

Superintendent's Revised Recommendations for Achieving a Sustainable Budget

Responses to Board Member Questions

For January 5, 2011 work session

Staffing Ratio Increase

- 1. If the staffing ratio is increased evenly across all grade levels (rather than as proposed in the revised recommendations) what would that look like?**

Staffing Ratio Increase		
<i>Supt. Revised Recommendation</i>		<i>Equivalent across-the-board adjustment</i>
<i>56 positions (\$4.6 million)</i>	2 at elementary 3 at middle and high	About 2.5 at all levels
<i>75 positions (\$6.3 million)</i>	3 at elementary 4 at middle and high	About 3.5 at levels
<i>(Note: positions and \$ are rounded)</i>		

Reserves

- 2. If we aren't able to negotiate the furlough days and compensation adjustments that are proposed, how much will we need to spend down reserves to balance the budget?**

Compensation adjustments in the revised recommendations total \$5.5 million.

Assumptions:

- a. No bond measure or property sales to supplement capital reserves, which will result in spending out of capital funds,
- b. Expenditure patterns are consistent to prior years, and
- c. The entire \$5.5 million is covered with reserves

Total projected reserve balances (not including insurance reserve or restricted funds) at June 30, 2012 would be approximately \$5.6 million.

Bond measure and new tax for schools

- 3. What is the timeline and rationale for a bond measure in May or November?**

Bond Measure Tasks	May 17, 2011 Election <i>Revenue received in 2011-12</i>	November 8, 2011 Election <i>Revenue received in 2012-13</i>
File measure with elections office	March 17	September 8
Board meetings: Consider bond measure resolution as future action and action item on or before these dates	March 2 and 16	August 17 and September 7
Draft ballot title (staff and bond counsel)	February	July
Work session to review bond measure projects	Late January-early February	June
Solicit input from advisory committee	February Use existing and informal groups	March-May Appoint advisory group or use existing and informal groups

<p align="center">Bond Measure Rationale or Implication</p>	<p align="center">May 2011 Election</p>	<p align="center">November 2011 Election</p>
<p><i>Opportunity for federally funded Qualified School Construction Bonds, which could save about \$17 million over life of bond</i></p>	<p>Yes.</p>	<p>Probably not. QSCB funding likely to be depleted by November election.</p> <p>In December, the President's National Commission on Fiscal Responsibility and Reform recommended that tax exempt interest for newly issued municipal securities be eliminated, allowing only the more costly taxable debt to be issued. Not likely that Congress will act on recommendation in time to affect bonds issues that result from a November 2011 election, but potential is there.</p>
<p><i>Asking taxpayers to maintain or increase taxes</i></p>	<p>Ask voters to maintain their existing level of financial support for school district bonds.</p> <p>Replaces bond debt that is paid in 2010 with new bond in 2011.</p>	<p>Ask voters to increase their tax support in 2012, by restoring taxes for bond measures to 2010 level.</p> <p>This will be an increase for taxpayers from 2011, when they will pay less for bond debt.</p>
<p><i>Shifting some annual maintenance costs from the operating budget to bond funds for seven years</i></p>	<p>\$1 million beginning in 2011-12</p>	<p>2011-12, up to \$1 million depending on staffing reductions.</p> <p>(If GF staff is reduced to balance the 2011-12 budget, then there are fewer positions left to shift to bond funds and therefore less relief to the operating budget.)</p>
<p><i>Moving forward with critical capital needs, such as roofing</i></p>	<p>Takes advantage of the 2011 construction season, utilizing bond funds as opposed to dwindling capital reserves.</p>	<p>Bond-funded construction would begin in 2012.</p>
<p><i>Retaining qualified and experienced capital program staff that allows us to "hit the ground running," rather than layoff staff and then hire new staff</i></p>	<p>Yes.</p>	<p>No.</p> <p>Layoffs will be required for 2011-12 unless other "funding bridge" is provided.</p>
<p><i>Accommodating possible grade reconfiguration or alternative school decisions</i></p>	<p>Requires some flexibility in the list of proposed bond projects so that there could be adjustments in school replacements, additions, etc. to accommodate changes that might result from stakeholder task force recommendations regarding potential grade level reconfiguration and alternative schools.</p>	<p>Allows additional time for process and more certainty around impacts of school closure/consolidation, potential grade level reconfiguration and alternative schools, all of which may impact scope of some larger bond projects.</p>
<p><i>If bond measure fails, next election opportunity</i></p>	<p>Next opportunity is November 2011, with revenue received in 2011-12.</p>	<p>Next opportunity is May 2012, with revenue received in 2012-13.</p>

4. Which is best for the district and/or should be referred to voters first: a bond measure or a city tax for school operations?

Both are needed for different reasons. The bond measure will allow only a small amount of relief to the operating budget, but would address critical capital needs such as roofs and building remodels that would better support teaching and learning. A city tax for school operations would help prevent additional reductions in the future, but would not fund needed facility upgrades.

The superintendent's revised recommendation is to place a bond measure on the ballot prior to a city measure for school operations because:

- Referring a 4J bond measure is within the control of the board, while a city measure must be placed on the ballot by the City Council.
- A May 2011 bond measure could provide revenue for 2011-12, preventing \$1 million in reductions.
- A city tax measure probably would not prevent reductions for 2011-12, but could help fund operations in 2012-13 or 2013-14 depending on the tax proposal.
- Proposals for a city tax are just now being formulated. The tax, amount, and effective date are not known.

5. Could both a bond measure and city tax for school operations be on the ballot at the same time?

Yes. There is no data at this time that would help us determine whether voters would be more or less likely to support one or two measures.

Alternative Schools

6. Could we move Charlemagne to a more central location than the Parker site?

Expanding on the answer provided on December 14, the other centrally located buildings in the South/Churchill area are:

- a) Adams** – This would require that Adams close, and that Crest Drive and Parker remain open. (Reduces school closure savings by one school.)
 - Adams Churchill region students would transfer to consolidate with ATA or perhaps Chávez and Crest Drive.
 - Adams South region students would move to Camas Ridge and a few to Parker. Some special education programs would remain at Adams with Charlemagne.
- b) Camas Ridge** – This would require that Camas Ridge close and that Parker remain open.
 - Camas Ridge students move to Parker, but Parker boundaries would need to be redrawn to move some current Parker students to Edgewood.
 - Another alternative would be to shift boundaries for Edison, Parker and Edgewood after closing Camas Ridge. Since students residing in the Glenwood area now attend Camas Ridge, that might be the most logical boundary adjustment for the long-term.
- c) ATA K-8** does not have enough capacity to also house Charlemagne, assuming Family School and special education programs remain there.
- d) Roosevelt Middle School** has capacity to add Charlemagne elementary students, however traffic and parking would be a problem at the current facility, but could be addressed if a new building is constructed with bond measure funding.

7. Review alternative school funding and enrollment caps.

Alternative schools receive resources under the same staffing and funding formula as neighborhood schools.

Alternative schools have enrollment caps, limiting the number of students they are permitted to enroll. The enrollment cap applies at the school level; alternative schools are no longer allowed to cap enrollment at a grade level. The intent of establishing enrollment caps was to manage the size of alternative schools and thereby help ensure that neighborhood schools have adequate student enrollments as well.

School Closure, Consolidation and Relocation

8. Provide a flow chart that shows elementary, middle and high school feeder patterns for the revised recommendations.

See flowchart attachment.

We have assumed that if elementary schools are consolidated as proposed, middle school and high school boundaries would remain the same. If desired, middle school boundaries could be changed in the future, following further study of grade configurations and alternative schools by a stakeholder task force.

9. If the school closures in the revised recommendations move forward, the district will have three neighborhood schools in the Churchill region that are located very close together (Adams, ATA K-8 and Chávez). What is the rationale for this? Are there other ways to handle closures in this area that don't exacerbate SES imbalance among schools?

At this time, ATA is a hybrid school, with grades 6-8 designated as the neighborhood school and grades K-5 requiring school choice enrollment similar to an alternative school. This configuration was created, in part, in response to declining enrollment at the middle school level.

The initial K-3, 4-8 grade configuration proposal took this school building proximity into account, by converting ATA to a grade 4-8 and Adams and Chávez to K-3.

Without changing grade configurations, an alternative approach is to close Adams, moving those students as follows:

- Adams Churchill region students would transfer to consolidate with ATA or perhaps Chávez and Crest Drive.
- Adams South region students would move to Camas Ridge and a few to Parker.
- Some special education programs would likely remain at Adams.
- The Adams building would have space to accommodate Charlemagne French Immersion, if desired, rather than moving the school to the Parker building.
- Parker and Crest Drive elementaries would remain open in this scenario.

This alternative would place French Immersion in an economically diverse part of the community and make the school more accessible to a wide range of students and families in terms of income and demographics. We would need to look further into the impact on SES among schools in this scenario to more precisely address this question.

10. One configuration that seems to be of particular interest to a lot of people is K-6 and a more seamless connection between grades 7-12. Do any of the proposed school closures and consolidations foreclose the possibility of such changes in a year or two?

It does not appear possible to move to a K-6 and 7-12 configuration across the entire district in the near future, even if all existing school buildings remain in operation.

On a regional basis, this configuration could occur along with the proposed school closures. For example, in the south region, Spencer Butte could become a K-6 and then Roosevelt and South Eugene High School would serve students in grades 7-12. While this configuration is workable in the south region, it could be more difficult in other regions. There are also some concerns regarding how well this grade configuration serves students needing special education services.

11. What are the costs, key assumptions and implications related to the proposed school consolidations, such as capital costs, transfer limits, enrollment and capacity issues.

Estimated moving costs for closing and relocating five elementary schools, per the Superintendent Revised Recommendations, totals \$250,000. This is a one-time expense.

Other assumptions regarding cost, student enrollment and building capacity for each school are below. Twin Oaks closure requires addition and improvements at McCornack, which was provided earlier.

<p>Coburg to Gilham</p> <p>\$0 site improvements</p>	<ul style="list-style-type: none"> ○ Gilham can accommodate all Coburg students. If the Coburg Community School charter is approved, however, some Coburg students would choose to attend the charter school. ○ Some modifications may be needed to area adjacent to the Library to accommodate special needs. Cost and need is yet to be determined.
<p>Meadowlark to Willagillespie</p> <p>\$410,000 site improvements</p> <p>\$1,300,000 (proposed for next bond)</p>	<ul style="list-style-type: none"> ○ Assumes all Meadowlark students move to Willagillespie. ○ Requires that all 44 Willagillespie students who reside in the Willamette Gardens area to move to Holt. Willamette Gardens is an island surrounded by the Holt attendance area, because Holt did not have capacity for these students when Willamette Gardens developed. Middle school students from the Willamette Gardens area could be reassigned from Cal Young to Monroe in the future. ○ Relocate modular from Meadowlark and expand parking. (\$410,000) ○ Bond measure: Improve the drop-off/pick-up area to separate bus and car traffic, demolish the old Renaissance wing and build replacement storage space, expand the cafeteria. (\$1.3 million when bond measure is approved) ○ Add one bus route. (\$16,000 after state reimbursement)
<p>Parker to Edgewood</p> <p>\$0 site improvements</p>	<ul style="list-style-type: none"> ○ Assumes 156 Parker students move to Edgewood. ○ No building or site improvements anticipated. ○ Add one bus route. (\$16,000 after state reimbursement)
<p>Parker to Camas Ridge</p> <p>\$45,000-\$65,000 site improvements</p>	<ul style="list-style-type: none"> ○ Assumes 100 Parker students move to Camas Ridge. ○ Parker students would continue to be in the Spencer Butte Middle School attendance area. Students from the current Camas Ridge attendance would continue to Roosevelt Middle School. ○ Remove interior wall removal to restore classrooms to their original size (need depends upon final enrollment. (\$10,000-30,000). Expand kitchen. (\$35,000)
<p>Crest Drive to Adams</p> <p>\$385,000 or less site improvements</p>	<ul style="list-style-type: none"> ○ Adams will be at capacity, assuming that some Crest Drive transfer students will return to their neighborhood schools. However, if the projected enrollment for Crest Drive Adams is combined, the school will be short 1 classroom. This could require that some transfer students now at Adams or Crest return to their neighborhood school. Other options would be to move part of the Adams attendance area to adjoining schools (such as Edison or Chávez), or to return transfer students to their neighborhood schools. ○ Parking and drop-off/pick-up area: Recommend construction of off-street parking lot with drop-off/pick-up area. Cost for full construction to corner is estimated at \$350,000, but could possibly scale back size to smaller parking area. Expand kitchen. (\$35,000) ○ No additional bus routes needed. ○ Relocate some special education programs now located at Adams such as early intervention and early education programs and possibly life skills.
<p>French Immersion to Parker building</p>	<ul style="list-style-type: none"> ○ No building or site improvements needed. ○ Assumes some special education programs remain at Parker or move elsewhere.