option retirees ends after 84 months or Medicare eligibility, if earlier. If the retiree passes away prior to District contribution end, their surviving spouse can elect to continue the District contribution for as long as the retiree would have been eligible.
District Paid Benefit	District contributions continue until Medicare eligibility by age at either \$270 per month or a pro-rated amount for those participants of the Early Out Option provision.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs (Continued)

Licensed (Certified) – Medical and Life Benefit

Eligibility	Employees who satisfy the Stipend Benefit eligibility noted earlier in this note are eligible for a monthly District contribution toward unit member and spouse retiree medical insurance premiums.
Duration	Contribution for retiree and spouse continues until the retiree’s Medicare eligibility.
District Paid Benefit	Retirees receive 56% of the District contribution for a full time employee (\$1,367 for the period October 2024 through September 2025). The contribution is prorated if retiring under the Early Out Option.

Classified – Medical and Life Benefit

Eligibility	Employees who satisfy the Stipend Benefit eligibility noted earlier in this note are eligible for a monthly District contribution toward their hospital/medical insurance premiums.
Dependent Eligibility	Spouses of deceased retirees are eligible to receive the District contribution for as long as the retiree would have been eligible, or the spouse’s Medicare eligibility, if earlier.
District Paid Benefit	<p>Option 2 – District-paid monthly contributions of \$375 and Classified Insurance Reserve additional monthly contribution of \$25 for up to 36 months or Medicare eligibility by age, whichever comes first. Employee must retire by June 30, 2023; Option 2 expires June 30, 2026.</p> <p>Option 3 – Employees age 57 or older with 10 years of consecutive regular employment with the District who are not eligible for regular PERS retirement may choose to have a District-paid monthly contribution (as defined in Option 2 as of the year of payment) paid in any consecutive monthly period from retirement to age 65. Monthly payments may not exceed 36 months. Employee must retire by June 30, 2026; Option 3 expires June 30, 2029.</p> <p>Classified retirees who elect either Option 2 or 3 are ineligible for the Stipend benefits described earlier in this note.</p>

Medicare Carve-Out

All Classes of Retirees	Retiree or Retiree’s spouse or domestic partner qualified for Medicare coverage prior to age 65 because of a disability, will be eligible to receive a monthly reimbursement toward PERS or other supplemental Medicare coverage, not to exceed the amount or duration of the normal District retiree insurance contribution listed above. For Classified retirees, the reimbursement will also factor in the Medicare Part A and Part B premiums.
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EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs (Continued)

Implicit Medical Benefit

Eligibility	All classes of employee are eligible to continue coverage upon retirement. Qualified spouses, domestic partners, and children may qualify for coverage as well.
Duration	Coverage for retirees and eligible dependents continues until Medicare eligibility for each individual (or until dependent children become eligible).
Benefit Amount	There is an implicit subsidy with respect to retired employees because the medical premium rates charged for coverage typically are less than actual expected retiree claims costs. This is due to medical premium rates being determined by blending both active employee and retiree experience.

Summary of Significant Accounting Policies – the Postemployment Medical and Life Insurance Benefits plan is accounted for in the Postemployment Benefits Fund, which is reported using the *economic resources measurement focus* and the *accrual basis of accounting*. District contributions, in the form of regular transfers to the Postemployment Benefits Fund, are recognized when due and a formal commitment to provide the contributions has been made as part of the annual adopted budget process. Benefits and refunds are recognized when due and payable in accordance with the terms of the plan.

Funding Policy - There is no obligation on the part of the District to fund these benefits in advance, and the District has not established an irrevocable trust (or equivalent arrangement) to address this liability. The District provides payments in accordance with current employee contracts primarily on a pay-as-you-go basis.

Total OPEB Medical and Life Liability – The District’s Total OPEB Medical and Life Liability and total other post-employment benefits were measured as of June 30, 2025 and determined by an actuarial valuation as of July 1, 2024.

Schedule of Changes in Total OPEB Liability and Related Ratios

	2025	2024	2023
Total OPEB Liability - beginning	\$14,036,145	\$14,110,233	\$14,099,081
Service cost	892,948	896,879	851,784
Interest	568,492	538,638	498,097
Effect of changes to benefit terms	-	-	440,349
Diff between expected & actual experience	363,362	-	523,677
Changes of assumptions or other inputs	(1,470,643)	(222,762)	(863,732)
Benefit payments	(1,433,579)	(1,286,843)	(1,439,023)
Total OPEB Liability – end of year	<u>\$12,956,725</u>	<u>\$14,036,145</u>	<u>\$14,110,233</u>
Estimated covered payroll	197,281,036	179,687,431	173,611,044
Total OPEB liability as a percentage of covered payroll	6.57%	7.81%	8.13%

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

I. Early Retirement Programs (Continued)

Schedule of OPEB Expense and Collective Deferred Inflows and Outflows - For the year ended June 30, 2025, the District's recognized OPEB expense is \$169,029.

At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflow of Resources</u>	<u>Deferred Inflow of Resources</u>
Differences between expected and actual experience	\$ 726,908	\$ -
Changes in assumptions	160,060	2,984,261
Deferred outflow (inflow) of resources	<u>\$ 886,968</u>	<u>\$ 2,984,261</u>

Amounts reported as deferred outflows and deferred inflows of resources related to OPEBs will be recognized in OPEB expense as follows:

<u>Year ended June 30:</u>	<u>Amount</u>
2026	\$ (312,844)
2027	(472,904)
2028	(472,904)
2029	(367,718)
2030	(166,255)
Thereafter	(304,668)
	<u>\$ (2,097,293)</u>

Sensitivity of the Total OPEB Medical and Life Liability to changes in Discount and Trend Rates – the following tables present the Total OPEB Liability of the Postemployment Medical and Life Insurance Benefits program, calculated using the discount rate and trend rate as of the measurement date, as well as what the program's Total OPEB Medical and Life Liability would be if it were calculated using a discount rate or a trend rate that was 1.0% (1 percentage point) lower or higher than the current rate:

	<u>1% Decrease (4.25%)</u>	<u>Current Discount Rate (5.25%)</u>	<u>1% Increase (6.25%)</u>
Total OPEB Medical and Life Liability	\$ 13,748,105	\$ 12,956,725	\$ 12,209,349

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
Total OPEB Medical and Life Liability	\$ 11,765,710	\$ 12,956,725	\$ 14,341,089

LANE COUNTY SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

J. Tax Abatements

The following tax abatement agreements, entered into by Lane County, Oregon, impact tax collections for the District. As of June 30, 2025, the District provides tax abatements through the following programs:

- Low Income Rental Housing (ORS [307.515 – 307.535](#)):
- Enterprise Zone (ORS [Chapter 285C](#)):
- Housing; Multiple-Unit in Core Areas (ORS [307.241 to 307.245](#)):
- Nonprofit Corporation Housing Assistance (ORS [307.241 to 307.245](#)):

For the fiscal year ended June 30, 2025, the District’s property tax revenues were reduced by approximately \$2,514,000 under these programs.

Tax Exemption Program	Estimated Amount of Taxes Abated during the Fiscal Year
Low Income Rental Housing	\$ 1,023,000
Enterprise Zone	401,000
Housing; Multiple-Unit in Core Areas	1,088,000
Nonprofit Corporation Housing Assistance	2,000
	\$ 2,514,000

K. Risk Management

The District is exposed to various risks of loss related to torts; theft; or damage to and destruction of assets; errors and omissions and natural disasters. The Insurance Reserve Fund, an internal service fund, reflects the expected liability for unemployment claims and long-term disability claims, as well as current accounts payable for medical and dental, workers’ compensation and other insurance premiums. The District is a member of the Special Districts Insurance Services (SDIS) / Property & Casualty Coverage for Education (PACE). PACE is a self-insured risk pool currently operating as common risk management and insurance programs for more than 850 local government entities and more than 200 educational organizations.

As part of this risk pool, the District is obligated to pay all contributions and assessments as prescribed by the pool, to cooperate with the pool’s agents and attorneys, to follow loss reduction procedures established by the pool, and to report as promptly as possible, and in accordance with any coverage descriptions issued, all incidents which could result in the pool being required to pay any claim of loss. The District allows the pool’s agents and attorneys to represent the District in investigations, settlements, discussions and all levels of litigation arising out of any claim made against the District within the scope of loss protection furnished by the pool.

The District is exposed to various risks of loss related to torts; theft; or damage to and destruction of assets; errors and omissions and natural disasters. The Insurance Reserve Fund, an internal service fund, reflects the expected liability for unemployment claims and long-term disability claims, as well as current accounts payable for medical and dental, workers’ compensation and other insurance premiums. The District is a member of the Special Districts Insurance Services (SDIS) / Property & Casualty Coverage for Education (PACE). PACE is a self-insured risk pool currently operating as common risk management and insurance programs for more than 850 local government entities and more than 200 educational organizations.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

K. Risk Management (Continued)

As part of this risk pool, the District is obligated to pay all contributions and assessments as prescribed by the pool, to cooperate with the pool's agents and attorneys, to follow loss reduction procedures established by the pool, and to report as promptly as possible, and in accordance with any coverage descriptions issued, all incidents which could result in the pool being required to pay any claim of loss. The District allows the pool's agents and attorneys to represent the District in investigations, settlements, discussions and all levels of litigation arising out of any claim made against the District within the scope of loss protection furnished by the pool.

PACE has decreased the level of coverage on Sexual Abuse and Molestation (SAM) claims by \$10 million. In response, the District has added excess SAM coverage with the purchase of supplemental insurance to cover the difference.

The District fully insures for its unemployment claims. The liability includes estimates for incurred, but not reported (IBNR) claims. IBNR claims are those that are incurred through the end of the fiscal year, but not reported until after that date.

The District's long-term disability plan is a premium only plan and has covered all claims incurred after September 1996. The District's workers' compensation and medical insurance are premium only plans. There are no liabilities for claims under these plans, only the current accounts payable for the premiums.

The District self-insures for costs up to policy deductible limits as follows:

- Business Auto (Fleet Liability) is insured after the District pays a self-insured retention of \$25,000 per occurrence.
- Building and Business Personal Property is insured after the District pays a self-insured retention of \$100,000 per occurrence, subject to certain sub-limits by category of property.
- Workers' compensation claims are insured up to \$1,000,000 per claim.
- Public Entity Liability is insured after the District pays a self-insurance retention of \$100,000 per occurrence, subject to certain sub-limits by coverage

Changes in the balances of claims liabilities at the end of the year are as follows:

Unemployment	2025	2024	2023
<i>Accrued claim losses, July 1</i>	\$ 972,976	\$ 352,693	\$ 504,154
Claims incurred, including an estimate of claims incurred but not reported	864,476	972,976	352,693
Claims payments	(293,579)	(56,246)	(116,800)
Reduction of accrual	(679,397)	(296,447)	(387,354)
Accrued claim losses, June 30	<u>\$ 864,476</u>	<u>\$ 972,976</u>	<u>\$ 352,693</u>

Related liabilities recorded in the Internal Service Fund at June 30, 2025 are as follows:

<i>Accrued payroll and related charges</i>	
Unemployment-accrued claim losses	\$ 864,476

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

L. Concentrations and Constraints

State Funding: The School District operates as a subdivision of the state, and as such, its funding is heavily reliant on appropriations from the state legislature to the School Support Fund (SSF). For the year ended June 30, 2025, approximately 42% of the District's total governmental fund revenues were derived from SSF grants. This concentration of funding exposes the District to significant financial risk should state funding levels decrease. Although the legislature approved the next biennial funding cycle, effective beginning July 1, 2025, the District's future funding remains uncertain, particularly given the state's dependence on federal aid for various programs, including education.

The District also receives a notable portion of its governmental resources through a Student Investment Account (SIA) grant, which accounted for 5.8% of total governmental fund resources for the fiscal year ending June 30, 2025. The SIA grant is primarily funded through the state's Corporate Activity Tax (CAT), which is subject to fluctuation based on economic conditions at both the federal and state levels. The funding cycle aligns with the state's biennial budget process, with the next cycle commencing on July 1, 2025. This concentration presents additional risk, as the volatility of the underlying tax revenue increases the potential for future reductions. The District's management continues to monitor economic trends and their potential impact on SIA funding levels.

The District's long-term financial strategies are reviewed periodically to address the risks associated with these funding concentrations.

Payroll costs and Collective Bargaining: The School District's operating expenses are predominantly driven by employee salaries and benefits, with approximately 90% of staff compensation covered by two separate collective bargaining agreements. This heavy reliance on a limited number of agreements exposes the District to financial and operational risks, especially as future contract negotiations could significantly impact the District's resources. The district is currently in negotiations with the classified staff union for the contract that expired on June 30, 2025. The District's management is actively involved in discussions with these employee groups to ensure operational continuity and to mitigate potential adverse effects on the District's budget and long-term fiscal health.

The District is also a required participant in the Oregon Public Employees Retirement System (PERS). Pension costs are determined on a biennial basis through an actuary and are significantly impacted by the investment performance of the PERS fund. For the fiscal year ending June 30, 2025, pension expenses accounted for roughly 14% of the District's General Fund expenditures. The District's pension obligations pose a concentration risk, as unfavorable investment performance or an unfunded actuarial liability could lead to substantial financial impacts. On May 30, 2025, the PERS Board approved new employer contribution rates for the upcoming biennium starting July 1, 2025. These rate adjustments could either increase or decrease the District's pension costs, further amplifying the financial risk related to pension obligations.

M. Claims and Litigation

Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally federal and state governments. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amounts, if any, of expenditures which may be disallowed by the grantor agencies cannot be determined at this time although the District expects such amounts, if any, to be immaterial.

The District, in the regular course of business, is named as a defendant in various lawsuits. The likely outcome of these lawsuits is not presently determinable.

III. DETAILED NOTES ON ALL FUNDS (Continued)

N. New Pronouncements

New Pronouncements Implemented: For the Fiscal year ended June 30, 2025, the District implemented the following new accounting standards:

GASB Statement No. 101 "*Compensated Absences.*" This Statement updates the recognition and measurement guidance for compensated absences and requires liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. The District has implemented this standard for fiscal year 2025.

GASB Statement No. 102 "*Certain Risk Disclosures.*" The objective of this Statement is to provide users of government financial statements with essential information about risks related to a government's vulnerabilities due to certain concentrations or constraints. The District has implemented this standard for fiscal year 2025.

New Pronouncements: The District will implement new GASB pronouncements in the fiscal year no later than the required effective date. Management has not yet determined the effect on the financial statements from implementing any of the following pronouncements.

GASB Statement No. 103 "*Financial Reporting Model Improvements.*" This Statement improves key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. The requirements of this Statement will take effect for financial statements starting with the fiscal year that ends June 30, 2026.

GASB Statement No. 104, "*Disclosure and Classification of Certain Capital Assets.*" The requirements of this Statement will take effect for financial statements starting with the fiscal year that ends June 30, 2026.

O. Subsequent Events

Management has evaluated subsequent events through December 30, 2025, the date on which the financial statements were available to be issued. Management is aware of the following subsequent events as noted below:

In the current high interest rate environment, Districts issuing tax-exempt general obligation bonds (GOBs) are experiencing notable investment earnings on unspent bond proceeds held in interest-bearing accounts. These elevated earnings arise because the interest rates on investments now surpass the rates at which the bonds were issued. However, according to arbitrage regulations, if the interest earned on these investments exceeds the bond's tax-exempt borrowing rate, the district may owe a rebate to the federal government. A preliminary calculation was completed on the District's GOB Series 2022 for the interim computation period April 19, 2022 to April 19, 2025 which computed a contingent rebatable arbitrage of \$2,615,640. The actual total rebatable arbitrage will become known and due after the required 5th year computation.

The District is involved in various claims and legal matters relating to its operations which have all been tended to, and are either being adjusted by the District's liability carrier or are being defended by attorneys retained by the District or the District's liability carrier. The status of these matters is uncertain at this time. Any potential loss is also uncertain.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO THE FINANCIAL STATEMENTS (Continued)
YEAR ENDED JUNE 30, 2025

III. DETAILED NOTES ON ALL FUNDS (Continued)

P. Prior Period Adjustment

In implementing GASB Statement No.101 Compensated Absences, the District has restated beginning net position in order to recognize the District's total liability for compensated absences including vacation, sick leave and personal leave. In prior years, only accrued vacation was recognized as a liability in accordance to GASB Statement No. 16 which is now superseded by GASB Statement No. 101. In addition, a prior period adjustment was reported in the governmental activities in the amount of \$177,874 to account for an error in reporting of SBITAs in the prior year. Net position has been restated as follows:

	Government- wide Statement of Net Position
Net position – beginning of year, as previously presented	\$ 58,291,251
Restatements – GASB 101 Compensated absences	(20,728,943)
Prior period adjustment – SBITA net asset	(321,711)
Prior period adjustment – SBITA debt	499,587
Net position – beginning of year, as restated	<u>37,740,184</u>
Net position – end of year	<u>\$ 30,026,652</u>

REQUIRED SUPPLEMENTARY INFORMATION

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - GENERAL FUND
YEAR ENDED JUNE 30, 2025

	<u>Original Budget</u>	<u>Variance Original with Final Budget</u>	<u>Final Budget</u>	<u>Variance Actual with Final Budget</u>	<u>Actual</u>
REVENUES					
Local sources					
Taxes	\$ 114,867,001	\$ -	\$ 114,867,001	\$ (735,132)	\$ 114,131,869
Charges for services	640,000	-	640,000	256,945	896,945
Interest earnings	5,000,000	-	5,000,000	2,037,012	7,037,012
Miscellaneous	500,000	-	500,000	124,564	624,564
Intergovernmental					
Intermediate sources	2,750,000	-	2,750,000	(872,786)	1,877,214
State sources	111,100,000	-	111,100,000	2,855,105	113,955,105
Total Revenues	<u>234,857,001</u>	<u>-</u>	<u>234,857,001</u>	<u>3,665,708</u>	<u>238,522,709</u>
EXPENDITURES					
Current					
Instruction	153,106,050	200,000	152,906,050 ⁽¹⁾	3,643,789	149,262,261
Supporting services	104,997,944	1,500,000	103,497,944 ⁽¹⁾	1,434,660	102,063,284
Community services	549,360	-	549,360 ⁽¹⁾	56,883	492,477
Facilities acquisition and construction	-	(700,000)	700,000 ⁽¹⁾	153,520	546,480
Debt service	-	(1,000,000)	1,000,000 ⁽¹⁾	448,763	551,237
Operating contingency	6,000,000	-	6,000,000 ⁽¹⁾	6,000,000	-
Total Expenditures	<u>264,653,354</u>	<u>-</u>	<u>264,653,354</u>	<u>11,737,615</u>	<u>252,915,739</u>
REVENUES OVER (UNDER) EXPENDITURES	(29,796,353)	-	(29,796,353)	15,403,323	(14,393,030)
OTHER FINANCING SOURCES (USES)					
Lease proceeds	-	-	-	546,480	546,480
Transfers out	(17,497,000)	-	(17,497,000) ⁽¹⁾	703,330	(16,793,670)
Total Other Financing Sources (Uses)	<u>(17,497,000)</u>	<u>-</u>	<u>(17,497,000)</u>	<u>1,249,810</u>	<u>(16,247,190)</u>
NET CHANGE IN FUND BALANCE	(47,293,353)	-	(47,293,353)	16,653,133	(30,640,220)
FUND BALANCE, Beginning of year	<u>64,000,000</u>	<u>-</u>	<u>64,000,000</u>	<u>11,212,701</u>	<u>75,212,701</u>
FUND BALANCE, End of year	<u>\$ 16,706,647</u>	<u>\$ -</u>	<u>\$ 16,706,647</u>	<u>\$ 27,865,834</u>	<u>\$ 44,572,481</u>

⁽¹⁾ Appropriation level

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - SPECIAL REVENUE FUND
YEAR ENDED JUNE 30, 2025

	<u>Original Budget</u>	<u>Variance Original with Final Budget</u>	<u>Final Budget</u>	<u>Variance Actual with Final Budget</u>	<u>Actual</u>
REVENUES					
Local sources					
Charges for services	\$ 5,073,892	\$ 1,311,892	\$ 3,762,000	\$ (525,712)	\$ 3,236,288
Contributions	-	(1,311,892)	1,311,892	(628,981)	682,911
Miscellaneous	1,917,515	-	1,917,515	159,899	2,077,414
Intergovernmental					
Intermediate sources	221,725	-	221,725	(221,725)	-
State sources	27,697,090	(3,900,000)	31,597,090	2,045,467	33,642,557
Federal sources	20,941,381	(500,000)	21,441,381	(594,768)	20,846,613
Total Revenues	<u>55,851,603</u>	<u>(4,400,000)</u>	<u>60,251,603</u>	<u>234,180</u>	<u>60,485,783</u>
EXPENDITURES					
Current					
Instruction	30,847,396	(110,000)	30,957,396 ⁽¹⁾	713,283	30,244,113
Supporting services	18,227,222	(3,830,000)	22,057,222 ⁽¹⁾	244,701	21,812,521
Community services	14,040,090	520,000	13,520,090 ⁽¹⁾	829,457	12,690,633
Facilities acquisition and construction	-	(600,000)	600,000 ⁽¹⁾	280,723	319,277
Debt Service	-	(380,000)	380,000 ⁽¹⁾	(17,615)	397,615
Operating contingency	3,950,000	-	3,950,000 ⁽¹⁾	3,950,000	-
Total Expenditures	<u>67,064,708</u>	<u>(4,400,000)</u>	<u>71,464,708</u>	<u>6,000,549</u>	<u>65,464,159</u>
REVENUES OVER (UNDER) EXPENDITURES	(11,213,105)	-	(11,213,105)	(6,234,729)	(4,978,376)
OTHER FINANCING SOURCES (USES)					
SBITA proceeds	-	-	-	319,277	319,277
Lease proceeds	-	-	-	548,562	548,562
Transfers in	5,237,000	-	5,237,000	(587,249)	4,649,751
Total Other Financing Sources (Uses)	<u>5,237,000</u>	<u>-</u>	<u>5,237,000</u>	<u>280,590</u>	<u>5,517,590</u>
NET CHANGE IN FUND BALANCE	(5,976,105)	-	(5,976,105)	6,515,319	539,214
FUND BALANCE, Beginning of year	<u>5,976,105</u>	<u>-</u>	<u>5,976,105</u>	<u>2,998,370</u>	<u>8,974,475</u>
FUND BALANCE, End of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,513,689</u>	<u>\$ 9,513,689</u>

⁽¹⁾ Appropriation level

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2025

A. Pension Plans

1. Schedule of the Proportionate Share of the Net Pension Liability for PERS

Year ended June 30,	District's proportion of the net pension liability (NPL)	District's proportionate share of the net pension liability (NPL) ¹	District's covered payroll	NPL as a percentage of covered payroll ²	Plan fiduciary net position as a percentage of the total pension liability
2025	0.01013429 %	\$ 225,257,344	\$ 134,563,900	167.40%	79.29 %
2024	0.91766886	171,885,674	133,692,829	128.57%	81.70
2023	0.96785523	148,198,054	115,295,975	128.54%	84.50
2022	0.98820421	118,253,258	105,162,393	112.45%	87.57
2021	1.03982565	226,925,722	103,347,503	219.58%	75.79
2020	1.07607247	186,134,767	99,623,479	186.84%	80.23
2019	1.08935666	165,023,186	96,557,767	170.91%	82.07
2018	1.11662335	150,521,250	91,493,283	164.52%	83.12
2017	1.14553912	171,972,020	87,591,258	196.33%	80.53
2016	1.24405605	71,426,997	83,098,293	85.95%	91.88

2. Schedule of Contributions for PERS

Year Ended June 30,	Statutorily required contribution	Contributions in relation to the statutorily required contribution	Contribution deficiency (excess)	District's covered payroll	Contributions as a percent of covered payroll
2025	\$ 31,722,641	\$ 31,722,641	\$ -	\$ 160,101,783	19.81 %
2024	30,066,547	30,066,547	-	134,563,900	19.37
2023	25,664,622	25,664,622	-	133,692,829	19.20
2022	22,335,292	22,335,292	-	115,295,975	19.37
2021	23,845,710	23,845,710	-	105,162,393	22.68
2020	23,518,638	23,518,638	-	103,347,503	22.76
2019	22,877,197	22,877,197	-	99,623,479	22.96
2018	17,151,660	17,151,660	-	96,557,767	17.76
2017	12,378,824	12,378,824	-	91,493,283	13.53
2016	12,195,391	12,195,391	-	87,591,258	13.92

¹ Amounts for covered payroll use the prior year's data to match the measurement date used by the pension plan for each fiscal year.

² The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2025

B. OPEB Plans - Retiree Health Insurance Account (RHIA)

1. Schedule of the Proportionate Share of the Net OPEB Liability for RHIA

Year ended June 30,	District's proportion of the net OPEB liability/asset	District's proportionate share of the net OPEB liability/asset ¹	District's covered payroll ²	NOL/(A) as a percentage of covered payroll	Plan net position as a percentage of the total OPEB RHIA liability
2025	0.968855260 %	\$ (3,913,289)	\$ 134,563,900	-2.91%	403.90 %
2024	0.961402250	(3,520,327)	133,692,829	-2.63%	201.60
2023	0.828545990	(2,944,115)	115,295,975	-2.55%	194.60
2022	0.830031510	(2,850,333)	105,162,393	-2.71%	183.86
2021	0.889916350	(1,813,295)	103,347,503	-1.75%	150.09
2020	0.923593160	(1,784,715)	99,623,479	-1.79%	144.38
2019	0.925364680	(1,032,958)	96,557,767	-1.07%	123.99
2018	0.896598800	(374,185)	91,493,283	-0.41%	108.89
2017	0.896593880	251,450	87,591,258	0.29%	94.14

2. Schedule of Contributions for RHIA

Year Ended June 30,	Statutorily required contribution	Contributions in relation to the statutorily required contribution	Contribution deficiency (excess)	District's covered payroll	Contributions as a percent of covered payroll
2025	\$ 601	\$ 601	\$ -	\$ 160,101,783	0.00 %
2024	2,401	2,401	-	134,563,900	0.00
2023	18,946	18,946	-	133,692,829	0.01
2022	20,421	20,421	-	115,295,967	0.02
2021	22,209	22,209	-	105,162,393	0.02
2020	63,601	63,601	-	103,347,503	0.06
2019	457,771	457,771	-	99,623,479	0.46
2018	448,112	448,112	-	96,557,767	0.46
2017	448,340	448,340	-	91,493,283	0.49

Notes:

These schedules are presented to illustrate the requirements information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
REQUIRED SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2025

C. Early Retirement Programs

1. Early Termination – Stipend Benefits

Actuarial Valuation Date	Actuarial Measurement Date	Total Pension Liability ¹	Covered-Employee Payroll	Total Pension Liability as a Percentage of Covered-Employee Payroll
7/1/2024	6/30/2025	\$ 608,838	\$ 46,592,665	1.31 %
7/1/2022	6/30/2024	703,444	50,827,020	1.38
7/1/2020	6/30/2022	955,776	42,850,232	2.23
7/1/2020	6/30/2021	1,148,305	41,602,167	2.76
7/1/2018	6/30/2020	1,153,528	43,250,073	2.67
7/1/2018	6/30/2019	1,227,445	41,787,510	2.94
07/01/16	6/30/2018	993,561	12,169,581	8.16
07/01/16	6/30/2017	1,155,533	11,815,127	9.78

2. Postemployment Medical and Life Insurance Benefits

Actuarial Valuation Date	Actuarial Measurement Date	Total OPEB Medical and Life Liability	Covered-Employee Payroll	Total OPEB Liability as a Percentage of Covered-Employee Payroll
7/1/2024	6/30/2025	\$ 12,956,725	\$ 197,281,036	6.57 %
7/1/2022	6/30/2024	14,258,907	179,687,431	7.94
7/1/2022	6/30/2023	14,110,233	173,611,044	8.13
7/1/2020	6/30/2022	14,099,081	146,629,289	9.62
7/1/2020	6/30/2021	15,347,875	142,358,533	10.78
7/1/2018	6/30/2020	16,257,809	136,933,760	11.87
7/1/2018	6/30/2019	15,226,900	132,303,150	11.51
07/01/16	6/30/2018	25,199,776	125,726,220	20.04
07/01/16	6/30/2017	26,034,473	122,064,291	21.33

Notes:

These schedules are presented to illustrate the requirements information for 10 years. However, until a full 10-year trend has been compiled, information is presented only for the years for which the required supplementary information is available.

There are no assets accumulated in a trust to pay related benefits for the pension/OPEB plans.

¹The amounts presented for each fiscal year were actuarially determined at December 31 and rolled forward to the measurement date.

SUPPLEMENTARY INFORMATION

**SCHEDULE OF REVENUES, EXPENDITURES/EXPENSES
AND CHANGES IN FUND BALANCES –
BUDGET AND ACTUAL**

GOVERNMENTAL FUNDS

DEBT SERVICE FUND – The Debt Service Fund is used to account for payment of principal and interest on general obligation and pension bonds.

CAPITAL PROJECTS FUND – This fund is used to account for the acquisition or construction of major capital improvements.

PROPRIETARY FUNDS

INTERNAL SERVICE FUNDS – Internal service funds are used to account for the financing of goods or services provided by one department or agency to other departments or agencies of the government and to other government units, on a cost reimbursement basis. These funds account for the majority of the District's insurance functions, including employee benefit plans and property and liability insurance as well as receipt and disbursement of postemployment benefits. The fund is financed primarily by interfund charges and interest earnings.

FIDUCIARY FUNDS

CUSTODIAL FUNDS – *Custodial* funds are used to account for assets held by the district as trustee or agent and accounts for the district's privately funded scholarship programs.

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - DEBT SERVICE FUND
YEAR ENDED JUNE 30, 2025

	<u>Original Budget</u>	<u>Variance Original with Final Budget</u>	<u>Final Budget</u>	<u>Variance Actual with Final Budget</u>	<u>Actual</u>
REVENUES					
Local sources					
Taxes	\$ 40,950,352	\$ -	\$ 40,950,352	\$ (35,684)	\$ 40,914,668
Charges for services	6,103,300	-	6,103,300	(3,550,363)	2,552,937
Interest earnings	705,000	-	705,000	500,321	1,205,321
Federal sources	664,815	-	664,815	4,756	669,571
Total Revenues	<u>48,423,467</u>	<u>-</u>	<u>48,423,467</u>	<u>(3,080,970)</u>	<u>45,342,497</u>
EXPENDITURES					
Debt service					
Principal	31,025,000	-	31,025,000 ⁽¹⁾	-	31,025,000
Interest	14,378,468	-	14,378,468 ⁽¹⁾	122	14,378,346
Total Expenditures	<u>45,403,468</u>	<u>-</u>	<u>45,403,468</u>	<u>122</u>	<u>45,403,346</u>
NET CHANGE IN FUND BALANCE	3,019,999	-	3,019,999	(3,080,848)	(60,849)
FUND BALANCE, Beginning of year	<u>7,499,747</u>	<u>-</u>	<u>7,499,747</u>	<u>2,292,535</u>	<u>9,792,282</u>
FUND BALANCE, End of year	<u>\$ 10,519,746</u>	<u>\$ -</u>	<u>\$ 10,519,746</u>	<u>\$ (788,313)</u>	<u>\$ 9,731,433</u>

⁽¹⁾ Appropriation level

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE -
BUDGET AND ACTUAL - CAPITAL PROJECTS FUND
YEAR ENDED JUNE 30, 2025

	Original Budget	Variance Original with Final Budget	Final Budget	Variance Actual with Final Budget	Actual
REVENUES					
Local sources					
Charges for services	\$ -	\$ -	\$ -	\$ 1,135,526	\$ 1,135,526
Interest earnings	-	-	-	3,888,518	3,888,518
Miscellaneous	-	-	-	240,685	240,685
Intergovernmental					
Federal sources	-	-	-	8,300	8,300
Total Revenues	-	-	-	5,273,029	5,273,029
EXPENDITURES					
Current					
Instruction	2,825,270	-	2,825,270 ⁽¹⁾	1,418,476	1,406,794
Supporting services	18,171,098	85,000	18,086,098 ⁽¹⁾	9,991,644	8,094,454
Community services	-	(35,000)	35,000 ⁽¹⁾	10,113	24,887
Facilities acquisition and construction	98,319,285	-	98,319,285 ⁽¹⁾	74,706,388	23,612,897
Capital outlay	-	-	-	-	-
Debt service	-	(50,000)	50,000 ⁽¹⁾	8,869	41,131
Total Expenditures	119,315,653	-	119,315,653	86,135,490	33,180,163
REVENUES OVER (UNDER) EXPENDITURES	(119,315,653)	-	(119,315,653)	91,408,519	(27,907,134)
OTHER FINANCING SOURCES (USES)					
Sale of capital assets	-	-	-	171,695	171,695
SBITA proceeds	-	-	-	(120,615)	120,615
Insurance recoveries	-	-	-	(1,000,000)	1,000,000
Transfers in	10,000,000	-	10,000,000	-	10,000,000
Total Other Financing Sources (Uses)	10,000,000	-	10,000,000	(948,920)	11,292,310
NET CHANGE IN FUND BALANCE	(109,315,653)	-	(109,315,653)	90,459,599	(16,614,824)
FUND BALANCE, Beginning of year	119,315,653	-	119,315,653	(12,864,962)	106,450,691
FUND BALANCE, End of year	\$ 10,000,000	\$ -	\$ 10,000,000	\$ 79,835,867	\$ 89,835,867

⁽¹⁾ Appropriation level

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHEDULE OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION -
BUDGET AND ACTUAL - INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2025

	<u>Original Budget</u>	<u>Variance Original with Final Budget</u>	<u>Final Budget</u>	<u>Variance Actual with Final Budget</u>	<u>Actual</u>
REVENUES					
Local sources					
Interest earnings	\$ 289,000	\$ -	\$ 289,000	\$ (2,217)	\$ 286,783
Miscellaneous	38,565,000	-	38,565,000	3,034,203	41,599,203
State sources	<u>100,000</u>	<u>-</u>	<u>100,000</u>	<u>5,457</u>	<u>105,457</u>
Total Revenues	38,954,000	-	38,954,000	3,037,443	41,991,443
EXPENSES					
Current					
Supporting services	<u>42,064,400</u>	<u>(2,000,000)</u>	44,064,400 ⁽¹⁾	<u>(45,303)</u>	<u>44,109,703</u>
Total Expenses	<u>42,064,400</u>	<u>(2,000,000)</u>	<u>44,064,400</u>	<u>(45,303)</u>	<u>44,109,703</u>
REVENUES OVER (UNDER) EXPENSES	(3,110,400)		(5,110,400)	2,992,140	(2,118,260)
OTHER FINANCING SOURCES (USES)					
Transfers in	<u>2,260,000</u>		<u>2,260,000</u>	<u>(116,081)</u>	<u>2,143,919</u>
Total Other Financing Sources (Uses)	<u>2,260,000</u>	<u>-</u>	<u>2,260,000</u>	<u>(116,081)</u>	<u>2,143,919</u>
NET CHANGE IN FUND NET POSITION	(850,400)	-	(2,850,400)	2,876,059	25,659
FUND NET POSITION, Beginning of year	<u>9,165,700</u>	<u>(2,000,000)</u>	<u>11,165,700</u>	<u>4,094,972</u>	<u>15,260,672</u>
FUND NET POSITION, End of year	<u>\$ 8,315,300</u>	<u>\$ (2,000,000)</u>	<u>\$ 8,315,300</u>	<u>\$ 6,971,031</u>	<u>\$ 15,286,331</u>

⁽¹⁾ Appropriation level

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHEDULE OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
BUDGET AND ACTUAL - FIDUCIARY FUND (CUSTODIAL FUND)
YEAR ENDED JUNE 30, 2025

	<u>Original Budget</u>	<u>Variance Original with Final Budget</u>	<u>Final Budget</u>	<u>Variance Actual with Final Budget</u>	<u>Actual</u>
ADDITIONS					
Local sources					
Extra curricular	\$ 1,350	-	\$ 1,350	\$ (1,350)	\$ -
Private donations	165,732	-	165,732	(145,837)	19,895
Miscellaneous	60,129	-	60,129	(57,129)	3,000
<u>Total Additions</u>	<u>227,211</u>	<u>-</u>	<u>227,211</u>	<u>(204,316)</u>	<u>22,895</u>
REDUCTIONS					
Current					
Instruction	119,108	-	119,108 ⁽¹⁾	105,606	13,502
Support Services	108,103	100,000	8,103 ⁽¹⁾	8,103	-
Community Services	-	(100,000)	100,000 ⁽¹⁾	8,871	91,129
<u>Total Reductions</u>	<u>227,211</u>	<u>-</u>	<u>227,211</u>	<u>122,580</u>	<u>104,631</u>
NET CHANGE IN NET POSITION	-	-	-	(81,736)	(81,736)
NET POSITION , Beginning of year	-	-	-	244,145	244,145
NET POSITION , End of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 162,409</u>	<u>\$ 162,409</u>

⁽¹⁾ Appropriation level

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2025

Purpose of the Schedule

The accompanying schedule of expenditures of federal awards (the "Schedule") is a supplementary schedule to Eugene School District 4J's financial statements and is presented for purposes of additional analysis. Because the Schedule presents only a selected portion of the activities of the District, it is not intended to and does not present the financial position, changes in net position, or cash flows of the District.

Significant Accounting Policies

Basis of Presentation

The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*.

Federal Financial Assistance

Pursuant to the Uniform Guidance, federal financial assistance is defined as assistance that non-Federal entities receive or administer in the form of grants, cooperative agreements, non-cash contributions of donations of property, direct appropriations, food commodities, loans, loan guarantees, interest subsidies, and insurance. Accordingly, non-monetary federal assistance, including federal surplus property, is included in federal financial assistance and, therefore, is reported on the Schedule, if applicable. Federal financial assistance does not include direct federal cash assistance to individuals. Solicited contracts between the state and federal government for which the federal government procures tangible goods or services are not considered to be federal financial assistance. The district has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance. The District did not pass to other agencies or organizations federal awards received and therefore does not report sub recipient payments for the year ended June 30, 2025.

Major Programs

The Uniform Guidance establishes criteria to be used in defining major federal financial assistance programs. Major programs for Eugene School District 4J, Eugene, Oregon are those programs selected for testing by the auditor using a risk-assessment model, as well as certain minimum expenditure requirements, as outlined in the Uniform Guidance. Programs with similar requirements may be grouped into a cluster for testing purposes.

Reporting Entity

The reporting entity is fully described in the notes to the financial statements. Additionally, the Schedule includes all federal programs administered by Eugene School District 4J, Eugene, Oregon for the year ended June 30, 2025.

Revenue and Expenditure Recognition

The receipt and expenditure of federal awards are accounted for under the modified accrual basis of accounting. Revenues are recorded as received in cash or on the accrual basis where measurable and available. Expenditures are recorded when the liability is incurred.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2025

Program Title	Pass-Through/ Entity Identifying Number	Federal ALN Number	Current Year's Revenues and Expenditures	Expenditures to Subrecipients
U.S. Department of Education				
Office of Elementary and Secondary Education				
Indian Education Formula Grants to Local Educational Agencies	S060A251100	84.060A	\$ 146,961	\$ -
Indian Education Formula Grants to Local Educational Agencies	S060A241100	84.060A	21,517	-
Subtotal Indian Education Grants			168,478	-
Passed Through Oregon State Department of Education				
Title I Grants to Local Educational Agencies				
Title I: Grants to Local Educational Agencies	82156	84.010	3,964,789	107,287
Title I: Grants to Local Educational Agencies	76472	84.010	1,332,267	-
Title ID: Grants to Local Educational Agencies	73057	84.010	46,296	-
Title ID: Grants to Local Educational Agencies	66900	84.010	11,819	-
Title I: Grants to Local Educational Agencies	75151	84.010	33,510	19,202
Title I: Grants to Local Educational Agencies	79382	84.010	318,366	50,534
Subtotal Title I Grants to Local Educational Agencies			5,707,047	177,022
Supporting Effective Instruction State Grants				
Supporting Effective Instruction State Grants - Class Size Reduction	76669	84.367	149,674	-
Supporting Effective Instruction State Grants - Class Size Reduction	82419	84.367	515,969	-
Subtotal Supporting Effective Instruction State Grants			665,643	-
English Language Acquisition State Grants				
English Language Acquisition State Grants	82317	84.365	67,956	-
English Language Acquisition State Grants	76976	84.365	32,619	-
Subtotal English Language Acquisition State Grants			100,575	-
Student Support and Academic Enrichment Program				
Student Support and Academic Enrichment 23-24	77097	84.424	267,757	-
Student Support and Academic Enrichment 24-25	82616	84.424	149,301	-
Subtotal Student Support and Academic Enrichment Program			417,058	-
Elementary and Secondary School Emergency Relief Fund (ESSER)				
Local Education Agency Elementary & Secondary School Emergency Relief Fund Grant - Natives (COVID-19)	80404	84.425U	157,000	-
Local Education Agency Elementary & Secondary School Emergency Relief Fund Grant - Teacher Pathways (COVID-19)	75942	84.425U	35,097	-
Local Education Agency Elementary & Secondary School Emergency Relief Fund Grant (COVID-19)	64880	84.425U	2,818,212	-
Total ESSER/Education Stabilization Fund			3,010,309	-
Career and Technical Education - Basic Grants to States (Perkins IV)				
Grants and Programs for Career and Technical Education - Perkins (Passed through Lane ESD)	NA	84.048	14,895	-
Grants and Programs for Career and Technical Education - Perkins (Passed through Lane ESD)	NA	84.048	6,468	-
Grants and Programs for Career and Technical Education - Perkins (Passed through Lane ESD)	NA	84.048	7,795	-
Grants and Programs for Career and Technical Education - Perkins (Passed through Lane ESD)	NA	84.048	6,778	-
Grants and Programs for Career and Technical Education - Perkins (Passed through Lane ESD)	NA	84.048	12,803	-
Grants and Programs for Career and Technical Education - Perkins (Passed through Lane ESD)	NA	84.048	20,000	-
Subtotal Career and Technical Education - Basic Grants to States			68,739	-
Twenty-First Century Community Learning Centers				
Twenty-First Century Community Learning Centers	83273	84.287	499,810	-
Twenty-First Century Community Learning Centers	77605	84.287	119,131	-
Subtotal Twenty-First Century Community Learning Centers			618,941	-
IDEA Cluster				
Special Education - Grants to States (IDEA, Part B)				
Regional Orthopedic Impaired (Passed through Lane ESD)	NA	84.027	14,777	-
IDEA Part B, Section 611	83349	84.027	1,923,377	-
IDEA Part B, Section 611	68615	84.027	1,386,389	-
Subtotal Special Education - Grants To States (IDEA, Part B)			3,324,543	-
Special Education - Preschool Grants (IDEA Preschool)				
IDEA Part B, Section 619 - Preschool	77776	84.173	29,167	-
IDEA Part B, Section 619 - Preschool	74203	84.173	31,252	-
Subtotal Special Education - Preschool Grants (IDEA Preschool)			60,419	-
Subtotal IDEA Cluster			3,384,962	-
Rehabilitation Services - Vocational Rehabilitation Grants to States				
Youth Transition Program (Passed through DHS)	NA	84.126	286,146	-
Subtotal Vocational Rehabilitation Grants to States			286,146	-
Total U.S. Department of Education			14,427,898	177,022

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2025

Program Title	Pass-Through/ Entity Identifying Number	Federal ALN Number	Current Year's Revenues and Expenditures	Expenditures to Subrecipients
U.S. Department of Transportation				
Highway Planning and Construction				
Student Traffic Safety Program (Passed through Lane Council of Governments)	25-033	20.205	210,033	-
Total U.S. Department of Transportation			210,033	-
U.S. Department of Health and Human Services				
Promoting Safe and Stable Families				
Family Resource Ctr II Lane County CCF (Passed through Lane County, Oregon)	NA	93.556	4,111	-
Family Resource Ctr II Lane County CCF (Passed through Lane County, Oregon)	NA	93.556	2,858	-
			6,969	-
Foster Care Student Transportation				
Foster Care Student Transportation Reimbursement	81312	93.658	44,066	-
Total U.S. Department of Health and Human Services			51,035	-
U.S. Department of Agriculture				
Passed Through Oregon State Department of Education				
Child Nutrition Cluster				
School Breakfast Program (SBP)				
School Lunch Program - USDA Commodities (Noncash Assistance)	NA	10.555	569,541	-
School Breakfast Program	NA	10.553	1,283,420	-
<i>Subtotal School Breakfast Program (SBP)</i>			1,852,961	-
National School Lunch Program (NSLP)				
National School Lunch Program	NA	10.555	3,524,352	-
National School Lunch Program (COVID-19)	NA	10.555	394,325	-
<i>Subtotal National School Lunch Program (NSLP)</i>			3,918,676	-
Fresh Fruit and Vegetable Program				
Fresh Fruit and Vegetable Program - Howard	78582/83718	10.582	12,202	-
Fresh Fruit and Vegetable Program - YG	84057	10.582	1,506	-
Fresh Fruit and Vegetable Program - McCormack	78583/83721	10.582	7,941	-
Fresh Fruit and Vegetable Program - BV	83714	10.582	3,393	-
Fresh Fruit and Vegetable Program - Holt	78581/83717	10.582	14,130	-
Fresh Fruit and Vegetable Program - Family	83716	10.582	6,169	-
Fresh Fruit and Vegetable Program - El Camino	78584/83722	10.582	12,269	-
Fresh Fruit and Vegetable Program - Spring Creek	83723	10.582	3,598	-
Fresh Fruit and Vegetable Program - Chavez	78580/83715	10.582	14,549	-
Fresh Fruit and Vegetable Program - Adams	78578/83712	10.582	14,006	-
Fresh Fruit and Vegetable Program - Awbrey Park	78579/83713	10.582	11,753	-
<i>Subtotal Fresh Fruit and Vegetable Program</i>			101,516	-
Child Nutrition Cluster			5,873,153	-
Child and Adult Care Food Program (CACFP)				
Child and Adult Care Food Program	NA	10.558	259,772	-
Total U.S. Department of Agriculture			6,132,925	-
US Environmental Protection Agency				
Passed Through Oregon State Department of Education				
Lead Testing of Drinking Water for Schools	81281	66.444	24,720	-
Subtotal Lead Testing Costs			24,720	-
Total Federal Expenditures			\$ 20,846,611	\$ 177,022
Reconciliation of Federal Expenditures to Federal Revenue				
Federal revenue reported above			20,846,611	
Federal revenue not required to be reported in this schedule:				
Qualified School Construction Bond subsidy			\$ 669,571	
Federal Forest Fees			-	
Miscellaneous Federal revenue			8,302	
Total revenue from Federal sources			\$ 21,524,484	

OTHER INFORMATION

These schedules provide supplemental data relating to capital assets, grant programs, property tax levies, bond and bond interest transactions, and supplemental information required by the State Department of Education.

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
CAPITAL ASSETS USED IN THE OPERATION OF GOVERNMENTAL FUNDS
COMPARATIVE SCHEDULE BY SOURCE ¹
JUNE 30, 2025 AND 2024

	2025	Restated 2024
Governmental funds capital assets:		
Land	\$ 2,185,342	\$ 2,185,342
Construction in progress	199,233,008	176,615,001
Athletic field improvements	29,797,887	29,797,887
Buildings and improvements	475,366,248	471,478,715
Equipment	18,639,726	18,602,166
Vehicles	21,640,760	19,745,928
Intangibles	2,617,545	2,617,545
Right to use - SBITAs	4,213,081	3,735,546
Right to use - buildings	287,488	-
Right to use - equipment	512,854	-
Right to use - other	292,700	-
Total governmental funds capital assets	<u>\$ 754,786,639</u>	<u>\$ 724,778,130</u>

¹ This schedule presents only the capital asset balances related to governmental funds. Accordingly, the capital assets reported in internal service funds are excluded from the above amounts. Capital assets purchased by the internal service fund are included as governmental activities in the statement of net position.

² Historical information for the source of these capital assets is not available.

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
CAPITAL ASSETS USED IN THE OPERATION OF GOVERNMENTAL FUNDS
SCHEDULE BY FUNCTIONAL ACTIVITY AND SOURCE ¹
JUNE 30, 2025

	Instruction	Classroom Support Services	Building Support Services	Central Support Services	Community Services	Total
Land	\$ 1,372,486	\$ 360,341	\$ 372,762	\$ -	\$ 79,754	\$ 2,185,343
Construction in progress	194,589,890	4,571,690	71,426	-	-	199,233,006
Athletic Field Improvements	-	29,797,887	-	-	-	29,797,887
Buildings and Improvements ²	335,862,842	86,792,073	33,365,892	31,413	19,314,029	475,366,249
Equipment	1,170,593	803,834	15,324,983	41,201	1,299,114	18,639,725
Vehicles	153,288	1,667,240	19,707,821	112,411	-	21,640,760
Intangibles	-	-	2,617,545	-	-	2,617,545
Right to use SBITA	1,694,637	1,344,523	1,197,125	602,949	-	4,839,234
Right to use Buildings	-	-	-	-	287,488	287,488
Right to use Equipment	-	512,854	-	-	-	512,854
Right to use Other	-	-	31,626	-	261,074	292,700
Total governmental funds capital assets	<u>\$ 534,843,736</u>	<u>\$ 125,850,442</u>	<u>\$ 72,689,180</u>	<u>\$ 787,974</u>	<u>\$ 21,241,459</u>	<u>\$ 755,412,791</u>

¹ This schedule presents only the capital asset balances related to governmental funds. Accordingly, the capital assets reported in internal service funds are excluded from the above amounts. Capital assets purchased by the internal service fund are included as governmental activities in the statement of net position.

² Historical information for the source of these capital assets is not available.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
COMPUTATION OF DISTRICT PROPERTY TAX LEVY
YEARS ENDED JUNE 30, 2025 AND 2024

A property tax is levied annually on all assessed real and personal property in the District. The property tax is used to balance the General Fund budget, after taking into consideration revenues from other sources, and to provide funds to make the annual payments of principal and interest on the District's bonded indebtedness. After adjusting the amount of this levy for tax offsets, special assessments and the Measure 5 legal reduction in tax rates funded by the State of Oregon, the balance of the tax requirement is entered on the Lane and Linn County tax rolls as the District tax.

The computation of the District tax for 2025 and 2024 follows:

	2024			2025		
	General Fund		Debt Service Fund	General Fund		Debt Service Fund
	Permanent	Local Option		Permanent	Local Option	
Tax Rate	\$ 4.75	\$ 1.50	\$ 2.250	\$ 4.75	\$ 1.50	\$ 2.250
Amount tax rate will raise	87,996,524	28,720,650	41,697,856	91,434,355	29,777,639	42,285,723
Rounding gain (loss)	1,652	-	404	2,640	-	8
Measure 5 compression loss	(433,293)	(2,765,045)	-	(474,153)	(2,874,261)	-
Taxes imposed for District	<u>\$ 87,564,883</u>	<u>\$ 25,955,605</u>	<u>\$ 41,698,260</u>	<u>\$ 90,962,842</u>	<u>\$ 26,903,378</u>	<u>\$ 42,285,732</u>
District tax rate per \$1,000 of TAV ⁽¹⁾	<u>4.73</u>	<u>1.40</u>	<u>2.212</u>	<u>4.72</u>	<u>1.40</u>	<u>2.134</u>

⁽¹⁾ Lane and Linn County Taxable Assessed Value (TAV):

	Lane	Linn
2025	\$ 19,239,757,203	\$ 15,681,131
2024	\$ 18,531,436,061	\$ 15,194,878

These figures represent assessed values for Lane and Linn Counties after the removal of certain offsets, including the value of urban renewal areas.

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
SCHEDULE OF PROPERTY TAX TRANSACTIONS
YEAR ENDED JUNE 30, 2025

	Current Levy and Taxes July 1, 2024	Tax Collections	Taxes Receivable June 30, 2025			
			Discounts and Adjustments	Total	General Fund	Debt Service Fund
2024-25	\$ 160,152,095	\$ 151,966,184	\$ 4,620,730	\$ 3,565,181	\$ 2,662,015	\$ 903,166
2023-24	3,083,786	1,291,092	46,070	1,746,624	1,282,444	464,180
2022-23	1,068,738	351,669	24,786	692,283	508,850	183,433
2021-22	540,262	220,469	13,994	305,799	246,978	58,821
2020-21	260,223	122,051	8,564	129,608	94,530	35,078
2019-20 & Prior	511,757	53,254	15,907	442,596	346,858	95,738
Totals	\$ 165,616,861	\$ 154,004,719	\$ 4,730,051	\$ 6,882,091	\$ 5,141,675	\$ 1,740,416

	Total
SUMMARY OF PROPERTY TAX REVENUE	
Tax collection shown above	\$ 154,004,719
Increase in taxes available to meet current demands, net	44,294
Interest on tax collection	385,411
Assessment of additional taxes and penalties, Lane County	591,832
Payments in lieu of tax and other adjustments	20,280
Total Tax Revenue (Budgetary Basis)	\$ 155,046,537
 GENERAL FUND	 \$ 114,131,869
DEBT SERVICE FUND	40,914,668
	\$ 155,046,537

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
DEBT INFORMATION
YEAR ENDED JUNE 30, 2025

	<u>Date Issued</u>	<u>Maturity Date</u>	<u>Principal Issued</u>	<u>Principal Outstanding</u>
Secured by the full faith & credit of the district				
2011B School Improvement	8/11/2011	6/15/2028	\$ 15,000,000	\$ 15,000,000
2011C School Improvement	8/11/2011	6/15/2031	4,127,258	4,127,258
2013B School Improvement	8/28/2013	6/15/2028	5,961,054	4,693,143
2016 School Improvement	6/16/2016	6/15/2029	39,750,000	14,775,000
2017 School Improvement	6/15/2017	6/15/2037	45,255,000	39,295,000
2019 School Improvement	4/11/2019	6/15/2039	150,000,000	134,785,000
2020 Refunding	9/15/2020	6/15/2034	115,025,000	81,010,000
2022 School Improvement	4/19/2022	6/15/2042	120,000,000	94,195,000
<i>Total General Obligation Bonds</i>			495,118,312	387,880,401
Pension Bonds	2/19/2004	6/30/2028	53,435,000	15,145,000
<i>Total GO and Pension Bonds</i>			<u>\$ 548,553,312</u>	<u>\$ 403,025,401</u>

Short-term borrowing

The District currently has no short-term borrowings.

DEBT MANAGEMENT

The District has never defaulted on a debt obligation nor used bond proceeds for operational purposes.

DEBT SUMMARY

Gross and net property-tax backed debt ¹	\$ 387,880,401
Net overlapping debt	262,971,564
Total net property-tax backed plus overlapping debt	<u>\$ 650,851,965</u>

PER CAPITA RATIOS		<u>Amount per Capita</u>	<u>Percentage</u>
2024-25 estimated Eugene population	177,155		
2024-25 real market value	\$ 42,025,934,358	\$ 237,227	
Gross and net property-tax backed debt	\$ 387,880,401	\$ 2,189	0.92%
Net overlapping debt	262,971,564	1,484	0.63%
Total net direct plus overlapping debt	<u>\$ 650,851,965</u>	<u>\$ 3,673</u>	<u>1.55%</u>

⁽¹⁾ Gross property-tax backed debt is all Unlimited-tax General Obligation and Limited-tax General Obligation bonds. Net property-tax backed debt subtracts Self-supporting Unlimited-tax General Obligation and Self-supporting Limited-tax General Obligation debt, of which the District has none.

Source: Debt Management Division, Oregon State Treasury and Portland State University

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON

DEBT INFORMATION (Continued)

YEAR ENDED JUNE 30, 2025

DEBT LIMITATION

ORS 328.245 limits the general obligation debt which an Oregon school district may have outstanding at any time to an amount calculated by multiplying the number of grades, kindergarten through eighth, for which the district operates schools by a factor of .0055 of the real market value, and the number of grades, nine through twelve, for which the district operates schools by a factor of .0075. The District's aggregate percentage debt limitation is therefore 7.95 percent of the real market value of the District. This is calculated as follows:

Kindergarten through eighth grade	9 x .0055	4.95%
Ninth through twelfth grade	4 x .0075	<u>3.00%</u>
<i>Total Allowable Percentage</i>		<u><u>7.95%</u></u>

Debt Capacity

The limitation on general obligation indebtedness for the District is calculated by multiplying the Real Market Value of taxable property by the allowable percent, as calculated above. The following table shows the general obligation debt capacity of the District.

Real Market Value (2024-25)	\$ 42,025,934,358
General obligation debt capacity (7.95% of Real Market Value)	3,341,061,781
Less: amount available in debt service fund	<u>8,905,654</u>
Remaining debt capacity	<u><u>\$ 2,962,087,034</u></u>
Percent of general obligation debt Capacity issued	11.34%

Source: Lane County Tax Assessor
Eugene School District 4J

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
SUMMARY OF ADOPTED GENERAL FUND BUDGETS
YEAR ENDED JUNE 30, 2025 AND 2024

	2024-25	2023-24
	Budget	Budget
	<i>(In thousands)</i>	
Resources		
State School Funding		
Property taxes	\$ 86,482	\$ 81,650
Property taxes, prior years	2,218	1,160
State School Fund	106,500	107,000
Other SSF revenues	5,000	7,685
Local option property tax	25,887	23,000
Other sources	8,770	3,505
<i>Total Revenues</i>	<u>234,857</u>	<u>224,000</u>
Beginning net working capital	<u>64,000</u>	<u>72,486</u>
<i>Total Budget Resources</i>	<u><u>\$ 298,857</u></u>	<u><u>\$ 296,486</u></u>
Requirements		
Salaries	\$ 143,740	\$ 129,555
Benefits	85,948	80,279
Services	20,655	19,197
Supplies	8,030	6,051
Equipment	129	138
Other	17,648	16,773
Contingency	6,000	14,844
<i>Total Expenditures</i>	<u>282,150</u>	<u>266,837</u>
Unappropriated balance	<u>16,707</u>	<u>29,649</u>
<i>Total Budget Requirements</i>	<u><u>\$ 298,857</u></u>	<u><u>\$ 296,486</u></u>

Source: Eugene School District 4J

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SUMMARY SCHEDULE OF CASH RECEIPTS AND DISBURSEMENTS - ALL SCHOOLS
STUDENT BODY ACTIVITY - SPECIAL REVENUE FUND
YEAR ENDED JUNE 30, 2025

	Cash Balance	SBA	SBA	Cash Balance
	6/30/2024	Cash Receipts	Disbursements	6/30/2025
High Schools:				
Churchill	\$ 401,591	\$ 357,060	\$ 339,662	418,989
Early College & Career Options	39,875	15,947	3,269	52,553
International High School	76,423	93,426	95,332	74,517
North Eugene	615,870	356,309	530,785	441,395
Sheldon	630,981	657,949	610,435	678,494
South Eugene	712,121	395,337	285,148	822,309
Special Education Programs	15,527	1,000	15,527	1,000
<i>Total High Schools</i>	<u>2,492,388</u>	<u>1,877,028</u>	<u>1,880,158</u>	<u>2,489,257</u>
Middle Schools:				
Arts & Technology	86,648	19,845	17,259	89,234
Cal Young	180,042	57,095	83,450	153,687
Colin Kelly	48,475	17,294	20,518	45,251
Kennedy	37,697	26,397	25,244	38,850
Madison	119,839	54,010	51,491	122,357
Monroe	111,467	55,895	36,579	130,783
Roosevelt	358,612	53,788	63,357	349,043
Spencer Butte	138,207	39,836	54,947	123,096
<i>Total Middle Schools</i>	<u>1,080,987</u>	<u>324,160</u>	<u>352,845</u>	<u>1,052,301</u>
Elementary Schools:				
Adams	71,544	16,712	7,809	80,447
Awbrey Park	58,588	24,204	21,331	61,461
Bertha Holt	138,440	19,279	20,156	137,564
Buena Vista	73,424	58,716	78,160	53,979
Camas Ridge	84,381	1,918	5,077	81,222
Cesar Chavez	43,087	15,818	14,818	44,086
Charlemagne Fox Hollow	41,336	51,769	56,237	36,868
Chinese Immersion	1,472	3,030	4,531	(29)
Edgewood	96,665	49,997	58,361	88,301
Edison	37,664	17,554	27,925	27,294
Family	20,311	28,410	11,049	37,672
Gilham	136,979	30,740	20,901	146,817
Howard	37,002	14,811	6,706	45,107
McCornack	54,219	9,696	19,194	44,721
River Road/Camino Del Rio	45,466	24,790	31,777	38,478
Spring Creek	33,637	6,138	6,814	32,960
Twin Oaks	16,615	47,623	18,023	46,215
Willagillespie	98,301	11,203	25,972	83,533
Yujin Gakuen	133,577	18,878	17,343	135,112
<i>Total Elementary Schools</i>	<u>1,222,708</u>	<u>451,286</u>	<u>452,184</u>	<u>1,221,808</u>
TOTAL ALL SCHOOLS	<u><u>\$ 4,796,083</u></u>	<u><u>\$ 2,652,474</u></u>	<u><u>\$ 2,685,187</u></u>	<u><u>\$ 4,763,366</u></u>

EUGENE SCHOOL DISTRICT 4J, EUGENE, OREGON
SCHEDULE OF SUPPLEMENTAL INFORMATION FOR STATE SCHOOL
FUND APPORTIONMENT TO OTHER LEAs
YEAR ENDED JUNE 30, 2025

A. Energy Bills for Heating – All Funds

Expenditures for electricity, heating fuel, and water & sewage:

Function 2540
 Function 2550

	<u>Objects 325, 326 & *327</u>
\$	2,472,741
	-

B. Replacement of Equipment – General Fund

All General Fund Expenditures in Object 542, except for the following exclusions:

Exclude these functions:

1113, 1122, 1132	Co-curricular activities	2550	Pupil Transportation
1140	Pre-kindergarten	3100	Food Service
1300	Continuing education	3300	Community Services
1400	Summer school	4150	Construction

	<u>Amount</u>
\$	-

**Object code 327 (water and sewage) has been added to Part A to be included in the Function 2540 and 2550 totals.*

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STATISTICAL SECTION

This part of the District's comprehensive annual financial report presents detailed information as a context for understanding what the information in the financial statements, note disclosures and required supplementary information says about the District's overall financial health.

Contents	Page
Financial Trends	104
These schedules contain trend information to help the reader understand how the District's financial performance and well-being have changed over time.	
Revenue Capacity	111
These schedules contain information to help the reader assess the District's most significant local revenue source, the property tax.	
Debt Capacity	117
These schedules present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.	
Demographic and Economic Information	122
These schedules offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.	
Operating Information	129
These schedules contain service and infrastructure data to help the reader understand how the information in the District's financial report relates to the services the District provides and the activities it performs.	

Sources: Unless otherwise noted, the information in the schedules is derived from the comprehensive annual financial reports for the relevant year.

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
CONDENSED STATEMENT OF NET POSITION - LAST TEN FISCAL YEARS
(accrual basis of accounting)

	<i>Fiscal Year</i>									
	<u>2025</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
ASSETS										
Cash and investments	\$ 186,685,309	\$ 231,237,926	\$ 262,411,436	\$ 313,598,328	\$ 270,081,193	\$ 285,197,500	\$ 289,350,414	\$ 125,966,923	\$ 152,207,748	\$ 146,578,090
Receivables and inventories	19,368,623	22,090,179	25,127,340	30,553,117	23,697,653	12,020,416	14,518,124	16,733,952	14,957,522	14,650,469
RHIA OPEB asset	3,913,289	3,520,327	2,944,115	2,850,333	1,813,295	1,784,715 ⁽³⁾	1,032,958	-	-	-
Capital assets (net)	455,894,068	439,873,521	410,882,885	362,831,319	272,657,259	256,195,881	243,644,413	250,285,917	243,413,544	221,809,461
<i>Total Assets</i>	<u>665,861,289</u>	<u>696,721,953</u>	<u>701,365,776</u>	<u>709,833,097</u>	<u>568,249,400</u>	<u>555,198,512</u>	<u>548,545,909</u>	<u>450,663,384</u>	<u>503,715,206</u>	<u>383,038,020</u>
Deferred Outflows of Resources	<u>110,530,848</u>	<u>72,903,480</u>	<u>71,306,454</u>	<u>80,422,449</u>	<u>89,952,708</u>	<u>63,766,145</u>	<u>72,299,096</u>	<u>57,676,592</u>	<u>93,136,392</u>	<u>20,421,959</u>
LIABILITIES										
Current Liabilities	72,912,361	73,602,362	77,410,498	76,631,619	61,366,933	59,916,591	54,182,216	45,251,807	57,459,500	42,716,176
Debt due in more than one year	653,113,641 ⁽¹⁾	609,040,128	618,848,740	625,897,785	633,366,112	610,160,664	617,376,368	473,258,768	515,673,879 ⁽²⁾	371,555,015
<i>Total Liabilities</i>	<u>726,026,002</u>	<u>682,642,490</u>	<u>696,259,238</u>	<u>702,529,404</u>	<u>694,733,045</u>	<u>670,077,255</u>	<u>671,558,584</u>	<u>525,121,479</u>	<u>579,261,825</u>	<u>414,271,191</u>
Deferred Inflows of Resources	<u>20,339,483</u>	<u>28,691,692</u>	<u>57,908,237</u>	<u>106,954,112</u>	<u>14,884,624</u>	<u>17,316,784</u>	<u>21,346,294</u>	<u>6,610,904</u>	<u>6,128,446</u>	<u>16,040,176</u>
NET POSITION										
Net investment in capital assets	118,424,974	100,793,452	74,947,876	61,076,852	50,263,757	39,861,741	25,186,710	24,493,473	8,380,655	24,946,198
Restricted for nutrition services	-	-	-	-	-	-	-	-	10,390,479	9,995,478
Restricted for debt service	1,961,558	5,483,559	796,499	2,062,515	648,174	393,839	165,921	-	-	-
Restricted for grants	1,336,768	125,023	1,310,873	1,402,100	7,142,326	-	-	-	-	-
Unrestricted	(91,696,648)	(48,110,783)	(58,550,493)	(83,769,437)	(109,469,818)	(108,684,962)	(97,412,504)	(98,951,568)	(94,317,753)	(61,793,064)
<i>Total Net Position</i>	<u>\$ 30,026,652</u>	<u>\$ 58,291,251</u>	<u>\$ 18,504,755</u>	<u>\$ (19,227,970)</u>	<u>\$ (51,415,561)</u>	<u>\$ (68,429,382)</u>	<u>\$ (72,059,873)</u>	<u>\$ (74,458,095)</u>	<u>\$ (75,546,619)</u>	<u>\$ (26,851,388)</u>

⁽¹⁾ Includes vacation, sick and personal leave balance as per GASB 101 Compensated Absences beginning fiscal year 2025.

⁽²⁾ Includes the actuarially determined proportionate share of the net OPEB liability beginning in fiscal year 2017.

⁽³⁾ Actuarially determined net Retirement Health Insurance Account asset.

Source: Statement of Net Position - Governmental Activities
Statistical Table #1

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
CHANGES IN NET POSITION - LAST TEN FISCAL YEARS
(accrual basis of accounting)

Governmental Activities	Fiscal Year									
	2025 ⁽¹⁾	2024 ⁽³⁾	2023 ⁽³⁾	2022	2021	2020	2019	2018	2017 ⁽²⁾	2016
Expenses										
Direct classroom services	\$ 186,134,018	\$ 170,190,526	\$ 161,397,750	\$ 141,688,032	\$ 151,968,751	\$ 138,762,426	\$ 124,682,710	\$ 126,326,547	\$ 120,535,893	\$ 139,449,806
Classroom support services	72,897,721	116,323,184	108,142,664	54,150,803	57,133,879	54,561,346	48,376,477	48,877,406	45,729,126	53,885,203
Building support services	49,165,316	-	-	43,281,801	36,764,239	36,042,340	39,645,708	32,369,692	52,596,800	38,771,223
Central support services	23,876,343	-	-	12,636,781	14,027,487	14,193,991	10,240,487	13,414,682	11,901,523	14,444,687
Community services	12,614,550	13,330,731	10,391,664	8,444,554	8,011,209	6,842,655	5,946,130	5,734,841	5,754,124	5,984,115
Interest on long-term liabilities	14,142,256	15,608,291	15,412,020	12,065,812	6,507,026	14,510,528	12,616,861	11,596,824	10,806,144	10,509,861
Total expenses	<u>358,830,204</u>	<u>315,452,732</u>	<u>295,344,098</u>	<u>272,267,783</u>	<u>274,412,591</u>	<u>264,913,286</u>	<u>241,508,373</u>	<u>238,319,992</u>	<u>247,323,610</u>	<u>263,044,894</u>
Program revenues										
Charges for services										
Direct classroom services	5,783	210,062	287,013	44,277	40,177	57,872	79,742	146,734	182,664	105,699
Classroom support services	94,628	109,138	5,421,600	109,657	52,305	197,598	323,276	371,860	407,221	368,710
Building support services	1,518,578	736,747	-	903,689	1,133,797	665,150	709,450	1,058,112	693,670	1,377,758
Central support services	3,294,211	6,136,377	-	4,756,919	4,806,718	4,893,438	4,650,171	5,424,874	4,762,741	4,716,751
Community services	149,675	199,267	106,499	-	296	819,041	1,183,926	983,156	882,833	899,024
Operating grants and contributions										
Direct classroom services	27,188,759	28,009,326	24,361,067	24,242,751	18,685,595	10,617,974	12,131,855	12,585,258	10,940,377	10,116,406
Classroom support services	23,213,724	22,660,699	26,474,829	15,187,601	11,191,314	8,479,826	8,550,454	8,202,985	7,772,331	8,205,002
Building support services	11,464,560	4,403,624	-	23,460,925	14,752,020	7,309,737	7,133,862	6,064,765	5,430,787	6,049,949
Central support services	305,964	1,017,868	-	282,308	836,713	-	2,319	114,811	-	4,591
Community services	10,417,140	6,586,547	5,906,110	9,118,603	6,381,357	4,346,714	4,203,141	4,515,028	4,405,192	3,910,487
Interest on long-term liabilities	108,895	-	-	332,408	665,128	663,405	661,290	658,470	656,355	659,800
Capital grants and contributions										
Building support services	-	-	-	719,085	914,280	957,767	1,216,529	900,204	624,820	849,337
Total program revenues	<u>77,761,917</u>	<u>70,069,655</u>	<u>62,557,118</u>	<u>79,158,223</u>	<u>59,459,700</u>	<u>39,008,522</u>	<u>40,846,015</u>	<u>41,026,257</u>	<u>36,758,991</u>	<u>37,263,514</u>
Total governmental activities net expense	<u>(281,068,287)</u>	<u>(245,383,077)</u>	<u>(232,786,980)</u>	<u>(193,109,560)</u>	<u>(214,952,891)</u>	<u>(225,904,764)</u>	<u>(200,662,358)</u>	<u>(197,293,735)</u>	<u>(210,564,619)</u>	<u>(225,781,380)</u>
General revenues										
Property taxes	156,379,128	150,964,847	145,590,274	126,493,654	131,958,803	126,756,862	111,517,404	104,137,652	99,923,224	95,537,783
Federal aid not restricted to specific purposes	677,870	1,010,910	555,666	164,867	592,343	688,082	1,101,853	1,027,620	181,282	957,645
State aid not restricted to specific purposes	101,916,152	113,465,286	108,016,806	90,351,358	95,809,869	93,231,602	82,334,177	87,416,732	80,670,650	74,732,275
Earnings on investments	12,612,247	13,152,025	9,656,839	1,369,153	1,313,603	5,015,114	4,503,064	2,115,514	996,623	581,604
Other federal and local sources	1,769,358	6,338,281	6,700,120	6,918,119	2,292,094	3,843,595	3,604,082	3,684,741	3,595,436	3,744,439
Total general revenues	<u>273,354,755</u>	<u>284,931,349</u>	<u>270,519,705</u>	<u>225,297,151</u>	<u>231,966,712</u>	<u>229,535,255</u>	<u>203,060,580</u>	<u>198,382,259</u>	<u>185,367,214</u>	<u>175,553,746</u>
Change in net position	<u>\$ (7,713,532)</u>	<u>\$ 39,548,272</u>	<u>\$ 37,732,725</u>	<u>\$ 32,187,591</u>	<u>\$ 17,013,821</u>	<u>\$ 3,630,491</u>	<u>\$ 2,398,222</u>	<u>\$ 1,088,524</u>	<u>\$ (25,197,405)</u>	<u>\$ (50,227,634)</u>

⁽¹⁾ Implementation of GASB Statement No.101 - Compensated Absences
⁽²⁾ Implementation of GASB Statement No.73 and No.75 - Other Postemployment Benefits (OPEB)
⁽³⁾ Classroom, building and central support were combined and reported as Support Services in fiscal years 2023 and 2024.

Source: Statement of Activities - Governmental Activities
Statistical Table #2

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
FUND BALANCES, GOVERNMENTAL FUNDS - LAST TEN FISCAL YEARS
(modified accrual basis of accounting)

	<i>Fiscal Year</i>									
	<u>2025</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
FUND BALANCES										
General Fund										
Nonspendable for:										
Inventory	\$ 96,678	\$ 181,459	\$ 105,358	\$ 236,175	\$ 125,592	\$ 141,096	\$ 171,651	\$ 163,358	\$ 163,777	\$ 201,751
Prepaid Items	-	1,095	18,035	-	-	-	-	-	-	-
Committed	11,926,135	11,912,500	11,288,481	10,211,439	10,351,135	10,034,605	9,427,581	9,226,319	8,515,115	8,123,315
Unassigned	32,549,668	63,117,647	63,805,146	55,907,125	53,980,994	37,012,150	26,964,787	21,452,179	15,834,974	9,891,292
Total General Fund	<u>44,572,481</u>	<u>75,212,701</u>	<u>75,217,020</u>	<u>66,354,739</u>	<u>64,457,721</u>	<u>47,187,851</u>	<u>\$ 36,564,019</u>	<u>\$ 30,841,856</u>	<u>\$ 24,513,866</u>	<u>\$ 18,216,358</u>
All Other Governmental Funds										
Nonspendable:										
Inventory	\$ 527,383	\$ 495,150	\$ 748,532	\$ 861,685	\$ 593,287	\$ 393,839	\$ 118,798	\$ 140,244	\$ 106,387	\$ 127,068
Prepaid Items	2,064,918	995,672	2,637,385	160,037	-	-	-	-	-	-
Restricted for:										
Debt Service	8,905,655	5,483,559	932,090	656,887	712,032	855,299	1,027,215	447,731	12,223,197	11,621,725
Capital Projects	59,230,562	84,295,676	112,121,552	171,389,775	139,868,038	178,630,940	199,221,132	44,513,221	62,447,977	68,552,360
Grants	676,352	125,023	1,175,282	2,602,928	7,197,213	-	165,921	329,083	-	-
Committed for:										
Debt Service	825,778	4,308,723	3,559,813	2,378,624	1,965,428	1,851,717	1,600,166	1,306,116	870,264	588,578
Capital Projects	28,673,420	21,438,615	20,650,607	22,559,622	17,507,496	14,385,170	12,452,144	10,871,134	9,274,844	8,973,783
Nutrition Services ⁽¹⁾	-	-	-	-	-	-	-	-	321,468	123,184
School Resources	8,176,921	8,075,030	9,150,148	10,969,923	10,396,651	9,614,960	10,309,727	10,308,182	10,177,758	9,577,095
Total all Other Governmental Funds	<u>\$ 109,080,989</u>	<u>\$ 125,217,448</u>	<u>\$ 150,975,409</u>	<u>\$ 211,579,481</u>	<u>\$ 178,240,145</u>	<u>\$ 205,731,925</u>	<u>\$ 224,895,103</u>	<u>\$ 67,915,711</u>	<u>\$ 95,421,895</u>	<u>\$ 99,563,793</u>

⁽¹⁾ The Nutrition Services Fund balance, previously reported as 'Committed for', is now reported as 'Restricted for' under grants.

Statistical Table #3

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS - LAST TEN FISCAL YEARS
(modified accrual basis of accounting)

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
REVENUES										
Local sources	\$ 178,624,658	\$ 178,428,841	\$ 169,505,325	\$ 134,704,202	\$ 146,005,504	\$ 145,025,297	\$ 134,908,918	\$ 124,881,465	\$ 116,724,086	\$ 112,531,971
Intermediate sources	1,877,214	2,715,630	3,380,461	4,133,289	3,733,977	3,461,127	3,237,580	3,011,172	3,223,436	2,955,787
State sources	147,597,662	141,918,447	135,086,510	124,226,158	119,313,696	105,572,727	95,555,284	97,878,573	88,715,747	83,574,739
Federal sources	21,524,484	34,521,294	29,457,697	40,668,669	25,056,977	15,339,104	14,112,208	15,507,055	13,796,713	14,078,057
Total Revenues	349,624,018	357,584,212	337,429,993	303,732,318	294,110,154	269,398,255	247,813,990	241,278,265	222,459,982	213,140,554
EXPENDITURES										
Current										
Instruction	180,195,008	163,477,825	159,642,047	147,355,247	129,624,156	125,325,793	123,236,320	121,613,610	113,734,625	108,205,577
Supporting services	127,291,201	118,899,051	113,058,742	105,142,494	82,253,887	79,920,169	76,978,808	80,044,119	70,503,089	67,895,097
Community services	13,183,110	13,202,375	10,746,339	9,331,528	7,952,781	7,575,701	6,953,506	1,170,914	6,210,948	6,039,670
Facilities acquisition and construction	845,304	108,666	7,024,578	332,724	1,619,863	1,222,140	3,743,442	42,442	17,995,058	-
Debt service	-	-	-	-	-	-	-	-	-	-
Principal	31,969,907	28,590,000	28,235,319	19,423,134	28,987,925	22,548,885	17,426,850	27,635,172	15,660,559	14,762,075
Interest	14,423,423	15,396,895	17,280,864	12,509,968	13,397,916	18,577,430	12,200,059	13,116,369	11,985,737	11,577,613
Capital outlay	29,055,454	44,412,024	53,065,376	103,522,048	40,179,483	22,774,202	9,055,225	19,414,757	34,974,491	54,226,373
Total Expenditures	396,963,407	384,086,836	389,053,265	397,617,143	304,016,011	277,944,320	249,594,210	263,037,383	271,064,507	262,706,405
REVENUES OVER (UNDER) EXPENDITURES	(47,339,389)	(26,502,624)	(51,623,272)	(93,884,825)	(9,905,857)	(8,546,065)	(1,780,220)	(21,759,118)	(48,604,525)	(49,565,851)
OTHER FINANCING SOURCES (USES)										
Transfers in	14,649,751	8,335,000	2,586,000	4,750,000	5,013,270	5,973,080	5,645,902	5,727,877	2,902,862	3,802,166
Transfers out	(16,793,670)	(8,773,653)	(2,929,041)	(5,533,011)	(5,892,433)	(6,036,438)	(5,486,877)	(5,410,702)	(3,435,518)	(4,251,812)
Construction bonds issued	-	-	-	-	-	-	150,000,000	-	45,255,000	39,750,000
Bond premium (discount)	-	-	-	-	-	-	14,225,465	-	5,863,383	2,332,751
Refunding bonds issued	-	-	-	-	115,025,000	-	-	-	-	-
Premium on refunding bonds issued	-	-	-	-	377,714	-	-	-	-	-
Payment to refunded bond escrow agent	-	-	-	-	(114,969,245)	-	-	-	-	-
Insurance recoveries	1,000,000	-	-	-	-	-	-	-	-	-
Lease & SBITA proceeds	1,534,934	1,073,790	134,961	-	-	-	-	-	-	-
Sale of capital assets	171,695	105,207	89,561	2,918,058	129,642	70,077	97,284	263,750	174,407	722,326
Total Other Financing Sources (Uses)	562,710	740,344	(118,519)	2,135,047	(316,052)	6,719	164,481,774	580,925	50,760,134	42,355,431
NET CHANGE IN FUND BALANCES	(46,776,679)	(25,762,280)	(51,741,791)	(91,749,778)	(10,221,909)	(8,539,346)	162,701,554	(21,178,193)	2,155,609	(7,210,420)
FUND BALANCES, Beginning of year	200,430,149	226,192,429	277,934,220	242,697,866	252,919,775	261,459,122	98,757,568	119,935,760	117,780,151	124,990,571
FUND BALANCES, End of year	\$ 153,653,470	\$ 200,430,149	\$ 226,192,429	\$ 278,250,749	\$ 242,697,866	\$ 252,919,776	\$ 261,459,122	\$ 98,757,567	\$ 119,935,760	\$ 117,780,151
Debt service as a percentage of noncapital expenditures	12.6%	12.9%	13.5%	10.9%	16.1%	16.1%	12.3%	16.7%	11.7%	12.6%

Statistical Table #4

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
GOVERNMENT-WIDE EXPENSES BY FUNCTION
LAST TEN FISCAL YEARS

Year Ended June 30		Total	Instruction	Classroom Support	Building Support	Central Support	Community Services	Interest on Long-term Liabilities
2025	(1)	\$ 358,830,204	\$ 186,134,018	\$ 72,897,721	\$ 49,165,316	\$ 23,876,343	\$12,614,550	\$ 14,142,256
2024		315,452,732	170,190,526	116,323,184	-	-	13,330,731	15,608,291
2023	(3)	295,344,098	161,397,750	108,142,664	-	-	10,391,664	15,412,020
2022		272,267,783	141,688,032	53,077,102	43,281,801	12,636,781	9,518,255	12,065,812
2021		274,412,591	151,968,751	55,958,563	36,764,239	14,027,487	9,186,525	6,507,026
2020		264,913,286	138,762,426	53,371,479	36,042,340	14,193,991	8,032,522	14,510,528
2019		241,508,373	124,682,710	47,317,899	39,645,708	10,240,487	7,004,708	12,616,861
2018		238,319,992	126,326,547	47,693,779	32,369,692	13,414,682	6,918,468	11,596,824
2017	(2)	247,323,610	120,535,893	44,617,344	52,596,800	11,901,523	6,865,906	10,806,144
2016		263,044,894	139,449,806	52,729,702	38,771,223	14,444,687	7,139,616	10,509,861

(1) Implementation of GASB Statement No.101, Compensated Absences

(2) Implementation of GASB Statement No.73 and 75, Other Postemployment Benefits

(3) Classroom, building and central support were combined and reported as Support Services in fiscal years 2023 and 2024.

Source: Statement of Activities

Statistical Table #5

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
GENERAL FUND REVENUES BY SOURCES (BUDGETARY BASIS)
LAST TEN FISCAL YEARS

Year Ended June 30	Total	Local Sources			State Sources					Intermediate Sources	Federal Sources	Other Sources
		Property Taxes	Investment Income	Other	School Support Fund	Common School Fund	Trans- portation Grant	Other				
2025	\$ 239,069,189	\$ 114,131,869	\$ 7,037,012	\$ 1,521,509	\$ 97,504,933	\$ 2,572,849	\$ 11,012,250	\$ 2,865,073	\$ 1,877,214	\$ -	\$ 546,480	
2024	238,724,532	110,085,689	6,451,196	1,655,991	101,246,614	2,467,437	9,690,851	3,950,661	2,701,557	-	474,536	
2023	225,516,799	106,266,029	4,074,334	1,946,122	93,365,760	2,410,772	10,399,450	3,734,357	3,255,721	350	63,904	
2022	204,228,781	100,913,622	451,556	1,503,859	89,290,068	1,060,596	8,767,116	2,143,965	3,929,452	69,731	-	
2021	207,039,692	96,334,243	460,797	1,203,119	93,857,522	1,952,102	6,631,680	2,379,567	3,615,639	588,023	17,000	
2020	201,449,104	91,822,477	1,595,664	2,165,662	91,435,588	1,794,924	6,576,351	1,278,890	3,387,381	635,162	757,005	
2019	189,302,618	90,403,675	2,121,311	2,371,067	80,361,951	1,971,397	6,115,056	1,492,925	3,021,881	692,355	751,000	
2018	185,312,377	82,647,221	1,030,370	2,746,939	85,487,998	1,927,896	5,700,845	1,430,099	2,797,399	757,610	786,000	
2017	170,801,303	77,079,300	478,751	2,817,549	78,120,136	2,323,787	5,279,488	1,252,972	2,950,320	-	499,000	
2016	163,366,277	74,220,635	223,206	2,914,926	72,460,423	2,216,070	5,860,483	1,073,094	2,667,280	830,186	899,974	

Source: Schedule of Revenues, Expenditures, and Changes in Fund Balance

Statistical Table #6

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
GENERAL FUND EXPENDITURES AND TRANSFERS TO OTHER FUNDS
(BUDGETARY BASIS)
LAST TEN FISCAL YEARS

Year Ended June 30	Total	Instruction	Support Services								
			Student Services	Instructional Staff	General Adminis- tration	School Adminis- tration	Business Services	Central Services	District Retirement	Community Services	Interfund Transfers
2025	\$ 268,611,692	\$ 149,262,261	\$ 20,892,433	\$ 11,599,809	\$ 2,609,132	\$ 19,123,535	\$ 34,651,255	\$ 12,837,120	\$ 350,000	\$ 492,477	\$ 16,793,670
2024	235,509,711	140,548,866	13,388,829	7,542,457	1,893,516	17,812,325	33,324,209	12,205,541	-	20,315	8,773,653
2023 ⁽¹⁾	216,653,216	130,329,224	82,907,322	-	-	-	-	-	-	487,629	2,929,041
2022	202,330,671	120,902,390	14,377,046	6,877,758	751,528	14,983,038	26,302,362	11,195,034	1,000,000	408,504	5,533,011
2021	189,769,822	115,112,674	13,569,941	6,640,938	681,878	14,344,370	22,913,416	9,105,720	1,000,030	508,422	5,892,433
2020	190,825,273	113,769,707	13,718,767	7,203,027	789,978	14,418,949	24,151,908	8,784,724	1,000,000	951,775	6,036,438
2019	183,580,466	108,818,368	12,995,696	6,240,233	777,032	14,132,399	24,902,351	8,381,951	1,400,000	445,559	5,486,877
2018	178,984,387	106,573,322	12,180,630	6,354,134	764,496	13,872,394	23,880,987	7,925,452	1,501,776	520,494	5,410,702
2017	164,503,794	99,722,048	11,003,308	5,878,410	705,416	12,964,680	22,198,403	6,578,371	1,500,000	517,640	3,435,518
2016	157,387,800	94,075,070	10,283,062	6,080,628	843,780	12,556,914	20,987,883	6,797,161	1,500,000	383,464	3,879,838

⁽¹⁾ Support services was not split out by functional type in fiscal year 2023.

Source: Schedule of Revenues, Expenditures, and Changes in Fund Balance

Statistical Table #7

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
PROPERTY TAX LEVIES AND COLLECTIONS
LAST TEN FISCAL YEARS

Year Ended June 30 ⁽¹⁾	Taxable Assessed Value ⁽²⁾	Percent Change	Total Levy ⁽³⁾	Percent Change	Tax Rate per \$1,000 ⁽⁴⁾	Collected and Adjusted within the Fiscal Year of the Levy		Collections and Adjustments in Subsequent Years	Total Collections and Adjustments to Date	
						Amount	Percent Collected Year of Levy ⁽⁴⁾		Amount	Percent Collected 06/30/2025 ⁽⁴⁾
2025	\$ 19,255,438,334	3.82 %	\$ 160,152,097	3.09 %	\$ 8.3172	\$ 156,790,130	97.90 %	-	\$ 156,790,130	98.92 %
2024	18,546,630,939	3.91	155,346,795	3.65	8.3760	152,460,238	98.42	1,158,682	153,618,919	99.56
2023	17,849,021,718	3.77	149,869,277	15.12	8.3895	147,410,575	98.36	1,781,758	149,192,334	99.81
2022	17,200,355,488	3.53	130,184,144	(4.17)	7.5686	127,956,942	98.27	1,937,124	129,894,066	99.90
2021	16,613,691,331	3.80	135,847,665	4.13	8.1768	133,568,087	98.32	2,151,039	135,719,126	99.95
2020	16,005,301,272	3.65	130,454,354	13.26	8.1507	127,972,179	98.09	2,420,192	130,392,371	99.97
2019	15,441,964,828	4.18	115,185,317	5.95	7.4594	113,181,757	98.26	1,958,087	115,139,844	99.97
2018	14,822,572,737	2.87	108,712,188	3.82	7.3343	106,866,610	98.30	2,136,798	108,680,232	99.50
2017	14,268,248,108	4.72	102,648,844	5.05	7.1945	99,996,475	97.42	3,281,977	102,619,737	99.75
2016	13,869,559,768	4.11	98,871,418	7.50	7.1292	95,344,238	97.30	2,500,259	98,845,386	99.92

⁽¹⁾ Includes Local Option Levy.

⁽²⁾ These figures represent assessed values for Lane and Linn Counties after removal of certain offsets, including the value of urban renewal areas.

⁽³⁾ The levy is total taxes to be collected after the effects of compression and the addition of offsets and penalties and other taxes. The levy has been adjusted by certain offsets before calculation of the tax rate.

⁽⁴⁾ Tax rates and percent collected are for Lane County only. Tax rates reflect post-Measure 5 compression amounts.

Note:

The net taxes levied are combined for Lane and Linn counties. Responsibility for the collection of all property taxes rests within the County's Department of Assessment and Taxation. Current taxes are assessed as of July, become due as of November 15 and become delinquent as of May 15. Assessed taxes become a lien upon real property in the fourth year of delinquency. Proceeds of tax sales are applied to delinquent taxes, interest and other costs attributable to the property sold.

The net levy is the actual imposed tax after adjustments and constitutional property tax limitations due to the passing of Measure 5 in 1990 and Measure 50 in 1997. Additional information can be found on Assessed Values of Taxable Property within School District Boundaries.

Source: Lane County Department of Assessment and Taxation
Linn County Department of Assessment and Taxation

Statistical Table #8

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
DIRECT DISTRICT TAX RATES
LAST TEN FISCAL YEARS

District Direct Rates

Fiscal Year	General Tax Permanent Rate ⁽¹⁾	Local Option ⁽¹⁾	General Obligation Debt Service Bonds	Total Direct Tax Rate
2025	4.7485	\$ 1.5000	\$ 2.1338	8.3823
2024	4.7485	1.5000	2.2116	8.4601
2023	4.7485	1.5000	2.2353	8.4838
2022	4.7485	1.5000	1.5096	7.7581
2021	4.7485	1.5000	2.1951	8.4436
2020	4.7485	1.5000	2.2098	8.4583
2019	4.7485	1.5000	1.5781	7.8266
2018	4.7485	1.5000	1.5827	7.8312
2017	4.7485	1.5000	1.6152	7.8637
2016	4.7485	1.5000	1.5605	7.8090

⁽¹⁾ Tax rates do not reflect post Measure 5 compression loss.

Source: Lane County Department of Assessment and Taxation

Statistical Table #9

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHEDULE OF PROPERTY TAX TRANSACTIONS
LAST TEN FISCAL YEARS

	<u>2024-2025</u>	<u>2023-2024</u>	<u>2022-2023</u>	<u>2021-2022</u>	<u>2020-2021</u>	<u>2019-2020</u>	<u>2018-2019</u>	<u>2017-2018</u>	<u>2016-2017</u>	<u>2015-2016</u>
GENERAL FUND										
Levy extended by Assessor	<u>\$ 160,152,097</u>	<u>\$ 155,346,795</u>	<u>\$ 149,869,277</u>	<u>\$ 103,786,426</u>	<u>\$ 98,775,710</u>	<u>\$ 94,509,205</u>	<u>\$ 90,398,302</u>	<u>\$ 84,818,299</u>	<u>\$ 79,258,348</u>	<u>\$ 76,894,051</u>
Tax rate per \$1,000 assessed value	<u>\$ 6.25</u>	<u>\$ 6.25</u>	<u>\$ 6.25</u>	<u>\$ 6.25</u>	<u>\$ 6.25</u>	<u>\$ 6.25</u>	<u>\$ 6.25</u>	<u>\$ 6.25</u>	<u>\$ 6.25</u>	<u>\$ 6.25</u>
Reduction of taxes receivable ⁽¹⁾										
Current year	\$ 115,204,205	\$ 111,350,033	\$ 107,452,623	\$ 101,849,156	\$ 96,959,725	\$ 92,598,193	\$ 88,726,616	\$ 83,438,741	\$ 77,151,780	\$ 74,734,430
1st year prior	972,908	992,207	1,169,319	848,901	983,439	884,330	727,948	1,294,577	873,342	891,455
2nd year prior	270,289	348,132	545,388	322,428	414,311	306,724	458,958	656,548	377,903	333,224
3rd year prior	183,732	210,148	446,943	206,785	255,826	236,791	423,794	325,348	232,766	254,722
4th year prior	94,679	72,949	101,963	96,559	118,136	143,296	462,757	162,533	129,515	150,006
5th and prior years	<u>23,889</u>	<u>71,908</u>	<u>41,508</u>	<u>59,362</u>	<u>92,162</u>	<u>72,852</u>	<u>1,547,360</u>	<u>151,098</u>	<u>60,522</u>	<u>231,619</u>
Total Prior	<u>1,545,496</u>	<u>1,695,344</u>	<u>2,305,121</u>	<u>1,534,035</u>	<u>1,863,874</u>	<u>1,643,993</u>	<u>3,620,817</u>	<u>2,590,104</u>	<u>1,674,048</u>	<u>1,861,026</u>
Total General Fund	<u>\$ 116,749,701</u>	<u>\$ 113,045,377</u>	<u>\$ 109,757,744</u>	<u>\$ 103,383,191</u>	<u>\$ 98,823,599</u>	<u>\$ 94,242,186</u>	<u>\$ 92,347,433</u>	<u>\$ 86,028,845</u>	<u>\$ 78,825,828</u>	<u>\$ 76,595,456</u>
DEBT SERVICE FUND										
Levy extended by Assessor	<u>\$ 42,285,868</u>	<u>\$ 41,731,461</u>	<u>\$ 40,609,675</u>	<u>\$ 26,397,719</u>	<u>\$ 37,070,709</u>	<u>\$ 35,945,150</u>	<u>\$ 24,787,015</u>	<u>\$ 23,824,426</u>	<u>\$ 23,328,623</u>	<u>\$ 21,977,368</u>
Tax rate per \$1,000 assessed value	<u>\$ 2.13</u>	<u>\$ 2.21</u>	<u>\$ 2.24</u>	<u>\$ 1.51</u>	<u>\$ 2.20</u>	<u>\$ 2.21</u>	<u>\$ 1.58</u>	<u>\$ 1.58</u>	<u>\$ 1.62</u>	<u>\$ 1.56</u>
Reduction of taxes receivable ⁽¹⁾										
Current year	\$ 41,382,711	\$ 40,956,415	\$ 39,943,433	\$ 25,946,096	\$ 36,449,865	\$ 35,261,206	\$ 24,355,865	\$ 23,419,966	\$ 22,725,848	\$ 21,383,980
1st year prior	364,254	376,319	261,451	274,557	344,256	220,820	207,670	345,776	230,210	230,565
2nd year prior	106,166	93,257	194,672	116,049	113,735	84,323	139,831	183,208	106,259	100,292
3rd year prior	50,731	82,566	168,486	55,647	71,041	68,330	125,470	92,995	70,138	55,244
4th year prior	35,936	28,171	23,915	24,682	31,598	37,408	135,047	46,584	24,791	31,284
5th and prior years	<u>45,273</u>	<u>(58,208)</u>	<u>(61,193)</u>	<u>(54,636)</u>	<u>43,344</u>	<u>15,609</u>	<u>380,713</u>	<u>24,931</u>	<u>13,084</u>	<u>43,655</u>
Total prior	<u>602,361</u>	<u>522,105</u>	<u>587,331</u>	<u>416,299</u>	<u>603,974</u>	<u>426,490</u>	<u>988,731</u>	<u>693,494</u>	<u>444,482</u>	<u>461,040</u>
Total Debt Service Fund	<u>\$ 41,985,071</u>	<u>\$ 41,478,520</u>	<u>\$ 40,530,764</u>	<u>\$ 26,362,395</u>	<u>\$ 37,053,839</u>	<u>\$ 35,687,696</u>	<u>\$ 25,344,596</u>	<u>\$ 24,113,460</u>	<u>\$ 23,170,330</u>	<u>\$ 21,845,020</u>

⁽¹⁾ Amounts include interest on deficiencies, discounts allowed for early payment, and adjustments and cancellations made by the County Assessor.

Source: Lane County Department of Assessment and Taxation
Linn County Department of Assessment and Taxation

Statistical Table #10

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
ASSESSED VALUES OF TAXABLE PROPERTY WITHIN SCHOOL DISTRICT BOUNDARIES
LAST TEN FISCAL YEARS (in thousands of dollars)

Fiscal Year Ending June 30	Assessed Value (not including exempt property)				Total Assessed Value	Add: Non-		Total Net Assessed Value	Total Direct Tax Rate	Amount Tax Rate will Raise	Less: Reductions and Adjustments	Total Taxes Imposed Net Levy
	Real Property	Personal Property	Manufactured Structure	Public Utility		Profit Housing	Less: Urban Renewal Excess					
2025	\$ 18,989,458	\$ 425,041	\$ 72,481	\$ 355,478	\$ 19,842,459	\$ 6,367	\$ 596,584	\$ 19,252,243	8.4924	\$ 163,498	\$ 3,346	\$ 160,152
2024	18,305,359	402,774	70,200	369,097	19,147,429	11,704	615,664	18,543,469	8.5498	158,544	3,197	155,347
2023	17,569,433	389,871	68,902	360,115	18,388,322	11,363	553,438	17,846,247	8.5714	152,968	3,099	149,869
2022	16,914,366	377,620	65,533	340,436	17,697,955	11,032	508,632	17,200,355	7.8276	134,637	4,453	130,184
2021	16,288,824	396,743	62,317	342,301	17,090,185	10,525	487,019	16,613,691	8.5238	141,612	5,764	135,848
2020	15,680,014	386,719	58,701	320,854	16,446,288	10,084	451,071	16,005,301	8.5365	136,630	6,176	130,454
2019	15,087,762	396,246	56,929	331,111	15,872,048	9,925	440,008	15,441,965	7.8963	121,935	6,750	115,185
2018	14,418,573	386,657	53,020	352,317	15,210,567	9,314	397,307	14,822,575	7.8960	117,039	8,327	108,712
2017	13,865,699	389,354	50,568	328,934	14,634,555	8,532	374,841	14,268,246	7.9228	113,044	10,396	102,649
2016	13,463,683	372,000	48,560	304,464	14,188,707	10,501	329,649	13,869,559	7.8562	108,962	10,265	98,697

Notes:
Beginning July 1, 1997 property taxes were based on an assessed value. Assessed value is defined as the lower of "maximum assessed value" or "real market value". For the 1997-1998 tax year, "maximum assessed value" was set at the 1995-1996 real market value less 10 percent. Assessed value for later years is limited to 3 percent annual increases.
The net levy is the actual imposed tax after adjustments and constitutional property tax limitations due to the passing of Measure 5 in 1990 and Measure 50 in 1997.

Source: Lane County Department of Assessment and Taxation
Linn County Department of Assessment and Taxation

Statistical Table #11

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
COMPARISON OF GENERAL FUND BUDGET TO TAX LEVY
LAST TEN FISCAL YEARS

Year Ended June 30	General Fund Budget	General Fund Levy	Percentage of Levy to Budget
2025	\$ 298,857,000	\$ 117,768,725	39.41 %
2024	296,486,000	113,520,488	38.29
2023	270,328,481	109,167,798	40.38
2022	260,587,598	103,786,426	39.83
2021	238,529,163	98,775,710	41.41
2020	226,411,862	94,509,204	41.74
2019	213,797,409	90,398,302 (1)	42.28 (1)
2018	192,231,721	84,887,762 (1)	44.16 (1)
2017	179,157,264	79,320,221	44.27
2016	170,688,906	76,894,051	45.05

(1) As Restated

Source: Lane County Department of Assessment and Taxation
Linn County Department of Assessment and Taxation
Eugene School District 4J

Statistical Table #12

EUGENEY SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
PROPERTY TAX RATES ⁽¹⁾ - ALL OVERLAPPING GOVERNMENTS
LAST TEN FISCAL YEARS (Dollars per \$1,000)

	% within										
	School District ⁽²⁾	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
Bailey-Spencer RFPD	100.00 %	2.39	2.39	2.39	2.39	2.39	2.39	2.39	2.39	2.39	2.39
City of Coburg	100.00	3.32	3.32	3.33	3.35	3.35	3.31	3.24	3.24	3.24	3.37
City of Eugene	81.97	6.84	7.27	7.99	8.03	8.03	8.07	8.13	7.96	8.02	7.97
City of Springfield	8.15	4.53	7.48	6.99	7.20	7.20	7.27	6.77	6.68	6.79	6.78
Coburg RFPD	93.34	1.18	1.18	1.18	2.73	1.55	1.55	1.33	1.50	1.48	1.48
Coburg Urban Renewal	100.00	-	-	-	-	1.47	1.69	1.89	1.90	1.89	1.42
Eugene RFPD #1	99.68	2.35	2.35	2.54	2.54	2.54	2.54	2.54	2.54	2.54	2.54
Eugene Urban Renewal	81.97	-	-	-	-	0.36	0.36	0.35	0.33	0.19	0.29
Glenwood Water	100.00	2.74	2.77	2.85	3.12	3.12	3.28	3.36	3.33	3.36	3.44
Junction City Water Control	1.73	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25
Lane County	45.91	10.23	10.25	10.24	10.31	1.86	1.84	1.78	1.67	1.67	1.81
Lane Community College	45.93	4.68	4.68	5.31	5.36	0.96	0.84	0.83	0.85	0.84	0.82
Lane ESD	46.06	1.68	1.69	1.69	1.70	0.22	0.22	0.22	0.22	0.22	0.22
Lane Fire Authority	13.97	3.75	3.76	3.76	3.76	2.07	2.04	2.04	2.04	2.12	2.12
Linn County	0.12	8.38	8.46	8.48	7.76	8.44	8.46	7.83	7.83	7.86	7.86
Mohawk Valley RFPD	1.76	1.91	1.90	2.26	2.29	2.29	2.32	2.32	1.91	1.91	1.91
Pleasant Hill Goshen RFPD	8.33	0.00	-	1.72	1.72	1.72	2.22	2.22	2.22	2.22	2.22
Rainbow Water & Fire District	2.02	2.06	3.77	3.77	3.77	3.77	3.77	3.67	3.72	3.78	3.83
River Road Park & Recreation	98.13	3.06	3.53	3.53	3.53	3.53	3.53	3.53	3.53	3.53	3.53
River Road Water Subdistrict #1	98.07	-	-	-	0.28	0.28	0.28	0.28	0.28	0.28	0.28
River Road Water	85.35	-	1.97	1.97	1.97	1.97	1.97	1.97	1.97	1.97	1.97
Santa Clara RFPD	98.33	1.04	1.04	1.04	1.49	1.49	1.49	1.49	1.49	1.49	1.49
South Lane County Fire & Rescue	0.07	2.51	2.52	2.50	2.53	1.50	1.76	1.78	1.80	1.50	1.50
Springfield Economic Development Agency	9.12	-	-	-	-	1.99	0.98	0.93	0.89	0.84	0.84
Upper Willamette Soil & Water	48.36	-	-	-	-	0.07	-	-	-	-	-
Willakenzie RFPD	49.78	3.07	3.07	3.07	3.07	3.07	3.07	3.07	3.07	3.07	3.07
Willamalane Park & Rec	9.41	2.01	2.19	2.17	6.16	2.24	2.29	2.30	2.33	2.32	2.34
Zumwalt Fire	81.00	2.34	2.34	2.34	2.34	2.34	2.34	2.34	2.34	2.34	2.34

⁽¹⁾ Gross tax rate before Measure 5 limitations applied.

⁽²⁾ Percentage within School District is provided by Lane County Department of Assessment and Taxation and is calculated as the portion of taxable value that is within the District's boundaries divided by each overlapping government's total taxable value.

Source: Lane County Department of Assessment and Taxation
Linn County Department of Assessment and Taxation

Statistical Table #13

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
DIRECT AND OVERLAPPING GOVERNMENTAL ACTIVITIES DEBT
JUNE 30, 2025

Overlapping Issuer	Net Property-tax Backed Debt ¹	Percentage Within School District ²	Overlapping Debt ³
City Of Coburg	\$ -	100.00 %	\$ -
City Of Eugene	31,625,000	83.31	26,347,262
City Of Springfield	17,425,000	14.07	2,451,419
Harrisburg RFPD 6	5,665,000	3.04	171,944
Lane Community College	185,890,000	48.07	89,362,528
Lane County	283,250,566	48.79	138,194,269
Lane Cty Housing Authority	7,058,592	48.79	3,443,795
Lane ESD	3,496,360	48.94	1,711,080
Lane Fire Authority	150,000	20.21	30,317
River Road Park & Rec District	98,000	98.13	96,163
Willamalane Park & Recreation District	7,750,000	15.00	1,162,787
Total			262,971,564
District direct debt ⁴			448,560,661
Total direct and overlapping debt			<u><u>\$ 711,532,225</u></u>

(1) Net Property-tax Backed Debt is all General Obligation (GO) bonds and Full Faith & Credit bonds, less Self-supporting Unlimited-tax GO and less Self-supporting Full Faith & Credit debt.

(2) The percentage within the School District is provided by the Municipal Debt Advisory Commission and is calculated as the portion of another overlapping issuer's real market value that is within the District's boundaries divided by each issuer's total real market value.

(3) The overlapping debt is the issuer's Net Property-tax Backed Debt times the percentage of taxable value within the District's boundaries.

(4) District direct debt is net of unamortized premiums and discounts of \$16,635,251.

Source: Municipal Debt Advisory Commission, State of Oregon
Eugene School District 4J

Statistical Table #14

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
LEGAL DEBT MARGIN INFORMATION
LAST TEN FISCAL YEARS (in thousands of dollars)

Legal Debt Margin Calculation as of June 30, 2025	
Real Market Value	<u>\$ 42,025,934,358</u>
Debt Limit (7.95%) ⁽¹⁾	\$ 3,341,062
Amount of Debt Applicable to Debt Limit:	
General Obligation Bonded Debt	<u>387,880</u>
Less: Amount Available in Debt Service Fund	<u>9,731</u>
Total Net Debt Applicable to Debt Limit	<u>378,149</u>
Legal Debt Margin	<u>\$ 2,962,913</u>

	Fiscal Year									
	<u>2025</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Debt Limit	\$ 3,341,062	\$ 3,259,389	\$ 3,025,746	\$ 2,588,222	\$ 2,358,967	\$ 2,181,481	\$ 2,050,857	\$ 1,904,880	\$ 1,693,033	\$ 1,633,459
Total Net Debt Applicable to Debt Limit	<u>378,149</u>	<u>404,089</u>	<u>436,581</u>	<u>461,228</u>	<u>356,698</u>	<u>368,095</u>	<u>387,358</u>	<u>252,537</u>	<u>265,842</u>	<u>234,523</u>
Legal Debt Margin	<u>\$ 2,962,913</u>	<u>\$ 2,855,300</u>	<u>\$ 2,589,165</u>	<u>\$ 2,126,994</u>	<u>\$ 2,002,269</u>	<u>\$ 1,813,386</u>	<u>\$ 1,663,499</u>	<u>\$ 1,652,343</u>	<u>\$ 1,427,191</u>	<u>\$ 1,398,936</u>
Total Net Debt Applicable to the Limit as a Percentage of Debt Limit	11.32%	12.40%	14.43%	17.82%	15.12%	16.87%	18.89%	13.26%	15.70%	14.36%

⁽¹⁾ ORS 328.245 establishes a parameter of bonded indebtedness for school districts. Aggregates are governed by real market values of all taxable properties within the district:
For each grade from kindergarten through eighth for which the District operates schools, fifty-five one-hundredths of one percent (.0055) of the real market value.
For each grade from ninth through twelfth for which the District operates schools, seventy-five one-hundredths of one percent (.0075) of the real market value.

Allowable Percentage of Real Market Value:	
Kindergarten through eighth grade, 9 x .0055	4.95%
Ninth through twelfth grade, 4 x .0075	<u>3.00%</u>
Allowable Percentage	<u>7.95%</u>

Source: Lane County Department of Assessment and Taxation
Linn County Department of Assessment and Taxation
Eugene School District 4J

Statistical Table #15

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
RATIO OF ANNUAL DEBT SERVICE REQUIREMENTS FOR GENERAL BONDED
DEBT TO TOTAL GENERAL FUND EXPENDITURES AND TRANSFERS
LAST TEN FISCAL YEARS

Year Ended June 30	Principal	Interest	Total Bonded Debt Service	Total General Fund Expenditures and Transfers	Ratio
2025	\$ 25,940,000	\$ 13,260,166	\$ 39,200,166	\$ 269,709,409	0.1453
2024	24,010,000	14,025,398	38,035,398	238,728,851	0.1593
2023	24,055,000	15,680,858	39,735,858	216,653,216	0.1834
2022	15,525,000	10,704,358	26,229,358	201,901,100	0.1299
2021	25,500,000	11,410,585	36,910,585	190,265,092	0.1940
2020	19,435,000	16,430,815	35,865,815	190,825,272	0.1880
2019	14,600,000	9,910,280	24,510,280	183,580,456	0.1335
2018	25,080,000	10,700,423	35,780,423	178,984,387	0.1999
2017	13,335,000	9,457,953	22,792,953	164,503,794	0.1386
2016	12,425,000	8,947,225	21,372,225	157,387,800	0.1358

Source: Statement of Revenues, Expenditures and Changes in Fund Balance
Long-term Debt Note

Statistical Table #16

LANE COUNTY SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
RATIO OF GENERAL BONDED DEBT TO ASSESSED VALUATION AND
GENERAL BONDED DEBT PER CAPITA AND PER STUDENT
LAST TEN FISCAL YEARS

Year Ended June 30	District Population (Estimated)	Average Daily Membership (Resident) K-12⁽¹⁾	Assessed Valuation	General Obligation Debt	Ratio of Bonded Debt to Assessed Valuation	Bonded Debt Per Capita	Bonded Debt Per Student
2025	179,352	14,829	\$ 42,025,934,358	\$ 448,560,661	0.0107	\$ 2,501	\$ 30,248
2024	178,454	15,110	40,998,609,525	454,074,754	0.0111	2,544	30,051
2023	178,141	15,442	32,568,929,371	484,680,806	0.0149	2,721	31,387
2022	178,259	15,560	17,186,111,192	514,689,852	0.0299	2,887	33,078
2021	175,626	15,647	16,613,691,331	409,078,892	0.0246	2,329	26,144
2020	165,341	16,264	16,005,301,272	431,997,200	0.0270	2,613	26,562
2019	165,455	16,105	15,441,964,828	457,738,551	0.0296	2,767	28,422
2018	164,729	16,228	14,822,572,737	313,000,011	0.0211	1,900	19,288
2017	158,309	16,312	14,268,248,108	342,870,833	0.0240	2,166	21,020
2016	155,402	15,980	13,869,559,768	309,328,872	0.0223	1,991	19,357

⁽¹⁾ Excludes District sponsored public charter schools and alternative education providers.

Source: State of Oregon Department of Education
Lane County Department of Assessment and Taxation
Linn County Department of Assessment and Taxation
Eugene School District 4J
Portland State University Center for Population Research and Census

Statistical Table #17

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
OUTSTANDING DEBT BY TYPE
LAST TEN FISCAL YEARS

<i>Fiscal Year</i>	<i>Governmental Activities</i>				<i>Total Primary Government</i>	<i>Percentage of Personal Income ⁽¹⁾</i>	<i>Per Capita ⁽¹⁾</i>	<i>Per Student ⁽²⁾</i>
	<i>General Obligation Bonds</i>	<i>Pension Bonds</i>	<i>Unamortized Premium</i>	<i>SBITAs & Leases</i>				
2025	387,880,401	15,145,000	16,635,251	28,900,009	448,560,661	N/A ⁽³⁾	2,532	29,686
2024	413,820,401	20,230,000	18,807,013	1,217,340	454,074,754	N/A ⁽³⁾	2,560	29,405
2023	484,680,836	24,810,000	21,078,007	962,428 ⁽⁴⁾	531,531,271	2.262%	2,982	34,161
2022	461,885,401	28,920,000	23,884,452	70,318	514,760,171	2.327%	2,931	32,898
2021	437,830,401	24,810,000	21,078,007	823,205	484,541,613	2.293%	2,931	29,792
2020	368,950,401	35,875,000	27,171,799	500,285	432,497,485	2.278%	2,616	26,592
2019	388,385,401	38,780,000	30,573,150	709,171	458,447,722	2.535%	2,771	28,466
2018	252,985,401	41,345,000	18,669,611	971,020	313,971,032	1.801%	1,906	19,347
2017	278,065,401	43,595,000	21,210,432	1,276,192	344,147,025	2.115%	2,174	21,098
2016	246,145,401	45,555,000	17,628,471	1,641,751	310,970,623	1.999%	2,001	19,460

⁽¹⁾ See Statistical Table #17 for estimated District population data and #20 for personal income data. These ratios are calculated using personal income for the prior calendar year.

⁽²⁾ See Statistical Table #17 for average daily membership data.

⁽³⁾ Information not available at time of printing.

⁽⁴⁾ The district implemented GASB 87 and GASB 96 related to leases and subscription based information technology arrangements.

Source: Eugene School District 4J

Statistical Table #18

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
DEMOGRAPHIC STATISTICS
LAST TEN FISCAL YEARS

Year Ended June 30	City of Eugene				Lane County		State of Oregon	
	Estimated Population	Percent Change	Area (Square Miles)	Average Density Persons/Square Mile	Estimated Population	Percent Change	Estimated Population	Percent Change
2025	179,352	0.50 %	44.7	4,012	385,201	0.63 %	4,300,464	0.78 %
2024	178,454	0.18	44.7	3,992	382,771	0.12	4,267,261	-0.10
2023	178,141	-0.07	44.4	4,012	382,302	-0.43	4,271,406	-0.17
2022	178,259	1.50	44.4	4,018	383,958	0.34	4,278,555	0.28
2021	175,626	1.16	44.3	3,964	382,647	0.34	4,266,560	-0.04
2020	173,620	1.41	44.3	3,919	381,365	0.66	4,268,055	0.75
2019	171,210	0.89	44.3	3,865	378,880	1.00	4,236,400	0.98
2018	169,695	1.46	44.3	3,831	375,120	1.22	4,195,300	1.31
2017	167,255	0.83	44.3	3,776	370,600	1.27	4,141,000	1.59
2016	165,885	1.52	43.7	3,796	365,940	1.05	4,076,350	1.56

Source: *Portland State University Center for Population Research and Census*
US Census Bureau
City of Eugene

Statistical Table #19

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
DEMOGRAPHIC AND ECONOMIC STATISTICS
LAST TEN FISCAL YEARS

Year Ended December 31	Estimated County Population ⁽¹⁾	County Personal Income (thousands of dollars)	County Per Capita Personal Income	County Unemployment Rate
2024	382,771	\$ - ⁽²⁾	\$ - ⁽²⁾	5.0%
2023	382,302	23,493,863	61,634	3.5
2022	383,958	22,122,545	57,885	3.8
2021	383,677	21,131,525	55,146	5.5
2020	382,647	18,989,468	49,583	7.9
2019	381,365	18,087,217	47,340	4.1
2018	375,120	17,431,415	45,919	4.5
2017	370,600	16,275,162	43,430	4.4
2016	365,940	15,553,827	42,233	5.1
2015	362,150	14,879,842	41,136	5.8

⁽¹⁾ Mid-year population estimates.

⁽²⁾ Data not available due to Federal Government shutdown

Source: Population information: Portland State University Center for Population Research and Census
 Personal income: US Department of Commerce, Bureau of Economic Analysis
 Unemployment: State of Oregon Employment Department, Local Area Employment Statistics

Statistical Table #20

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON

MAJOR TAXPAYERS FOR DISTRICT - CURRENT YEAR AND NINE YEARS AGO

JUNE 30, 2025

Name	2025			2016		
	2024-25 Assessed Valuation ⁽¹⁾	Rank ⁽²⁾	Percentage of District Total Assessed Value	2015-16 Assessed Valuation ⁽¹⁾	Rank ⁽²⁾	Percentage of District Total Assessed Value
IP Eat Three LLC	\$ 324,465,525	1	1.69 %			
Comcast Corporation	151,747,582	2	0.79	\$ 132,624,500	1	0.96 %
Shepard Investment Group LLC	138,299,253	3	0.72	41,966,604	8	0.30
Northwest Natural Gas Company	146,926,660	4	0.76	44,859,600	10	0.32
Weyerhaeuser Company	148,815,017	5	0.77			
Emerald Peoples' Utility District (PUD)	163,768,012	6	0.85			
McKenzie Willamette Regional Medical Center	94,070,872	7	0.49			
Verizon Communications Inc	103,535,140	8	0.54			
Weyerhaeuser Timber Holdings Inc	174,497,168	9	0.91			
Valley River Center	78,201,002	10	0.41	117,328,763	2	0.85
CCC-Eugene LLC				66,539,333	3	0.48
McKay Investment Company				62,751,584	4	0.45
PeaceHealth				256,375,088	5	1.85
Symantec Corporation				53,540,363	6	0.39
CenturyLink ⁽²⁾				53,062,000	7	0.38
Chase Village LLC				38,713,494	9	0.28
Total Major Taxpayers	1,524,326,231		7.93	867,761,329		6.26
Other	17,715,430,972		92.07	12,990,409,370		93.74
Total All Taxpayers⁴	\$ 19,239,757,203		100.00 %	\$ 13,858,170,699		100.00 %

⁽¹⁾ Portion of Eugene School District 4J within Linn County taxing district not included.

⁽²⁾ Ranking is based on amount of tax and not assessed valuation.

⁽³⁾ Formerly Qwest Corp.

Source: Lane County Department of Assessment and Taxation

Statistical Table #21

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
MAJOR TAXPAYERS FOR LANE COUNTY
JUNE 30, 2025

<u>Taxpayer</u>	<u>Business/Service</u>	<u>Tax¹</u>	<u>Assessed Value²</u>	<u>Percent of Value</u>
International Paper (IP Eat Three LLC)	Wood Products	\$ 5,674,319	\$ 324,465,525	1.64 %
Comcast Corporation	Telecommunications	2,933,619	151,747,582	0.76
Shepard Investment Group LLC	Apartments	2,539,964	138,299,253	0.70
Northwest Natural Gas Co.	Natural Gas Utility	2,321,159	146,926,660	0.74
Weyerhaeuser Company	Wood Products	1,927,893	148,815,017	0.75
Emerald People's Utility District (PUD)	Commercial/Industrial Energy	1,821,066	163,768,012	0.83
McKenzie Willamette Regional Medical Ctr	Healthcare	1,748,006	94,070,872	0.47
Verizon Communications Inc.	Telecommunications	1,697,720	103,535,140	0.52
Weyerhaeuser Timber Holdings Inc	Wood Products	1,614,551	174,497,168	0.88
Valley River Center	Retail/Commercial	1,428,716	78,201,002	0.39
<i>Total Major Taxpayers</i>			1,524,326,231	7.68
All other County's taxpayers			18,312,014,780	92.32
<i>Total All County Taxpayers</i>			19,836,341,011	100.00 %

⁽¹⁾ Tax amount is the total tax paid by the taxpayer within the boundaries of the County. This amount is distributed to individual local governments by the County. A breakdown of amounts paid to each individual local government is not available.

⁽²⁾ Assessed value does not exclude offsets such as urban renewal and farm tax credits.

Source: Lane County Department of Assessment and Taxation

Statistical Table #22

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
MAJOR EMPLOYERS - LANE COUNTY - CURRENT YEAR AND TEN YEARS AGO
JUNE 30, 2025

Company	2025 ⁽¹⁾			2015		
	Number of Employees	Rank	Percentage of Total Employment	Number of Employees	Rank	Percentage of Total Employment
PeaceHealth Corp	5,347	1	3.39 %	5,500	1	3.61 %
University of Oregon	5,036	2	3.20	5,356	2	3.52
Eugene 4J School District	2,347	3	1.49	1,138	8	0.75
U.S. Government	1,813	4	1.15	1,301	6	0.85
State of Oregon	1,805	5	1.15	1,558	3	1.02
City of Eugene	1,733	6	1.10			
Lane Community College	1,721	7	1.09	1,255	7	0.82
Lane County Government	1,552	8	0.99	1,306	5	0.86
Springfield School District	1,130	9	0.72	1,128	9	0.74
McKenzie-Willamette Medical Center	1,060	10	0.67			
Symantec				1,429	4	0.94
Royal Caribbean				890	10	0.58
<i>Total Major Employers</i>	23,544		14.95	20,861		13.69
<i>Other</i>	133,956		85.05	131,339		86.31
<i>Total All Employers</i>	157,500		100.00 %	152,200		100.00 %

⁽¹⁾ Using latest available data for Lane County Top Employers is 2021

Source: Eugene Area Chambers of Commerce -- Lane County Top Employers 2021
Oregon Employment Department, Current Employment Statistics

Stastical Table #23

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
AVERAGE ANNUAL UNEMPLOYMENT AS A PERCENT OF LABOR FORCE
LAST TEN YEARS

Year Ending December 31	Eugene MSA	State of Oregon	United States
2025	4.7 %	4.9 %	4.1 %
2024	4.2	4.0	4.1
2023	4.2	3.8	3.4
2022	7.9	7.6	8.1
2021	5.5	5.2	5.3
2020	7.9	7.6	8.1
2019	4.1	3.7	3.7
2018	4.5	4.2	3.9
2017	4.4	4.1	4.4
2016	5.1	4.8	4.9

Source: State of Oregon Employment Department, Local Area Employment Statistics

Statistical Table #24

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
PROPERTY VALUE, CONSTRUCTION AND BANK DEPOSITS FOR THE CITY OF EUGENE
LAST TEN FISCAL YEARS

Year Ended June 30	Assessed Property Value ⁽¹⁾ (in thousands)	Commercial Permits	Construction Value (in thousands)	Residential Permits	Construction Value (in thousands)	Bank Deposits (in thousands)
2025	\$19,239,757	370	\$118,393	842	\$124,402	6,669,200
2024	18,531,436	407	128,162	786	135,142	4,564,417
2023	17,834,274	422	71,725	890	154,319	4,572,041
2022	17,186,111	405	102,976	593	145,087	5,138,649
2021	16,599,979	454	108,751	964	179,468	5,222,298
2020	15,992,005	482	108,264	814	109,977	4,556,600
2019	15,429,287	608	204,585	971	156,178	3,846,581
2018	14,810,197	611	116,868	990	118,822	3,591,995
2017	14,256,355	632	89,800	1,059	108,613	3,721,844
2016	13,858,171	671	171,938	940	102,463	3,507,325

⁽¹⁾ Assessed property value for Eugene School District 4J from Lane County only.

Source: City of Eugene, Department of Public Works
 Federal Deposit Insurance Corporation
 Lane County Department of Assessment and Taxation

Statistical Table #25

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
AVERAGE DAILY MEMBERSHIP AND PER PUPIL EXPENDITURES
LAST TEN FISCAL YEARS

Year Ended June 30	Average Daily Membership (Resident) K-12 ⁽¹⁾	Total Government- wide Expenses ⁽²⁾	Government- wide Expenses Per Pupil (ADMr)	Total General Fund Expenditures ⁽³⁾	General Fund Per Pupil (ADMr)	General Fund Instruction Expenditures ⁽³⁾	General Fund Instruction Per Pupil (ADMr)	General Fund Other Expenditures ⁽³⁾	General Fund Other Expenditures Per Pupil (ADMr)	Average Daily Membership (Weighted) K-12 ⁽⁴⁾
2025	15,687	\$ 358,830,204	22,874	\$ 252,915,739	16,122	\$ 149,262,261	9,515	\$ 103,161,001	6,576	18,705
2024	15,969	315,452,733	19,754	229,955,198	14,400	140,762,397	8,815	89,192,801	5,585	18,983
2023	16,288	295,344,097	18,133	213,724,175	13,121	130,329,224	8,001	83,394,951	5,120	18,110
2022	16,376	271,949,052	17,030	196,366,997	12,297	120,902,390	7,571	75,464,607	4,726	19,102
2021	16,485	274,412,591	16,646	183,877,389	11,154	115,112,674	6,983	68,764,715	4,171	20,083
2020	17,095	264,913,286	15,496	184,788,834	10,809	113,769,706	6,655	71,019,128	4,154	20,274
2019	16,937	241,508,373	14,259	178,093,879	10,515	108,818,368	6,425	69,275,211	4,090	19,787
2018	17,060	238,319,992	13,969	173,573,685	10,174	106,573,322	6,247	67,000,363	3,927	20,142
2017	17,152	247,323,610	14,420	161,068,276	9,391	99,722,048	5,814	61,346,228	3,577	20,134
2016	16,994	263,044,894	15,478	153,507,962	9,033	94,068,695	5,535	59,439,267	3,498	19,864

⁽¹⁾ Average daily membership of students who live within District boundaries. Includes District sponsored public charter schools and alternative education providers.

⁽²⁾ Reporting of Government Wide expenses is impacted by the implementation of GASB Statements which include:

GASB Statements No. 73 and 75 implemented fiscal year 2017 as other postemployment benefit expense/(income) is adjusted based on the actuarially determined contribution changes.

GASB Statements No. 101 implemented fiscal year 2025 as compensated absences including vacation, sick and personal leave balances.

⁽³⁾ Expenditures are reported on budgetary basis.

⁽⁴⁾ Average daily membership of student enrollment increased by a variety of weighting factors and includes District sponsored public charter schools and alternative education

Source: *State of Oregon Department of Education*
Statement of Activities
Statement of Revenues, Expenditures and Changes in Fund Balance

Statistical Table #26

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
FULL TIME EQUIVALENT EMPLOYEES BY ACTIVITY/FUNCTION
LAST TEN FISCAL YEARS

Activity/Function	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
Instruction	1,312.6	1,292.4	1,213.5	1,232.7	1,154.7	1,160.3	1,109.3	1,137.6	1,115.7	1,056.3
Classroom support services	68.1	62.3	49.5	405.0	371.5	351.0	339.7	326.8	321.8	317.7
Building support services	266.0	263.4	258.7	241.7	242.2	255.9	247.5	250.4	244.0	236.7
Central support services ⁽¹⁾	466.5	417.6	406.9	46.0	44.9	45.9	43.4	42.9	46.4	42.4
Community services	97.8	101.7	81.6	73.3	68.3	72.6	65.4	60.2	56.7	51.2
Total employees	2,211.0	2,137.4	2,010.3	1,998.8	1,881.6	1,885.7	1,805.3	1,817.9	1,784.6	1,704.3
Licensed staff	1,139.6	1,103.0	1,062.0	1,057.6	992.3	968.8	931.8	918.1	895.1	857.8
Classified staff	898.3	862.3	781.5	795.2	757.4	785.5	748.4	777.0	763.5	724.5
Professional staff	47.1	54.3	52.3	46.2	40.1	36.6	34.1	33.9	38.0	35.0
Total classified and professional	945.4	916.6	833.8	841.4	797.5	822.1	782.5	810.9	801.5	759.5
Administrative staff	111.0	102.0	98.7	84.0	78.0	80.0	78.0	76.0	75.0	74.0
Supervisory staff	15.0	15.8	15.8	15.8	13.8	14.8	13.0	13.0	13.0	13.0
Total administrators and supervisors	126.0	117.8	114.5	99.8	91.8	94.8	91.0	89.0	88.0	87.0
Total employees	2,211.0	2,137.4	2,010.3	1,998.8	1,881.6	1,885.7	1,805.3	1,817.9	1,784.6	1,704.3

⁽¹⁾ In 2024, the district moved Communications out of Central support services and combined it with Nutrition services under Community services.

Source: Eugene School District 4J

Statistical Table #27

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
 LICENSED, CLASSIFIED, AND ADMINISTRATIVE FULL-TIME
 EQUIVALENT EMPLOYEES - GENERAL FUND
 LAST TEN FISCAL YEARS

Year Ended June 30	Licensed	Classified and Professional	Administrative and Supervisory	Total	Average Daily Membership (Resident) K-12⁽¹⁾	Licensed Staffing Ratio
2025	1,140.8	953.5	133.8	2,228.1	14,829	13.0
2024	996.2	715.3	104.2	1,815.8	15,110	15.2
2023	945.4	627.1	101.6	1,674.1	15,442	16.3
2022	928.2	618.4	90.7	1,637.4	15,560	16.8
2021	920.2	601.2	79.7	1,601.2	15,647	17.0
2020	906.3	649.6	85.2	1,641.1	16,264	17.9
2019	876.8	609.4	84.1	1,570.3	16,105	18.4
2018	857.8	628.4	83.8	1,569.9	16,228	18.9
2017	834.8	606.6	82.2	1,523.6	16,312	19.5
2016	811.1	578.3	81.2	1,470.6	15,980	19.7

⁽¹⁾ Excludes District sponsored public charter schools and alternative education providers.

EUGENE SCHOOL DISTRICT NO. 4J
 BARGAINING UNITS & CONTRACT STATUS
 JUNE 30, 2025

<u>Collective Bargaining Unit</u>	<u>No. of Employees</u>	<u>Termination Date of Current Contract</u>	<u>Status of Negotiations</u>	
Oregon Education Association/ Eugene Education Association	1,380	6/30/2027	Licensed	Active contract
Oregon School Employees Association	1,285	6/30/2025	Classified	Currently in negotiations

Source: Eugene School District 4J

Statistical Table #28

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
 LICENSED PROFESSIONAL SALARY PLAN
 JUNE 30, 2025

191 Day Schedule				BACHELORS + 60	BACHELORS + 83	BACHELORS + 105	DOCTORATE
LEVEL	BACHELORS	BACHELORS + 23	BACHELORS + 45	MASTERS	B+68 W/ MASTERS	B+90 W/ MASTERS	MASTERS + 90
					MASTERS + 23	MASTERS + 45	
1	\$46,230	\$47,941	\$49,715	\$51,554	\$53,461	\$55,439	\$57,490
2	47,941	49,715	51,554	53,461	55,439	57,490	59,617
3	49,715	51,554	53,461	55,439	57,490	59,617	61,823
4	51,554	53,461	55,439	57,490	59,617	61,823	64,110
5	53,461	55,439	57,490	59,617	61,823	64,110	66,482
6	55,439	57,490	59,617	61,823	64,110	66,482	68,942
7	57,490	59,617	61,823	64,110	66,482	68,942	71,493
8	59,617	61,823	64,110	66,482	68,942	71,493	74,138
9	61,823	64,110	66,482	68,942	71,493	74,138	76,881
10	64,110	66,482	68,942	71,493	74,138	76,881	79,726
11	66,482	68,942	71,493	74,138	76,881	79,726	82,676
12	68,942	71,493	74,138	76,881	79,726	82,676	85,735
13	71,493	74,138	76,881	79,726	82,676	85,735	88,907
14	74,138	76,881	79,726	82,676	85,735	88,907	92,197
15	75,510	78,304	81,201	84,205	87,321	90,552	93,902
16	76,548	79,381	82,318	85,363	88,522	91,910	95,311
17						94,438	97,932

194 Day Schedule				BACHELORS + 60	BACHELORS + 83	BACHELORS + 105	DOCTORATE
LEVEL	BACHELORS	BACHELORS + 23	BACHELORS + 45	MASTERS	B+68 W/ MASTERS	B+90 W/ MASTERS	MASTERS + 90
					MASTERS + 23	MASTERS + 45	
1	\$46,956	\$48,694	\$50,496	\$52,364	\$54,301	\$56,310	\$58,393
2	48,694	50,496	52,364	54,301	56,310	58,393	60,553
3	50,496	52,364	54,301	56,310	58,393	60,553	62,794
4	52,364	54,301	56,310	58,393	60,553	62,794	65,117
5	54,301	56,310	58,393	60,553	62,794	65,117	67,526
6	56,310	58,393	60,553	62,794	65,117	67,526	70,025
7	58,393	60,553	62,794	65,117	67,526	70,025	72,616
8	60,553	62,794	65,117	67,526	70,025	72,616	75,302
9	62,794	65,117	67,526	70,025	72,616	75,302	78,089
10	65,117	67,526	70,025	72,616	75,302	78,089	80,978
11	67,526	70,025	72,616	75,302	78,089	80,978	83,975
12	70,025	72,616	75,302	78,089	80,978	83,975	87,082
13	72,616	75,302	78,089	80,978	83,975	87,082	90,303
14	75,302	78,089	80,978	83,975	87,082	90,303	93,645
15	76,696	79,534	82,476	85,528	88,693	91,974	95,377
16	77,750	80,628	83,611	86,704	89,912	93,354	96,808
17						95,921	99,470

Source: Eugene Education Association Collective Bargaining Agreement, Eugene School District 4J

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
NUTRITION AND TRANSPORTATION SERVICES INFORMATION
LAST TEN FISCAL YEARS

	<u>2025</u>	<u>2024</u>	<u>2023⁽⁶⁾</u>	<u>2022⁽⁵⁾</u>	<u>2021⁽⁴⁾</u>	<u>2020⁽³⁾</u>	<u>2019</u>	<u>2018⁽²⁾</u>	<u>2017⁽¹⁾</u>	<u>2016</u>
Breakfast Program:										
Paid Breakfasts Served	-	-	-	-	-	129,889	185,432	181,029	95,355	96,735
Free Breakfasts Served	821,619	760,174	658,520	827,909	794,677	470,289	406,829	445,694	443,938	389,102
Reduced Breakfasts Served	-	-	-	-	-	25,129	40,645	47,176	46,717	56,272
Lunch Program:										
Paid Lunches Served	-	-	-	-	-	230,908	308,021	299,114	272,637	259,157
Free Lunches Served	1,264,057	1,239,957	1,193,010	1,139,498	796,320	642,545	639,357	684,476	693,716	639,705
Reduced Lunches Served	-	-	-	-	-	48,003	73,261	80,683	84,881	100,780
Supper/Snack Program:										
Free Suppers/Snacks Served	65,967	34,348	19,940	122,421	219,861	26,334	39,873	43,303	33,701	32,898
A la Carte Sales	23,583	8,549	451	-	-	56,166	89,476	124,114	107,962	143,431
Percentage of Students Eligible to Receive Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A	41%	42%	42%	43%	42%
Pupil transportation statistics:										
Number of Buses	102	113	113	110	113	110	107	107	107	108
Number of Vans	24	23	22	19	20	20	17	17	15	13
Total Miles Traveled	1,291,584	1,174,526	1,116,517	1,023,344	286,683	922,390	1,437,284	1,402,685	1,483,421	1,488,200
Number of students transported daily	1,438	5,236	5,778	5,439	2,731	6,006	6,008	5,684	5,589	5,432

⁽¹⁾ Five schools participated in the Community Eligibility Provision (CEP) serving free meals to all students. At these schools, meals are coded as either free or paid, not reduced. Therefore the reduced served decreased and the free served increased.

⁽²⁾ The difference from the prior year is primarily due to free breakfasts provided at all elementary schools which has increased the paid student participation in the elementary breakfast program.

⁽³⁾ During the 2020 fiscal year, the Eugene School District 4J Nutrition Services program was under COVID-19 Child Nutrition Response waivers beginning March 2020.

As part of the COVID waiver, all students were eligible for free and reduced meals and all breakfast and lunches were coded as free after March 16, 2020.

All meals have been provided as a grab and go service with no onsite meals served or consumed. Supper meals were not served.

⁽⁴⁾ During the 2021 fiscal year, the program was under COVID-19 Child Nutrition Response waivers to continue through school year 2020-2021.

As part of the COVID waiver, all students were eligible for free breakfast and lunches July, 2020 through June 2021 and Supper meals were provided December 2020 through June 2021.

All meals have been provided as a grab and go service with no onsite meals served or consumed. A la Carte Sales were not served.

⁽⁵⁾ COVID-19 Child Nutrition Response waiver #85 continued and allowed schools to utilize Seamless Summer Options through the end of school year 2021-22.

⁽⁶⁾ Although Federal and state supports related to COVID 19 has ended, the District's nutrition program continues to provide free meals to all students at the direction of the Eugene 4j SD School Board.

Source: Eugene School District 4J

Statistical Table #30

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHOOL BUILDING AND STUDENT ENROLLMENT INFORMATION
LAST TEN FISCAL YEARS

	Fiscal Year									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
Enrollment Summary: ⁽¹⁾										
Elementary Schools	6,604	6,436	6,620	6,577	6,698	7,253	7,232	7,404	7,376	7,208
Middle Schools	3,384	3,608	3,695	3,699	3,716	3,809	3,718	3,667	3,684	3,643
High Schools	5,161	5,273	5,427	5,367	5,374	5,194	5,216	5,262	5,304	5,395
Total Enrollment	15,149	15,317	15,742	15,643	15,788	16,256	16,166	16,333	16,364	16,246

⁽¹⁾ Excludes District sponsored public charter schools and alternative education providers.

Elementary Schools

Adams (1949)

Gross Floor Area (sq ft): 50068										
Elementary Enrollment - Adams	365	396	401	409	427	475	460	484	463	472

Awbrey Park (1967)

Gross Floor Area (sq ft): 56346										
Elementary Enrollment	401	392	427	439	444	440	446	425	444	418

Bertha Holt (2004)

Gross Floor Area (sq ft): 67389										
Elementary Enrollment	469	465	469	473	486	531	558	574	591	534

Buena Vista (1960)

Gross Floor Area (sq ft): 45911										
Elementary Enrollment - Buena Vista	420	441	432	449	462	450	452	457	431	428

Camas Ridge (2024)

Gross Floor Area (sq ft): 70099										
Elementary Enrollment - Camas Ridge	258	-	-	282	324	361	357	379	416	420

Camas Ridge students relocated to the former Willard school site for the 2023 and 2024 school years during the Camas Ridge building construction.

Cesar Chavez (2004)

Gross Floor Area (sq ft): 68821										
Elementary Enrollment - Cesar Chavez	356	347	364	339	393	428	415	440	424	434

Crest Drive (1963)

Gross Floor Area (sq ft): 26310										
Elementary Enrollment - Family School	112	110	122	111	123	153	166	136	135	143
Elementary Enrollment - Chinese Imm	-	-	-	-	88	73	61	43	-	-

Chinese Immersion began in 2018 and was housed with Family School at the Crest Drive location until moving to Kennedy Middle School in 2021-22.

Edgewood (1962)

Gross Floor Area (sq ft): 38404										
Elementary Enrollment - Edgewood	415	428	407	404	374	379	393	398	407	393

Edison (2022)

Gross Floor Area (sq ft): 77431										
Elementary Enrollment	319	348	354	-	-	303	323	377	380	366

Edison students relocated to the former Willard school site for the 2021 and 2022 school years during the Edison building construction.

Gilham (1966)

Gross Floor Area (sq ft): 91057										
Elementary Enrollment	572	574	584	575	511	559	539	566	549	545

Howard (2016)

Gross Floor Area (sq ft): 83679										
Elementary Enrollment	474	477	494	494	487	508	467	482	467	412

McCornack (1968)

Gross Floor Area (sq ft): 54933										
Elementary Enrollment	299	306	340	331	302	320	341	360	362	361

Parker (1959) Charlemagne Immersion

Gross Floor Area (sq ft): 42625										
Elementary Enrollment - Charlemagne	304	326	337	337	347	353	342	346	330	331

Parker closed fiscal year-end 2011 and Charlemagne Immersion moved there in 2016.

Source: State of Oregon Department of Education
 Eugene School District 4J

Statistical Table #31

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHOOL BUILDING AND STUDENT ENROLLMENT INFORMATION
LAST TEN FISCAL YEARS

	<i>Fiscal Year</i>									
	<u>2025</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
River Road (2017) (a.k.a El Camino del Rio)										
Gross Floor Area (sq ft): 62188										
Elementary Enrollment	416	390	385	381	381	424	388	356	331	339
Silver Lea (1961) (Demolished 2019)										
Gross Floor Area (sq ft):										
Corridor Enrollment	-	-	-	-	-	142	179	215	244	260
Yujin Gakuen Enrollment	-	-	-	-	-	307	319	315	316	295
In the fall of 2020, Yujin Gakuen relocated to Kelly Middle School, Corridor was closed and the Silver Lea building was removed for the new North Eugene High School.										
Spring Creek (1964)										
Gross Floor Area (sq ft): 41387										
Elementary Enrollment	247	284	307	304	323	302	289	298	309	312
Twin Oaks (1958)										
Gross Floor Area (sq ft): 35198										
Elementary Enrollment	208	212	227	209	202	224	229	233	239	243
Willagillespie (1925)										
Gross Floor Area (sq ft): 59292										
Elementary Enrollment	427	443	464	459	469	521	508	520	538	502
Willard (1954)										
Gross Floor Area (sq ft): 47394										
Elementary Enrollment - swing school	-	247	251	310	264	-	-	-	-	-
Elementary Enrollment - Yujin Gakuen	216	-	-	-	-	-	-	-	-	-
Edison students and Camas Ridge students relocated to the former Willard school site during 2021 and 2022 and during 2023 and 2024 school years respectively, while their new buildings were constructed. Yujin Gakuen moved from Kelly Middle School in 2025.										
Middle Schools										
Arts and Technology (2017)										
Gross Floor Area (sq ft): 101268										
Middle School Enrollment	350	390	410	427	443	443	432	411	352	312
Cal Young Middle School (2006)										
Gross Floor Area (sq ft): 90341										
Middle School Enrollment	475	502	494	480	482	528	509	531	512	501
Kelly Middle School (1945)										
Gross Floor Area (sq ft): 112356										
Middle School Enrollment	407	415	424	412	440	455	402	391	431	399
Elementary Enrollment (Yujin Gakuen)	-	250	255	271	291	-	-	-	-	-
Yujin Gakuen co-located at Kelly Middle School in 2021 then moved to the Willard site in 2025.										
Kennedy Middle School (1965)										
Gross Floor Area (sq ft): 89057										
Elementary Enrollment - Chinese Imm	110	117	122	115	-	-	-	-	-	-
Middle School Enrollment	350	351	361	337	370	370	376	342	397	436
Chinese Immersion began in 2018 and was housed with Family School at the Crest Drive location until moving to Kennedy Middle School in 2021-22.										
Madison Middle School (2005)										
Gross Floor Area (sq ft): 86953										
Middle School Enrollment	398	405	415	432	409	432	417	435	418	434
Monroe Middle School (1965)										
Gross Floor Area (sq ft): 87401										
Middle School Enrollment	519	515	541	548	591	579	575	543	538	520
Roosevelt Middle School (2016)										
Gross Floor Area (sq ft): 97300										
Middle School Enrollment	557	561	543	570	570	595	578	576	600	599
Spencer Butte Middle School (1960)										
Gross Floor Area (sq ft): 82414										
Middle School Enrollment	328	352	385	378	411	407	429	438	436	442

Source: State of Oregon Department of Education
Eugene School District 4J

Statistical Table #31 (continued)

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
SCHOOL BUILDING AND STUDENT ENROLLMENT INFORMATION
LAST TEN FISCAL YEARS

	<i>Fiscal Year</i>									
	<u>2025</u>	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
High Schools										
Churchill High School (1966)										
Gross Floor Area (sq ft): 241805										
High School Enrollment	1,031	1,078	1,082	1,116	1,116	1,090	1,120	1,099	1,172	1,207
Early College & Career Options (2020)										
High School Enrollment-ECCO at LCC	-	-	147	150	181	150	168	239	227	306
High School Enrollment-ECCO/GED	90	60	74	44	76	99	-	-	-	-
In 2019-20, ECCO relocated to 4J Education Center Annex Building. ECCO GED is housed in the LCC Downtown Center.										
In 2023-24, ECCO program student counts are matriculated into their neighborhood schools.										
North Eugene High School (2023)										
Gross Floor Area (sq ft): 228245										
High School Enrollment	1,079	1,105	1,071	1,014	1,005	1,025	964	930	892	924
Sheldon High School (1963)										
Gross Floor Area (sq ft): 239573										
High School Enrollment	1,462	1,521	1,525	1,500	1,427	1,418	1,429	1,487	1,487	1,463
Transition Education Network Enrollment	-	25	23	31	31	31	40	41	41	34
In 2024-25, students formerly counted in the Transition Education Network have been matriculated into their neighborhood schools.										
South Eugene High School (1953)										
Gross Floor Area (sq ft): 315718										
High School Enrollment	1,499	1,484	1,505	1,512	1,538	1,531	1,495	1,466	1,485	1,461
Administrative and Other Facilities										
Bailey Hill (1949) (Closed)										
Gross Floor Area (sq ft): 36442										
Coburg (1950) rented to Coburg Charter School										
Gross Floor Area (sq ft): 27537										
Education Center (1957)										
Gross Floor Area (sq ft): 75240										
Facilities (1940)										
Gross Floor Area (sq ft): 35771										
Fox Hollow (1967)										
Gross Floor Area (sq ft): 29621										
Hilliard House										
Gross Floor Area (sq ft): 1374										
Transportation (1963)										
Gross Floor Area (sq ft): 17143										
Building 2120 (2014)										
Gross Floor Area (sq ft): 6835										
Family Shelter (unknown)										
Gross Floor Area (sq ft): 10752										

Gross Floor Area (sq ft) Summary:		Age of building (in years)		
		<u>Oldest</u>	<u>Median</u>	<u>Newest</u>
Elementary Schools:	1,018,532	100	60	1
Middle Schools:	747,090	80	40	8
High Schools:	1,034,069	72	59	2
Other Facilities:	240,715	78	68	11
Total Gross Floor Area (sq ft)	<u>3,040,406</u>			

Source: State of Oregon Department of Education
 Eugene School District 4J

Statistical Table #31 (continued)

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
NET UNFUNDED PENSION - UNFUNDED ACCRUED LIABILITY (UAL)
OREGON PUBLIC EMPLOYEES RETIREMENT SYSTEM
LAST TEN YEARS¹

Fiscal year ⁽¹⁾	Actuarial Valuation			Net unfunded pension actuarial accrued liability
	Allocated pooled T1/T2 UAL	Allocated pooled OPSRP UAL	District Side Account	
2024	\$ 228,900,548	\$ 42,618,329	\$ (13,545,788)	\$ 257,973,089
2023	239,687,314	40,635,145	(23,748,500)	256,573,959
2022	228,361,236	33,831,828	(29,548,773)	232,644,291
2021	150,608,389	13,550,421	(36,581,650)	127,577,160
2020	234,489,857	21,300,915	(36,234,735)	219,556,037
2019	219,899,966	17,160,250	(39,915,226)	197,144,990
2018	255,948,155	18,092,248	(40,547,140)	233,493,263
2017	219,651,767	14,149,911	(45,795,970)	188,005,708
2016	257,557,125	15,620,702	(44,684,535)	228,493,292
2015	228,198,623	12,437,618	(46,835,207)	193,801,034

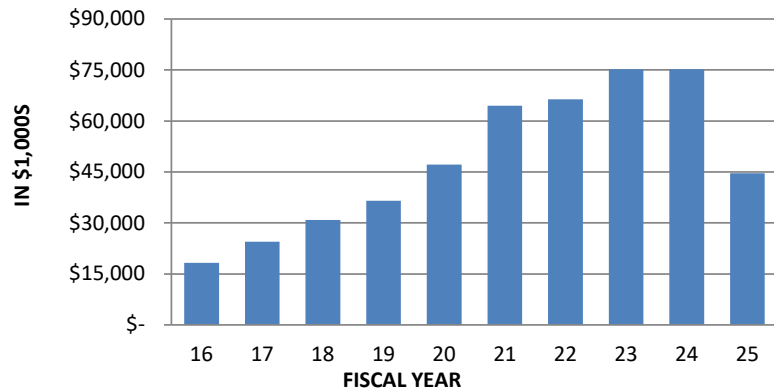
⁽¹⁾ The Actuarial Valuation Report provides valuation as of December 31, 2024.

Source: Milliman Valuation Reports for the Eugene School District 4j/3473 Oregon Public Employees Retirement System

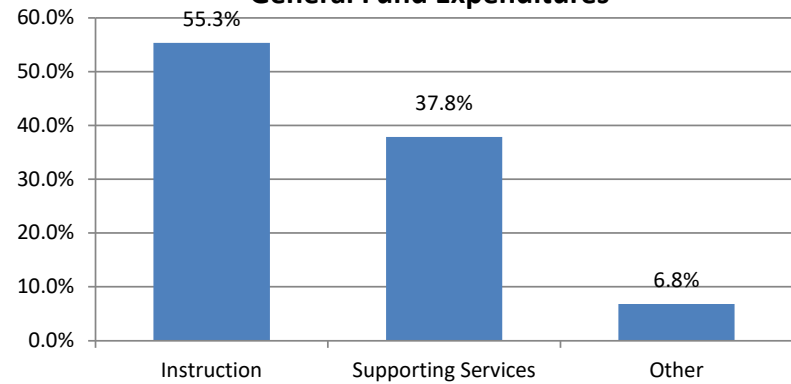
Statistical Table #32

EUGENE SCHOOL DISTRICT NO. 4J, EUGENE, OREGON
CHARTS AND GRAPHS
LAST TEN FISCAL YEARS

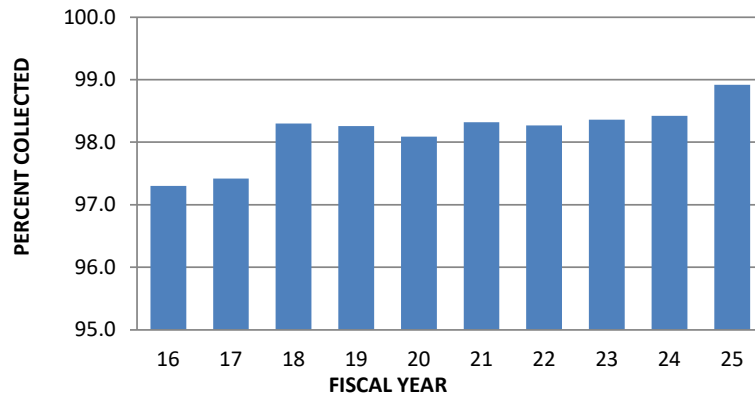
General Fund Balance ¹



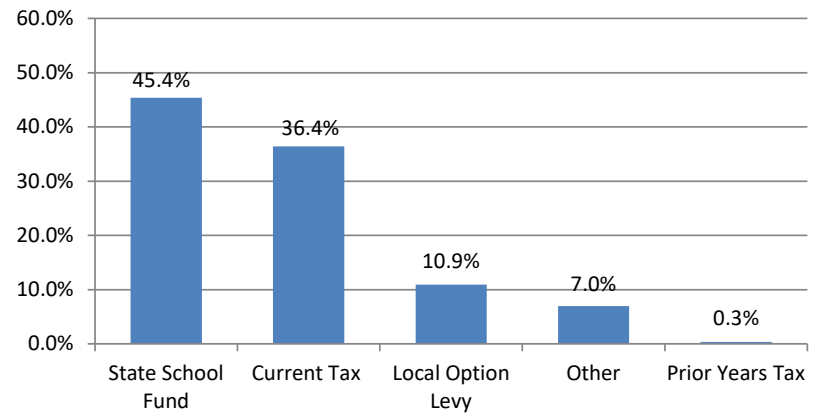
General Fund Expenditures ¹



Current Tax Collection ²



General Fund Resources ¹



⁽¹⁾ Source: Statement of Revenues, Expenditures and Changes in Fund Balance

⁽²⁾ Source: Property Tax Levies and Collections



December 30, 2025

Independent Auditors' Report Required by Oregon State Regulations

We have audited the basic financial statements of the Eugene School District 4J as of and for the year ended June 30, 2025, and have issued our report thereon dated December 30, 2025. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards.

Compliance

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- **Deposit of public funds with financial institutions (ORS Chapter 295)**
- **Indebtedness limitations, restrictions and repayment.**
- **Budgets legally required (ORS Chapter 294).**
- **Insurance and fidelity bonds in force or required by law.**
- **Programs funded from outside sources.**
- **Authorized investment of surplus funds (ORS Chapter 294).**
- **Public contracts and purchasing (ORS Chapters 279A, 279B, 279C).**
- **State school fund factors and calculation.**

In connection with our testing nothing came to our attention that caused us to believe the Eugene School District 4J was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, except for the following:

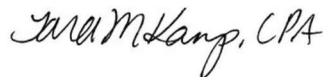
1. Expenditures exceeded appropriations as noted on page 35 of the report.
2. During our testing of the 2024-2025 budget appropriations we noted the District did not publish a notice of public hearing to add new appropriation levels.
3. During our testing of bids/quotes process for the District, we noted an instance where the District did not perform bidding or quoting procedures.

OAR 162-10-0230 Internal Control

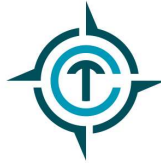
In planning and performing our audit, we considered the internal controls over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the internal controls over financial reporting.

We noted matters involving the internal control structure and its operations we consider to be significant deficiencies and material weaknesses under standards established by the American Institute of Certified Public Accountants, which are noted in the Schedule of Findings and Questioned Costs.

This report is intended solely for the information and use of the Board of Directors and management and the Oregon Secretary of State and is not intended to be and should not be used by anyone other than these parties.



Tara M Kamp, CPA
CLEAR TRAIL CPAS



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December 30, 2025

To the Board of Directors
Eugene School District 4J
Lane County, Oregon

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Eugene School District 4J as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the basic financial statements, and have issued our report thereon dated December 30, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of internal control. Accordingly, we do not express an opinion on the effectiveness of internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected, on a timely basis.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned costs noted as FS-2025-002 and FS-2025-003 to be significant deficiencies.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses and significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and questioned costs, we identified a deficiency in internal control over financial reporting that we consider to be a material weaknesses noted as FS-2025-01.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the financial statements are free from material misstatement, we performed tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Entity's Response to Findings

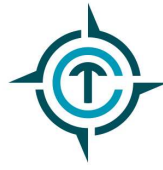
The entity's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Tara M. Kamp, CPA
CLEAR TRAIL CPAS



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December 30, 2025

To the Board of Directors
Eugene School District 4J
Lane County, Oregon

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Eugene School District 4J's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the major federal programs for the year ended June 30, 2025. The major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, Eugene School District 4J complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Eugene School District 4J and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to its federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the Uniform Guidance and which is described in the accompanying schedule of findings and questioned costs as item SA-2025-01. Our opinion on each major federal program is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the noncompliance finding identified in our audit described in the accompanying schedule of findings and questioned costs. The response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses and significant deficiencies in internal control over compliance may exist that were not identified.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over

compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance as described in the accompanying Schedule of Findings and Questioned Costs as item SA-2025-1 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the internal control over compliance findings identified in our audit described in the accompanying Schedule of Findings and Questioned Costs. The response was not subjected to auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on it.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



Tara M. Kamp, CPA
CLEAR TRAIL CPAS

EUGENE SCHOOL DISTRICT 4J
LANE COUNTY, OREGON

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 For the Year Ended June 30, 2025

SECTION I – SUMMARY OF AUDITORS’ RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued:	Unmodified		
Internal control over financial reporting:			
Material weakness(es) identified?	<input checked="" type="checkbox"/>	yes	<input type="checkbox"/> no
Significant deficiency(s) identified that are not considered to be material weaknesses?	<input checked="" type="checkbox"/>	yes	<input type="checkbox"/> none reported
Noncompliance material to financial statements noted?	<input type="checkbox"/>	yes	<input checked="" type="checkbox"/> no
Any GAGAS audit findings disclosed that are required to be reported reported in accordance with section 515(d)(2) of the Uniform Guidance?	<input type="checkbox"/>	yes	<input checked="" type="checkbox"/> no

FEDERAL AWARDS

Internal control over major programs:			
Material weakness(es) identified?	<input type="checkbox"/>	yes	<input checked="" type="checkbox"/> no
Significant deficiency(s) identified that are not considered to be material weaknesses?	<input checked="" type="checkbox"/>	yes	<input type="checkbox"/> none reported
Type of auditors' report issued on compliance for major programs:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with section 200.516(a) of the Uniform Guidance?	<input type="checkbox"/>	yes	<input checked="" type="checkbox"/> no

IDENTIFICATION OF MAJOR PROGRAMS

<u>AL NUMBER</u>	<u>NAME OF FEDERAL PROGRAM CLUSTER</u>
-------------------------	---

84.010	Title I
84.425	Elementary and Secondary Education

Dollar threshold used to distinguish between type A and B programs	\$ 750,000
Auditee qualified as low-risk auditee?	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no

EUGENE SCHOOL DISTRICT 4J
LANE COUNTY, OREGON

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2025

SECTION II – FINANCIAL STATEMENT FINDINGS

FS-2025-001 – MATERIAL WEAKNESS

CONDITION: During our testing of inventory, we noted the food service inventory reports had only summary data and did not have sufficient detail such as units on hand at fiscal year end nor price per unit in order for the auditors to test the inventory balance sufficiently.

CRITERIA: Inventory should be properly supported by detailed backup.

EFFECT: Without proper controls over balance sheet account details, there exists the possibility of a misstatement to the financial statements.

CAUSE: The District experienced significant turnover in the Nutrition Services office that manages the inventory process.

RECOMMENDATION: We recommend that the District implement controls to ensure proper backup is retained for food service inventory.

VIEWS OF RESPONSIBLE OFFICIALS: The Director of Financial Services is aware of this condition and recommendation. Financial Services is in communication with the Director of Nutritional Services regarding this issue of data from the external software service. Discussions with the software company have been communicated and corrective action has been taken to ensure that the available information and data is prepared and ready for next year's audit process. Financial management will work with Nutrition services staff to ensure detailed data on inventory is readily available on a regular basis through the creation of a report with the software company.

FS-2025-002 – SIGNIFICANT DEFICIENCY

CONDITION: During our testing of property tax deferred revenue, we noted the District inaccurately allocated deferred revenue to the wrong fund. The District made subsequent corrections.

CRITERIA: Balance sheet accounts should be accurately reported in accordance with Generally Accepted Accounting Principles.

EFFECT: Without proper controls over balance sheet accounts there exists the possibility of a material misstatement to the financial statements.

CAUSE: Reconciliation and review of a property tax deferral was not completed correctly and resulted in revenue being allocated to an incorrect account.

RECOMMENDATION: We recommend that the District reconcile year end balance sheet accounts in accordance with Generally Accepted Accounting Principles.

VIEWES OF RESPONSIBLE OFFICIALS: The Director of Financial Services is aware of this condition and recommendation. Financial Services have created additional workflow and opportunities for additional and more thorough regular reviews to ensure proper recording of property tax deferred revenue is allocated to the correct funds.

FS-2025-003 – SIGNIFICANT DEFICIENCY

CONDITION: During our testing of accounts payable and prepaid balances at year end, we noted the District incorrectly recorded certain purchases from fiscal year 2025 as prepaid and accounts payable expenditures for fiscal year 2026. The District made subsequent corrections.

CRITERIA: Balance sheet accounts should be accurately reported in accordance with Generally Accepted Accounting Principles.

EFFECT: Without proper controls over balance sheet accounts there exists the possibility of a material misstatement to the financial statements.

CAUSE: The District did not properly record year-end digital curriculum purchases eligible as IT subscriptions under GASB 96 in the proper fiscal year.

RECOMMENDATION: We recommend that the District reconcile year end balance sheet accounts in accordance with Generally Accepted Accounting Principles.

VIEWES OF RESPONSIBLE OFFICIALS: The Director of Financial Services is aware of this condition and recommendation. Due to the complexities of GASB 96 reporting, Financial Services has created a more thorough review and approval workflow for reporting year-end purchases and has enhanced the process in identifying and recording eligible IT subscription purchases to ensure the accuracy of subsequent reporting.

SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

SA-2025-01

FEDERAL AWARD PROGRAM: 84.425 ESSER

SPECIFIC REQUIREMENT: Documentation for employees should conform with employment law.

CONDITION: During our testing of ESSER, we noted 2 employees where I9s were not retained.

QUESTIONED COSTS: None noted

CONTEXT: The finding is limited to the expenditures described in the condition.

EFFECT: The District was not in compliance with federal government regulations regarding documentation of employment.

CAUSE: The District has not properly completed and retained I9s for all employees.

RECOMMENDATION: We recommend the District retain all I9s in accordance with federal law.

VIEWES OF RESPONSIBLE OFFICIALS: The Director of Financial Services is aware of this condition and recommendation. Financial Services is in communication with the Director of Human Resources regarding this issue.

Human Resources is developing a review process to identify non-compliant I9s and implementing a new staff training program for proper completion of I9 documents, in making corrections and replacing missing documents.

SECTION IV – PRIOR YEAR FINDINGS

FS-2024-001- SIGNIFICANT DEFICIENCY

CONDITION: The District is not regularly reconciling PERS expenditures and related liability.

CURRENT STATUS: Appears to have been corrected in the current year.

FS-2024-002-MATERIAL WEAKNESS

CONDITION: The District’s accounts payable at year end was materially misstated due to multiple errors where expenditures were allocated to the incorrect fiscal year. The amounts noted affected both year end accounts payable and capital assets. The District made subsequent corrections.

CURRENT STATUS: This appears to have been repeated in the current year audit.

FS-2024-003-MATERIAL WEAKNESS

CONDITION: The District’s PERS liability was materially misstated at year end. The District made subsequent corrections.

CURRENT STATUS: Appears to have been corrected in the current year.

FS-2024-004-MATERIAL WEAKNESS

CONDITION: The District’s fiscal year end deferred revenues were misstated. The District made subsequent corrections.

CURRENT STATUS: This appears to have been repeated in the current year audit.

FS-2024-005-MATERIAL WEAKNESS

CONDITION: The District made prior period adjustments related to the reporting in long term debt and capital assets for subscription based information technology arrangements (SBITAs).

CURRENT STATUS: Appears to have been corrected in the current year.

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL EXPENDITURES

1. BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes federal grant activity under programs of the federal government. The information in this schedule is presented in accordance with the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations, it is not intended to and does not present the net position, changes in net position, or cash flows of the entity.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowed or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. The entity has not elected to use the ten percent de minimus indirect cost rate as allowed under Uniform Guidance, due to the fact that they already have a negotiated indirect cost rate with Oregon Department of Education, and thus is not allowed to use the de minimus rate.



ITEM FOR INFORMATION

Date of Meeting:

February 4, 2026

Title:

Receive Information Regarding Local Elections and Zoning

Presenter:

Judy Newman, Board Director

Background:

Board Director Judy Newman will share information she has gleaned through meetings and conversations with Lane County Elections and Lane Council of Governments (LCOG).

School Board Elections Eugene 4J School Board

January 2026 Analysis

In the fall of 2025, the Eugene 4J School Board agreed to explore options of how to elect the 7 school board members to ensure the district has a school board that represents the entire school district including geography, student population and the community and that elections reflect voters' preferences. This task was undertaken during the time period of the 2025-2026 school year because any changes made to the way a school district elects school board members, must be completed and in place at least 6 months before an election and the school district does not have a school board election until 2027.

School Board Policy BBB describes how Eugene 4J school district currently elects their school board members. The 7 members are designated by position numbers (1-7) and each is elected to serve a 4 year term with positions 1, 3, 5, 7 elected in one odd numbered year and positions 2, 4, 6 elected two years later. Staggering the terms of the 7 board members maintains some stability on the school board. All positions are voted on by all voters living within the school district boundaries and candidates can live anywhere within the school district's boundaries.

The statutes that govern school board elections include: ORS 249.013, ORS 255.235, ORS 255.245, ORS 332.011, ORS 332.018, ORS 332.118 - 332.138. They were reviewed to ensure that recommendations are in compliance with Oregon law.

Summary of the most relevant requirements in statutes for school board member elections:

- The Board is made up of either 5 or 7 members
- Position numbers are used to identify each of the positions
- Elected for 4 year terms
- Must be an elector and reside in the school district boundaries for at least one year and if they represent a geographic zone must reside in the zone boundary for at least one year.
- Can become a candidate by petition or declaration of candidacy. If they choose to use a petition signatures must be from electors of that live within school district boundaries or within a geographic zone if they are running for a designated geographic zone position.
- A school district can set up zones through a resolution OR through the electoral process. Setting up and dissolving zones must be done through the same process.
- Voting can be done "at-large" or by zone or a hybrid of the two.

- When establishing zones -they should be as nearly as equal in population as possible taking attendance areas into account as much as possible (ORS 332.132)

Other school districts

Sixteen similar size school districts were surveyed to see how they elected board members and a summary of the findings is below.

- In 4 of the districts all the positions are in geographic zones. To run for a zone a candidate must live in the zone. All voters living in the school district boundaries vote for all positions.
- In 2 of the districts there is a “hybrid” system where some positions are in geographic zones and candidates must live in the zone. The other positions are “at large” positions and candidates can live anywhere within the district boundaries. In one of the two districts, the geographic zone positions are voted on by only voters who live in the zone and the “at large positions are voted on by all voters in the district boundaries. In the other district all voters who live within the district boundaries vote on all positions.
- In 10 of the districts all positions are “at-large” and candidates can live anywhere within the district boundaries and all positions are voted on by all voters who live within the district boundaries.

Note: The full chart with all survey findings is attached to this document

An analysis of Options

Several possible options of how to designate representation and how to conduct school board elections are identified below in three categories: 1. Position Representation; 2. Geographic Zone Options; 3. Voting Options. For each option positive some aspects and concerns are noted.

Position Representation Options:

Option 1: All 7 positions are “at-large”.

Positives: It maintains stability in the election system and does not require a change.

Concerns: It does not guarantee representation from all the geographic areas of the school district nor does it guarantee the top candidates are elected.

Option 2: All positions are geographic zone positions and candidates must live in the zone.

Positives: Ensures representation from each zone of the school district.

Concerns: Creating geographic zones is challenging because it is difficult to balance what makes most sense when creating geographic divisions such as looking at the comprehensive high school catchment areas and ensuring equal population distribution. Communication with the voters is critical and the change may be confusing at first.

Option 3: A “hybrid “ with some geographic zones where candidates must live and some “at large” positions.

Positives: Ensures representation from all 4 comprehensive high school catchment areas which together cover the entire school district boundaries, while maintaining some “at-large” positions.

Concerns: Redoing district boundaries is challenging to balance. Need to find out the legal perimeters for creating zones; specifically can we consider high school enrollment numbers and geographic boundaries that make sense for a school district. Communication with the voters is critical and the change may be confusing at first.

Geographic Zone Options:

After discussions with Lane Council of Governments (LCOG) and Lane County Elections it became clear that dividing the school district catchment area into 7 relatively equal (by population) zones would not align representation that makes sense for a board governing a school district. Dividing the district into geographic areas that represent the 4 comprehensive high schools’ respective catchment areas ensures representation from all regions of the school district including: Churchill High School region, North Eugene High School region, Sheldon High School region and South Eugene High School region.

LCOG provided the population sizes and percentages for each of the high school catchment areas which are notably very disparate in population sizes. (see below)

	Population.	% of total
Sheldon	45,177	27%
North Eugene	36,149	21%
Churchill	34,822	20%
South Eugene	53,948	32%

Using this data 3 options for geographic zones were identified as possible ways to use the high school catchment boundaries and to balance the population sizes.

Option 1:

- 2 representatives from Sheldon area
- 2 representatives from South area
- 1 representative from Churchill area
- 1 representative from North area
- 1 “at-large” representative
- 7 board members

Positives: Creating zones by high school boundaries is a logical way to approach representation and voters will more easily understand it. It creates a way for all regions of the school district to be represented.

Concerns: High school catchment areas receive different numbers of representatives and this may not be perceived of as fair. The laws and rules around creating and updating geographic zones may or may not apply in this scenario. These legal questions must be resolved.

Option 2:

- 2 representatives from Sheldon area
- 3 representatives from South area
- 1 representative from Churchill area
- 1 representative from North area
- 7 total board members

Positives: Creating zones by high school boundaries is a logical way to approach representation and voters will more easily understand it. It creates a way for all regions of the school district to be represented.

Concerns: High school catchment areas receive different numbers of representatives and this may not be perceived of as fair. The laws and rules around creating and updating geographic zones may or may not apply in this scenario. These legal questions must be resolved.

Option 3: When the number of students at each high school is considered, another possibility emerges:

High School	October 2025, Numbers	January 2026, Numbers	% of total
Churchill	1,044	1,019	20.1%
North	1,143	1,170	23%
Sheldon	1,383	1,441	28.4 %
South	1,464	1,445	28.5%
Total	5034	5075	100%

- 1 representative from Sheldon area
- 1 representative from South area
- 1 representative from Churchill area
- 1 representative from North area
- 3 “at-large” representatives
- 7 total board members

Positives: Creating zones by high school boundaries is a logical way to approach representation and voters will more easily understand it. It creates a way for all regions of the school district to be represented.

Concerns: This distribution may not be acceptable under the laws and rules because they are very unequal when residents are considered, but they are much more equal when high school enrollment is considered. The laws and rules around creating and updating geographic zones may or may not apply in this scenario. These legal questions must be resolved.

Voting Options

Ways to select candidates for each position were considered and 3 options were identified.

Voting Option 1: All positions are voted on by all voters living within the school district boundaries whether they are positions that represent a geographic zone and/or positions that are “at-large” positions.

Positives: Keeps voting simple while ensuring all regions of the school district are represented on the school board. Having everyone vote on all positions may remove the issue that the geographic regions are not equal.

Concerns: If the intent is that all regions of the school district are represented on the school board, it may diminish the actual representation of the region if voters who do not live in that region vote on their representative.

Voting Option 2: Only voters who live in a geographic zone can vote for the position that represents the geographic zone they live in. If there are also “at-large” positions, all voters vote for those positions.

Positives: Ensures that all regions of the school district are represented on the school board. Lane County elections can do this – they already do it for others and they are flexible with boundaries if we provide them

Concerns: This is new and may be confusing to voters especially if some are “at-large” votes and some geographic zone only. This may make the requirement for equal population distribution be more critical to apply.

Voting Options 3: Rank choice voting for all the “at-large” positions. This is not allowable in Lane County currently.

Positives: More reflective of voter preference. Removes the arbitrariness of having 2 candidates running against each other when all positions are “at-large” and removes the possibility of not electing the top choice candidates.

Concerns: Not allowable at this time because neither Lane County or Eugene has voted to use rank choice voting. Communication with voters would be difficult and confusing because Eugene 4J school board races will be the only rank choice items on the ballot and Lane County voters have not voted rank order in an election before. Much education would be needed.

Summary recommendation:

Use a “hybrid: model for position representation with some geographic zones where candidates must live and some “at large” positions. Divide the school district into 4 positions representing a geographic zone that aligns with the 4 comprehensive high

school boundaries and 3 positions are “at-large” positions with the only requirement of living in the school district boundaries.

Voting:

All positions are voted on by all voters living within the school district boundaries whether they are positions that represent a geographic zone and/or positions that are “at-large” positions.

The legality of this recommendation must be determined.

Updated 2/2/26

DRAFT

School Board Elections for Sixteen School Districts

School District	Approximate Size	# Board Members	How elected
Portland Public Schools	44,000	7	There are 7 geographic zones, and a candidate must live in the zone to run for that position. All positions are voted on by everyone in the district.
Salem-Kaiser	39,000	7	There are 7 geographic zones, and a candidate must live in the zone to run for that position. All positions are voted on by everyone in the district.
Beaverton	38,000	7	There are 7 geographic zones, and a candidate must live in the zone to run for that position. All positions are voted for by everyone in the district.
Hillsboro	18,000	7	There are no geographic zones. All 7 positions are “at large” and voted on by everyone in the district.
North Clackamas	17,000	7	There are no geographic zones. All 7 positions are “at large” and voted on by everyone in the district.
Bend-LaPine	16,000	7	There are 5 geographic zones, and a candidate must live in the zone to run for that position and to vote for that position. There are 2 “at large” – with no geographic restrictions and are voted on by everyone in the district.
Eugene 4J	15,500	7	There are no geographic zones. All 7 positions are “at large” and voted on by everyone in the district.
Medford	13,000	7	There are no geographic zones. All 7 positions are “at large” and voted on by everyone in the district.
Gresham-Barlow	11,500	7	There are 4 geographic zones and a candidate must live in the zone to run for that position and are voted for by everyone living in the district. There are 3 “at large” – no geographic restriction and are voted on by everyone in the district.
Tigar- Tualatin	11,500	5	There are no geographic zones. All 7 positions are “at large” and voted on by everyone in the district.

School Board Elections for Sixteen School Districts

Reynolds	10,000	7	There are no geographic zones. All 7 positions are “at large” and voted on by everyone in the district.
Springfield	9,500	5	There are no geographic zones. All 5 positions are “at large” and voted on by everyone in the district.
David Douglas	8,700	7	There are no geographic zones. All 7 positions are “at large” and voted on by everyone in the district.
Lake Oswego	6,800	5	There are no geographic zones. All 5 positions are “at large” and voted on by everyone in the district.
Klamath County	6,800	5	There are 5 geographic zones, must live in the zone to run for that position. All positions are voted on by everyone in the district.
Bethel	5,000	7	There are no geographic zones. All 7 positions are “at large” and voted on by everyone in the district.

Summary of the 16 school districts included:

4 districts have all their positions in geographic zones and to run for the zone a candidate must live in the zone. All voters in the district vote for all positions.

2 districts have a ‘hybrid’ where some positions are in geographic zones and candidates must live in the zone and some are “at large” positions. In one district, the geographic zone positions are voted on by voters who live in the zone and the “at large positions are voted on by all voters. In the other district all voters vote for all positions.

10 districts allow all members to live anywhere in the district and are voted on by all voters.

School Board Elections for Sixteen School Districts

4J School Board Boundary Alignment

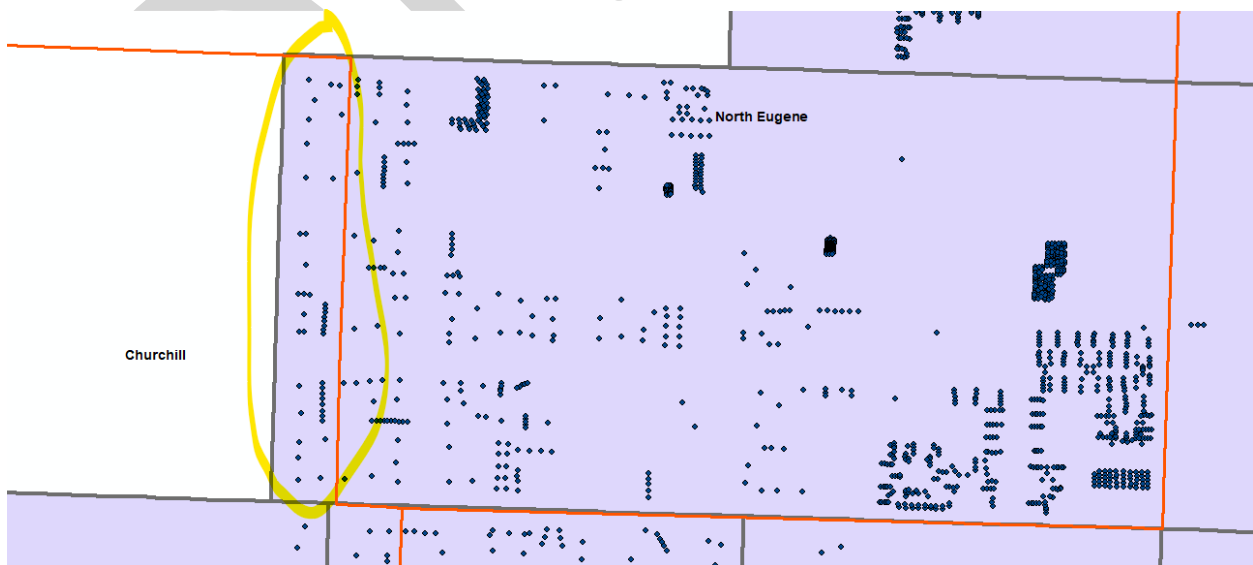
Provided by Lane Council of Governments (LCOG), Kyle Overstake, GIS Senior Analyst

All 4J board seats are currently at-large, with no representation specific to areas or geographies. The goal of the analysis was to identify potential geographies of representation, and then to determine how close to equal representation existed based on population of said areas.

Using existing 4J related boundaries made the most sense, specifically, high school catchment areas. The, 2020 census block group data was used to estimate the population within each of the 4 catchment areas.

Note: The block group boundaries don't align exactly with catchment areas, so where a catchment area was split by a block group, residential address points were used with a population of 2.5 (average household size) per point to derive population. i.e. if the address point was in a block group not used in the calculation, then 2.5 was added to the overall population. If a majority of the block group was IN a given catchment, each point outside of the catchment was multiplied by 2.5 and subtracted from the overall total for that area.

The area highlighted illustrates an example of such a split block group. A majority of the block group is within North Eugene while the smaller area is in Churchill. For Churchill, the address points are summed up and multiplied by 2.5. That same amount is also then subtracted from the total reported for the block group and applied to North Eugene.



These are residential address counts by high school areas.

South: 25,521
 Sheldon: 23,740
 North: 16,547
 Churchill: 15,847

These are the population estimates and percentages by high school areas (based on the residential addresses).

Sheldon	45,177	27%
North Eugene	36,149	21%
Churchill	34,822	20%
South Eugene	53,948	32%
	170,096	100%

Given that the results don't show equal or close to equal population distribution, the 7 board seats could be distributed such that North Eugene & Churchill each receive 1 seat while Sheldon and South Eugene receive 2. The final seat could be at-large or at-large within North & Churchill.

The above information was provided by Lane Council of Governments (LCOG), Kyle Overstake, GIS Senior Analyst.

Further analysis and options:

High School enrollment provided by 4J staff:

High School enrollment information as of Oct 2025 and January 2026.

School	October 2025	January 2026
Churchill	1044 = 22%	1019 = 20.1%
North	1143 = 22%	1170 = 23%
Sheldon	1383 = 27%	1441 = 28.4%
South	1464 = 29%	1445 = 28.5%
Total students	5034	5075

Total population estimate of Eugene 4J School District = 170,096

Population estimates of each high school geographic area and the percentage of the total

Sheldon	45,177	27%
North Eugene	36,149	21%
Churchill	34,822	20%
South Eugene	<u>53,948</u>	<u>32%</u>
	170,096.	100%

Below are 3 options for geographic zones and a rationale for each:

Option 1:

Rationale for Option 1: Attempt to balance the % of residents with the number of representatives from each high school area while considering high school enrollment.

6 representatives in regions – 2 for South, 2 for Sheldon, 1 for Churchill, 1 for North and 1 “at -large”

Region	% of total	Number +/-	# Representatives
South	90%	+25,599	2
Sheldon	59%	+18,828	2
North	27.5%	+7800	1
Churchill	23%	+6473	1

28,349 residents = 1/6th of the total

Option 2:

Rationale for Option 2: Attempt to balance the % of residents with the number of representatives from each high school area.

7 representatives in regions – 3 for South, 2 for Sheldon, 1 for Churchill, 1 for North

Region	% of total	Number +/-	# Representatives
South	+122%	+29,648	3
Sheldon	+86%	+20,877	2
North	+49%	+11,849	1
Churchill	+43%	+10,522	1

24,300 residents = 1/7th of the total

Option 3:

Rationale for Option 3 is based on high school enrollment numbers and percentages. (Refer to the chart above.)

1 representative per high school region and 3 “at large”

Region	% of total	Number +/-	# Representatives
South	+26%	+11,424	1
Sheldon	-18%	+2653	1
North	-15%	-6375	1
Churchill	+6%	-7702	1

42,524 residents = 1/4th

Updated 2/2/26



ITEM FOR INFORMATION

Date of Meeting:

February 4, 2026

Title:

Recap Phase 3 of the Budget Reduction Plan

Presenters:

Miriam Mickelson, Superintendent

Carmen Xiomara Urbina, Chief of Staff

Brooke Wagner, Assistant Superintendent for Administrative Services

Matt Brown, Director of Financial Services

Melissa Ibarra, Director of Elementary Education

Jeff Johnson, Director of Elementary Education

Sebastian Bolden, Director of Secondary Education

Kate Marrone, Director of Human Resources

Background:

At the January 21 the Board received a presentation on **Phase 3 of the district's budget reduction process**. The presentation included information how recommendations were developed, how this phase fits within the broader fiscal strategy, and how the district is prioritizing students, equity, and long-term stability.

Tonight, Dr. Mickelson will provide a recap of Phase 3 and address questions the board asked at the January 21 board meeting. This item is presented for information to ensure transparency and shared understanding as the district continues through a phased approach to budget balancing.

Caring for students today and protecting their future are not competing priorities—they are the same responsibility. The majority of current students will return to our schools next year, seniors will graduate in June, and we will welcome a new kindergarten class in September. *These realities underscore the importance of making decisions that support students now while ensuring the district's long-term ability to serve future students.*

Community Engagement & Shared Priorities:

Between October and November, the district engaged in an extensive community listening and engagement process, including:

- In-person community forums in all four regions.
- Multiple virtual budget meetings for staff.
- A systemwide ThoughtExchange survey with 1,386 participants and more than 67,000 ratings.
- Ongoing conversations with school leaders and departments.

In December, Superintendent Mickelson also met directly with staff across the district in a series of listening sessions and held conversations with students to hear invaluable student perspectives.

Across all groups, the feedback was remarkably consistent. A shared “North Star” emerged clearly: **Protect what directly touches students. Streamline what does not. Be transparent about how we get there.**

Participants consistently emphasized the following expectations:

- Protect classrooms and student-facing supports.
- Maintain special education, behavioral, and mental health services.
- Reduce administrative overhead and increase efficiency.
- Keep equity at the center of decisions.
- Maintain fiscal transparency and clear communication.

How Decisions Are Being Made:

In response to this feedback, the district developed a [Budget Decision-Making Guide](#) to ensure that each recommendation is evaluated consistently and transparently. The guide frames decisions around alignment to district values, student impact, equity, sustainability, operational efficiency, community voice, and compliance with legal and contractual requirements.

Using this framework, the district is examining what must be preserved, what can be scaled back, what can be paused, what may need to be de-implemented, and the trade-offs associated with each option.

The Fiscal Context:

As previously shared with the Board and community, Eugene School District 4J is projecting an approximately **\$30 million budget shortfall for the 2026–27 school year**. This deficit is the result of several converging factors: rising personnel and contractual costs, the expiration of one-time federal pandemic relief funds, and declining enrollment across Lane County driven by lower birth rates. Because Oregon’s school funding formula is directly tied to student enrollment, this decline has a sustained impact on the district’s long-term revenue stability.

This fiscal reality requires difficult choices about programs, staffing, and district operations. Before advancing those decisions, the district’s priority has been to listen deeply to those most impacted—our staff, families, students, and broader community.

On November 5, 2025, the Board approved a [Resolution 2025-26-05 Directing the Development of a Sustainable Budget](#) and authorizing Superintendent Miriam Mickelson to prepare a proposed budget for the coming school year that reduces the district's workforce and programs

Phase 3 Reduction Plan:

Tonight we are providing an update on Phase 3 that will outline building based reduction levels. **Phase 3 budget reductions totaling an estimated \$9.8 million**. The proposed reductions in Phase 3 include, co-location of Family School at Camas Ridge; change in the Middle School Bell Schedule; Enrollment and Schedule adjustments in licensed and classified staffing and unemployment related costs.

Supporting Staff Through Change:

It is important to acknowledge that behind every reduction are people. Approximately **90 cents of every district dollar is spent on staffing**, which means that a \$30 million reduction will significantly impact our workforce. While the district continues to prioritize minimizing impacts on students, specific reduction-in-force impacts on buildings and departments will be finalized in the spring, through June, in alignment

with established HR processes and attrition considerations. This approach prioritizes transparency while avoiding unnecessary harm and prolonged uncertainty.

Preserving Core Student Services:

As reductions are considered, it is equally important to reaffirm what the district currently provides—and intends to preserve.

Across the district, Eugene School District 4J continues to implement the Science of Reading; strengthen literacy and math instruction; update curriculum; and maintain access to arts, electives, career and technical education pathways, Dual Language Immersion, and early learning. The district continues to provide health services, special education, English Language Development, and social-emotional, mental health, and behavioral supports.

Operational teams—including transportation, nutrition services, technology, safety, human resources, finance, and facilities—ensure that learning environments remain safe, stable, and functional each day. This systemwide view helps clarify where reductions can occur while safeguarding the direct services and supports that students rely on.

Phase 2 Reduction Review:

On January 7, 2026, the district presented **Phase 2 reductions totaling an estimated \$18 million**. Recommendations in this phase are informed by community input and guided by the district’s decision-making framework.

On January 14, 2026, the Board approved [Resolution #2025-26-07 Relating to Phase 2 Program Changes and Authorizing a Reduction in Force](#), to authorize the superintendent to take all actions the Superintendent deems necessary to implement the reduction in force and layoffs related to programmatic changes and the changes to the districtwide programs, services and departments identified by the Superintendent. The board acknowledged that this will include restructuring of CALCI and the elimination of the Middle School Online Academy. Through the approval of this resolution, the board authorized the Superintendent to reduce program based licensed staffing by up to 55 FTE and classified staffing up to 72.

For clarity, as part of Phase 1, the Board previously authorized administrative reductions and the Superintendent has taken action based on that authorization.

Phase 1 Reduction Review:

On December 10, 2025, the district presented **Phase 1 budget reductions totaling an estimated \$2.3 million**. These reductions were intentionally focused outside of the classroom and included operational streamlining, contract and subscription adjustments, and district-level efficiencies that do not directly impact students. These early actions helped establish the financial runway necessary to advance subsequent phases.

Also on December 10, the Board approved [Resolution #2025-26-06 Authorizing a Reduction in Force – Administrative Positions](#), allowing for reductions of up to 32 positions among non-bargaining units, including administrators, directors, managers, supervisors, and professional staff.

Timeline Review:

The district’s phased timeline continues as follows:

- **December–February:** Superintendent recommendations presented in three phases
 - Phase 1 — Executive leadership restructuring and non-personnel reductions (December 10)

- Phase 2 — Administrative positions and program adjustments (January 7 and January 14)
- Phase 3 — Licensed and classified staffing (January 21 and February 4)
- **February–March:** Staffing and contractual obligations; development of the proposed 2026–27 budget
- **March–April–May:** Budget Committee meetings (March 31, April 8, April 22) and Board Public Hearing on May 13, 2026.
- **May 27:** Final Board adoption of the budget, as required by June 30, 2026

Closing Commitment

As the district moves forward through this phased process, our commitments remain unwavering. Every decision is grounded in putting students first, ensuring that resources are aligned in ways that advance equity, and communicating openly and transparently with our community. Even in a challenging fiscal period, we are working intentionally to provide predictability and stability for students, families, and staff.

Phase 3 reductions mark an important step in a broader, multi-phased strategy to restore financial stability while strengthening our operational foundation.

The district’s focus extends beyond balancing a single year’s budget. Over the next three to five years, the district is working to align staffing with student needs and financial realities, preserve essential student-facing positions, sustain high-quality curriculum, and invest in strong teaching and leadership. A multi-year approach reduces disruptive, year-to-year cuts and supports greater coherence and stability across schools and departments.

This work is guided by a clear purpose: to ensure that Eugene School District 4J remains a highly functioning, student-centered district—one that can meet the needs of today’s students while safeguarding the future for those yet to come.

Budget Reductions Phase 3

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February 4, 2026 | Eugene School District 4J

Addressing a \$30m Shortfall

- A system reset and resizing
- A strategic realignment of staffing and resources with enrollment decline and state and federal funding realities
- A path toward sustainability, stability, and long-term viability

Budget Reductions in Phase 1-3

- Include General Fund reductions only
- Some positions are funded by federal/state grants and not included in the phased reductions; allocation and projections are a different process

Phase 1 Reduction Estimates: \$2.3m

Professional Service Contracts \$0.03m
Contract reductions to individuals that are providing services for items such as investigations, job reviews, coaching, and other services.

School Discretionary Budget \$0.22m
School discretionary budget reductions for 2026-27 for each school.

Technology Subscriptions \$0.25m
Contracts to related to products that provide tech access, such as Thought Exchange, Seesaw, Rosetta Stone, and other products.

Department Reductions \$0.41m
Products and services related to departments; this includes general materials and services and contracts related to providing services.

Professional Development \$0.50m
Department professional development reductions and MAPS member professional development disbursements will be paused for 2026-27.

Staffing and Stipend Reductions \$0.89m
Staffing and reductions in associated payroll costs. Unemployment estimates are included for staff reductions.

Phase 2 Reduction Estimates: \$18m

Unemployment Cost Estimate **-\$3.00m**
Unemployment costs from layoffs.

Credit Retrieval/Online Programs **\$0.83m**
De-implement middle school Eugene Online Academy; scale back high school extended day and high school EOA

Administration Consolidation **\$0.83m**
Leverage attrition to adjust secondary administrative structures at lower enrollment sites to better align staffing with enrollment levels.

CALCI **\$1.88m**
Future Build: Centralized at North Eugene; Creative Current at Sheldon; Humanitech at South Eugene

Nutrition Services and Catering **\$2.75m**
Reduce Nutrition Services General Fund transfers; pause on production kitchen and catering services.

Academic Support/Extracurricular **\$3.55m**
Scale back AVID, summer school and BEST programs, OSAA athletics reclassification.

Staff Support **\$4.49m**
Pause centrally managed mentorship and educator pathways programs, reduce instructional support capacity, and conclude conflict resolution function at the district level.

Staffing Adjustments **\$6.88m**
Non-bargaining units; initial licensed & classified staff.

Phase 3 Reduction Estimates: \$9.88m

Family School Co-Location **\$0.16m**
 Co-locating Family School within Camas Ridge Elementary. Amount listed does include \$1.1m for bond projects that would not be needed.

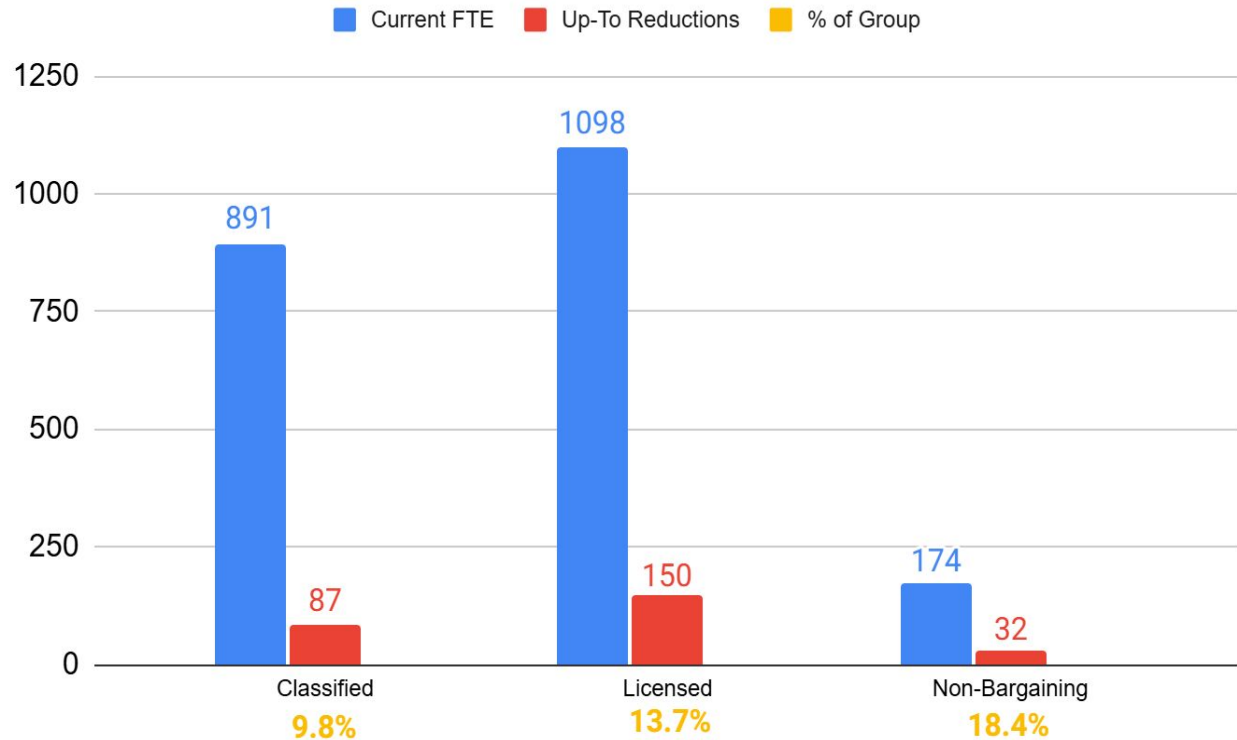
Licensed Staffing **\$12.67m**
 Reductions in licensed staffing across all levels due to enrollment and a change in the Middle School bell schedule.

Classified Staffing **\$0.85m**
 Reductions in classified staffing across all levels due to enrollment.

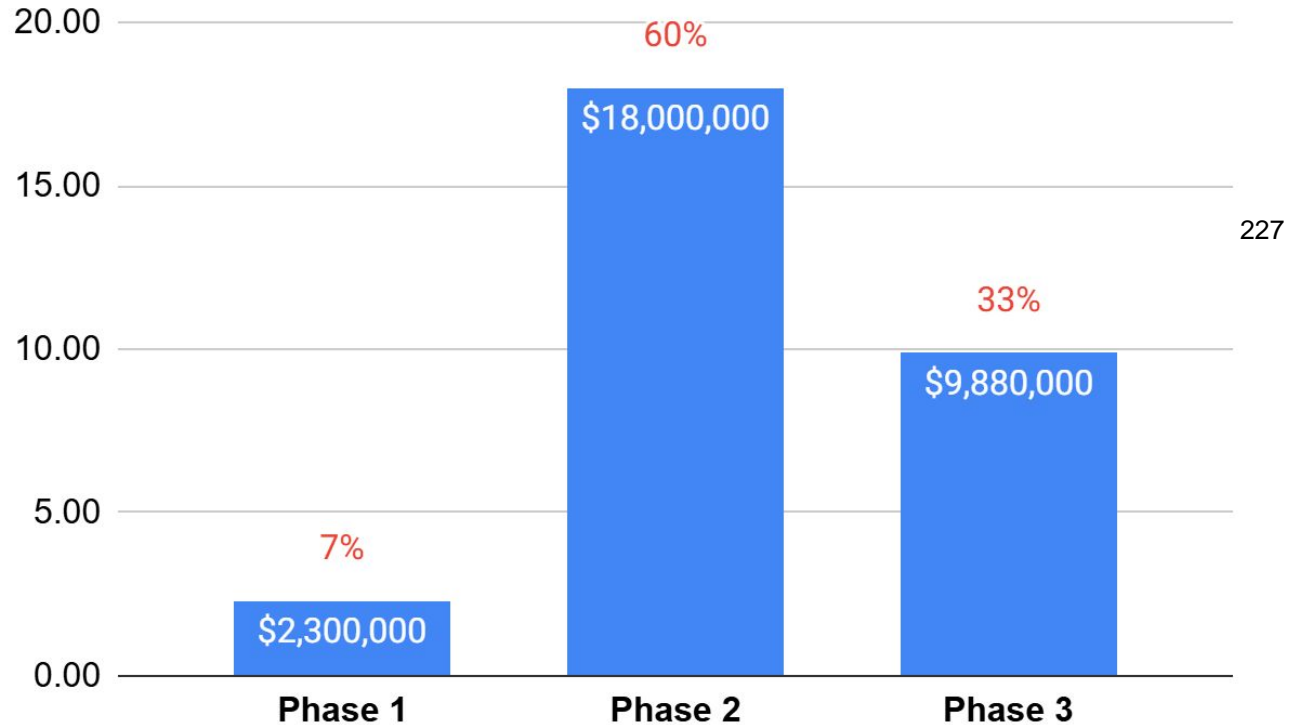
Staffing Adjustment Pool **-\$1.50m**
 Fall staffing adjustments (as needed)

Unemployment **-\$2.30m**
 Estimated unemployment

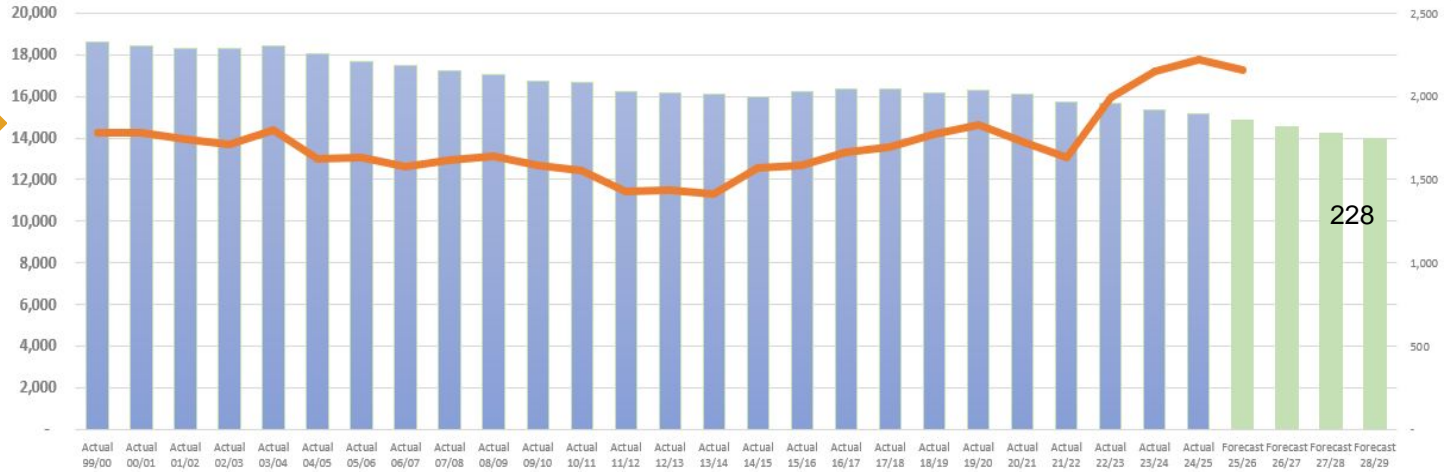
Staff “Up-To” Reductions by Employee Group For All Three Phases



Reductions by Phase *(estimated dollar amount and percentage)*



Enrollment vs Staffing



Proposed Family School Co-Location at Camas Ridge

- Camas designed for: 450 students
- Camas current enrollment: 263 students
- Projection for 2026-27: 250 students
- Space capacity can protect stability, programs, and flexibility

Proposed Family School Co-Location at Camas Ridge

Questions Under Analysis:

- Shared spaces: cafeteria, gym, playground, classrooms
- Staffing levels and class sizes
- Schedules: arrival/recess/lunch/dismissal
- Health and safety
- Resources and fundraising/account structures

Engagement and Next Steps

- Family School and Camas Ridge conversations
- If co-location is approved, a Transition Committee will be immediately formed
- Leadership reset

Proposed Middle School Bell Schedule Change

Proposed Bell Schedule Change

- Return to a six-period day
- Start time and end time the same

Sample 7-Period Day

Time	7 Period Schedule	Course
30 min	Advisory/Flex/Support	Advisory/Flex/Support
43 min	1	LA
43 min	2	SS
43 min	3	Math
43 min	4	Sci
43 min	5	PE/Health
43 min	6	Quarter electives, year-long elective, or Intervention
43 min	7	Quarter electives, year-long elective, or Intervention

Sample 6-Period Day

Time	6 Period Schedule	Course
30 min	Advisory/Flex/Support	Advisory/Flex/Support
50 min	1	LA
50 min	2	SS
50 min	3	Math
50 min	4	Sci
50 min	5	PE/Health
50 min	6	Quarter electives, year-long elective, or Intervention

6-Period Day Rationale

- Prioritizing instructional depth and staff workload sustainability
- Longer instructional minutes (approx. 50 mins) for deeper learning.
- Current 38-minute Wednesday periods 'limiting' for meaningful instruction
- 67.8% of all middle school staff prefer a 6-period day
- Fewer transitions
- More financially sustainable than a 7-period day.

4J Adopted Curriculum

The recommended daily lesson length is 45 min-60 min of instruction

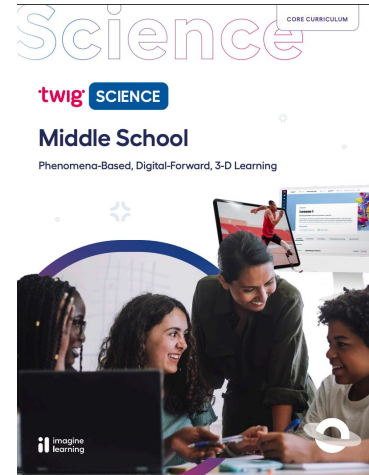
ELA



Math



Science



Major Challenge

- Reducing one period may limit elective options for some students
- How to creatively develop flexible scheduling solutions to ensure students, including those receiving special education or English Learner services, will continue to have access to elective exploration

Six-Period Bell Schedule Cost Savings

- Under the current seven-period schedule, students take 7 classes per day, while teachers teach only 5 classes.
 - Requires the district to employ more teachers to cover the number of student course sections.
- When the district moved to a seven-period day two years ago, we hired approximately 20 additional teachers
- If we kept the current schedule structure, we would still need to cut approximately 25 FTE to close the budget gap and match staffing with enrollment.
 - This would result in average class sizes increasing significantly.
- The six-period middle school bell schedule represents approximately \$3.08M in cost savings, primarily because teachers will teach 5 out of 6 classes; thus, fewer teachers are needed to teach the student courses.

Next Steps: Care, Support, and Planning

Communicate with clarity and care

- Continue to provide timely, transparent updates
- Partner with labor groups to support impacted staff

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Support people and communities through change

- Center dignity, compassion, and stability for impacted staff, schools, and families

Next Steps: Care, Support, and Planning

Plan responsibly for today and tomorrow

- Align Phases 1–3 into a clear, coherent budget plan
- Reimagine service delivery to ensure long-term sustainability for 2026–27 and beyond

HR Next Steps

- Reduction-in-Force (RIF) process
- Expo for Licensed Staff
- Recall List



“Those who practice leadership for equity must **confront, disappoint and dismantle** and at the same time **energize, inspire and empower.**”

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Sharon Daloz Parks



ITEM FOR ACTION (Second Read)

Date of Meeting:

February 4, 2026

Title:

Approve Resolution 2025-26-08 Relating to Phase 3 – Strategic Budget Reductions – Authorizing a Reduction in Force and Co-location

Presenter:

Dr. Miriam Mickelson, Superintendent

Background:

The district faces a \$30,000,000 anticipated deficit for the 2026-27 fiscal year. Due to the scale of anticipated reductions, it is necessary for the Superintendent and the Board to make a number of strategic financial and operational decisions in advance of the preparation of a budget document. These decisions must be made this winter in order to allow impacted staff the opportunity to plan and prepare, and to enable the district to implement budget reduction strategies in a timely, planful manner.

In November 2025, the Board approved Resolution 2025-26-05 relating to the development of sustainable budget strategies. In that resolution, the Board determined that a reduction in force would be necessary, that the Superintendent shall determine which positions would be eliminated for the 2026-27 school year, and that the Board would act on the Superintendent's recommendation as to the overall level of positions to be reduced district wide. The resolution also directed that the Superintendent identify programmatic reductions and present the components of a comprehensive budget reduction plan to the board.

Consistent with Board direction, the Superintendent has presented proposed reduction in three phases. Based on the Superintendent's recommendations in phases one and two, the Board authorized a reduction of staffing for 2026-27 of up to 159 FTE, specifically 32 administrative FTE, 55 program-based licensed FTE, and 72 **program-based** classified FTE.

Having given in-depth consideration to the matter, the Superintendent will present the components of the Phase Three reductions at the January 21, 2026 Board meeting. These will include a reduction-in-force of **school-based** staff and the co-location of Family School and Camas Ridge Community School.

Resolution 2025-26-08 authorizes the Superintendent to reduce **school-based** licensed staffing by up to 95 FTE and classified staffing by up to 15 FTE, effective June 30, 2026.

Options and Alternatives:

Proposed revisions to the resolution, if any, can be discussed at the meeting.

Recommendation:

The Superintendent recommends the Board adopt Resolution 2025-26-08.

RESOLUTION NO. 2025-26-08

**Relating to Phase 3 – Strategic Budget Reductions
Authorizing a Reduction in Force and Co-location**

WHEREAS,

1. As of January 2026, the Eugene School District 4J faces a forecasted budget gap of approximately \$30 million for the 2026-27 school year; and
2. As a public agency, the district must comply with ORS 294.456 which requires that adopted expenses not exceed available funds; and
3. The district is required to comply with ORS 342.934 in making decisions related to reductions in force; and
4. In Board Resolution 2025-06-05, the district’s Board of Directors:
 - a. Committed to making strategic decisions concerning levels of staffing reductions by February 4, 2026 so as to guide the development of the 2026-27 recommended final budget, provide impacted staff the opportunity to plan and prepare, and enable the district to implement such strategies in a timely and planful manner; and
 - b. Directed the Superintendent to present components of a comprehensive budget reduction plan; and
 - c. Provided that the Superintendent shall determine which positions are eliminated within Board-authorized levels; and
5. The Board is considering budget reduction strategies in three phases; and
6. In phases one and two, the Board authorized program changes and the reduction of administrative staffing by up to 32 FTE, and program-based staffing by up to 127 FTE (55 Licensed; 72 Classified) effective June 30, 2026; and
7. As part of Phase 3 budget reductions, the Superintendent now recommends the Board authorize:
 - a. the reduction of building-based staffing by up to 95 Licensed FTE and 15 Classified FTE, effective June 30, 2026; and
 - b. the co-location of Family School and Camas Ridge Community School at the Camas Ridge site.

NOW THEREFORE BE IT RESOLVED,

1. The Board authorizes the Superintendent, as part of Phase 3 budget reductions, to reduce building-based licensed staffing by up to 95 FTE and classified staffing by up to 15 FTE, effective June 30, 2026.

2. Family School and Camas Ridge Community School shall be co-located at the current Camas Ridge site. Effective for the 2026-27 school year, Family School's new address shall be 1150 E 29th Avenue, Eugene, OR 97403.
3. The Superintendent is authorized to take all actions the Superintendent deems necessary or advisable to implement the reduction in force and layoffs, the co-location of schools, and other service changes identified by the Superintendent.
4. This resolution is intended to assist the Superintendent in addressing the unique financial of the 2026-27 fiscal year and does not establish a precedent for processing programmatic and operational decisions or reductions in force in the future, nor otherwise limit the Superintendent's rights and duties conferred by law, board policy or contract.

Adopted this ____ day of February 2026 by Board of Directors for the Eugene School District 4J.

Tom Di Liberto, Board Chair
Board of Directors, Eugene School District 4J



ITEM FOR ACTION (Second Read)

Date of Meeting:

February 4, 2026

Title:

Approve Resolution 2025-26-09 Relating to Middle School Schedules

Presenter:

Dr. Miriam Mickelson, Superintendent

Background:

The board holds the exclusive responsibility for approving the standard school schedule at each level upon the recommendation of the Superintendent who is recommending a change to the standard middle school schedule. School schedules must meet state minimum hour requirements and changing school schedules requires consultation with EEA as provided in the CBA.

For two years, the district's middle school schedule has consisted of a 7-period day with periods 43 minutes in length on regular days. Additionally, on regular days (i.e., not early release days), students also have a 30-minute advisory/ flex period. On early release days, students receive 270 minutes of instruction. In this 7-period model, teachers teach 5 of the 7 periods.

After considerable analysis and consideration of feedback from licensed and classified staff, the Superintendent is recommending a return to the 6-period day. The proposed schedule would also include an advisory/flex period on non-early release days. If approved, students would receive instruction in six 50-minute periods plus the 30-minute advisory/flex period, for a total of three hundred and thirty (330) minutes of instruction on regular days. On early release days, students would receive instruction in six 45-minute periods, for a total of 270 instructional minutes on early release day. In a 6-period schedule, teachers would teach 5 out of 6 periods, plus advisory/flex.

At the board meeting, staff will share their process for developing the proposed 6-period schedule and the reasons for recommending it. An important reason for considering a change at this time is the expense of a 7-period schedule in which teachers teach 5 of 7 classes, as that schedule requires more teachers to cover classes.

ODE regulations require that the district provide a minimum of 900 instructional hours per year at the 6-8 level. However, the law also provides that certain non-instructional activities such as up to 30 hours of parent-teacher conference time can be used in the district's calculation of instructional hours when authorized by the local school board.

The proposed 6-period schedule (plus advisory/flex) would result in 896.8 hours of instruction annually, based on the board-adopted 2026-27 calendar – an amount just shy of the 900-hour minimum required by law. An option that would allow the district to comply with state requirements would be for the board

to authorize the district to approve the use of instructional time allowances made available by [OAR 581-022-2320](#).

Approval of Resolution 2025-26-09 will:

- Authorize a change in the standard middle-school schedule from a 7-period day to a 6-period day;
- Enable the district to implement a more financially sustainable schedule;
- Result in students receiving 896.8 hours of instructional time (based on the 2026-27 calendar);
and
- Allow the district to count non-instructional activities in its calculation of instructional time towards the 900-hour annual minimum required by law at the K-12 level.

Options and Alternatives:

Proposed revisions to the resolution, if any, can be discussed at the meeting.

Recommendation:

The Superintendent recommends the Board adopt Resolution 2025-26-09.

RESOLUTION NO. 2025-26-09

Relating to Middle School Schedules

WHEREAS,

1. The School Board for Eugene School District 4J retains the exclusive authority to approve standard school schedules at each level; and
2. The Superintendent recommends a change to the middle school standard schedule, returning to a six-period day plus advisory, effective 2026-27; and
3. Article 10.2.4.f of the collective bargaining agreement between the Eugene Education Association (EEA) and the District establishes maximum annual instruction hours, provides a process for consultation with EEA when a new standard schedule is proposed; and provides that the Board will approve standard schedules by level upon the recommendation of the Superintendent; and
4. State law requires public school districts to provide students in grades 6-8 receive a minimum of 900 hours of instruction time per year; and
5. State law permits districts to use, with the approval of their school boards, certain noninstructional activities in their calculations of instructional time, including up to 30 hours of parent teacher conference time; and
6. The schedule proposed, in combination with approximately 5 hours of parent teacher conference time if authorized by the board, meets the legally required annual minimum requirements for instructional time.

NOW THEREFORE BE IT RESOLVED,

1. The standard schedule for middle schools shall consist of three hundred and thirty (330) minutes of instruction on regular school days, including a thirty-minute advisory period, and two hundred and seventy (270) minutes of instruction on early release days.
2. Early release day shall continue to be scheduled on the same day for all schools.
3. The board approves the use of allowances made available by [OAR 581-022-2320](#) in the district's calculation of instructional time.

4. The Superintendent shall establish bell times and take other actions the Superintendent deems appropriate or advisable to achieving the objectives of this resolution; and
5. The schedule authorized by this resolution shall take effect with the 2026-27 school year.

Adopted this ____ day of February 2026 by Board of Directors for the Eugene School District 4J.

**Tom Di Liberto, Board Chair
Board of Directors, Eugene School District 4J**



ITEM FOR ACTION (Second Read)

Date of Meeting

February 4, 2026

Title

Approve Revisions to Board Policy IKF–Graduation Requirements

Presenter

Casandra Kamens, Curriculum Administrator

Sebastian Bolden, Director of Secondary Education

Background:

School Board Policies are statements which set forth the purpose and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and staff can discharge their assigned duties with positive direction.

The Oregon Legislature passed HB 4137 (2024) which grants credit towards graduation to students who complete International Baccalaureate programs. The State Board of Education adopted rules for implementation and established responsibilities for districts that offer International Baccalaureate Programs.

It has become necessary to make some changes to Policy IKF to align with guidance from Oregon School Board Association (OSBA) that adheres to changes in law the adopted requirements by the state of education. Additionally, we want to ensure our International Baccalaureate students who have completed their IB program, can use that to satisfy graduation.

Options and Alternatives:

The Board may choose to accept revisions to Policy IKF as proposed and approve the policy. The Board may wish to direct staff to make further revisions.

The Board has the authority to approve a policy on the “First Read” should they choose to do so

Recommendation

The superintendent recommends the board approve revisions to Board Policy IKF–Graduation Requirements

Eugene School District 4J

Code: **IKF**
Adopted: 8/26/15
Revised/Readopted: 9/09/15; 11/07/18; 11/06/19;
10/06/21; 10/04/23; 5/21/25; **XX/XX/XX**
Orig. Code: IKF; IKFA

Graduation Requirements**

The district will establish graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and a certificate of attendance that meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" is defined in ORS 30.297.

² See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics at Algebra I level or higher;
2. Four credits in language arts⁵;
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁷financial literacy);
5. One-half credit of higher education and career path skills⁸;
6. One-half credit of personal financial education⁹;
7. One credit in health education;
8. One credit in physical education;
9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination); and
10. Five OS (Other Subjects) credits.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

⁵ "Language arts" includes reading, writing and other communications in any language, including English.

⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ "World languages" includes sign language, heritage languages and languages other than a student's primary language.

Course Requirements	Class of 2026	Class of 2027 & Beyond
Language Arts (LA)	4.0 Credits	4.0 Credits
Mathematics (MA) Must be Algebra I and above	3.0 Credits	3.0 Credits
Science (SC) Must include Scientific Inquiry and Lab Experiences as outlined in the standards	3.0 Credits	3.0 Credits
Social Studies (SS) Must include US History, Economics, Geography, and inclusive instruction in Tribal History/ Shared History, Holocaust/ Genocide, and Ethnic Studies	2.5 Credits	2.5 Credits
Social Studies - Civics	0.5 Credit	0.5 Credit
Health (HE)	1.0 Credit	1.0 Credit
Fine Arts (AF), Applied Arts, Career & Tech Ed (CTE) or World Language (WL)	3.0 Credits	3.0 Credits
Physical Education (PE)	1.0 Credit	1.0 Credit
Personal Finance (PF)	N/A	0.5 Credit
Higher Education & Career Path Skills (HC)	N/A	0.5 Credit
Other Subjects (OS)	6.0 Credits	5.0 Credits
Total Course Credits:	24.0 Credits	24.0 Credits

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;¹¹
2. Complete an Education Plan and Profile: Students develop an education plan and profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals. The process should begin no later than grade 7 and continue through grade

¹¹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

SB 3 (2023) added one-half credit each of higher education and career path skills and personal financial education to the diploma and the modified diploma, therefore, reducing the number of elective credits by 1 to maintain the 24 credits. Both of these are effective for students who began grade 9 in the 2023-2024 school year.

12, with regular reviews and updates.

3. Complete Career-Related Learning Experiences: Students participate in career-related experiences that connect classroom learning with real life experiences in the workplace, community and/or school relevant to their education plan.
4. Complete Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

International Baccalaureate

A student who has completed an International Baccalaureate program may satisfy the credit requirements¹² prescribed by standard diploma requirements listed above.

1. A student may satisfy those requirements if the student has successfully completed:
 - a. All the requirements as described in the International Baccalaureate Organization's International Baccalaureate Diploma Programme curriculum; or
 - b. All the requirements as described in the International Baccalaureate Organization's International Baccalaureate Career-related Programme curriculum.
2. Beginning with the class of 2027 and beyond, unless waived in accordance with OAR 581-022-2000(14), a school district or public charter school offering an International Baccalaureate Diploma Programme or an International Baccalaureate Career-related Programme shall ensure students in an International Baccalaureate program complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses.
3. A school district or public charter school offering an International Baccalaureate Diploma Programme or an International Baccalaureate Career-related Programme shall develop a curriculum plan that ensures students in an International Baccalaureate Program receive inclusive instruction aligned to the adopted standards in Civics and Health. This plan shall be kept on file at the district and be available to ODE upon request.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010 (3):

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

¹² Requirements for the completion of the International Baccalaureate diploma and career-related programmes can be found in the Graduation Rules and Awarding Academic Credit document.

2. The student has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. One-half credit in personal financial education;¹³
6. One-half credit in higher education and career path skills;¹⁴
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;¹⁵
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁵ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and

- g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas** and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Certificate of Attendance

A certificate of attendance¹⁶ will be awarded to students who:

1. Have maintained regular full-time **attendance**¹⁷ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁸.

For students with a documented history¹⁹, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, **extended diplomas**

¹⁶ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁷ **“Regular full-time attendance” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.”**

¹⁸ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

¹⁹ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

and the requirements for the diplomas; and

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Diploma Awarded to Veterans

The district will issue a high school diploma, upon request, to a person who resides within the boundaries of the district or resides in Oregon and attended a high school in the district, if the person:

1. Attended a high school before serving in the U.S. Armed Forces;
2. Presents discharge papers (Form DD214) establishing details of service and discharge or release from service under honorable conditions; and
3. Served in the U.S. Armed Forces at any time during World War I, World War II, The Korean Conflict or The Vietnam War, or served and was physically present in Operation Urgent Fury (Grenada), Operation Just Cause (Panama), Operation Desert Shield/Desert Storm (the Persian Gulf War), Operation Restore Hope (Somalia), Operation Enduring Freedom (Iraq), or served in the U.S. Armed Forces in an area designated as a combat zone by the President of the United States.

Each veteran receiving a diploma shall have the option of participating in the high school graduation ceremony. A representative of a deceased person who meets the requirements for the award of a diploma may make a request on behalf of the deceased person if the deceased person resided within the boundaries of the district at the time of death or was a resident of Oregon at the time of death and attended a high school in the district.

4J Honorary Diploma

The district will issue a 4J honorary diploma certificate, at the request of a parent or guardian, for a deceased student who died while enrolled in 11th or 12th grade before completing graduation requirements.

To be eligible for an honorary diploma certificate, the student must have attended a district high school, completed the prior school year, and been enrolled in 11th or 12th grade at the time of their death.

The honorary diploma certificate will be issued on or after the graduation date of the class in which the student was enrolled at the time of death.

Issuance of an honorary diploma certificate may be withheld at the superintendent's discretion.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form²⁰ and submitting the form to the district.

Course syllabi shall be written for courses in grades 9 through 12 and shall be available to students, staff, parents, the Board and other interested individuals.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)
[ORS 339.115](#)
[ORS 339.505](#)
[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

²⁰ Oregon Department of Education page for: [30-day notice and opt-out form](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.



ITEM FOR ACTION

Date of Meeting

February 4, 2026

Title

Approve the Corrective Action Plan for the Eugene School District 4J Annual Financial Report for the 2024-25 Fiscal Year

Presenter

Matt Brown, Director of Financial Services

Background

1. Oregon Revised Statute Sections 297.405 through 297.555 covers municipal audit law. In accordance with these requirements and Board Policy DI, the independent audit firm of Clear Trail CPAs has completed their audit of the district for the year ended June 30, 2025.
2. Copy of report for board members -- ORS 297.465(2) mandates that a copy of the audit report be furnished to each person who was a member of the governing body at the end of the calendar year or fiscal year and to each member of the current governing body. We have attached a copy of the Annual Financial Report for you.
3. Actions regarding audit report -- ORS 328.467(2) requires that should there be any deficiencies in the audit report, the school district board will approve a corrective action plan that identifies the deficiency and solution. This corrective action plan is included to the Secretary of State when filing the audit.

Recommendation

The Superintendent recommends that the Board accept the District's Annual Financial Report and corrective action plan as presented for fiscal year 2024-25.



February 4, 2025

Oregon Secretary of State
Audits Division
255 Capitol St. NE, Suite #180
Salem, OR 97310

Plan of Action for Eugene School District 4j

Eugene School District 4j respectfully submits the following corrective action plan in response to deficiencies reported in our audit of fiscal year ended June 30, 2025. The audit was completed by the independent auditing firm Clear Trail CPAS and reported the deficiencies listed below. The plan of action was adopted by the members of the governing body at their meeting on February 4, 2026, as indicated by signatures below.

The deficiencies are listed below, including the adopted plan of action and timeframe for each.

1. Deficiency #1 – FS-2025-001

- a. Material Weakness – During our testing of inventory at year end, we noted a lack of sufficient data attesting to units on hand and on the price per unit.
RECOMMENDATION: We recommend that the District thoroughly document inventory.
- b. The Director of Financial Services has implemented communication with the Director of Nutritional Services regarding this issue of data from the external software service. Discussions with the software company have been communicated and corrective action has been taken to ensure accurate and complete data is prepared and ready for next year’s audit process. Financial management will work with Nutrition services staff to ensure detailed data on inventory is readily available through the creation of a report with the software company.
- c. This will be implemented as of February 2026.

2. Deficiency #2 – FS-2025-002

- a. Significant Deficiency – During our testing of property tax deferrals at year end, we noted that the district allocated deferred revenue to the wrong fund. The district has made subsequent corrections.

- b. RECOMMENDATION: We recommend that the District reviews balance sheet accounts to ensure accuracy after journal entries are conducted.
 - c. The Director of Financial Services has created additional workflow and opportunities for additional and more thorough regular reviews to ensure proper recording of property tax deferred revenue is allocated to the correct funds.
 - d. This was implemented in January 2026.
3. Deficiency #3 – FS-2025-003
- a. Significant Deficiency – During our testing of year-end prepaid and accounts payable, we noted the District incorrectly recorded certain purchases from fiscal year 2025 as prepaid and accounts payable. The District made subsequent corrections.
RECOMMENDATION: We recommend that the District thoroughly reconcile payments to ensure accuracy.
 - b. Due to the complexities of GASB 96 reporting, Financial Services has enhanced the process in identifying and recording eligible IT subscription purchases to ensure the accuracy of subsequent reporting and created a more thorough review and approval workflow for reporting year-end purchases.
 - c. This was implemented as of January 2026.
4. Deficiency #4 – SA-2025-001
- a. Federal Award Program – 84.425 ESSER
During our testing of ESSER, we noted 2 employees where I9s were not retained.
RECOMMENDATION: We recommend the District retain all I9s in accordance with federal law.
 - b. The Director of Financial Services is in communication with the Director of Human Resources regarding this issue. Human Resources is developing a review process to identify non-compliant i9s and implementing a new staff training program for proper completion, correction and replacement of I9 documents.
 - c. This will be implemented as of June 30, 2026.

Board Chair, Tom Di Liberto

Signature

Superintendent, Miriam Mickelson

Signature

Director of Finance, Matt Brown

Signature



ITEM FOR ACTION AT A FUTURE MEETING (First Read)

Date of Meeting

February 4, 2026

Title

Consider for Approval Year Two of the 2025-27 Lane Education Service District Local Service Plan

Presenter

Dr. Miriam Mickelson, Superintendent
Tony Scurto, Superintendent Lane Education Service District (ESD)

Summary

As required by House Bill 3184, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolutions/core services with the 16 component districts. Through this process component districts had the opportunity to gain knowledge, share and discuss their needs and provide recommendations for the local service plan.

The Local Service Plan contains all services mandated by law. These services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies. This plan includes services for:

1. Students with special needs
2. School improvement
3. Technology
4. Administrative and support
5. Additional services

The 2025-27 Local Service Plan is included in the board packet. Action by component district boards is required by March 1.

Recommendation

The superintendent recommends approving the Lane Education Service District Local Service Plan.



2025-2027 (Year Two)

Local Service Plan

Our shared commitment to equity, empowerment, and collaboration in education.

About Lane Education Service District

Lane Education Service District (ESD) provides services to sixteen component districts in Lane County. Our purpose is to **SERVE** our communities!

Support - Provide comprehensive services in technology, school improvement, special education, and administrative services that support our component districts' missions to achieve equitable outcomes for all students.

Empower - Empower educators, students, and communities by offering professional development and innovative programs to enhance culturally responsive-sustaining learning experiences.

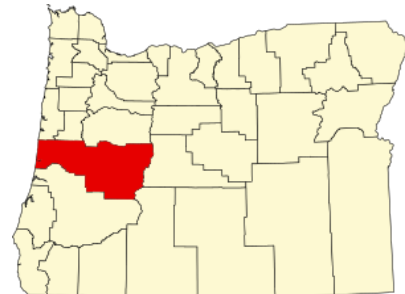
Resource - Deliver fiscally sound services that support equitable allocation for students countywide.

Vision - Cultivate a clear vision for educational excellence and equity, guiding strategic planning, and fostering a shared mission among Lane County's invested communities.

Engage - Promote engagement and collaboration among educators, families, and community partners to create a supportive educational environment that promotes justice-centered engagement for all invested communities.

Component School Districts

Bethel	Mapleton
Blachly	Marcola
Creswell	McKenzie
Crow-Applegate-Lorane	Oakridge
Eugene	Pleasant Hill
Fern Ridge	Siuslaw
Junction City	South Lane
Lowell	Springfield



Purpose of the Local Service Plan

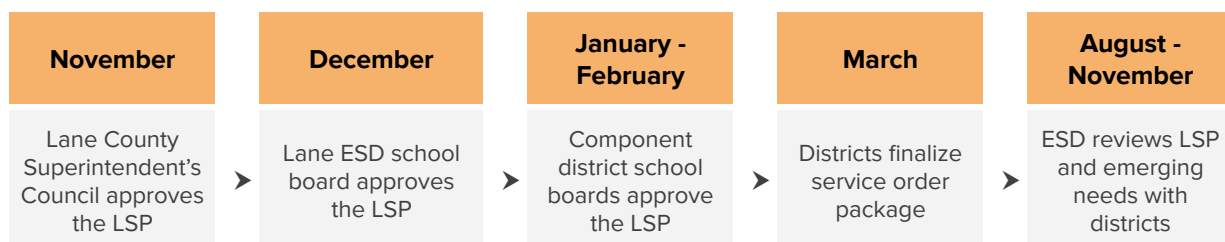
The Local Service Plan is a foundational document for Lane ESD and our component school districts, designed to outline the range of services and programs offered to support district needs. Its primary purpose is to define the services available and clarify how resources, staffing, and funding will be allocated to support districts effectively. With this document, districts can make informed decisions about which services best align with their unique needs and goals, selecting from available services each year.

Additionally, the Local Service Plan plays an essential role in promoting equity and access by ensuring that all districts—regardless of their size or individual resources—have the opportunity to access crucial educational services, especially in areas where Lane County’s smaller districts may struggle to provide these independently. The plan also promotes accountability and transparency, clearly documenting the services to be delivered and setting mutual expectations for the ESD and our component districts. This transparency enables stakeholders to assess service outcomes and effectiveness.

Recommended Use of the Local Service Plan

The district may:

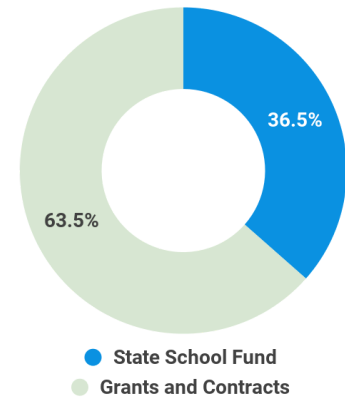
- familiarize itself with funding structures and services in the Local Service Plan.
- assess their needs and priorities to meet their goals and mission.
- determine which ESD services could provide valuable support or enhancement.
- submit its service order package to the ESD by March 31st, 2026.
- review the document throughout the year to determine if additional services are needed.



How Services are Funded

State School Fund resources are provided to ESDs to offer services for children with special needs, technology, school improvement, and administrative support to component school districts as described in the Local Service Plan. Pursuant to ORS 327.019, 90% of these resources are allocated to component school districts based on weighted student population (ADMw). Of the amount allocated to districts, approximately 12% goes directly to services available to all districts (Core Services), while approximately 88% is allocated as flex funds, which can be used to purchase services through the local service plan menu (Menu Services or Custom Services).

Local Service Plan Resources



Core Services provide stability and flexibility in meeting student needs where the level of support may vary from district to district and year to year; this commitment supports the equitable distribution of resources for students county-wide and basic operational needs.

Menu Services are optional for districts to choose from using their allocated Flex funds and individual district budgets.

Custom Services can be requested by an individual district or group of districts based on a specific need. These services may include staffing or the provision of services.

Grants and Contracts support specialized, innovative, and often temporary programs or services with qualifying conditions at no cost to districts. The ESD intentionally applies for grants that extend the services of the four component areas provided through the State School Fund to support the educational mission of the county.

State and Federal Contracts are in place to ensure that the ESD supports school districts in implementing state and federal educational policies and programs, complies with mandates, and provides specialized services.

Grants are targeted funds that the ESD has identified and applied for to support specific educational programs and initiatives for the component districts.

Core Services

Core services are available to all component districts at no cost and represent approximately 12% of the local service plan allocations to districts.

SERVICE AREA	SERVICE	DESCRIPTION
<i>Programs for Children with Special Needs</i>	Life Skills High-Cost Pool	Provides funds to districts with an overrepresentation of Life Skills students (including districts that do not participate in the ESD Life Skills consortium).
<i>Technology Support</i>	Network Services	Provide high-speed internet access, CIPA-compliant internet filtering, 24-7 internet connectivity monitoring, and utilization reporting with reliability and equitable access as the focus areas.
	Professional Development	Organize regional professional development opportunities and support local partnerships, including an internship program.
	Technology Leadership	Facilitate opportunities for regional technology leaders to provide problem-solving collaboration, job-alike groups, state and regional initiatives, consortium purchases, lifecycle plan assistance, and director mentoring and coaching.
	Grant Support	Assistance in the writing, coordination, and implementation of county-wide grant activities
	Cybersecurity	Assist with developing and maintaining incident response plans, cybersecurity handbooks, insurance compliance, vulnerability scanning and reports.
<i>School Improvement Services</i>	Curriculum and Instruction*	General education curriculum and instructional services include professional development, coaching, and consultation to assist districts in curriculum adoption, instruction, and assessment. Lane ESD has content specialists in Health, Social Studies/Ethnic Studies, English Language Arts, Math, Science, Career Connected Learning, and Project Based Learning.
	Curriculum Leaders*	This network meets monthly during the school year and comprises district and building administrators from all 16 component districts. Experts on topics of interest give presentations, the work of component districts is featured, resources are shared, and leaders can network with job-alikes across districts.

	Promise Programs	The Lane Regional Promise supports teachers in obtaining College Now endorsements to offer college credit for courses taken in high school.
	Lane Career Academy	The Lane Career Academy collaboration provides Lane County students with technical education to access high-wage, high-demand jobs. Current programming includes HOPE Factory (construction/manufacturing); future programming to include Emergency Medical Services (EMS) and Behavioral Health.
Administrative and Support Services	Home School	Home Schooling is a mandated service in which Lane ESD is responsible for accepting notifications from parents or guardians who intend to educate their children at home. Lane ESD is a primary information source for parents, students, schools, and districts. The ESD is also responsible for monitoring compliance with homeschool notification requirements, monitoring academic progress requirements, and providing detailed reports to districts.
	Attendance and Truancy Services*	Attendance and truancy support assist component school districts in meeting legal requirements regarding mandatory school attendance. This is a state-mandated service for districts with less than 1,000 students.
	Connected Lane County	A contribution to Connected Lane County supports the collaborative work between districts, industry partners, workgroups, and community organizations to create opportunities and prepare underserved youth for their lives beyond high school.
	Oregon Licensed Contract Dashboard	Subscriptions to RS2's interactive Oregon Licensed Contract Dashboard provide access to licensed salary, benefits, insurance contributions and work schedules with the ability to create custom comparison groups.

* Services provided to support districts in making progress toward the goals of the Student Success Act (see page 11).

Menu Services

Menu services are available for individual districts to purchase as needed using flex funds or other district resources.

SERVICE AREA	SERVICE	DESCRIPTION
Programs for Children with Special Needs	Life Skills Consortium Placements	<p>The Life Skills Education Program serves students with moderate, severe, and profound disabilities. Kindergarten through grade 12 classrooms are located in several elementary, middle, and high schools throughout Lane County. Students ages 18-21 are served in the Transitions Program.</p> <p>The Intensive Services Program (ISP) serves students whose support needs require environmental modifications that may not be feasible on a general education campus.</p>
	Lane School Placements	Lane School is a structured behavior and academic program for kindergarten through grade eight students who experience significant behavioral, social, and educational difficulties.
	Behavior Disorder Consultants	Behavior Disorder Consultants provide in-service training and consultation to districts for behavior and classroom management and strategies for working with students identified as having emotional and behavioral disabilities.
	School Psychologists	School Psychologists provide assessments to assist districts in determining student eligibility for special education, coordination assistance, and consultation with district staff, parents, and other professionals.
	Speech Language Pathologists	Speech Language Pathologists (SLPs) support districts in assessing and providing Individualized Education Plan (IEP) related services to students with communication disorders, including articulation, cognition, language, literacy, social skills, fluency, voice, and hearing. SLPs also support Safe Eating Teams, helping establish and train protocols and guidelines for safe eating at school.
	Augmentative Communication	Augmentative Communication services include evaluation, IEP support, programming equipment, and consultation with classroom teachers and specialists.

	Direction Service	Direction Service provides information and referral services to parents and districts regarding specialized services for families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution.
	Sign Language Interpretation Services	Sign Language Interpreters facilitate communication for Deaf or Hard of Hearing (DHH) students during school hours and for school-related activities. Interpreters may also act as a resource or provide training to staff and students. Interpreters may also offer services to provide ADA accommodations for school staff and families.
	MLK Jr. Education Center	The Martin Luther King, Jr. Education Center is a partnership between Lane ESD and the Lane County Department of Youth Services, providing an educational program for students with an active case with the Department of Juvenile Justice.
	Nursing Services	School Nurses provide services for students with medical conditions that may interfere with their ability to participate in their educational program. School Nurses develop Health Management Protocols, which outline specific supports needed for each student, train staff to recognize and respond to students' medical needs, and delegate medication administration and health protocols.
Technology Support	Application Hosting and Management	Cloud and on-prem solutions, e.g. video streaming services, backup solutions, help desk solutions, cloud solutions and applications, and technology inventory solutions.
School Improvement Services	Career and Technical Education	Career and Technical Education (CTE) staff provide leadership and services to districts so that students can enhance their 21st-century technical skills, career exploration, and successful transition to work or extended schooling.
	Library Services	Library services support districts in meeting Division 22 library and media services standards. Professional development, coaching, and consultation are provided for districts that elect this service.
Administrative and Support Services	Substitute Teacher List Subscription	Lane ESD maintains a list of approved substitute teachers and provides support with registration, training, and orientation to applicants.
	Courier Services	Lane ESD's courier services provide an efficient and secure method of moving materials between the ESD, districts, and other public agencies.

Grants and Contracts

Through support from grants and contracts, Lane ESD provides certain value-added services at no cost to districts. Programs and descriptions that are underlined have been identified by the state for potential cuts in 2026 - 2027.

SERVICE AREA	PROGRAM	DESCRIPTION
<u>Programs for Children with Special Needs</u>	<u>Early Intervention / Early Childhood Special Ed</u>	Contracted service with the University of Oregon Early Childhood CARES. Grant provides EI (birth-3) and ECSE (3-5) education services to all Lane County resident families with children with qualifying special education eligibility.
	<u>Lane Regional Inclusive Services</u>	LESD Regional Inclusive Services works in collaboration with Local School Districts, Early Intervention, Early Childhood Special Education (EI/ECSE) programs, Families, and Community Agencies to provide specialized educational support for children with low incidence disability eligibility, including Autism Spectrum Disorder (ASD), Orthopedic Impairments (OI), Traumatic Brain Injury (TBI), Visual Impairments (VI), Deaf/Hard of Hearing (DHH), and DeafBlind (DB). This grant also supports audiology referrals and a Hearing Assistive Technology Equipment Lending Library.
	<u>State Hospital</u>	The Oregon State Hospital Education Program offers opportunities for 18 to 21-year-olds to continue their education while in the hospital setting.
	<u>Juvenile Detention Education Program</u>	The Juvenile Detention Education Program (JDEP), funded by the Oregon Department of Education, provides educational and re-entry transitional services to students housed overnight in county juvenile detention facilities.
	<u>Regional Technical Assistance Program</u>	Lane ESD provides local-level options for professional development and technical assistance within the general supervision areas (special education and federal title programs).

School Improvement Services

<u>Western Regional Education Network</u>	<u>The Western Regional Educator Network (WREN) encompasses the 28 school districts in Lane ESD and Linn-Benton-Lincoln ESD. It is an educator-led, improvement-focused network that elevates teachers' voices, emphasizes the Lane ESD Equity Lens to interrupt historical patterns of inequities, and supports educators in creating more inclusive and empowering school cultures. Professional development, coaching, and consultation are provided.</u>
<u>Teacher Pathways*</u>	<u>This Grow Your Own (GYO) grant funded program works to diversify the K-12 education workforce in Lane County by recruitment, selection, clinical practice, hiring placement, and induction support for pre-service teachers centered on building culturally responsive affinity groups.</u>
Social Emotional Learning*	Professional development, coaching, and consultation are provided to component districts to meet their goals of authentic implementation of Oregon's Transformation Social Emotional Learning (TSEL) standards,
School Safety and Prevention*	Technical expertise, training, and system development is provided to districts in responding to threats of violence and suicide. Our SSPS is the lead responder and coordinator of the Tragedy Response Team.
Student Voice*	Professional development, coaching, and consultation are provided to implement ongoing student voice and engagement for district/school strategic planning and continuous improvement.
LGBTQ2SIA+ Student Success	This grant funds technical assistance, professional development, curriculum development, and resources, to ensure focal LGBTQ2SIA+ students and their families are safe, feel a sense of belonging, and are supported to achieve at high levels across all Lane County districts.
Latinx Student Success	This grant funds technical assistance, professional development, curriculum development, and resources to ensure focal LatinX Students are safe, feel a sense of belonging, and are supported to achieve at high levels across all Lane County districts.
Native Youth Wellness*	This grant funds the Native Youth Wellness program (NYW). NYW provides professional development on Tribal History/Shared History and TSEL, culture nights, student affinity groups, coaching on tribal education programs, equity, and culturally sustaining pedagogy.
Advanced Manufacturing & Construction	This grant supports a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.
Behavioral Health Career	This grant provides curriculum, training, and work-based experiences focused on mental and behavioral health pathways between districts

Pathways	and industry partners via Lane Career Academy. Prioritizes rural and underserved communities.
Team Oregon Build	Professional development and technical assistance is provided on hands-on construction projects. The project provides pathways for career development while addressing the urgent need for safe and sustainable housing.
Healthcare Workforce Development	Coordinate scholarship and training support to remove cost barriers for students to participate in Behavioral Health and Emergency Services pathways within Lane Career Academy.
LaneSTEM*	<u>Lane ESD supports Science, Technology, Engineering, and Math (STEM) education in partnership with LaneSTEM through workshops, school site consultation, classroom coaching, and grant partnerships.</u>
Early Literacy*	Lane ESD supports district implementation of their Early Literacy plans by coordinating professional development via Oregon Department of Education contractors and community partners.
Administrative Burden Reduction*	Technical assistance completing state and federal required reporting, grant applications, and data collections. The focus is primarily on small/rural districts, but Integrated Guidance technical assistance is provided for all component districts.
21st Century Community Learning Centers*	Crow-Applegate-Lorane, McKenzie, Mapleton, and Siuslaw are in a consortium for the 21st Century Community Learning Centers (CCLC) grant. Lane ESD provides oversight and technical assistance on the completion of grant requirements.
English Language Development*	English Language Development (ELD) services include technical assistance relating to curriculum, instruction, assessment, and educational learning platforms. Train general education teachers to learn how to integrate the English Language Proficiency (ELP) standards into their regular curriculum.
Migrant Education	Lane ESD coordinates a regional Migrant Education Program (MEP) consortium serving Lane and Douglas counties, including 29 school districts. MEP provides supplemental instruction, community outreach, and parent involvement for eligible MEP students, including summer school, graduation, and preschool services for students ages 3-21.
EA/IA Professional Development*	Lane ESD contracts with Cultivate at the University of Oregon to provide professional development modules for Education / Instructional Assistants.

Portrait of a Graduate*

Lane ESD contracts with Cosgrave and Swanson to consult rural districts on developing and implementing Portrait of a Graduate.

** Services provided to support districts in making progress toward the goals of the Student Success Act (see page 11).*

Appendix - Links to Other Information

Student Success Act Comprehensive Support Plan

Lane ESD’s Student Success Act Comprehensive Support Plan is provided to assist districts with developing and implementing their Integrated Plans for the implementation of the Student Success Act. ***Services are detailed throughout this Local Service Plan and indicated with an (*)***.

Lane ESD Budget and Financial Reports - Lane ESD’s annually adopted budgets and audit reports can be found on the Lane ESD website at <https://lesd.k12.or.us/administration/business-services>.

Lane ESD Equity Lens - Lane ESD's Vision, Mission, and Purpose are at the center of all decisions made within the agency in service of our county. We employ our Equity Lens and adapt our Equity Tools to meet the needs of the decision at hand by including multiple perspectives, determining the problem to be solved, evaluating potential positive and negative impacts on our students, families, and districts, examining resources available, and at all times orient ourselves toward justice centered engagement while operating in a fiscally responsible and responsive manner. See more at <https://lesd.k12.or.us/strategic-plan>.

Lane ESD Contact Information - For questions, please contact supt-office@lesd.k12.or.us