

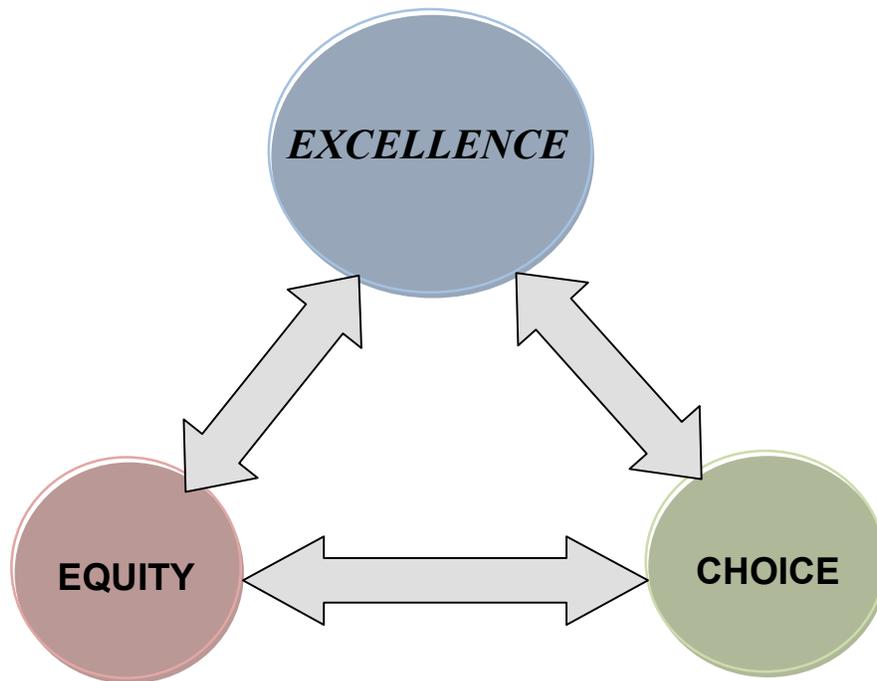
# Shaping 4J's Future

SETTING A STRATEGIC DIRECTION

FOR 2008 - 2013

Superintendent's Report and Recommendations

(Part II)



**EUGENE SCHOOL DISTRICT 4J**

February 13, 2008

George Russell, Superintendent

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## **I. INTRODUCTION**

In response to the alternative school review report, the board directed in February 2006 that the district begin developing a process for larger review of enrollment patterns, school boundaries, alternative school relocation, school closure and consolidation, and possible new school construction or renovations. Included with that direction was reassessment of the placement of learning centers, regional learning centers, and ESD programs serving special education students.

As a result of that direction, the Shaping 4J's Future process was initiated in 2006 to address the following strategic question:

*“What services and facilities will be needed to support the district's future instructional programs in order to increase achievement for all students and close the achievement gap?”*

The process was underpinned by the school board's three instructional goals: (1) increasing achievement for all students; (2) closing the achievement gap; and (3) providing equal opportunities for all students to succeed.

In answering the strategic question, I have tried to consider the factors of declining enrollment, regional enrollment patterns, placement of special education programs, the location of alternative schools, and potential strategies such as boundary changes, grade and school configurations, and school closures and/or expansions (4J Trends and Issues Report 2006).

The Shaping 4J's Future process built upon ongoing instructional planning and previous district plans. It focused on critical long-range facility and service options that arose from enrollment and student population trends and from related issues that were not fully resolved from the Schools of the Future Report of 1999, School Closure and Consolidation Report of 2001, and the Access and Options Report of 2004.

In Part I of this report, I tried to provide some background and context that would help drive my recommendations for Shaping 4J's Future. As part of that report, I said that our focus should be on how to provide both equity and choice in a system of schools that provide an excellent education for all students. The challenge, of course, is how to do that in an environment of declining enrollment and diminishing resources, especially in a system that seems to foster competition and opportunity.

### **Shaping 4J Process**

The recommendations and insights that came out of the Shaping 4J planning process have been very useful in helping me coalesce my thinking around these key values and the issues surrounding them. But it goes back even farther than that. It really started with the Schools of the Future process that led to the School Closure and Consolidation recommendations and then the Access and Options recommendations, which led in turn to the Alternative Schools review. Much of the groundwork had already been laid and the work of the Focus Groups and the Think Tank served to further reinforce the key issues related to the question of how do we serve all students well in a time of changing expectations for learning outcomes, and do so in a system that is finding itself

more and more stratified every year. The even greater question is about finding the appropriate balance of choice and equity that allows us to attain and maintain excellence in all our schools. I've posed the question several times for the board as this: Do we want to be a system of neighborhood schools with a choice of options available to students and parents, or a system of choice with neighborhood schools for those who can't or don't exercise choice? In my mind, the answer is the former. If that is the case, then the next question is how would that look in a community that strongly values choice as part of its public school system? More importantly, how does it look when that same community also strongly values equity in the pursuit of excellence? The answer, of course, is that there is no easy answer, and there is no single answer. Part of this challenge is knowing that what we don't know may be more important than what we do know, or at least what we think we know.

### **Acknowledgements**

I've already thanked many of the key people who participated and contributed so much to the Shaping 4J process, and I thank them all again for their valuable thoughts and viewpoints. There are some folks I didn't get around to mentioning the first time that I want to be sure to mention this time around. They include Hillary Kittleson, retired director of finance and support services, and Dr. Betsy Shepard, retired TAG coordinator, both of whom contributed immensely to the planning and public/staff engagement parts of this Shaping 4J process. Again, notwithstanding the many outstanding contributions to this work, and the great staff work and support that has gone into it, particularly that of Barbara Bellamy, Tom Henry, Kay Mehas, Dennis Urso and Jon Lauch, among many others, I reiterate that I take full responsibility for this the report and the recommendations herein.

## II. BACKGROUND

In Part 1 of this report, I tried to set the context by again laying out some of the data related to the key enrollment and demographic trends that have led us to this point. The key point is that we have more schools and buildings than we have students for (primarily in the southeast and southwest parts of Eugene) and with that has come the critical need to address the costs and implications of school choice and declining enrollment on the demographics and size of our schools. This district has taken a strong position in support of choice and educational options as a vehicle to ensure that our students have access to and opportunity for innovative and challenging instruction that meets their individual needs and interests. The problem has been assuring that choice is truly available to all our students and that it does not create or aggravate existing disparities in educational achievement.

### Survey Results

We also looked at the results of the survey and other data in Part 1. We essentially found there were only a few policy options that received considerable, and more than moderate, support. A brief summary of the Survey results showed the following:

- 1. There is about equal support for maintaining current district policies as there is for policy changes that would create neighborhood elementary schools of 300-500 and alternative elementary school sites of 300-500 students. Parents, especially elementary parents, tend to prefer current policies for both neighborhood elementary schools and for alternative elementary schools, while elementary staff are about equal in their support for current policy or the 300-500 student school size policy.*
- 2. With respect to alternative schools, both options received moderate support, with parents preferring to continue with current enrollment policies for alternative schools while staff generally prefer setting enrollment requirements.*
- 3. There is slightly stronger support for middle schools of 400-600 students than for continuing current policy. However, both options received only moderate support. Middle school parents supported both options about equally, while 4J staff, including middle school staff, preferred the 400-600 student school size.*
- 4. There was slightly stronger support for policy changes that would result in comparable academic programs at all four high schools than for continuing current policy. All three policy options, however, received only moderate support. High school parents were about equal in their support for current policy as they were for changes that would balance enrollment and/or provide comparable programs. On the other hand, 4J staff, especially high school staff, strongly supported an approach of balancing enrollment among high schools.*
- 5. There was stronger support for policy changes to balance the diversity of students among schools than to continue current enrollment management policies. Approaches most strongly supported were to develop unique academic programs at schools with a high concentration of lower-income students and to provide transportation for students from low-income households to attend schools outside their neighborhood. Parents support these two approaches over other options. Making boundary changes to better balance cultural and economic diversity among schools has moderate support. 4J staff supported boundary change options more strongly than parents. Parents are least supportive of boundary changes that would set a goal of ensuring that no school has more than 50% of its students from lower-income households. Continuing current enrollment management policies had the least support, with 50% in opposition, 37% in support and 13% neutral.*

6. *There was strong support to increase technology investments in schools and to provide space for all-day kindergarten. Nearly 90% of all respondents support increased investments in technology hardware, with about 50% expressing strong support and only 6% opposed. Providing all-day kindergarten also received strong support. Remodeling and building improvements to expand career academies at high schools and to create smaller learning environments within schools were also supported at a fairly high level. Providing additional space for pre-kindergarten programs within district buildings received less support than other initiatives. However, it too received support from slightly more than half of survey respondents.*

### **Think Tank Guiding Principles**

In Part I, I also reflected on the guiding principles developed by the Think Tank. Their principles were in the general categories of 1) Increase overall achievement; 2) Close the Achievement Gap; 3) Address Equity; 4) Consider Feasibility; 5) Minimize Community and District Transitions; and, 6) Honor Community Traditions. These principles are also ones that have influenced my thinking as I've reflected on the development of scenarios to implement the Shaping 4J process. As a part of the process, I also held some staff and parent conversations that I reported on in Part 1. While there were many significant contributions and ideas generated as part of that process, there were several that resonated with me and influenced the goals and principles I subsequently put forth. Some of those included the following:

- Create four enrollment-balanced high schools, each supported by two middle schools offering comprehensive curriculum and services.
- Develop and fund a core program for all schools that provides a basic minimum standard. Each school's delivery model may vary.
- Commit to long-term program equity among regions with comparable choice within each region. Provide caps to maintain high schools at 1500. Fund schools for retention of staff and programs for 2-3 years.
- The district should provide a minimum and maximum number of students for each elementary school and provide a specified level of services for each building. Staffing is based on program rather than enrollment.
- Provide full day kindergarten at all schools.
- Every building deserves a true core program of instruction including music and the arts.
- 4J needs to adapt sustainability within its mission/curriculum.
- Create greater equality by allocating more resources to those schools with greater challenges such as large class size, higher poverty, high population of ELL and special education students.
- No longer base school funding allocations on the number of students, but instead base on holistic assessment of what is needed to make each individual school excellent.

### **Board Goals and Annual Agenda**

The agenda for the 4J board of directors is established in accordance with district policy as a statement of those goals or issues that the board believes are the highest priority for action in the coming year and beyond. It is also a statement of the outcomes or key results against which the board will assess the district's and the board's success. The board adopted an agenda for 2007-08 and for 08-09 (Attachment 1) that will be reviewed, and as appropriate, may be modified at the beginning of the 2008-09 school year.

The above mentioned core values around excellence, equity and choice are clearly reflected in the board's agenda. It is especially critical that the goals and principles proposed as drivers for the Shaping 4J's Future strategic direction and the recommended scenarios are consistent not only with the core values of excellence, equity and choice, but also are congruent with and align with the board goals. The board developed goals and key results in

three major categories: Student Achievement, Stewardship of District Resources, and Stakeholder Engagement. The board goals that are particularly related to the Shaping 4J's Future are identified below:

### **STUDENT ACHIEVEMENT**

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

*The board is committed to providing equal opportunities for all students to succeed. All students shall enjoy success in school and have the support needed to reach their full potential. In our current system, inequalities exist among schools in terms of their ability to address students' educational needs. These inequalities affect student performance and contribute to an achievement gap. Some schools, particularly those serving low income and/or low achieving students, may require additional resources to achieve the same student outcomes in terms of meeting district and state academic goals.*

*The No Child Left Behind Act requires all students to reach state benchmarks by 2014 and all schools to achieve adequate yearly progress in student achievement for all groups of students. The district must act aggressively and proactively to achieve these goals.*

#### **Key Results**

1. *The board will develop and approve goals for 2008-10 that focus on increasing student achievement and strengthening the coherence among district, school and classroom strategies for improving teaching and learning, to include:*
  - *Articulating a clear educational vision for improving achievement of all students and closing the achievement gap;*
  - *Eliminating differences in achievement for groups of students with common characteristics like race, ethnicity, gender, English language learner, socio-economic status or disability;*
  - *Developing, by 2010, content and performance standards which describe the knowledge and essential skills that students should be able to demonstrate by the end of elementary, middle and high school; and*
  - *Ensuring that our graduates are prepared to succeed in post secondary education, chosen careers and as actively participating citizens.*
2. *The district will communicate student achievement data to the community and work with the community to develop a shared concern and responsibility for achieving equity in student achievement.*

### **STEWARDSHIP OF DISTRICT RESOURCES**

**Goal: Provide prudent stewardship of district resources to best support student success**

*The board will direct district resources to support the instructional core, while maximizing administrative and operational efficiency. The district must also decide how best to respond to declining enrollment and regional enrollment patterns, a student population with more diverse needs, and staff turnover due to retirements.*

#### **Key Results**

1. *The board will complete Shaping 4J's Future, the district's strategic planning process, and provide direction in spring 2008 regarding the policies, services and facilities that will best support the district's instructional goals. The planning process will consider:*
  - *Declining enrollment, regional enrollment patterns, and changing student demographics and needs;*
  - *Relocation of alternative schools to better distribute programs and to provide space separate from neighborhood schools; and*

- *Emerging instructional issues that impact facilities such as all-day kindergarten, high school restructuring, and changing instructional technology.*
- 2. *The board will consider whether to refer a measure to voters at the November 2008 election. This could be a measure to renew the district's local option levy for operations or a bond measure to fund school and facility improvements as described in the district's Strategic Long-Range Facilities Plan.*

### **STAKEHOLDER ENGAGEMENT**

**Goal:** *Engage the community, staff, parents, elected officials and other stakeholders in supporting students and schools*

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

#### **Key Results**

1. *The board and staff will work with other agencies and organizations to ensure that children receive the educational and related services they need.*
2. *The district will keep the community fully aware of issues facing the district and engage parents, community and staff members in Shaping 4J's Future and other district initiatives.*
3. *The board will expand relationships with community members and engage in meaningful dialogue about improving student achievement, particularly among students who are not achieving their academic potential, and the district's performance in addressing the needs of all students.*

### **Schools of the Future Report and Work Plan**

In 1999, the board appointed a Schools of the Future Committee to help the school district set direction and give the District guidance as it planned for and made adjustments in programs and facilities moving into the 21<sup>st</sup> Century. The Schools of the Future Committee in its report established a vision for the future, developed guiding principles and beliefs, and made recommendations that evolved into a board adopted work plan.

Program stability was one of the major areas of focus for the committee. In discussing program stability, the Committee said that *“achieving and maintaining program stability is an important yet challenging task, particularly in times of declining enrollment and inadequate and unpredictable school funding.”* It found that small schools have been particularly vulnerable to reductions in programs such as music, counseling, library services, and physical education, among others. The Schools of the Future Committee specifically recommended that the district *“identify the key characteristics of a comprehensive program and the optimal school size that is necessary to offer a comprehensive program in each of its schools.”* Among their findings and recommendations related to the issue of school closure, consolidation, and replacement were the following:

- *It is important for all schools to be of sufficient size and have the resources necessary to offer the program. There is a direct relationship between the number of students in a school and the availability of resources.*
- *District 4J must identify models that successfully combine the intimacy of small schools (e.g., schools within a school) with the delivery of a comprehensive program that larger schools are able to offer, especially if it is going to continue to maintain small schools.*
- *District 4J will maintain school buildings and facilities that are designed to support the teaching and learning process.*
- *District 4J will provide schools that create a safe, secure, and positive climate for learning.*

- *District 4J will have a long-range facility and property management program that supports all facets of the district's mission to students and its responsibility to the community.*

Significant community and staff time went into developing the Schools of the Future Report and Work Plan. We must ensure that as we move ahead with Shaping 4J's Future that we not lose sight of the vision, guiding principles and beliefs, and the recommendations laid out by the Schools of the Future Committee.

### **School Closure, Consolidation and Replacement**

Discussion of school closure and consolidation has gone on in 4J since 1975. Over the years, a number of reports and studies have looked at the implications of declining enrollment, inadequate facilities, and fiscal restraints on the quality of instructional programs. In a 1975 report, it was predicted that the elementary schools in all areas would be filled to capacity by the year 2000. Instead, enrollment declined and a number of elementary schools closed, including Condon, Laurel Hill, Lincoln, Magladry, Dunn, and Willard.

In my recommendations and response to the School Closure, Consolidation, and Replacement Committee (SCCR) in 2001, I noted that as far back as 1976, the Small Schools Task Force stated its belief "*that small neighborhood schools have so many advantages that we believe that it is reasonable to maintain them even with some minor disadvantage in other areas.*" In that same report, the task force recognized that it was difficult to achieve flexibility, diversity of program or equity of teacher workload when the enrollment falls. In 1976, they believed the magic number was 150. Today, over thirty years later, I'm suggesting that for 4J that number should be 300. At the time, they stated their belief that small schools could be economically and educationally justified through innovative staffing and sharing of personnel with nearby schools. In a 1978 study on declining enrollment, the committee found that while almost everyone agreed school closure ought to be a last resort, they also recognized that as enrollment continued to decline and particularly when the decline was concentrated in certain areas, that school closure would have to be considered.

Again in 1981, yet another task force looked at school closure and consolidation. That task force in its final report said "*consolidation of small elementary schools into schools with a minimum of 250 student enrollment enhances the equality of educational opportunity for all students.*" Then in a 1998 position paper prepared by elementary principals, they recommended that elementary school optimal enrollment be between 300 and 500 in order to provide a comprehensive instructional program for students.

In the 2001 School Closure, Consolidation and Replacement Report, I concluded that Eugene is a district of small schools that strongly values school choice and educational alternatives. That perspective has not changed in the intervening years. It is still what makes us unique and special. And, as then, I still believe, it is what has contributed significantly to our overall success. The challenge we continue to face is how to maintain that edge in a time of declining enrollment, diminished resources, changing demographics, and higher expectations for student achievement.

In the February 2001 report and recommendations of the School Closure, Consolidation, and Replacement Committee, they identified a total of eight schools (including those identified for possible closure in the fall of 2001) that could be closed or consolidated over the next ten years--should the district obtain funds to replace inadequate schools.

The committee in its deliberations considered these factors outlined in Administrative Rule 5570, School Closures:

1. Enrollment projections.
2. Transportation of students.
3. Program considerations (educational and auxiliary services).
4. Facility considerations.
5. Community impact considerations.
6. Fiscal impact and cost savings.

In my response to the committee's findings and recommendations, I noted that it was important that these factors be viewed as parts that contribute to the whole picture regarding an individual school. That was to say that no particular weighting should be given to one factor over the other, and that all factors should be considered in the larger context of doing what's best for students. Thus, the weighting for a particular factor might vary from school to school depending on the situation at that particular school. I stated my belief that in the final analysis it should be the convergence of these individual factors into a whole picture view that guided the board's decisions. For example, in one school the condition of the facility may take on more significance because of its impact on the ability to offer certain instructional or auxiliary programs. Likewise, the cost savings to be accrued from closing a particular school might be outweighed by the community impact considerations. Thus, a situational weighting approach, I said, was the right one.

The SCCRC recommendations resulted in the following school buildings being closed: Bailey Hill (students to Twin Oaks and McCornack), Santa Clara (students to Awbrey Park and Spring Creek), and Whiteaker (students to River Road and Ida Patterson-now Chavez). Several other schools were closed and consolidated into new buildings built through the bond measure passed in 2001. Willakenzie and Washington schools were closed and consolidated into the new Bertha Holt Elementary School, and Ida Patterson and Westmoreland were closed and consolidated into the new Cesar Chavez Elementary School.

The SCCR committee also identified some additional options they thought should be considered for possible closure and consolidation in the future. Included in those suggestions were the following: Close Edison and consolidate with Harris in a new building at the Harris site; or close the Fox Hollow building and move the French Immersion School to join Harris neighborhood school in a new building on the Harris site.

### **Access and Options**

In January 2003, the Student Achievement: Access and Options Committee was appointed by me to review and recommend ways to ensure that the district's approach to school choice would assist in closing the achievement gap and allow all students to have equal access to education options appropriate to their needs, abilities and interests. The school board was clear it was not interested in the elimination of choice but rather in exploring what a system of choice could look like in the future and what changes were needed to make access to choice more equitable.

The Access and Options Committee recommended a variety of changes to the district's choice program with the goal of ensuring all students have equal access to education options to improve student achievement.

The recommendations from the Access and Options Committee included:

1. *Invest in programs in neighborhood schools by improving and expanding programs.*
2. *Distribute alternative school programs and/or transportation geographically or regionally*
3. *Review schools for possible merger and/or collaboration.*
4. *Replicate successful programs that help close the achievement gap.*

5. *Distribute special education regional learning center (cognitive and behavior) and life skill programs throughout the district.*
6. *Examine smaller schools in regards to equity.*
7. *Consider staff incentives, weighted formulas, all-day kindergarten, lower student/teacher ratios, staffing stability and differentiated staffing for neighborhood schools.*
8. *Also consider school calendar, program staffing, staff development, best practices, and attraction programs.*

### **School Choice/Alternative Schools**

As a part of the work plan for implementing the recommendations in the Schools of the Future, the board in 2001–2002 analyzed the existing choice program to determine if fundamental and long-term changes needed to be made in the district’s school choice program. The board also determined what “short-term” changes needed to be made to ensure access to the choice programs and increase equity among neighborhood and alternative schools, to include ensuring enrollment stability for both alternative and neighborhood schools. In 2005 and 2006, the alternative school reviews took place and determined that some alternative schools were more distinctive than others. Based upon my recommendations, the board imposed some conditions for continued operation of alternative schools. As part of the alternative schools review, the board made it clear that all potential options related to both alternative and neighborhood schools were open for consideration as part of the Shaping 4J’s Future strategic planning process. That is, that any short-term decision regarding viability did not preclude future decisions that considered longer-term strategic needs of the district related to financial resources, declining enrollment, school boundaries, school closures and consolidations, or alternative school relocations.

In August 2005, the board approved Policy IGBH on Alternative Schools that provided the superintendent would develop review criteria to be used in the alternative schools review. The review criteria were approved by the board. The policy also provided that no single criterion would be used to determine action as a result of the review process. The approved process included the following provisions:

*A decision for alternative school or program modification would be made by the board of directors by the end of February in order to allow for school choice decisions to be made for the following school year. Potential outcomes of the alternative school review would include, but were not necessarily limited to:*

1. *No Change In Status*
2. *Plan For Improvement*
3. *Program Modification*
4. *Merger With Neighborhood School Or Other Alternative School*
5. *Relocation*
6. *Closure*

*Initial Review: The process provided that the initial review (2005-06) of an alternative school would not result in a recommendation for merger, relocation or closure. The first-time review of an existing alternative school or program was limited to an initial recommendation of 1) No Change in Status, 2) Plan for Improvement, or 3) Program Modification. In the case of a recommendation for Plan for Improvement or Program Modification, the recommendation would include a proposed timeline for a follow-up review.*

*Follow-Up Review: The process required that follow-up review be conducted after a sufficient amount of time had been given for improvement or modification to occur. The follow-up review would occur within one year, unless the review committee and/or superintendent determined and recommended to the board that a longer period was warranted. The board would approve extensions of follow-up reviews beyond the one-year period. The follow-up review could subsequently lead to a recommendation for merger, relocation or closure.*

### **III. CORE VALUES, GOALS AND PRINCIPLES**

In Part I of this report, I suggested that the core values of excellence, equity and choice should guide our decisions for the future. I thought it was important that I lay out my definitions of excellence, equity and choice and propose the goals and principles based on those key value concepts as a roadmap to help in guiding my deliberations around the challenges we're trying to solve. These were shared as a part of the report the board received on January 30<sup>th</sup>. At that meeting and in a subsequent work session, the board had considerable discussion about the proposed goals and principles, and suggested some revisions that have subsequently been incorporated into this document.

I believe these values encompass the board's goals and the sentiments expressed by staff, parents and community throughout this process. It's been clear to me as I've tried to digest the information and feedback received over the past few years that district staff, parents and community both value and desire these qualities for the system. But it's also apparent to me that they have very passionate and differing views about what these concepts mean and how they should be implemented. It is this same passion about students and their learning that drives parents and teachers to want what they perceive to be the best for their children and students.

At a recent conference, I had a chance to hear the co-author of *Millenials Rising*, Neil Howe, speak about the shifting perspectives of parents as part of the generational changes impacting K-12 education. In discussing the Generation X parents and teachers who make up the majority of parents and teachers in our school systems today, he noted that Gen Xers appear to be staunch defenders of the precepts of NCLB, and they support school accountability, parental choice, charter schools and home schooling. Compared to Boomer parents, he said, Gen Xer parents are more personally attached, protective, and directive of their children; they are more demanding as school "consumers;" less trusting of educators; and more insistent on "choice." Schools need to assume, he said, that Gen Xers have less trust and are more skeptical of the school system. (Howe, *Millenials Rising*). Much of the survey data and feedback gathered through this process, and the review of case studies from other school systems, have supported that viewpoint. Both nationally and locally, the evidence is clear that parents in particular want to have choice as an option for their children, even if they never plan to exercise it. Whether from Seattle to Boulder, Corvallis to Madison, or Portland to Boston, it's clear that some version of school choice is a very valued and significant part of the strategy to provide for both excellence and equity. But what is also clear is that school choice presents both a number of challenges and unintended consequences for school systems as they seek to address the issues of increasing socioeconomic stratification and racial/ethnic resegregation of their schools.

#### **Core Values**

The board's directions and actions over the last ten years have clearly revolved around a set of core values that have been expressed in their goals and values. These core values can be expressed as major concepts of excellence, equity and choice. It is these core values that should drive our future. I have attempted to give some definition and structure to those below as a way of helping us conceptualize the goals and principles that will lead our decisions related to setting the strategic direction for the next three to five years. The core values and the emanating goals and principles are restated below.

##### **EXCELLENCE:**

- Educational excellence exists when all students are achieving at high levels and have engaging, rigorous and enriching learning experiences.
- Excellence is about increasing achievement for all students and closing the achievement gap.
- Excellent schools meet the diverse needs of all students and offer a multi-cultural and inclusive learning environment.

### EQUITY:

- Educational equity exists when all students have equal opportunity to achieve at high levels.
- Equity may require an unequal distribution of resources and services in recognition of, and in addressing, the diversity of student needs.

### CHOICE:

- School choice provides all students with equal access to educational options that are appropriate to their needs, and interests, and involves, in concept, the educational purposes that promote innovation and academic achievement.
- School choice should support excellence and equity, promote diversity within our schools, and support district efforts to close the achievement gap.
- School choice should not result in a system of segregated schools or negatively impact the education of lower income students.

### **Goals and Principles**

These goals and principles need to be considered together as a whole. None should be considered independently or in isolation of the others. Together they will guide the direction of my recommendations for future actions grounded in our core values of excellence, equity and choice.

#### *Goals:*

1. *To ensure that elementary buildings have sufficient resources to offer high-quality core programs, the targeted elementary school size should range from 300 to 450 students.*
2. *To ensure that middle schools have sufficient resources and program offerings to provide high-quality core programs, the targeted middle school size should range from 400 to 600 students.*
3. *To ensure that high schools have sufficient resources and program offerings to provide high-quality core programs, high school campus size should range from 1200 to 1500 students.*
4. *Some smaller neighborhood schools and alternative schools may be determined to be a viable option to:*
  - *provide for the diverse needs and interests of students, particularly low income and English language learners;*
  - *reflect district approved enrollment caps for alternative schools;*
  - *meet enrollment capacity and facility needs; or*
  - *serve demographically diverse neighborhoods.*
5. *The district will be a district of small and medium-sized elementary and middle schools, with four moderately-sized high schools and with highest priority in terms of resources, programs, and staff support directed to neighborhood schools.*
6. *All schools should provide a challenging instructional program that meets the needs and interests of a wide-range of students, from students who are accelerated learners to those who need additional supports and resources to achieve high standards.*
7. *School choice and open enrollment should not leave neighborhood schools with limited resources or diminish ongoing efforts to integrate schools economically, racially or culturally.*

8. *Relocate elementary alternative schools to stand-alone sites or sites with another alternative school.*
9. *Achieve greater balance of special education services, programs and enrollment across the district.*
10. *Develop additional program options to meet the needs of students who are English Language Learners.*
11. *When planning for the future, provide space for all-day kindergarten.*

**Principles:**

1. *“What is best for all students” will be the paradigm through which all options are considered.*
2. *Equity and equality, though closely related, are not the same. Achieving equity may require an unequal distribution of resources and services. Equity involves opportunity, access, elimination of barriers, distribution of resources based on student needs, socioeconomic factors, availability of funds for academic and other programs and more.*
3. *Strategies designed to increase equity should not negatively impact disadvantaged students.*
4. *Neighborhood schools should have the resources to provide a strong, well-rounded program that includes art, music, physical education and use of technology.*
  - *When small neighborhood and alternative schools are determined to be viable options, there will be some trade-offs. Some program and service amenities that would otherwise be available in larger neighborhood schools may not be available.*
5. *Strategies and decisions should avoid increasing, and instead have the goal of decreasing, the range between highs and lows of student demographics among schools.*
6. *The student population of alternative schools should reflect the diversity of students in the district.*
7. *Communities benefit from having neighborhood schools where families and children are more likely to connect with one another at school and as a result are more likely to be connected to their neighbors and neighborhoods. The neighborhood school is a critical resource in more economically and socially diverse communities.*
8. *Neighborhood schools should be geographically dispersed, with reasonable walk/bike distances and commute times available to students and families.*
9. *Boundary changes should be adopted only as necessary to address the goals. Efforts will be made to keep geographically and historically defined neighborhoods together and to consider the proximity of students to school when redrawing boundaries, closing or consolidating schools.*
10. *Efforts to balance enrollment at secondary schools should be managed through the transfer policy process whenever possible, rather than through boundary changes.*
11. *Environmental sustainability should be taken into consideration when developing strategies and initiatives related to school buildings, service delivery and transportation, including parent and student provided transportation.*

It is these core values, goals and guiding principles that have established the framework for the thinking and recommendations that follow. However, these were not considered in isolation. It was important that these recommendations be looked at in congruence with both the board's goals and the work that had previously occurred around many of these same issues and challenges. Much of this work is not about new issues and challenges, but more about continuing on the course that has been started.

#### IV. DISCUSSION

During the Shaping 4J process, I posed the following questions to the Think Tank:

- Should we close more schools? Build new schools? Reconfigure existing schools?
- If we relocate alternative schools, where would we place them?
- Should we establish school enrollment caps, class size caps or intra-district transfer policies?
- Do we need a boundary change study?
- What should go into a new capital bond measure?

The following discussion addresses my thinking on these questions and the district's future direction.

There is a wide range of Socioeconomic status (SES) in our schools. On average, neighborhood schools have much higher concentrations of poverty than alternative schools. Research indicates that SES is the strongest predictor of academic achievement. Schools with the highest concentrations of poverty usually have the lowest student achievement. In schools with more balanced SES populations (usually not exceeding 50% FRL), low SES students are found to achieve at higher levels without any adverse effect on their more advantaged peers. Low SES families are sometimes discouraged from attending higher SES alternative schools if the schools require high levels of parent fund raising and parent volunteer hours.

There has been generally strong support for addressing the growing concentrations of poverty we see in our schools by somehow creating a better balance of SES in our schools. However, there is virtually no support for forced busing to integrate schools.

Some neighborhood schools in parts of the district are overflowing while nearby schools are struggling to keep their enrollment at a level that allows them to maintain programs and staff. I believe its time to revisit the attendance boundaries to determine if by redrawing some of them we can reduce the size of some very large schools and enhance the enrollment at smaller schools in the same area. For example, Willagillespie was losing enrollment for awhile, but has started to regain as the neighborhood's demographics have changed. Meanwhile, the next attendance area to the north, Gilham, had gotten to the point where it is about 500 students. Meadowlark to the east has grown as well while the new Holt is about at capacity. The attendance boundaries affecting all four neighborhood schools should be reviewed to determine if some reconfiguring would help balance out school populations more evenly. Then there is Buena Vista Spanish Immersion, which is co-located with Meadowlark, where both schools are finding space to be at a premium.

At present, no transportation is provided to alternative schools. This means that, by and large, more affluent parents can drive their children, or find car pools, etc, to get their kids to alternative schools, while less affluent parents often cannot. Therefore, some argue school choice that doesn't provide transportation for those who need it restricts access and does not provide equitable choice. Our alternative school surveys presented us with a paradox: A majority of our parents said that transportation should be provided to parents who needed it to send their children to alternative schools or higher performing neighborhood schools; however, an even larger majority said that if transportation was provided, they wouldn't use it.

Many students transfer to schools in or near their neighborhood. The data indicates that most transfers occur to schools within or adjacent to the neighborhood region, so transportation will probably, for the most part, be relatively contained within the region. However, it also makes sense that a majority of parents said they wouldn't use it if it was provided. Most current alternative school parents already drive their kids to school, so they wouldn't use bus transportation; many parents who currently choose to send their children to neighborhood schools wouldn't use busing because they see it as further weakening their neighborhood schools; and some of our low SES parents want their children closer to home, and not sent to a school where they might feel unwelcome.

On the other hand, some parents who cannot transport their kids to a school outside their neighborhood undoubtedly would do so if transportation were provided.

## **Response to Questions**

### **1. Should we close more schools? Build new schools? Reconfigure existing schools?**

#### **a. Close more schools.**

During the next five years, 4J enrollment will continue to decline especially at the secondary level. We have lost approximately 2000 students since 1981, and over 4000 students since 1969. Declining enrollment is not distributed evenly across the district, and affects some schools and regions disparately. Small schools are desirable and can offer an intimacy and connectedness that is difficult to find in very large schools. The trick is to find the balance that will allow for affordability, program flexibility and reasonable size.

The Schools of the Future Report and previous closure studies noted the relationship between school size and the ability to provide a quality educational program. The Focus Groups report and the findings of the Think Tank reinforced that fact. Yet, as long as funding is tied to the number of students in the district and at a school, the staffing resources and programs will be affected as enrollment declines. While I believe it is important that every student have the same opportunity for access to programs, I'm not convinced that every school has to offer, or even can offer, the same programs. In this district, there has been a long-standing value for site-based decision making, innovation and flexibility. This often includes what kind of programs will be available in their schools and how large their class sizes will be in order to afford additional services or resources for their students. In the case of small schools, choice may have to be interpreted as allowing schools and parents to decide that some trade-offs are worth the luxury of smallness.

It's clear that the district cannot continue to operate very small schools. The cost of operating small schools does affect the quality of the programs we can offer as a district and at individual schools. Yet by national standards, particularly for schools in urban or suburban areas, all of our schools are small. A range of 300 to 450 for elementary schools, 400 to 600 for middle schools, and 1200 to 1500 for high schools allows for small and moderate sized schools, while providing for some staffing flexibility and acceptable quality of instructional programs.

The district should place a high priority on maintaining neighborhood schools. When it does close a school it must carefully weigh the future disposition of the facility and the effect such future use will have on the community. The board must also consider and make decisions about the long term status of alternative schools and their impacts on neighborhood schools as it addresses the issues raised in the Schools of the Future Report.

No community wants to see its school closed, even when they recognize that it probably is the most sensible thing to do. Previous studies identified that for some communities the significance of the school to the community may outweigh considerations of size, program and facilities. I don't disagree, but believe the board needs to be clear on what stipulations would apply if it were to let a school that is very small remain open for community impact considerations. Unfortunately, the costs of a quality education continue to rise and the more resources put into operating the physical plant, the less there are available for educational programs.

Based on our enrollment trends, we need to consider closing and consolidating elementary schools. Currently, few of the neighborhood elementary schools in the South and Churchill regions, for example, have more than 300 students, and some schools do not even have 300 students within their boundaries.

The 300 student threshold was important to the Think Tank, as they reasoned that it would allow a school to have at least two classes per grade, given our current funding level.

Closing a school is one of the most difficult and arduous decisions a school board must make. But the reality is that it takes money to run our schools. And for the past ten years, and even before then, this district has had to find ways to continuously slice away at programs and staff as it's seen resources dwindle. Operating schools requires staff and facilities, and both are adversely affected as we look for more ways to stretch the limited dollars.

**b. Build new schools.**

In this district, we've had success in closing smaller or inadequate facilities by consolidating them into a new building, such as when we closed Willakenzie and Washington and consolidated them into the newly built Bertha Holt. We did the same with the Patterson and Westmoreland schools when we built César Chávez. While parents and staff don't like the idea of their schools being closed, they are somewhat ameliorated when they know it will result in a new facility to replace it. With the size of some of our schools and their limited capacities, it may make sense to plan for consolidations that can be met through the building of new schools to accommodate a larger number of students and provide a broader range of programs and services. As we consider replacing older buildings, we may want to review the school size targets and decide whether to build larger schools.

**c. Reconfigure existing schools.**

The Think Tank recommended, and I agreed, that we not include as part of the survey newsletter information or questions related to reconfiguration of schools. In particular, they were thinking about reconfigurations that would break up existing schools like a K-5 into schools of K-2 or K-3 and schools of 3-5 or 4-6, or redoing middle or high school configurations. While there are some districts that have done this to solve space issues and address SES integration, it has not been a major strategy other than for the movement to K-8 schools.

**2. If we relocate alternative schools, where would we place them?**

A majority of our alternative schools (plus two charter schools) are located in or near the South region. Some neighborhood schools have been especially hard hit by transfers to alternative schools or other neighborhood schools. Several school buildings have been closed in the region over the past twenty years, and in hindsight, the leasing of space at Willard to charter schools has only further aggravated the problem for neighborhood schools. It has also been argued that having many of our alternative schools clustered in the south region precludes low SES families from other regions from accessing these alternative schools, and thereby reinforces their demographic. This also raises access/transportation issues for some families living in other regions of the district.

Our goal is to provide easier access to choice for more children and families, particularly those from areas of the district that serve more economically and ethnically diverse communities. If some of the alternative schools currently in the South region were moved to lower SES neighborhoods, there would be a better opportunity for better SES balancing.

**3. Should we establish school enrollment caps, class size caps or intra-district transfer policies?**

During the next five years, 4J enrollment will continue to decline especially at the secondary level. We have lost approximately 2000 students since 1981, and over 4000 students since 1969. Declining enrollment is not distributed evenly across the district, and affects some schools and regions disparately. Small schools are desirable and can offer an intimacy and connectedness that is difficult to find in very

large schools. The trick is to find the balance that will allow for affordability, program flexibility and reasonable size.

- School Enrollment Caps

A large number of students (approximately 32%) do not attend their neighborhood schools. Rather, they use the district's open enrollment policy to transfer to an alternative school or another neighborhood school. The impact of these transfers has been significant on some neighborhood schools, particularly those that have high percentages of low income students. (see Appendix 2) Alternative schools currently operate under enrollment caps, with many of them having waiting lists to get into the school. Neighborhood schools do not have enrollment caps and are expected to take all students within their attendance boundary. As previously shown, the impact on certain neighborhood schools has been dramatic as they have lost students to alternative and charter schools at the elementary level, and at the middle and high schools through open enrollment.

In Corvallis they put a cap on neighborhood school size and require students to attend nearby schools when the capacity has been reached. They provide transportation for the student to the next nearest school and give them priority in returning to the school when space becomes available. Thus, if a school has reached capacity, students may be told that they have to go to neighboring school with transportation provided. In our district we have a number of schools that would exceed capacity if all the children within their attendance boundary went to the school. We also have schools that have too few students within their boundary to fill their school.

- Class Size Caps

Some districts like Madison, Wisconsin have initiated strategies that limit class sizes in the lower elementary grades in higher poverty schools. They based their decisions on research suggesting that smaller, more intimate environments have an impact on the achievement of lower income students. However, as Madison is experiencing reduced state funding they are struggling with how to continue funding the lower class sizes. Other districts have experimented with capping class sizes in core subject classes at the middle and high school levels to provide for more concentrated instructional resources in the language arts, math and science.

What is clear is that as many of these districts seek to address the achievement gap and comply with the provisions of NCLB, they are looking for ways to reduce teacher loads and class sizes in schools that have high numbers of students in poverty, that are English language learners, or are in special education.

- Intra-district transfer policies (open enrollment)

The concept of enrollment management is a controversial and complicated one. In a district where school choice has been basically unfettered, the thought that one's right to choose would be restricted may be seen as heresy. But others view choice as having negative ramifications on their schools and their ability to offer comparable programs and services. From the Schools of the Future report through the Shaping 4J reports, all pointed out the problems associated with families and students being able to choose to attend schools other than their neighborhood schools, whether that is at the elementary or secondary levels. Now with the declining enrollment impact being felt in the middle and high schools, the pressure for a fix has escalated.

Other districts have tried a number of strategies to address these issues and I referred to some of them in Part I of this report. The strategies tried have ranged from cutting off choice all together and requiring all students to attend only the schools within their attendance boundaries to setting admission requirements and caps that limit the number of students that can get in certain highly preferred schools.

Yet, as I also reported there are many school districts that are looking to expand choice as a way to combat the increased socioeconomic stratification they are experiencing in their schools as neighborhoods and communities become more residentially segregated. No one has come up with a pat answer that is guaranteed to solve the problems we've recognized. We know that our neighbors to the north, both Portland and Seattle, continue to struggle with these same issues. And, we would like to think that we can learn from their experiences, and hopefully, avoid some of the unintended consequences associated with their actions.

For us, I think this means there are several possibilities to address impacts of choice and open enrollment, and to find a way that is balanced and fair. The options range from cutting off all transfers to continuing open enrollment essentially as is. As reported earlier, at the secondary level the impacts on middle and high school enrollments can significantly affect the availability of resources, primarily FTE and program offerings, from school to school.

In thinking about how to address this issue in the spirit of our core values of excellence, equity and choice, I am drawn to the sports world and specifically, the world of major league baseball. In baseball they have developed the concept of a "competitive balance tax." The concept of the "competitive balance tax" in major league baseball is one that's used to keep the rich from getting richer at the competitive expense of poorer teams who don't have the same resources to spend on players and amenities. The way it works, as I understand it, is that in order to keep a team like the New York Yankees with its unlimited resources from being able to have a continuous advantage over other teams in the league that aren't as well off, the league has established what it calls a "competitive balance" or luxury tax. The Yankees have a cap up to which they can spend on the players' payroll based on a certain percent above the league average. Once they exceed that cap they must then contribute back a portion of the excess revenue to the league to be redistributed among the other teams that aren't as well off and able to spend exorbitant amounts to attract and keep the best talent or bring in as much revenue. [*Competitive Balance in Major League Baseball*, Andrew Zimbalist, The Milken Institute Review, 2001 and *The Impact of the Luxury Tax on Competitive Balance in Major League Baseball*, Ajilore and Hendrickson, North American Association of Sports Economists, March 2007)

The Schools of the Future Report and previous closure studies noted the relationship between school size and ability to provide a quality educational program. The Focus Groups report and the findings of the Think Tank reinforced that fact. Yet, as long as funding is tied to the number of students in the district and at a school, the staffing resources and programs will be affected as enrollment declines. While I believe it is important that every student have the same opportunity for access to programs, I'm not convinced that every school has to offer, or even can offer, the same programs. In this district, there has been a long-standing value for site-based decision making, innovation and flexibility. This means that sometimes a school makes choices that we may not like. And, this often includes what kind of programs will be available in their schools and how large their class sizes will be in order to afford additional services or resources for their students. In the case of small schools, choice may have to be interpreted as allowing schools and parents to decide that some trade-offs are worth the luxury of smallness.

#### **4. Do we need a boundary change study?**

We need to consider attendance boundary changes to address demographic changes impacting neighborhood schools, and to manage school sizes and to curtail the growth of very large schools and sustain enrollment of smaller schools. Some neighborhood schools in parts of the district are overflowing while nearby schools are struggling to keep their enrollment at a level that allows them to maintain programs and staff. I believe it's time to revisit the attendance boundaries to determine if by redrawing some of them we can reduce the size of some very large schools and enhance the enrollment at smaller

schools in the same area. The attendance boundaries affecting all neighborhood schools should be reviewed to determine if some reconfiguring would help balance out school populations more evenly.

Like several districts referenced in the case studies in Part I, we have not undertaken a systematic boundary review in many years. Instead, we have adjusted boundaries as circumstances dictated, specifically as we've closed or consolidated schools over the years. For example, when we closed Whiteaker we redrew the boundaries to divide the students between River Road and Patterson elementary schools, which had already been adjusted when we closed Lincoln many years ago. Likewise, when we closed and consolidated Patterson and Westmoreland to create the new Cesar Chavez, we adjusted boundaries to incorporate those students, including sending some to McCornack. While geographical proximity and natural lines were considered, another key factor was capacity of the receiving schools. Over the years as we closed and consolidated schools some of these boundary zones have become less practical when considering the distance to schools and the neighborhood and area attachments developed by families and students.

While I'm not convinced that we need a wholesale study of our current attendance boundaries, I do believe that it's time for staff to propose some adjustments that would better reflect the situation today in light of the changes undergone over the years. An important issue in Corvallis was how to provide an adequate attendance area for each school to assure that there are enough students in each boundary area to support a strong program at the neighborhood school. In that vein, I propose to offer some boundary adjustments for review by a select committee to determine if they make sense or what other options there may be to accomplish the desired results.

#### **5. What should go into a new capital bond measure?**

I don't believe that the timing is right for a bond measure in 2008. Our first priority must be extension of the current local option levy, which I believe we need to place on the November 2008 ballot. I do think we need to plan for a 2010 bond measure to potentially replace or renovate the current Roosevelt Middle School, build another elementary school in the Sheldon region, and maybe the North region, and to fund any major renovation or remodeling projects needed to maintain our facilities, including space for full-day kindergarten where needed and upgrades for technology.

The condition of the facilities is a significant consideration. Careful consideration must be given to whether the cost to continue operation as a school is excessive. As we continue to reduce our ability to maintain and repair our buildings they will continue to deteriorate. While facility considerations should not be the "tail that wags the dog," it should be considered in concert with the other factors in determining whether to close a school. With the projected budget cuts for 2009 – 2010, we will further reduce our ability to undertake preventive maintenance and will only be able to respond to emergency and critical maintenance and repair needs. Schools that are already in disrepair will have to temper their expectations and find other ways to address routine maintenance and repairs.

The fact is that in order to close some of our smaller schools in certain regions we will need to create more space by either adding on at some schools or consolidating smaller schools into new buildings. Some of our sites, however, would not be able to accommodate putting additional portables or additions on them. And, in some cases the school sites are not ideally located to where the students would come from. So, the prospect of a bond measure to create some physically larger schools that would allow us to close and consolidate some of our smallest buildings.

## **V. SUPERINTENDENT RECOMMENDATIONS**

In response to the Shaping 4J's Future process and the feedback received over the past few months, I have developed a possible scenario for the board to consider and to be vetted within the system and the community. I do not expect that these will necessarily play out as recommended, but believe it is important that they be considered and discussed as the next stage of the process. I have previously presented options related to the move of Eastside for 2008-09, with my recommended option of moving Eastside to the Willard building. This option would have displaced the Village School from Willard and potentially required the move of the Natives Program from Bailey Hill to make space available to Village School. That option was predicated on not closing a neighborhood school for 08-09 that could subsequently house alternative schools. This scenario is far more extensive and considers a variety of actions over the next few years that would affect a number of schools and programs. Together they can help us move in the direction of realizing many of our Shaping 4J goals and principles as we strive to achieve the appropriate balance of excellence, equity and choice.

The actions are proposed in each of the following categories: a) School closures and consolidations; b) program alterations; c) alternative school relocation; d) proposed boundary adjustments; e) enrollment management and resource strategies; and f) transportation.

### **School Closures and Consolidations**

#### **Harris Elementary School.**

Close Harris Elementary School for the 2008–2009 school year and redistribute students to Edison and Parker elementary schools. Redraw the attendance boundaries for Edison and Parker. Relocate Eastside Alternative School from Parker into the Harris building for the 2008–09 school year. During 2008-09 make additions to the school that will allow it to accommodate adding the French Immersion school for the 2009-10 school year.

Discussion: Harris Elementary School has an enrollment of 178 for 07-08 and is projected to be 185 for 08-09. My original intent was to recommend that Harris close for the 09-10 school year and that French Immersion be moved to the Harris building. Harris's enrollment has continued to decline over the years. In 2001, Harris and Adams were both identified as neighborhood schools that should be considered for closure. Unlike Adams, the number of students within Harris's boundaries would make it difficult to recapture enough students to get above 300. Whereas Edison is able to draw enough students to keep it close to building capacity, Harris continues to lose students to both Edison and Parker. Eastside could be accommodated easily at the Harris site, but I would not see it going there as a stand-alone alternative school. French Immersion is about 290 students. One of the recommendations of the Access and Options Committee, and then reiterated through the Alternative School Review process, was that there is some rationale for housing two alternative schools together, such as is currently done with Yujin Gakuen and Corridor. This would allow the schools to share a principal and other staff and facilities. Two co-located alternative schools would enjoy the same benefits and deal with the same constraints, so there would not be built-in inequities between the schools concerning benefits, and they could share resources to deal with some of the constraints. The regional learning centers could remain at Harris.

With Eastside moving, Parker will be able to accommodate additional students from Harris. There is no room for expansion at Edison without some remodeling, so Edison will have to cut off transfers-in after the boundaries are redrawn. Harris is close to Edison. Edison school does not use a large amount of land in the central city. The school probably has historical and architectural significance.

### **Meadowlark/Buena Vista**

**Move Meadowlark students to a new school at the Kinney Loop site in 2011-12. Buena Vista would then become a K-5 stand-alone school at the Meadowlark site.**

Discussion: Meadowlark has an enrollment of 244, with 325 students within its boundary. Buena Vista is at about 250 without a kindergarten. There is not another building in the Sheldon region where Buena Vista could be relocated. Until a new school is built, there are two options that keep Buena Vista in the Sheldon region: to cap enrollment at Meadowlark and/or shift boundaries to put some students at Willagillespie or to close Meadowlark and move students to Holt, Willagillespie and Gilham, which would fill all three schools to capacity. Overall, elementary enrollment in the Sheldon region is expected to be stable or increase slightly. Buena Vista as a stand-alone with a kindergarten would be able to get to about 270 students.

If the district could pass a bond measure to construct a new elementary school at the Kinney Loop site, both Meadowlark and Coburg could be closed. The new school would serve some of the Meadowlark students, Coburg students, and other nearby students, assuming some boundary changes, and would accommodate potential growth in the Sheldon region.

### **Coburg**

**Close Coburg in June 2011 and relocate students to the new school at Kinney Loop site in 2011-12, and reassign middle school students from Cal Young to Monroe.**

Discussion: Coburg is one of our older and smallest schools. The school was built in 1950 and had its last addition in 1979; it is located on 9.19 acres and its square footage is 27,537. Coburg has a capacity of about 200 students. It is a small school that is geographically and socially removed from the district; it is the only school in the Coburg community and houses the only library in the city. Although it is difficult to provide an array of programs and services to students in very small schools, the school is a hub for community interaction with high parent involvement and community support.

Although there is a possibility of future growth, the history shows that as many as 25 years ago Coburg proponents were arguing that significant enrollment growth was imminent. Yet, it just hasn't occurred. Closing the school would mean longer bus rides for Coburg students. If Coburg is closed and students are moved to the new school, the enrollment at the new school will fall within the 400 students range.

### **Other options**

Another option that I considered, but am not recommending at this time is:

### **Twin Oaks**

**Consider closing Twin Oaks Elementary in June 2011 and send students to McCornack and Crest Drive.**

Discussion: Twin Oaks has an enrollment of 242 for 07-08 and is projected to be 240 for 08-09. The school received more students after Bailey Hill elementary was closed in June 2000. Twin Oaks is located at the southwest edge of the district and there are few students and little residential growth projected for the area. Although the school's enrollment is expected to be stable, there is little likelihood that the school population could grow to 300 students, due to the school's location.

There is not currently room at Crest Drive and McCornack to accommodate these students. There might be space available within a few years if we limit transfers into both of these schools, but it would probably mean that McCornack would have an enrollment of about 500 students. We would probably need to add classrooms and expand the cafeteria at McCornack and/or expand Crest Drive. The current estimated cost to expand at McCornack is about \$1.4 million; Crest Drive expansion is estimated at over \$8 million. Due to the cost, bond measure funding would be needed.

## **Program Alterations**

### **Adams Elementary School**

#### **Explore and implement program alteration options**

Discussion: I am not recommending the closure of Adams, but I do believe it needs to find a way to recapture many of the students that are now choosing to leave for alternative or charter schools, as well as other neighborhood schools. Therefore, I recommend that the district work with the school to survey parents within the Adams boundary and explore interest in different program options. Among the approaches that should be considered is the establishment of a Spanish dual immersion program at Adams in concert with an ELL Cluster program, or another language immersion. Adams has over 400 students within its attendance boundary, but must compete for students with a number of other schools, including the two charter schools located within the boundary. It is apparent from the testimony of Village School parents that they have chosen to attend either Village School or Ridgeline charter schools as their “neighborhood schools.” Adams is located in a vibrant neighborhood in the central core that is economically, culturally and racially diverse. It reflects the diversity of Eugene that we would like to see represented in our schools, and therefore to the extent we can, I support undertaking efforts to revitalize and restructure the school. If we close Adams, we would lose another central city school when we have already closed Lincoln, Condon, Magladry, Willard, and Dunn in that area – and now are considering closing Harris, as well. Closing the school would discourage a renaissance of the central city area.

### **Alternative School Relocation**

#### **Charlemagne French Immersion**

#### **Close the Fox Hollow building and move the French Immersion School to join Eastside in the Harris building in 2009-10.**

Discussion: One of the recommended options of the School Closure, Consolidation and Replacement Committee was to close the Fox Hollow building and move the French Immersion program to the Harris site, where it was located originally before it was moved to the Fox Hollow site. At the time of the SCCR recommendation in 2001, I recommended the board not consider closing Fox Hollow in the immediate future and instead consider the possible relocation of the French Immersion program as part of the review of alternative programs and long range facilities plan. The program is operating at capacity and parent demand/support for the program is high. Fox Hollow was built in 1967 and is located on 14.702 acres. Harris, built in 1949, is located on 7.052 acres. Harris school is well-sited for adding modulars or additions. Moving to the Harris site would make the program more centrally located for parents across the district. The cost of capital improvement projects at Harris is estimated at \$1 million to accommodate both Eastside and Charlemagne by adding 4 additional classroom spaces. The plan would be to recoup the cost from the future sale of the Fox Hollow site. A regional learning center could remain there with the two alternative schools.

### **Family School**

#### **Move the Family School and establish it as a 1-8 school sharing the facility with the Arts and Technology Academy at the Jefferson building for 2009-10.**

Discussion: Family School will be one of only two remaining alternative schools that share a building with a neighborhood school for 08-09. Chavez is already experiencing space constraints and the commitment was made to relocate Family School along with other elementary alternative schools sharing with a neighborhood school. Family School would move as 1-5 and expand a grade each year into the middle level at the Jefferson building in a shared middle grades with ATA. It is expected that the loss of Family School students to Spencer Butte Middle School will be offset by the addition of the Harris students into Parker. This scenario would keep more middle level students in the Churchll region.

## **Proposed Boundary Adjustments**

As a part of this scenario, there are some adjustments to boundaries that would be required. These would include among other things the following:

- Redraw the current Harris attendance boundary to reassign students between Edison and Parker.
- Adjust some elementary boundaries in the Sheldon region, once a new school is built at Kinney Loop.

## **Enrollment Management and Resource Strategies**

### **Differentiated resource allocation**

Implement a differentiated staffing ratio based on the percentage of free-and-reduced lunch students, English Language Learners, and special education students (excluding students receiving only speech and language services). Schools serving higher percentages of these students would receive more staffing than other schools.

### **Limit transfers for middle and high schools**

Each middle school could accept up to 5% of the middle school students residing within the boundaries of another region. No school could accept transfers that would result in a student enrollment that exceeds the middle school size maximum enrollment target of 600 students. For example, Roosevelt Middle School could take a maximum of 5% of the middle students residing in the Churchill region. They could take a similar amount of transfers from the Sheldon region and the North region. There would be no percentage limits on transfers within the South region; however, some enrollment management may be needed within the region.

Each high school could accept up to 7.5% of the high school students residing within the boundaries of another region. No school could accept transfers that would result in a student enrollment that exceeds the high school size maximum of 1500 students. IHS transfer students would be included in the 7.5% maximum; IHS transfer enrollment would be pro-rated to reflect the ratio of IHS students to regular program students in the receiving school. For example, South Eugene High School could accept a maximum of 7.5% of the high school students residing in the Churchill region. South could take a similar amount of transfers from the Sheldon region and the North region. If 1/3 of South Eugene High School students are enrolled in IHS at South, then 1/3 of the transfers from each region would be designated for IHS students.

### **Other options**

Other options I considered to manage enrollment and/or resources at the secondary level, but am not currently recommending are:

- Establish a cap on the number of students that could transfer out of a school, e.g., no middle or high school could lose more than x% of students to other middle or high schools. For example, if Churchill High School attendance area has 1500 high school students and the allowable percent is 10%, then other high schools could take no more than 150 students in total from Churchill.
- Don't cap the number of students that can be accepted as transfers, but establish a cap (e.g., 10%) on the number of students that a school can receive staffing FTE for without the competitive balance tax kicking in. For example, if Churchill High School attendance area has 1500 high school students, then another high school could take up to 150 students without incurring the competitive balance tax. For any students over the 150, Churchill would receive the FTE allocation even though the students were attending South. Thus, if South were to take 300 students that should otherwise be going to Churchill, under this approach they would only receive FTE allocation for 150 of those students and Churchill would retain the FTE allocation for the other 150.
- Establish no caps and no competitive balance tax, which essentially would continue the current practices through a limited "free market" approach.

**Transportation**

There may be some additional transportation costs related to boundary adjustments and school consolidations. I recommend that we also consider providing transportation within each region to alternative schools in that region.

**Timeline**

	2008-09	2009-10	2010-11	2011-12
Elections	Local option levy renewal		Bond measure	
South Region	Close Harris – students to Edison & Parker  Eastside moves to Harris, with regional learning center already located there  Add 2 portables or additions for future move of Charlemagne	Charlemagne moves to Harris building  <i>(Fox Hollow vacant– consider sale)</i>  Decommission Willard in June 2010, charters must move.	Willard is decommissioned, plan for building removal or sale.  Charter schools have moved to other locations  Bond measure includes remodel or replacement of Roosevelt Middle School	
Churchill Region		Family gr. 1-5 moves to Jefferson bldg w/ ATA, and adds gr. 6	Family adds gr. 7 @ Jefferson	Family adds gr. 8 @ Jefferson
	Adams explores potential new program options	Adams program alteration begins		
Sheldon Region	Cap Meadowlark enrollment to shift some students to other nearby schools		Bond Measure includes proposal for new elementary at Kinney Loop	New elementary opens at Kinney Loop site, consolidating Coburg and Meadowlark  Buena Vista is stand-alone alternative in Meadowlark bldg.
North Region	Maintain existing schools and locations			
All Regions		Implement enrollment management strategies at middle and high schools to achieve school size goals  Implement differentiated staffing ratio strategies		

## VI. CONCLUSION

I recognize that these recommendations will stir controversy and disagreement, and in many cases, strong emotional reactions among some. That is to be expected with adaptive change. I'm also not so naïve as to believe that these recommendations will be, nor should they be, advanced without considerable deliberation and debate. However, I do believe that they are the right solutions at the right time. The board will receive considerable feedback from parents and staff about the reasonableness and efficacy of these recommendations. And, that will be a good thing. Likewise, there will be considerable discussion and debate among the board about these recommendations, and the research and rationale supporting them. That is all part of the process of community dialogue and the pursuit of adaptive change.

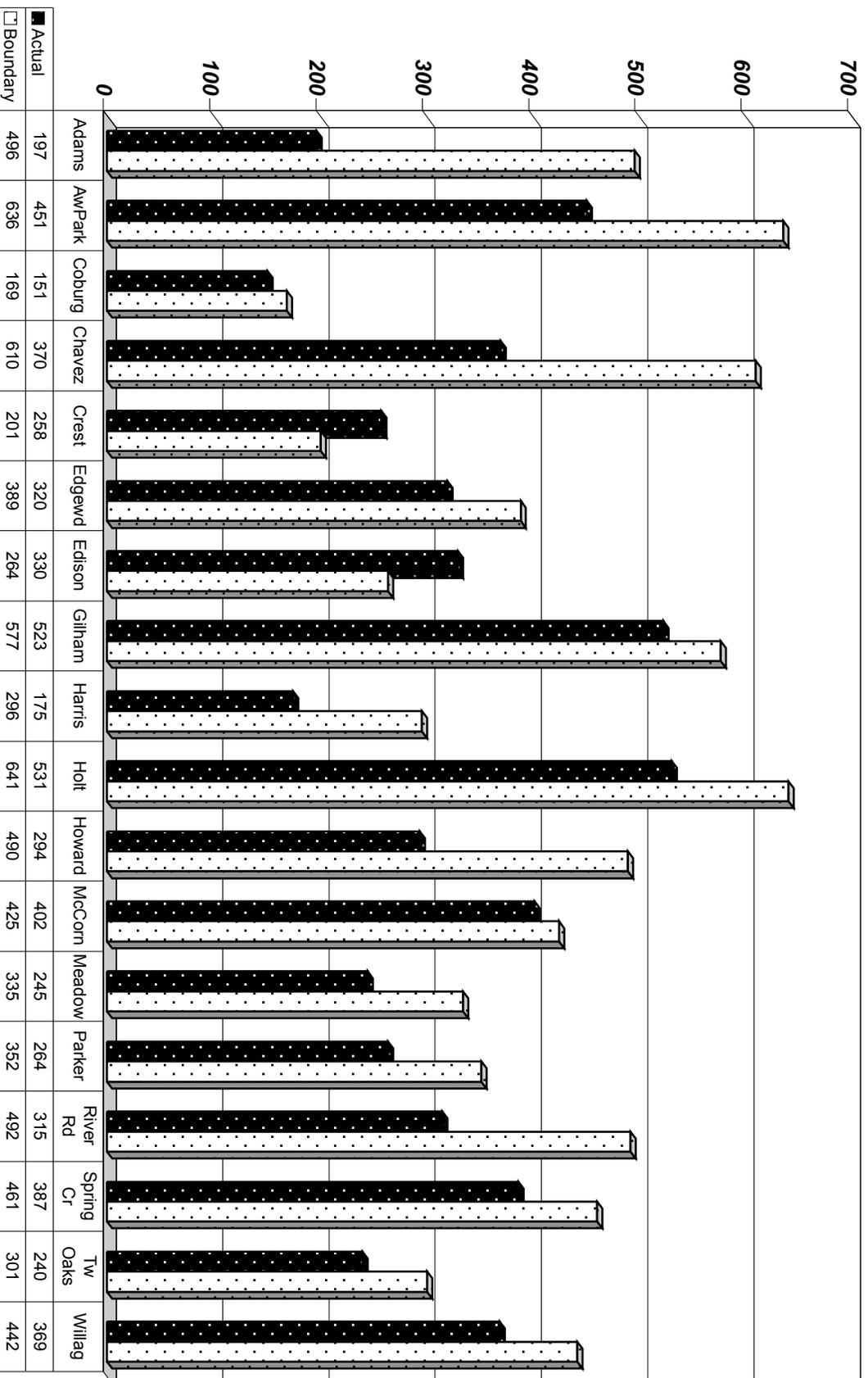
This is a working document that sets out a strategy for addressing the values of excellence, equity and choice. Cost factors that are not yet detailed will be worked out once we have a sense of what areas the board has conceptual agreement around. The bottom line for me is ensuring that the implementation of the approved recommendations will move the district in the direction of helping all students achieve at higher levels, particularly those who are low income, minority and disabled.

Of course, there is room for change or even additional strategies, and I fully expect there will be some changes as parents, staff and the board weigh-in on the practical implications and fiscal feasibility of some of these recommendations. My hope is that where there will be no change is in our commitment to ensuring all children have not only equal, but equitable, opportunities to be successful in our schools.

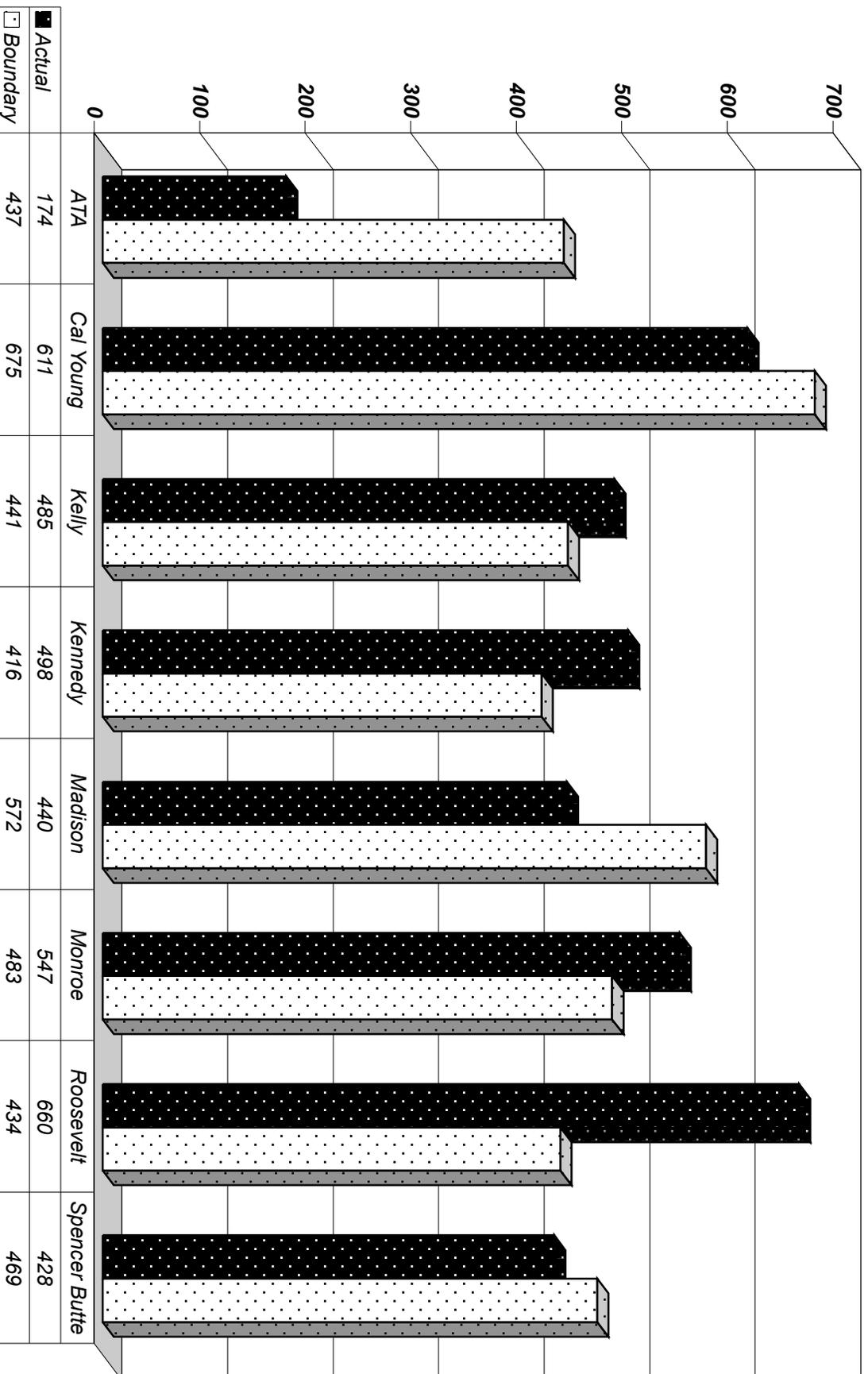
In developing this report I tried to stay aware that whatever final recommendations are developed will impact children and their families. As we've gone through the Shaping 4J process, we've spent considerable time and resources on developing and reviewing the data and the numbers related to the many issues and challenges we face, but we must always try to remember that behind each dot on a map or each number or statistic from the research or literature, there are real people with very real needs and interests. As we move forward with our very difficult decisions it will be important that we continue to keep that in mind. What I do know is that everyone sees these issues through their own lens, and that with all the differing viewpoints that exist, it will be very difficult to craft strategies that are acceptable to or even make sense to everyone. My hope and intent is that in the end we can truly say we came together as a community and did what's best for students.

“We can do anything we want to do, just not EVERYTHING.”

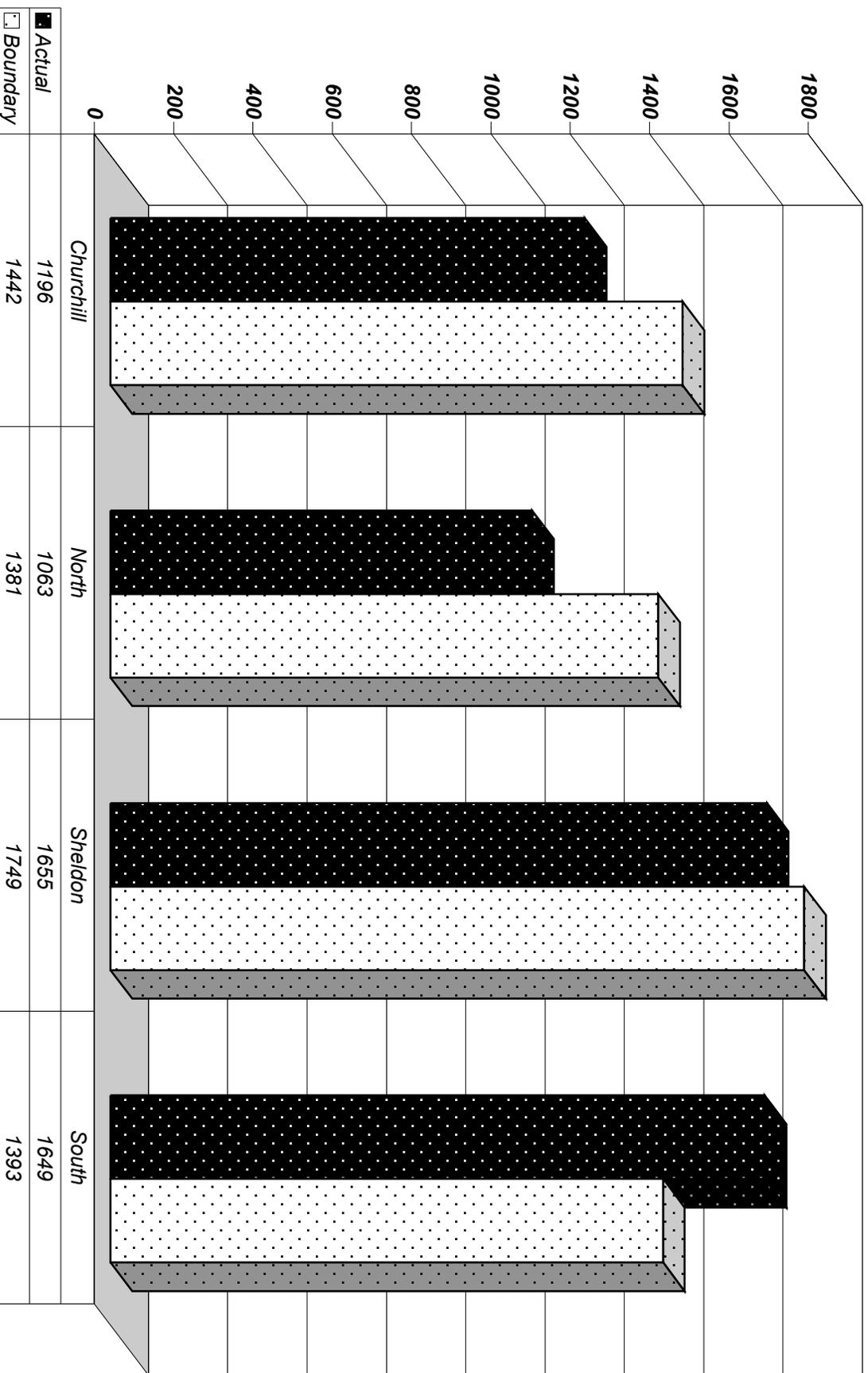
### Actual v. Boundary Enrollment for Elementary Schools 2007



### Actual v. Boundary Enrollment for Middle Schools 2007



### Actual v. Boundary Enrollment for High Schools 2007



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

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

**2007-08 BOARD GOALS & ANNUAL AGENDA**

The agenda for the School District 4J Board of Directors is established in accordance with district policy as a statement of those issues that the board believes are the highest priority for action in the coming year and beyond. It is also a statement of the outcomes and results against which the board will evaluate the district's and the board's success. The agenda will be reviewed, and as appropriate, modified at the beginning of the 2008-09 school year. Implementing the agenda will be affected by the availability of district financial and staff resources.

**I. STUDENT ACHIEVEMENT**

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

The board is committed to providing equal opportunities for all students to succeed. All students shall enjoy success in school and have the support needed to reach their full potential. In our current system, inequalities exist among schools in terms of their ability to address students' educational needs. These inequalities affect student performance and contribute to an achievement gap. Some schools, particularly those serving low income and/or low achieving students, may require additional resources to achieve the same student outcomes in terms of meeting district and state academic goals.

The No Child Left Behind Act requires all students to reach state benchmarks by 2014 and all schools to achieve adequate yearly progress in student achievement for all groups of students. The district must act aggressively and proactively to achieve these goals.

**Key Results**

1. The board will develop and approve goals for 2008-10 that focus on increasing student achievement and strengthening the coherence among district, school and classroom strategies for improving teaching and learning, to include:
  - Articulating a clear educational vision for improving achievement of all students and closing the achievement gap;
  - Eliminating differences in achievement for groups of students with common characteristics like race, ethnicity, gender, English language learner, socio-economic status or disability;
  - Developing, by 2010, content and performance standards which describe the knowledge and essential skills that students should be able to demonstrate by the end of elementary, middle and high school; and
  - Ensuring that our graduates are prepared to succeed in post secondary education, chosen careers and as actively participating citizens.

- a. The district will implement the district's Plan for Eliminating the Achievement Gap, by:
  - Monitoring and using student performance data to inform instructional strategies and improve achievement;
  - Providing professional development in research-based best practices that improve instruction and increase student achievement; and
  - Monitoring and using student behavior and school climate data to inform school practice.
- b. The district will develop strategies that ensure staff accountability and recognition for attaining district goals.
2. The district will communicate student achievement data to the community and work with the community to develop a shared concern and responsibility for achieving equity in student achievement.
3. The board will advocate at state and federal levels for the district's vision of education improvement.

## **II. STEWARDSHIP OF DISTRICT RESOURCES**

**Goal: Provide prudent stewardship of district resources to best support student success**

The board will direct district resources to support the instructional core, while maximizing administrative and operational efficiency. The district must also decide how best to respond to declining enrollment and regional enrollment patterns, a student population with more diverse needs, and staff turnover due to retirements.

### **Key Results**

1. The board will complete Shaping 4J's Future, the district's strategic planning process, and provide direction in spring 2008 regarding the policies, services and facilities that will best support the district's instructional goals. The planning process will consider:
  - Declining enrollment, regional enrollment patterns, and changing student demographics and needs;
  - Relocation of alternative schools to better distribute programs and to provide space separate from neighborhood schools; and
  - Emerging instructional issues that impact facilities such as all-day kindergarten, high school restructuring, and changing instructional technology.
2. The board will consider whether to refer a measure to voters at the November 2008 election. This could be a measure to renew the district's local option levy for operations or a bond measure to fund school and facility improvements as described in the district's Strategic Long-Range Facilities Plan.
3. The district will increase and maintain the diversity of its staff and implement the district's Work Force Diversity Plan.
4. In the employee negotiations process, the district will continue to work toward fair and reasonable settlements within our projected financial position.
5. The board will communicate with the community about how the district is funded and how resources are spent.

### **III. STAKEHOLDER ENGAGEMENT**

**Goal: Engage the community, staff, parents, elected officials and other stakeholders in supporting students and schools**

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

#### **Key Results**

1. The board and staff will work with other agencies and organizations to ensure that children receive the educational and related services they need.
2. The district will keep the community fully aware of issues facing the district and engage parents, community and staff members in Shaping 4J's Future and other district initiatives.
3. The board will expand relationships with community members and engage in meaningful dialogue about improving student achievement, particularly among students who are not achieving their academic potential, and the district's performance in addressing the needs of all students.
4. The board will maintain close working relationships with schools to ensure two-way communication and awareness of issues facing the district's schools.
5. The board will work with other local school districts, the Lane County legislative delegation, the Superintendent of Public Instruction, and other elected officials and groups to increase public awareness of school funding issues and will build support for strategies that provide adequate and stable state school funding and the local control of schools. The board will:
  - Support or oppose federal and statewide initiatives that deal with the adequacy and stability of school funding and that have an impact on the operations of schools, including unfunded mandates; and
  - Provide leadership in exploring opportunities for school boards statewide to join together to influence state policy regarding school funding and the operation of schools.

# Eugene School District 4J

31-Jan-08

## % Subgroups Based on Current Enrollment

	Total Students	% SPED	% ELL	% TAG	% Free/Red
<b>Churchill Region</b>					
Adams	189	22.2%	3.7%	0.5%	58.7%
Arts & Technology	291	20.6%	4.5%	4.1%	66.3%
Cesar Chavez	378	21.4%	11.4%	2.1%	72.8%
Churchill	1167	12.0%	1.4%	11.1%	25.7%
Churchill Alt.	87	11.5%	0.0%	4.6%	33.3%
Crest Drive	257	14.4%	0.0%	1.6%	14.4%
Family	121	14.0%	0.0%	5.8%	48.8%
Hillside	82	13.4%	0.0%	2.4%	31.7%
Kennedy	507	18.3%	1.2%	10.5%	35.9%
McCornack	411	13.6%	6.1%	5.8%	47.4%
Twin Oaks	241	19.9%	1.2%	1.7%	44.8%
<b>Total</b>	<b>3731</b>	<b>15.9%</b>	<b>3.0%</b>	<b>6.6%</b>	<b>40.6%</b>

<b>North Region</b>					
Awbrey Park	461	13.2%	2.6%	2.2%	47.1%
Corridor	266	15.4%	0.4%	3.0%	28.6%
Howard	294	14.6%	13.3%	0.0%	73.1%
Kelly	483	16.6%	6.2%	5.0%	47.6%
Madison	446	17.7%	1.3%	4.0%	44.4%
North Eugene High	1012	11.3%	2.4%	8.2%	30.8%
North Alt.	42	26.2%	0.0%	0.0%	59.5%
River Road	312	20.5%	13.5%	1.0%	76.6%
Spring Creek	383	16.7%	2.1%	2.1%	48.6%
Yujin Gakuen	291	3.1%	0.7%	3.1%	34.0%
<b>Total</b>	<b>3990</b>	<b>14.2%</b>	<b>4.1%</b>	<b>4.1%</b>	<b>45.0%</b>

<b>Sheldon Region</b>					
Buena Vista	250	7.6%	0.0%	0.8%	17.2%
Cal Young	597	16.2%	1.3%	9.7%	25.6%
Coburg	147	13.6%	2.7%	0.7%	17.0%
Gilham	508	15.6%	2.8%	3.1%	23.8%
Holt	531	19.4%	4.3%	2.3%	46.5%
Meadowlark	228	14.9%	1.3%	0.9%	43.0%
Monroe	547	13.2%	1.5%	2.7%	33.5%
Willagillespie	374	11.5%	4.3%	1.3%	39.3%
Sheldon	1634	10.1%	0.6%	13.2%	16.2%
<b>Total</b>	<b>4816</b>	<b>13.1%</b>	<b>1.8%</b>	<b>6.8%</b>	<b>26.6%</b>

<b>South Region</b>					
Charlemagne	291	5.2%	0.3%	3.4%	10.3%
Eastside	144	11.8%	0.7%	11.1%	4.9%
Edgewood	327	19.0%	1.5%	3.7%	30.6%
Edison	324	11.7%	2.5%	4.6%	23.1%
Harris	178	20.2%	7.3%	3.4%	67.4%
Parker	247	14.2%	1.2%	2.8%	31.2%
Roosevelt	656	11.1%	1.1%	19.2%	22.3%
Spencer Butte	418	12.9%	0.7%	12.0%	28.5%
Opportunity Center	169	32.0%	0.6%	2.4%	54.4%
South Eugene High	1600	6.3%	0.4%	23.3%	15.9%
<b>Total</b>	<b>4354</b>	<b>11.1%</b>	<b>1.1%</b>	<b>14.2%</b>	<b>23.4%</b>

<b>Total District</b>	<b>16891</b>	<b>13.5%</b>	<b>2.4%</b>	<b>8.0%</b>	<b>33.2%</b>
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# Eugene School District 4J

31-Jan-08

## % Subgroups if Students Returned to Neighborhood Schools

	<u>Total Students</u>	<u>% ELL</u>	<u>% TAG</u>	<u>% Free/Red</u>
<b>Churchill Region</b>				
Adams	497	1.0%	3.8%	33.2%
Arts & Technology	463	5.6%	8.0%	43.2%
Cesar Chavez	610	6.9%	2.8%	57.2%
Churchill	1458	0.9%	13.5%	23.3%
Crest Drive	194	0.0%	3.1%	23.2%
Kennedy	417	1.2%	12.2%	35.0%
McCornack	410	6.6%	5.6%	48.5%
Twin Oaks	315	1.0%	2.9%	41.3%
<b>Total</b>	<b>4364</b>	<b>2.8%</b>	<b>8.2%</b>	<b>36.1%</b>

<b>North Region</b>				
Awbrey Park	661	1.8%	2.3%	40.7%
Howard	507	7.7%	0.6%	58.4%
Kelly	452	5.5%	5.8%	50.4%
Madison	577	1.4%	5.2%	38.5%
North Eugene High	1421	1.8%	8.4%	28.6%
River Road	480	8.5%	2.3%	60.8%
Spring Creek	473	2.5%	2.1%	42.7%
<b>Total</b>	<b>4571</b>	<b>3.5%</b>	<b>4.7%</b>	<b>41.9%</b>

<b>Sheldon Region</b>				
Cal Young	673	1.5%	8.6%	24.8%
Coburg	170	2.9%	1.8%	14.1%
Gilham	577	2.1%	2.9%	20.6%
Holt	649	4.0%	2.5%	39.1%
Meadowlark	322	0.6%	0.9%	39.1%
Monroe	487	1.4%	4.1%	34.1%
Willagillespie	459	3.5%	1.5%	36.4%
Sheldon	1769	0.6%	12.0%	16.0%
<b>Total</b>	<b>5106</b>	<b>1.7%</b>	<b>6.6%</b>	<b>25.6%</b>

<b>South Region</b>				
Edgewood	401	1.0%	4.0%	26.9%
Edison	250	3.2%	2.8%	28.4%
Harris	313	4.5%	3.8%	41.5%
Parker	339	1.8%	3.8%	24.5%
Roosevelt	437	0.9%	15.1%	31.4%
Spencer Butte	471	0.6%	14.9%	21.9%
South Eugene High	1401	0.6%	20.6%	17.0%
<b>Total</b>	<b>3612</b>	<b>1.3%</b>	<b>13.1%</b>	<b>24.1%</b>

# Eugene School District 4J

31-Jan-08

## % Ethnicity Based on Current Enrollment

	<u>Am Ind</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Unspec</u>	<u>White</u>
<b>Churchill Region</b>						
Adams	2.6%	6.3%	7.4%	7.4%	10.6%	70.9%
Arts & Technology	5.2%	5.5%	15.8%	15.5%	4.1%	58.4%
Cesar Chavez	4.2%	6.1%	6.9%	22.2%	5.8%	54.8%
Churchill	3.9%	5.2%	3.3%	8.0%	3.6%	76.9%
Churchill Alt.	3.4%	0.0%	4.6%	8.0%	13.8%	73.6%
Crest Drive	3.1%	5.1%	0.8%	3.5%	10.1%	77.4%
Family	2.5%	4.1%	5.0%	4.1%	14.9%	69.4%
Hillside	1.2%	3.7%	4.9%	6.1%	15.9%	68.3%
Kennedy	3.9%	5.5%	6.3%	8.3%	5.7%	70.6%
McCornack	2.2%	6.3%	4.1%	14.1%	3.6%	69.8%
Twin Oaks	2.9%	1.7%	2.1%	6.2%	4.1%	83.0%
<b>Total</b>	<b>3.6%</b>	<b>5.1%</b>	<b>5.2%</b>	<b>10.1%</b>	<b>5.9%</b>	<b>71.2%</b>
<b>North Region</b>						
Awbrey Park	2.6%	1.3%	4.3%	10.0%	6.3%	75.3%
Corridor	4.5%	0.4%	0.8%	5.3%	3.0%	85.7%
Howard	2.4%	1.7%	2.0%	26.2%	1.4%	70.7%
Kelly	4.3%	3.9%	2.5%	17.6%	3.9%	67.9%
Madison	5.2%	5.2%	2.0%	9.0%	6.7%	74.4%
North Eugene High	9.5%	4.0%	1.7%	11.3%	2.4%	73.1%
North Alt.	9.5%	7.1%	0.0%	21.4%	9.5%	69.0%
River Road	2.2%	1.0%	2.2%	30.8%	1.9%	61.9%
Spring Creek	5.2%	2.6%	2.1%	9.7%	3.4%	79.6%
Yujin Gakuen	4.1%	20.6%	1.0%	7.6%	0.7%	66.0%
<b>Total</b>	<b>5.4%</b>	<b>4.3%</b>	<b>2.1%</b>	<b>13.5%</b>	<b>3.5%</b>	<b>72.7%</b>
<b>Sheldon Region</b>						
Buena Vista	4.4%	3.2%	0.4%	12.4%	1.2%	78.4%
Cal Young	3.0%	6.2%	4.7%	5.5%	4.7%	76.2%
Coburg	3.4%	7.5%	0.7%	4.8%	1.4%	81.6%
Gilham	2.4%	11.4%	4.1%	7.1%	3.3%	74.8%
Holt	1.3%	6.6%	4.1%	10.0%	3.8%	74.2%
Meadowlark	4.4%	3.5%	3.9%	8.8%	3.9%	75.9%
Monroe	3.3%	7.5%	4.2%	11.3%	6.2%	68.2%
Willagillespie	4.3%	13.4%	5.6%	8.6%	2.4%	65.2%
Sheldon	4.2%	7.5%	2.7%	5.7%	3.7%	76.4%
<b>Total</b>	<b>3.4%</b>	<b>7.7%</b>	<b>3.5%</b>	<b>7.6%</b>	<b>3.8%</b>	<b>74.4%</b>
<b>South Region</b>						
Charlemagne	1.0%	5.5%	2.4%	1.4%	2.7%	86.6%
Eastside	1.4%	11.1%	1.4%	1.4%	8.3%	76.4%
Edgewood	1.2%	9.2%	6.4%	9.5%	6.7%	67.0%
Edison	1.9%	9.3%	3.7%	5.2%	2.8%	77.2%
Harris	2.2%	7.3%	2.8%	24.7%	3.4%	60.1%
Parker	2.4%	9.3%	3.2%	4.9%	2.0%	82.2%
Roosevelt	0.9%	11.7%	4.1%	4.4%	4.0%	74.8%
Spencer Butte	2.6%	6.9%	1.9%	5.5%	10.8%	74.9%
Opportunity Center	11.8%	1.8%	5.3%	8.9%	2.4%	72.8%
South Eugene High	3.8%	7.9%	3.3%	4.1%	5.4%	76.4%
<b>Total</b>	<b>2.8%</b>	<b>8.3%</b>	<b>3.5%</b>	<b>5.6%</b>	<b>5.1%</b>	<b>75.6%</b>
<b>Total District</b>	<b>3.8%</b>	<b>6.5%</b>	<b>3.6%</b>	<b>9.0%</b>	<b>4.5%</b>	<b>73.6%</b>

# Eugene School District 4J

31-Jan-08

## % Ethnicity if Students Returned to Neighborhood Schools

	<u>Am Ind</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Unspec</u>	<u>White</u>
<b>Churchill Region</b>						
Adams	1.8%	4.4%	3.8%	5.8%	9.3%	74.8%
Arts & Technology	3.0%	5.2%	8.4%	9.9%	8.6%	65.7%
Cesar Chavez	3.4%	7.4%	6.4%	16.1%	6.4%	60.3%
Churchill	4.0%	5.6%	3.9%	6.6%	4.9%	74.9%
Crest Drive	1.5%	6.7%	3.1%	3.1%	9.8%	75.8%
Kennedy	4.3%	6.7%	5.0%	8.9%	5.3%	69.8%
McCornack	2.7%	6.6%	3.9%	14.4%	5.4%	67.1%
Twin Oaks	4.1%	2.9%	2.9%	6.3%	4.8%	79.0%
<b>Total</b>	<b>3.4%</b>	<b>5.7%</b>	<b>4.7%</b>	<b>9.0%</b>	<b>6.3%</b>	<b>71.0%</b>

<b>North Region</b>						
Awbrey Park	3.2%	1.5%	3.8%	9.1%	6.1%	76.4%
Howard	2.8%	3.4%	2.0%	18.1%	2.4%	71.4%
Kelly	4.9%	2.7%	2.2%	17.7%	4.2%	68.4%
Madison	5.0%	3.6%	2.3%	8.8%	6.6%	73.7%
North Eugene High	9.2%	3.2%	2.0%	10.3%	3.8%	71.5%
River Road	1.9%	2.3%	2.1%	19.6%	5.0%	69.2%
Spring Creek	5.1%	3.0%	2.7%	10.4%	3.4%	75.5%
<b>Total</b>	<b>5.5%</b>	<b>2.8%</b>	<b>2.4%</b>	<b>12.5%</b>	<b>4.4%</b>	<b>72.3%</b>

<b>Sheldon Region</b>						
Cal Young	2.8%	6.5%	3.9%	5.5%	4.8%	76.5%
Coburg	2.4%	7.1%	0.6%	5.9%	0.6%	83.5%
Gilham	1.9%	12.0%	3.1%	6.9%	3.5%	72.6%
Holt	2.5%	6.3%	4.0%	8.8%	3.7%	74.7%
Meadowlark	4.3%	3.1%	3.1%	6.8%	3.4%	79.2%
Monroe	3.7%	7.8%	4.7%	8.6%	6.8%	68.4%
Willagillespie	3.5%	13.7%	6.1%	8.1%	1.7%	66.9%
Sheldon	4.4%	7.5%	3.0%	5.8%	3.8%	75.6%
<b>Total</b>	<b>3.4%</b>	<b>8.0%</b>	<b>3.6%</b>	<b>6.8%</b>	<b>3.8%</b>	<b>74.3%</b>

<b>South Region</b>						
Edgewood	1.2%	9.7%	4.7%	8.2%	6.7%	69.3%
Edison	3.2%	7.6%	4.4%	7.2%	2.4%	75.2%
Harris	1.3%	11.2%	1.9%	13.1%	4.8%	67.7%
Parker	3.2%	8.6%	3.5%	5.0%	4.7%	74.9%
Roosevelt	1.4%	7.3%	4.3%	5.9%	7.3%	73.7%
Spencer Butte	1.5%	10.8%	2.3%	4.5%	7.9%	73.0%
South Eugene High	4.0%	6.6%	2.8%	3.9%	5.4%	77.2%
<b>Total</b>	<b>2.7%</b>	<b>8.3%</b>	<b>3.2%</b>	<b>5.8%</b>	<b>5.8%</b>	<b>74.2%</b>