SPRINGFIELD PUBLIC SCHOOLS
Every Student, Every Day

Public Comment

The Board welcomes virtual and in-person public comments during its meetings. It has set aside 25 minutes for public comments. Up to eight people will be invited to speak for up to three minutes each.

Four spots are reserved for virtual comments. Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments.

Written Public Comment

The written public comment window closes at 2 p.m. on the day of the board meeting. Comments and materials are collected via email at public.comment@springfield.k12.or.us

Commenters are asked to clearly label the subject line as "Written Public Comment" and provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number (optional) so that staff can follow up, if necessary.
- Agenda item or topic

Oral Public Comment – In-Person, or Virtual

The window to sign up to present oral public comments opens on Thursday at noon prior to the board meeting and closes at 2 p.m. on the day of the board meeting. Requests are collected via email at public.comment@springfield.k12.or.us

People requesting to speak are asked to provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number, so staff can confirm details for speaking to the board
- Agenda item or topic
- Commenting "in-person" or "virtually"

Four spots are reserved for virtual comments. If more than four requests to comment are received, speakers will be selected as described below. Selected virtual commenters are notified by email on the afternoon of the meeting and provided with a Zoom link and instructions. Please see commenting guidelines below.

Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments for a total of eight speakers.

Space permitting, the Board may allow additional in-person comments. Meeting attendees may fill out a speaker card before the meeting begins. Cards are available at the board room door. If more people submit requests to speak than there are spots available, the Board Chair will select the speakers.

Commenting Guidelines

Groups with a common purpose are encouraged to designate a spokesperson. If a group spokesperson will cover your comments, please indicate so when your name is called.

The Board will not hear comments regarding any school personnel. Please refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will then forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three minutes.

ESCUELAS PÚBLICAS DE SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

Comentario Público

La Junta Directiva agradece los comentarios públicos virtuales y presenciales durante sus reuniones. Ha reservado 25 minutos para comentarios públicos. Se invitará a un máximo de ocho personas a hablar durante un máximo de tres minutos cada una.

Cuatro espacios están reservados para comentarios virtuales. Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona.

Comentario público por escrito

La ventana de comentarios públicos por escrito cierra a las 2 p.m. el día de la reunión de la junta. Los comentarios y materiales se recopilan por correo electrónico en public.comment@springfield.k12.or.us

Se pide a los comentaristas que etiqueten claramente la línea de asunto como "Comentario público escrito" y proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono (opcional) para que el personal pueda hacer un seguimiento, si es necesario.
- Punto o tema del orden del día

Comentarios Públicos Orales: En persona o Virtuales

La ventana para inscribirse para presentar comentarios públicos orales se abre el jueves al mediodía antes de la reunión de la junta y se cierra a las 2 p.m. el día de la reunión de la junta. Las solicitudes se recogen por correo electrónico en public.comment@springfield.k12.or.us.

A las personas que soliciten hablar se les pide que proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono, para que el personal pueda confirmar los detalles para hablar con la junta
- Punto o tema del orden del día
- Comentar "en persona" o "virtualmente"

Cuatro espacios están reservados para comentarios virtuales. Si se reciben más de cuatro solicitudes para formular observaciones, se seleccionarán los oradores como se describe a continuación. Los comentaristas virtuales seleccionados son notificados por correo electrónico la tarde de la reunión y se les proporciona un enlace de Zoom e instrucciones. Consulte las pautas de comentarios a continuación.

Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona para un total de ocho oradores.

Si el espacio lo permite, la Junta Directiva puede permitir comentarios adicionales en persona. Los asistentes a la reunión pueden completar una tarjeta de orador antes de que comience la reunión. Las tarjetas están disponibles en la puerta de la sala de juntas. Si más personas presentan solicitudes para hablar que lugares disponibles, el Presidente de la Junta seleccionará a los oradores.

Pautas para Comentar

Se anima a los grupos con un propósito común a designar un portavoz. Si un portavoz del grupo va a cubrir sus comentarios, indíquelo cuando se le llame por su nombre.

La Junta no escuchará comentarios sobre el personal de la escuela. Por favor, absténgase de usar nombres y títulos del personal de la escuela. Cualquier queja relacionada con un empleado en particular debe procesarse a través del procedimiento establecido en la política KL de la Junta, que requiere que las quejas se presenten por escrito al Superintendente. Este procedimiento debe seguirse antes de que la Junta Directiva se involucre en tales asuntos. Se debe enviar un cumplido que involucre a un miembro del personal al superintendente, quien luego lo enviará al empleado, a su supervisor y a la Junta.

Se recuerda a los oradores que sus comentarios públicos se limitarán a tres minutos.

SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

BOARD OF EDUCATION
August 10, 2026
Administration Building Board Room
640 A Street, Springfield, OR 97477

En español

5:00 pm Executive Session ORS 192.660(2)(f) for the Board to review Confidential-Attorney-Client Privileged Information, and ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

6:00 pm Board Meeting

Streaming Meeting URL: http://www.vimeo.com/SpringfieldPS

AGENDA	TAB
1. Call Meeting to Order	Board Chair Jonathan Light
A. Pledge of Allegiance	Chair Light
B. Land Acknowledgement	Director Bob Brew
2. Approval of the Agenda	Chair Light
3. Public Comments (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.)	
4. Action Items	
A. Approve Consent Agenda	
1. Financial Statement, Resolution #26-27.003	Brett Yancey
2. Personnel Report, Resolution #26-27.004	Dustin Reese
3. 2024-25 Oregon English Language Learner Report	Brian Megert
B. Approve Oregon School Employees Association (OSEA) Contract, Resolution #26-27.005	Brian Megert
C. Approval Authorizing Financing, Resolution #26-27.006	Brett Yancey
D. Actions on Information Discussed in Executive Session	Chair Light
5. Discussion	
A. School Board Representation - Local Org	Interim Superintendent Stover
6. Reports and Information	
A. Superintendent Report, Entry Plan	Interim Superintendent Stover
1. Summer Session Highlights	Interim Superintendent Stover/Board
2. OSBA Annual Convention, November, 13-14, Portland	Interim Superintendent Stover
7. Next Meeting: August 24, 2026 at 6:00 pm – Work Session	
8. Adjournment	Chair Light

Springfield Public Schools is an equal opportunity educator and employer.
Persons having questions about or requests for special needs and accommodation at Board Meetings should contact the Office of the Superintendent; 640 A Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.

SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

JUNTA DE EDUCACIÓN
10 de agosto de 2026
Sala de juntas del edificio administrativo
640 A Street, Springfield, OR 97477

En español

5:00 p. m. Sesión ejecutiva conforme a la ORS 192.660(2)(f) para que la Junta revise información confidencial protegida por el privilegio abogado-cliente, y conforme a la ORS 192.660(2)(d) para llevar a cabo deliberaciones con las personas designadas por el órgano de gobierno para realizar negociaciones laborales.

6:00 p.m. Reunión de la Junta Directiva

URL de la reunión en directo: http://www.vimeo.com/SpringfieldPS

ORDEN DEL DÍA	**PESTAÑA**
1. Apertura de la reunión	Presidente de la junta directiva: Jonathan Light
A. Juramento de Lealtad	Presidente Light
B. Reconocimiento de la tierra	Director Bob Brew
2. Aprobación del orden del día	Presidente Light
3. Comentarios del público (Tres (3) minutos cada uno; tiempo máximo 25 minutos. Los oradores no podrán ceder su tiempo a otros oradores).	
4. Puntos de acción	
A. Aprobar el orden del día por consentimiento	
1. Estado financiero, Resolución n.° 26-27.003	Brett Yancey
2. Informe de personal, Resolución n.° 26-27.004	Dustin Reese
3. Informe sobre estudiantes de inglés como segunda lengua de Oregón 2024-25	Brian Megert
B. Aprobar el contrato de la Asociación de Empleados Escolares de Oregón (OSEA), Resolución n.° 26-27.005	Brian Megert
C. Aprobación que autoriza la financiación	Brett Yancey
D. Medidas a tomar en base a la información analizada en sesión ejecutiva	Presidente Light
5. Discusión	
A. Representación en la Junta Escolar - Organización Local	Superintendente interino Stover
6. Informes e información	
B. Informe del superintendente, Plan de entrada	Superintendente interino Stover
1. Aspectos destacados del semestre de verano	Superintendente interino Stover/Junta
2. Convención anual de la OSBA, 13 y 14 de noviembre, Portland	Superintendente interino Stover
7. Próxima reunión: Agosto 24 de 2026 A las 6:00 pm – Sesión de trabajo	
8. Aplazamiento	Presidente Light

El distrito escolar público de Springfield es una institución educativa y empleadora que ofrece igualdad de oportunidades.
Las personas que tengan preguntas o solicitudes relacionadas con necesidades especiales y adaptaciones en las reuniones de la Junta Directiva deben comunicarse con la Oficina del Superintendente;
640 A Street, Springfield, OR 97477; Teléfono: (541) 726-3201. Se debe contactar con 72 horas de antelación al evento.

REPORT **AUGUST 10, 2026**

SPRINGFIELD PUBLIC SCHOOLS
2025-2026 Annual Investment Report
As of June 30, 2026

Executive Summary:

The district closed fiscal year 2025-2026 with a conservative, highly liquid investment position designed to preserve principal, meet all cash flow needs including debt-service obligations, and earn a market rate of return within State of Oregon law and Board policies.

At June 30, 2026, the Local Government Investment Pool (LGIP) totaled $33.17 million: $32.65 million in the General account, $0.33 million in the Debt Fund, and $0.19 million in the PERS Trust. Including the Banner Bank money market and other reported cash-equivalent and trust balances, total reported cash and equivalents were approximately $36.02 million.

Investment earnings totaled $2.74 million for the fiscal year. Of that amount, $2.55 million came from LGIP holdings, $0.20 million from the Banner Bank money market account, and approximately $45,000 from trust accounts. The year-end yield was 4.00% for both LGIP and Banner Bank. Throughout the year (7/1/2025 – 6/30/2026) annual interest rates fluctuated between 4.00% and 4.60%.

The year-end compliance schedule shows 100% of the classified investment portfolio held in LGIP, an authorized and liquid investment vehicle. While there were moments when the district exceeded LGIP maximum dollar amounts, we remained $30.22 million below the stated LGIP maximum of $63.387 million at year end.

Overall Conclusions:

- Safety and liquidity remained the primary objectives, consistent with the district investment guidelines.
- The portfolio generated meaningful interest revenue while supporting significant May and June debt service payments and year end, balance of contract obligations.
- Staff should continue evaluating whether selected U.S. Treasury maturities can improve future earnings without compromising cash-flow flexibility.

Cash Balance Information:

Institution:	Lowest Balance:	Largest Balance:	Average Interest Rate:

Local Government Investment Pool (LGIP)	$33,024,097 (7/2025)	$75,606,412 (12/2025)	4.27%
Banner Bank Money Market	$2,666,642 (6/2026)	$9,252,312 (10/2025)	4.10%

Interest Earnings Summary:

Source:	**FY 2025-26 Earnings:**	**Share of Total:**
LGIP	$2,545,559	92.86%
Banner Bank Money Market	$195,692	7.14%
Trust Accounts	$45,055	1.64%
Total:	**$2,741,252**	**100.00%**

June 30, 2026 Account Balances:

Account/Category:	**Balance:**	**Purpose/Observation:**
LGIP – General	$32,651,950	Operating liquidity and current cash-flow needs.
LGIP – Debt Fund	$329,622	Debt service receipts and payments.
LGIP – PERS Trust	$188,157	PERS related intercept receipts and debt service.
Banner Bank Money Market	$2,666,642	Cash equivalent and operating liquidity.
Other reported trust/cash-equivalent balances	$186,374	Computershare and U.S. Bank Accounts.
Total Reported Cash & Equivalents	**$36,022,745**	

Cash Flow and Rate Environment:

LGIP rates declined during the year from 4.60% in July through September to 4.00% beginning in March. Banner Bank followed a similar trend and ended the year at 4.00%.

General LGIP balances peaked at $65.69 million in December and declined to $32.65 million by June. The decrease reflects the normal cash-flow cycle, including a $16.09 million June payroll transfer and substantial debt payments in May and June.

The presentation identifies a pronounced debt-service cash cycle: historical balances are highest from January through April and materially lower from May through the fall. This pattern supports maintaining high liquidity and carefully matching any investment maturity to forecasted cash requirements.

Policy and Compliance:

- The District investment guidelines emphasize compliance with federal and state law, preservation of principal, diversification, liquidity, and a market rate of return.
- District practice limits maturities to three years and matches investments to anticipated cash needs to reduce the risk of selling before maturity.
- The June 30 compliance schedule reports the classified investment portfolio at $33.17 million, with 100% invested in LGIP and no balances in U.S. Treasuries, federal agencies, bankers acceptances, certificates of deposit, commercial paper, state/local securities, or passbook savings.
- The reported LGIP balance was below the stated maximum account limit. The year-end investment presentation did not identify a compliance exception.

Key Risks and Controls:

Risk:	District Control:	Year-End Assessment:
Credit/Principal	Use authorized, high-quality investments; prioritize preservation of principal.	Low; portfolio concentrated in LGIP and cash equivalent accounts.
Liquidity	Maintain daily operating cash and match maturities to payroll, debt service, and ongoing expenditure needs.	Adequate; balances supported all reported obligations.
Interest Rate Risk	Limit maturities to three years and avoid forced sales before maturity.	Low at year end because holding were highly liquid.
Reinvestment/Declining Yields	Monitor Treasury curve and compare alternatives to LGIP.	Moderate; falling short-term rates may reduce FY 2026-27 earnings.

Management Outlook and Recommendations:

- Continue using LGIP and the money market account for near-term liquidity, payroll, and debt-service needs.
- Update the rolling cash-flow forecast before purchasing any security with a fixed maturity.

- Compare available U.S. Treasury yields with LGIP after considering liquidity, settlement, custody, and administrative requirements.
- Consider laddered Treasury purchases only for funds that are not expected to be needed during the selected maturity period.
- Continue quarterly compliance monitoring and reporting to the Board, including the LGIP balance relative to the applicable maximum.

REPORT **August 10, 2026**

SPRINGFIELD PUBLIC SCHOOLS
2025-2026 Investment Report
As of June 30, 2026
****Please see attached report****

Investment Guidelines:

- Investments shall comply with Federal and State laws including applicable Oregon Revised Statues regarding investment public funds – type of investments and investment percentages.
- Credit risks minimized by limiting investments to safest types of securities and diversification of portfolio. Credit worthiness of security user or backer of an investment.
- Interest rate risk – matching investment maturities with cash requirements so that sales prior to maturities are minimized.
- Maintain sufficient daily liquid operating cash to pay bond construction obligations.
- Attain a market rate of return throughout budgetary cycles consistent with applicable Federal and State laws.

District Process & Philosophy:

- Invest in safe securities.
- Investments will not exceed a 3-year maturity.
- Investment in assets that fit within the cash flow forecast – limit interest rate risk of early sell off.
- Invest in items that generate a yield greater than the Local Government Investment Pool (currently at 4.0%).
- Maintain sufficient liquid operating cash – liquid cash in LGIP account for current spend needs.
- Comply with arbitrage regulations when investing debt funds.

Financial Summary:

- In the current market, the rate of return is 4.0% (same as prior quarter) on the LGIP account and 4.0% (same as prior quarter) on the Banner Bank money market account (cash equivalent account). Current Treasury curve rates are as follows:
    - 3 months 3.84% (3.70% prior)
    - 6 months 3.85% (3.72% prior)
    - 1 year 3.988% (3.68% prior)
    - 2 years 4.14% (3.81% prior)
    - 3 years 4.15% (3.81% prior)

- Based on cash flow needs and the liquidity of investments, funds remain in the LGIP account, as well as a smaller portion in the Banner Bank money market account. The LGIP maximum limit is $63,387,000. We are currently $30,217,2781 under the limit due to debt payments issued in May and June, as well as balance of contract payroll payments made early based on the PERS rate increases.

- As the Federal rates decline, the LGIP rates will also decline. It would be prudent to continue to look at long-term Treasuries prior to this projected decline and cash flows to determine if investing in Treasuries is feasible and makes sense.

SPRINGFIELD SCHOOL DISTRICT 19
INVESTMENT AND CASH EQUIVALENT
as of
6/30/27

Local Government Investment Pool

	Annual Interest Rate	Interest Income		LGIP - General Account	LGIP - Debt Fund	LGIP - PERS Trust	Total LGIP
			Beginning Balance	$ 32,617,073	204,654	202,370	$ 33,024,097
Jul-25	4.60%	162,058		42,732,626	222,165	1,382,331	$ 44,337,122
Aug-25	4.60%	186,044		44,962,477	240,172	2,005,392	$ 47,208,040
Sep-25	4.60%	180,541		39,687,648	253,259	2,630,556	$ 42,571,463
Oct-25	4.57%	168,911		35,839,971	266,862	3,258,414	$ 39,365,246
Nov-25	4.43%	174,907		58,358,806	4,298,991	3,887,942	$ 66,545,740
Dec-25	4.25%	274,899		65,693,242	5,783,448	4,129,723	$ 75,606,412
Jan-26	4.16%	271,249		63,674,800	5,888,010	4,761,839	$ 74,324,650
Feb-26	4.04%	239,936		63,186,408	5,394,013	5,954,320	$ 74,534,740
Mar-26	4.00%	251,388		57,758,529	6,126,563	6,029,960	$ 69,915,052
Apr-26	4.00%	231,629		54,936,698	6,180,119	6,667,205	$ 67,784,023
May-26	4.00%	229,966		52,881,912	198,565	6,689,855	$ 59,770,333
Jun-26	4.00%	174,032		32,651,950	329,622	188,157	$ 33,169,729

Banner Bank Money Market

	Annual Interest Rate	Interest Income		Money Market Account
			Beginning Balance	$ 5,170,950
Jul-25	4.33%	21,925		5,192,875
Aug-25	4.33%	19,953		5,212,828
Sep-25	4.22%	16,567		5,229,395
Oct-25	4.07%	22,916		9,252,312
Nov-25	4.07%	26,473		7,278,785
Dec-25	4.07%	17,276		3,296,061
Jan-26	4.07%	11,198		3,307,258
Feb-26	4.08%	12,472		3,119,730
Mar-26	4.00%	10,599		3,130,328
Apr-26	4.00%	10,291		3,140,620
May-26	4.00%	12,533		4,153,152
Jun-26	4.00%	13,490		2,666,642

Investment Allocation Limits:	Allowable:	Allocation:
US Treasury	100.0%	0.0%
US Government Agencies	100.0%	0.0%
LGIP Investment Pool	100.0%	100.0%
Banker's Acceptance	50.0%	0.0%
Certificates of Deposit	25.0%	0.0%
Commercial Paper - Oregon	25.0%	0.0%
Single Commodity Poll Operator (CPO) Security	10.0%	0.0%
Commercial Paper - National	10.0%	0.0%
Single Capital Protected Note (CPN) entity	5.0%	0.0%
State & Local Securities	10.0%	0.0%
Passbook Savings Accounts	10.0%	0.0%

RESOLUTION: #26-27.003 **August 10, 2026**

SPRINGFIELD PUBLIC SCHOOLS
2025-2026 Revenue/Expenditure Forecast
As of June 30, 2026
****Please see attached report****

REVENUES:

- Current year tax collections are 100.41% collected at year end, while prior year tax collections have exceeded estimates due to a large collection in May 2026. To date $33,847,644 has been collected in current year property taxes, which equates to 100.41% of anticipated budget. Additionally, $617,280 has been collected in prior year tax collections which equates to 154.32% of anticipated budget. This report is based on the information received through the Lane County Tax and Assessment office.
- The district's most significant portion of revenue is the district's scheduled Basic School Support payments through the Oregon Department of Education. The district projects to receive approximately $90.91 million for the current year based on 2025-2026 projected enrollment and the allocation designated by the Oregon Department of Education on the most recent estimate (5/1/2026). The projected SSF revenue is less than originally budgeted ($92.23 million) due to enrollment being lower than projected, but does include receiving $394,822 in High-Cost Disability reimbursement for the current year, $268,204 reconciliation from 2024-25 High-Cost Disability, and $276,228 reconciliation from the 2024-25 State School Fund. Including the prior year reconciliations, assumption for High-Cost Disability for the current year, and accounting for bus depreciation ($560,086); the State School Fund is received at 98.99% of budgeted resources.
- In early September the district learned that there was a reconciliation payment of Secure Rural Schools Act due to Springfield Public Schools totaling $780,512, which has been received. While this revenue was previously reported as Federal Forest Fees, the district has received direction from Oregon Department of Education to classify this as miscellaneous revenue, which is where it is reported on the attached report. This reconciliation is related to underpayments by Oregon Department of Education between 2017 and 2020 and may be allocated as an inclusion to State School Funding.
- The district anticipated receiving approximately $250,000 in County School Funds. To date the district has not received anticipated funds for the 2025-26 fiscal year.
- The district anticipated receiving approximately $1.4 million in Common School Funds. To date the district received $1.52 million. No further Common School funds are anticipated.

EXPENDITURES:

- Salary expenditures are based upon staff allocations adopted during the budgeting process, the result of a ratified certified collective bargaining agreement (resulting in reductions), and utilizes actual data. Total salary expenditures equate to 98.83% of budget for salary related items have include balance of contract payouts in June 2026.
- Benefit amounts are based upon staffing expenditures directly tied to the salaries and are 90.72% expended.
- The purchased services and capital outlay expenditures are based upon budgeted expenditures and expended similar to past trends. Purchased services were expended at 95.22% of budget and capital outlay expenditures totaled 18.05% of adopted budget. This was significantly under-expended due to the mid year spending freeze and not being able to proceed with structural repairs until July 2026.
- Supplies and materials expenditures are 88.66% of budget due to the mid year spending freeze implementation.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2025-2026 adopted budget, including any changes to the policies during the year.
- Fund transfers allocated during the 2025-2026 budget process include $800,000 (Instructional Materials Fund), $800,000 (Technology Fund) and $888,314 (Debt Service Fund).

Additional Notes: For the 2025-2026 budget year the current estimate of ending fund balance is $16,530,108. Included in this number is the audited ending fund balance from the 2024-2025 fiscal year ($20,850,181). As a preview for the 2025-2026 budget process, this reduction in projected ending fund balance indicates that the district is utilizing significant reserves in its current fiscal year.

By utilizing reserves of this magnitude, the district will realize a reduction in resources available for the 2026-27 proposed budget. As with previous reports, this is an estimate and accounts for the assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment. Final adjustments to this information will be made during the municipal audit process and may be subject to change.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2025-2026 REVENUE/EXPENDITURE FORECAST
as of
6/30/26

	BUDGET	ACTUAL through 06/30/26	ESTIMATED from 06/30/26 to year end	PROJECTED 2025-2026	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	33,710,653	33,847,644	0	33,847,644	100.41%
Property taxes - prior years	400,000	617,280	0	617,280	154.32%
Other local sources	2,286,500	3,675,136	0	3,675,136	160.73%
County School Fund	250,000	0	0	0	0.00%
State School Fund	92,227,519	91,293,842	0	91,293,842	98.99%
Federal Forest Fees	0	0	0	0	N/A
Common School Fund	1,400,000	1,524,558	0	1,524,558	108.90%
Total revenues	130,274,672	130,958,461	0	130,958,461	100.52%
Beginning fund balance	21,001,494	20,850,181	0	20,850,181	99.28%
Total Beginning fund balance	21,001,494	20,850,181	0	20,850,181	99.28%
Total resources	151,276,166	151,808,642	0	151,808,642	100.35%
EXPENDITURES:					
Personal services	72,736,587	71,883,838	0	71,883,838	98.83%
Employee benefits	46,202,043	41,913,835	0	41,913,835	90.72%
Purchased services	13,470,714	12,826,426	0	12,826,426	95.22%
Supplies & materials	4,123,317	3,655,718	0	3,655,718	88.66%
Capital outlay	1,912,090	345,183	0	345,183	18.05%
Other objects	2,057,823	2,165,220	0	2,165,220	105.22%
Fund transfers	2,488,314	2,488,314	0	2,488,314	100.00%
Total expenditures	142,990,888	135,278,534	0	135,278,534	94.61%
Unappropriated	7,285,278	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	151,276,166	135,278,534	0	135,278,534	89.42%
Total resources		151,808,642	0	151,808,642	
Total appropriations		135,278,534	0	135,278,534	
Ending fund balance		16,530,108	0	16,530,108	
Less: contingency			0	0	
Net fund balance		16,530,108	0	16,530,108	

RESOLUTION: 26-27.003 **August 10, 2026**

SPRINGFIELD PUBLIC SCHOOLS
2026-2027 Revenue/Expenditure Forecast
As of July 31, 2026
****Please see attached report****

REVENUES: *Due to the early nature of the school year, projections are preliminary and will change significantly over the course of the year.*

- Both current year and prior year tax collections are projected for 100% collection. To date there has been $1,158,329 IN current year and no prior year tax revenue received, however significant tax payments are anticipated to be collected in November. This report is based on the information received through the Lane County Tax and Assessment office.
- The district's most significant portion of revenue is the district's scheduled Basic School Support payments through the Oregon Department of Education. The district projects to receive approximately $93.42 million for the current year based on 2026-2027 projected enrollment and the allocation designated by the Oregon Department of Education. To date the district has received $15.38 million. As the district continues to realize a decline in enrollment, these numbers may be adjusted over the course of the year.
- The district is anticipating receiving approximately $250,000 in County School Funds. To date the district has not received anticipated funds.
- The district is anticipating receiving approximately $1.25 million in Common School Funds. To date the district has received $765,409 of anticipated funds.

EXPENDITURES: *Due to the early nature of the school year, projections are preliminary and will change significantly over the course of the year.*

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data. The current projection of 100% expenditures for salary related items as we are in the summer months.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are currently anticipated to be 100% expended. This projection will change as the year advances.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends, however are shown at 100% expended at this early point in the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2026-2027 adopted budget.

- Fund transfers allocated during the 2025-2026 budget process include $892,803 (Debt Service Fund).

Additional Notes: For the 2026-2027 budget year the current estimate of ending fund balance is $10,238,173. Included in this number is the preliminary un-audited ending fund balance from the 2025-2025 fiscal year ($16,530,108). As with previous years, this is a very early estimate and accounts for the assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2026-2027 REVENUE/EXPENDITURE FORECAST
as of
7/31/26

	BUDGET	ACTUAL through 07/31/26	ESTIMATED from 07/31/26 to year end	PROJECTED 2025-2026	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	35,014,602	1,158,329	33,856,273	35,014,602	100.00%
Property taxes - prior years	375,000	0	375,000	375,000	100.00%
Other local sources	2,468,569	27,264	2,441,305	2,468,569	100.00%
County School Fund	250,000	0	250,000	250,000	100.00%
State School Fund	93,418,380	15,375,296	78,043,084	93,418,380	100.00%
Common School Fund	1,248,337	765,409	482,928	1,248,337	100.00%
Federal Forest Fees	400,000	0	400,000	400,000	100.00%
Total revenues	133,174,888	17,326,298	115,848,590	133,174,888	100.00%
Beginning fund balance	14,800,292	16,530,108	0	16,530,108	111.69%
Total Beginning fund balance	14,800,292	16,530,108	0	16,530,108	111.69%
Total resources	147,975,180	33,856,406	115,848,590	149,704,996	101.17%
EXPENDITURES:					
Personal services	72,639,791	1,313,377	71,326,414	72,639,791	100.00%
Employee benefits	45,009,019	773,570	44,235,449	45,009,019	100.00%
Purchased services	13,948,168	118,766	13,829,402	13,948,168	100.00%
Supplies & materials	3,811,857	351,452	3,460,405	3,811,857	100.00%
Capital outlay	742,090	0	742,090	742,090	100.00%
Subscription Based Technology	400,000	0	400,000	400,000	100.00%
Other objects	2,023,095	185,678	1,837,417	2,023,095	100.00%
Fund transfers	892,803	0	892,803	892,803	100.00%
Total expenditures	139,466,823	2,742,844	136,723,979	139,466,823	100.00%
Unappropriated	7,608,357	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	148,075,180	2,742,844	136,723,979	139,466,823	94.19%
Total resources		33,856,406	115,848,590	149,704,996	
Total appropriations		2,742,844	136,723,979	139,466,823	
Ending fund balance		31,113,562	(20,875,389)	10,238,173	
Less: contingency			0	0	
Net fund balance		31,113,562	(20,875,389)	10,238,173	

RESOLUTION #26.27.004 DATE: AUGUST 10, 2026

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, resignations, and leave of absence. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Resignations
- Leave of Absence

SUBMITTED BY:

Dustin Reese
Executive Director
Human Resources

APPROVED BY:

John Stover
Interim Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRE				
1	BROWN, JUSTINE	PROBATIONARY 1	FT	09/01/2026	NEW HIRE
2	BUKANTAS, JESSICA J	PROBATIONARY 1	FT	09/01/2026	NEW HIRE
3	CAMUSO-PERRI, MANDY	PROBATIONARY 1	FT	09/01/2026	NEW HIRE
4	CASWALL, JULIE A	PROBATIONARY 1	FT	09/01/2026	NEW HIRE
5	COBB, BRENTON	PROBATIONARY 2	PT	09/01/2026	REHIRE FROM LAYOFF
6	HARRY, ALISON	PROBATIONARY 1	FT	09/01/2026	NEW HIRE
7	HERNANDEZ VIERA, ANGELICA	PROBATIONARY 1	PT	09/01/2026	NEW HIRE
8	HORIGAN, SABRINA	PROBATIONARY 1	FT	09/01/2026	NEW HIRE
9	SENTMAN, BLAKE	PROBATIONARY 1	FT	09/01/2026	NEW HIRE
10	WATERS, HEATHER G	PROBATIONARY 1	FT	09/01/2026	NEW HIRE
	RESIGNATIONS				
11	1862049	PROBATIONARY 1	FT	06/12/2026	RESIGNATION
12	2679094	PROBATIONARY 2	FT	07/29/2026	RESIGNATION
13	386782	CONTRACT TEACHER	FT	08/31/2026	RESIGNATION

14	1451316	CONTRACT TEACHER	FT	08/24/2026	RESIGNATION
15	290254	CONTRACT TEACHER	FT	08/31/2026	RESIGNATION
16	3059081	PROBATIONARY 2	FT	08/05/2026	RESIGNATION
17	2432110	CONTRACT ADMINISTRATOR	FT	06/30/2026	RESIGNATION
18	2432382	CONTRACT TEACHER	FT	06/13/2026	RESIGNATION
	LEAVE OF ABSENCE				
19	2590867	CONTRACT TEACHER	FT	09/01/26-01/03/27	FULL TIME LEAVE OF ABSENCE, PARTIAL YEAR

English Learners in Oregon

Annual Report 2024-25

June 2026

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

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Acknowledgements

We extend our appreciation to colleagues from across the Oregon Department of Education who contributed to this report through data sharing, data analysis, and review of the findings.

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Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's purpose is to describe the population of English learners in Oregon and provide a summary of district and state progress towards meeting English learners' needs and the state's objectives to meet those needs. Pursuant to this statute, ODE has also developed the Multilingual Learner Strategic Plan, with priority areas emphasizing community engagement, transformative educators, culturally responsive practices, and pathways to multilingualism to ensure equity and success for all multilingual learners in Oregon's public schools. The current English learner report is also available on ODE's Public Transparency webpage.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English Language Development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner designation only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the term "English learner" in alignment with ORS 327.016, it is important to recognize that these students are multilingual learners who bring valuable linguistic and cultural assets.

ODE annually reports on four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2024-25 school year[1]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. (Monitored English learners are a subset of former English learners who are monitored for four years after exiting an ELD program.) Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2024-25 school year.

Oregon's English learner population continues to grow, driven in part by increases in recently arrived students.

As of May 1, 2025, 539,521 students were enrolled in Oregon public schools and districts. Among those students, 12% were current English learners (64,525 students), 4% were former English learners (21,760 students), 3% were monitored English learners (16,285 students), and 81% were never English learners (436,951 students). Collectively, current, monitored, and former English learners (i.e., Ever English learners, constituting over 102,000 or 19% of students) represent an incredibly diverse student population in 2024-25. Guided by Oregon's vision for multilingual learners, this report highlights student demographics, academic

[1] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

outcomes, educational experiences, and opportunities for current, former, and monitored English learners across the state.

What's New in the 2024-25 Report

Several notable changes occurred in the English learner student population and outcomes during the 2024-25 school year:

- The number of current English learners increased to 64,525 students, a 3.2% increase from 62,522 students in 2023-24, while overall statewide enrollment declined to 539,521 students.
- The number of recent arrivers in Oregon has more than doubled over the past five years. In 2024-25, 10,353 current English learners were recent arrivers, representing the highest count observed during the six-year period examined. Most of this growth occurred during the last two school years.
- Ever English learners represented 19% of Oregon's student population, up slightly from 18.8% in 2023-24.
- The average expenditures-to-revenues ratio increased from 0.87 in 2023-24 to 0.95 in 2024-25.
- To support future alignment with Oregon Senate Bill 141 (2025), this report includes additional analyses related to third-grade English language arts achievement, eighth-grade mathematics achievement, regular attendance, and five-year completion rates.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2024-25 school year. Woodburn School District served the highest percentage of current English learners, with 48.1% of students learning English in an ELD program as of May 1, 2025. On the other hand, 59 Oregon districts had less than 5% of their students learning English in an ELD program.

Other key features of the English learner student population in the 2024-25 school year include the following:

- Most current English learners were in elementary grades (55.3%) while the majority of former English learners were in high school grades (80.1%).
- Between 2019-20 and 2024-25, overall statewide enrollment declined by 6.7%, while the number of current English learners increased by 20.6%.
- The number of recently arrived current English learners (i.e., new immigrant students) increased by 56%, from 6,647 in 2023-24 to 10,353 students in 2024-25.
- Spanish was the predominant home language of current English learners (75.5%), but overall, there were 247 documented unique home languages (unchanged from the previous year) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Ukrainian, Chuukese, and Arabic.
- Approximately 77% of current English learners were Latino/a/x, and 35% of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (about 34%) were current English learners.

Current English learners were more likely to receive special education services and less likely to participate in TAG programs.

The report also examines the involvement of English learners in targeted federal and state programs: students experiencing poverty (SEP), special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of current, former, and monitored English learners experienced poverty compared to never English learners (approximately 52, 39, and 38%, respectively, vs. 30%).
- A higher percentage of current English learners received special education services and supports compared to never English learners (about 19 vs. 17%); however, former and monitored English learners had lower rates (about 5 and 7%, respectively).
- About 9% of current English learners (5,869 students) received services in migrant education programs. Additionally, about 63% of the students in migrant education programs were current English learners, 15% were former English learners, and over 11% were monitored English learners. In total, 90% of students in migrant education programs were ever English learners.
- While across Oregon, 7.6% of never English learners participated in TAG programs, this figure was 7.3% for former English learners, 6.9% for monitored English learners, and just 0.6% for current English learners.

Younger English learners are more likely to be on track to English language proficiency than their older peers.

Oregon monitors whether current English learners (ELs) are on track to attain English language proficiency. In 2024-25, approximately 62.5% of ELs in elementary grades (K-5) were on track to meet this goal. The percentage declined substantially in middle school (35.2%) and high school (27.9%), indicating that ELs in middle and high school grades were less likely to be on track to attain English language proficiency within seven years than ELs in elementary grades. Among ELs with disabilities, the percentages were considerably lower at every grade span, with only 10.7% of high school ELs with disabilities on track to attain English language proficiency.

Former English learners consistently met or exceeded state standards at the highest rates.

Although proficiency rates varied across student groups, English language arts (ELA) and mathematics achievement remained below 50% for many student groups and grade spans statewide. Current English learners had the lowest rates of meeting or exceeding state standards in both ELA and Mathematics across all grade levels in 2024-25. In ELA, only 6.3% of current ELs in grades 3-5 met or exceeded standards, compared to 79.9% of former ELs, 56.5%% of monitored ELs, and 47.6% of never ELs. Similar patterns were observed in middle school and high school, where only 4.1% of current ELs in grades 6-8 and 4.6% of current ELs in grade 11 met or exceeded ELA standards.

A similar achievement gap exists in Mathematics. In grades 3-5, only 7.0% of current ELs met or exceeded standards, compared to 68.3% of former ELs, 43.2% of monitored ELs, and 40.0% of never ELs. In grades 6-8, only 3.1% of current ELs met standards, while in grade 11, just 2.4% met standards. Across both subjects and all grade spans, former English learners consistently met or exceeded state standards at the highest rates among current, former, monitored, and never English learner groups.

Attendance rates are higher for former and monitored ELs, but lower among current ELs, particularly in high school.

Former and monitored English learners had the highest rates of regular attendance across most grade spans in 2024-25. At the elementary level, 87.1% of former ELs and 79.9% of monitored ELs were regular attenders, compared with 73.0% of never ELs and 65.9% of current ELs. Similar patterns were observed in middle school, where monitored ELs (73.7%) and former ELs (73.0%) had higher attendance rates than never ELs (68.7%) and current ELs (60.6%).

Attendance declined for all student groups in high school, but the decline was most pronounced among current ELs. Only 45.3% of current ELs in grades 9-12 were regular attenders, compared with 54.3% of former ELs, 61.6% of monitored ELs, and 59.3% of never ELs. Across all grades (K-12), current ELs had the lowest regular attendance rate at 60.0%.

Among graduates, current English learners were more likely to earn a modified diploma.

Among students who graduated, former English learners earned regular diplomas at the highest rates. In the four-year cohort, 98.0% of former English learner graduates earned a regular diploma, compared with 96.1% of never English learner graduates and 90.5% of current English learner graduates. Current English learner graduates were more likely to earn a modified diploma, with 9.5% of four-year cohort graduates and 9.7% of five-year cohort graduates earning modified diplomas, compared with 2.0% and 1.8% of former English learner graduates, respectively.

Students designated as English learners in high school are less likely to enroll in post-secondary education than their peers.

Post-secondary enrollment rates for former English learners were comparable to those of never English learners. In 2022-23 (as reported in 2024-25), 55.2% of former ELs enrolled in a post-secondary institution within 16 months of high school graduation, compared with 56.0% of never ELs. Current English learners enrolled at substantially lower rates relative to their population, with only 33.4% continuing to post-secondary education. Across the six years examined, former ELs consistently enrolled in post-secondary education at rates similar to or slightly higher than never ELs, while current ELs enrolled at markedly lower rates.

The average expenditures-to-revenues ratio increased in 2024-25.

As in reports from previous years, this report summarizes the ratio of total current English learner expenditures to revenues districts receive for these students. In 2024-25, this ratio is 0.95, which is higher than 0.87 for 2023-24.

Introduction

In the 2024-25 school year, students who received English language instruction, supports, and services through an English Language Development (ELD) program, as well as those who exited such programs in prior years, represented 19.0% of all students enrolled in Oregon public schools and districts (as of the first school day in May 2025). These multilingual learners are an essential part of our school communities, contributing rich cultural and linguistic assets that enhance learning environments across the state. Their diverse lived experiences, languages, and heritage knowledge are invaluable to both current and future generations of Oregonians.

Guided by our statewide vision as reflected in the Oregon Multilingual Learner Strategic Plan, this report is rooted in the belief that all adults share the responsibility of building educational systems where multilingual learners are recognized and celebrated. It highlights key data about this student population, tracks academic progress and achievement, and provides insight into the educational experiences and opportunities they encounter. Our mission calls us to transform Oregon's education system to ensure that all multilingual learners receive culturally and linguistically responsive instruction, access to rigorous academic programming, and clear pathways to reach their college, career, and life goals, including graduation with the Oregon State Seal of Biliteracy or Multiliteracy.

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report describes the population of English learners in Oregon and provides a summary of district and state progress towards meeting English learners' needs and objectives through ELD programs. Senate Bill 141 (2025) further amended ORS 327.016 to require reporting on English learner progress toward statewide performance growth targets, including measures related to academic achievement, attendance, and completion outcomes. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics;
- Length of participation in ELD programs;
- Participation in special education and related services; and
- Other information identified by the ODE.

In addition, this annual report includes the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

This annual report looks back at the prior school year, which is the 2024-25 school year. This report will be available on the ODE website. State law requires the report to be available to the public at each district's main office and on district websites. In addition to the annual reporting requirement to the public, ORS 327.016 also requires the ODE to "submit to the interim legislative committees on education a summary of the two most recent reports prepared" prior to "January 1 of each odd-numbered year."

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner designation only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the term "English learner" in order to comply with ORS 327.016, it is important to recognize that these students are multilingual and value their linguistic and cultural assets.

ODE annually reports four groups of English learners: current, former, monitored, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2024-25 school year[2]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program over four years prior to the 2024-25 school year. (Monitored English learners are a subset of former English learners who are monitored for four years after exiting an ELD program.) Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual or multilingual students who were not designated to receive English language instruction, supports, and services in an ELD program before or during the 2024-25 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from reports issued in previous years. These changes are informed by Oregon's Multilingual Learner Strategic Plan, which envisions educational systems where multilingual learners are valued for the rich languages, cultures, lived experiences, and knowledge they bring to Oregon schools and communities. Consistent with that vision, this report highlights student demographics, academic outcomes, educational experiences, and opportunities for current, former, and monitored English learners across the state. The report also reflects the Strategic Plan's priority areas of authentic and responsive community engagement, systems and instructional improvements, transformative educators and administrators, and pathways to multilingualism. To that end, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services through an ELD program). Additionally, monitored English learners are now distinguished from former English learners. New sections on

[2] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

Dual Language Bilingual Education (DLBE) programs, access to core content, and students' sense of belonging have also been added.

Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve large numbers of certain types of students (e.g., students graduating with a state seal of biliteracy).

Similar to last year, this report provides insights into student academic outcomes in English language arts (ELA) and Mathematics. In addition, consistent with amendments to ORS 327.016 resulting from Oregon Senate Bill 141, the report includes information on newly established performance growth target indicators, including 3rd grade ELA achievement, 8th grade mathematics achievement, kindergarten through second-grade regular attendance, K-12 regular attendance, and five-year completion rates for multilingual learners and their peers. To provide additional context, Oregon has established statewide performance growth targets for the 2029-30 school year, including 82.0% for kindergarten through grade 2 attendance, 78.3% for kindergarten through grade 12 attendance, 52.6% for third-grade English language arts proficiency, 52.0% for eighth-grade mathematics proficiency, 94.9% for ninth-grade on-track status, 92.3% for four-year graduation, and 95.4% for five-year completion. These targets reflect the long-term outcomes Oregon is working toward achieving statewide.

Finally, districts can access district-level English learner demographic and outcome data for the 2024-25 school year through the District Data Profiles; however, the profiles do not currently include all the new statewide accountability indicators discussed in this report.

Section 1: Demographics of English Learners in Oregon in 2024-25

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2025, 539,521 students were enrolled in Oregon public schools and districts. Among those students, 12.0% were current English learners (64,525 students), 4.0% were former English learners (21,760 students), 3.0% were monitored English learners (16,285 students), and 81.0% were never English learners (436,951 students). Current, monitored, and former English learners, collectively referred to as ever English learners, represented 19.0% of all students (102,570 students) in 2024-25. These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

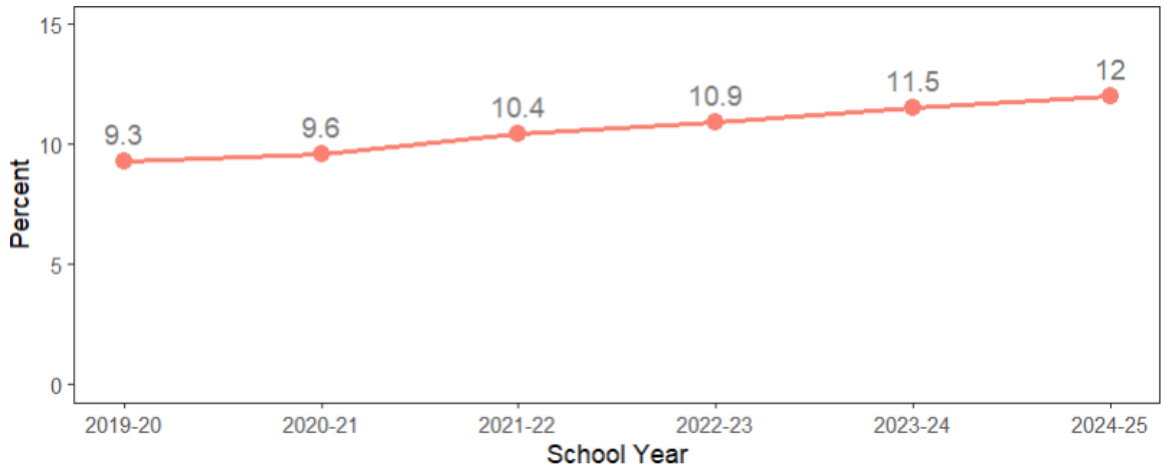
Comparisons between current, monitored, former, and ever English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers, indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Current English learners are multilingual students for whom English is not their native language, or who come from an environment where a language other than English has had a significant impact on their English proficiency, and who are learning English in an ELD program during the school year[3]. They receive English language instruction, supports, and services to help them become proficient in English. Figure 1 shows the increasing percentage of current English learners from the 2019-20 to 2024-25 school years[4].

[3] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

[4] The data for this portion of the report relies on student enrollments as of the first school day in May 2024.

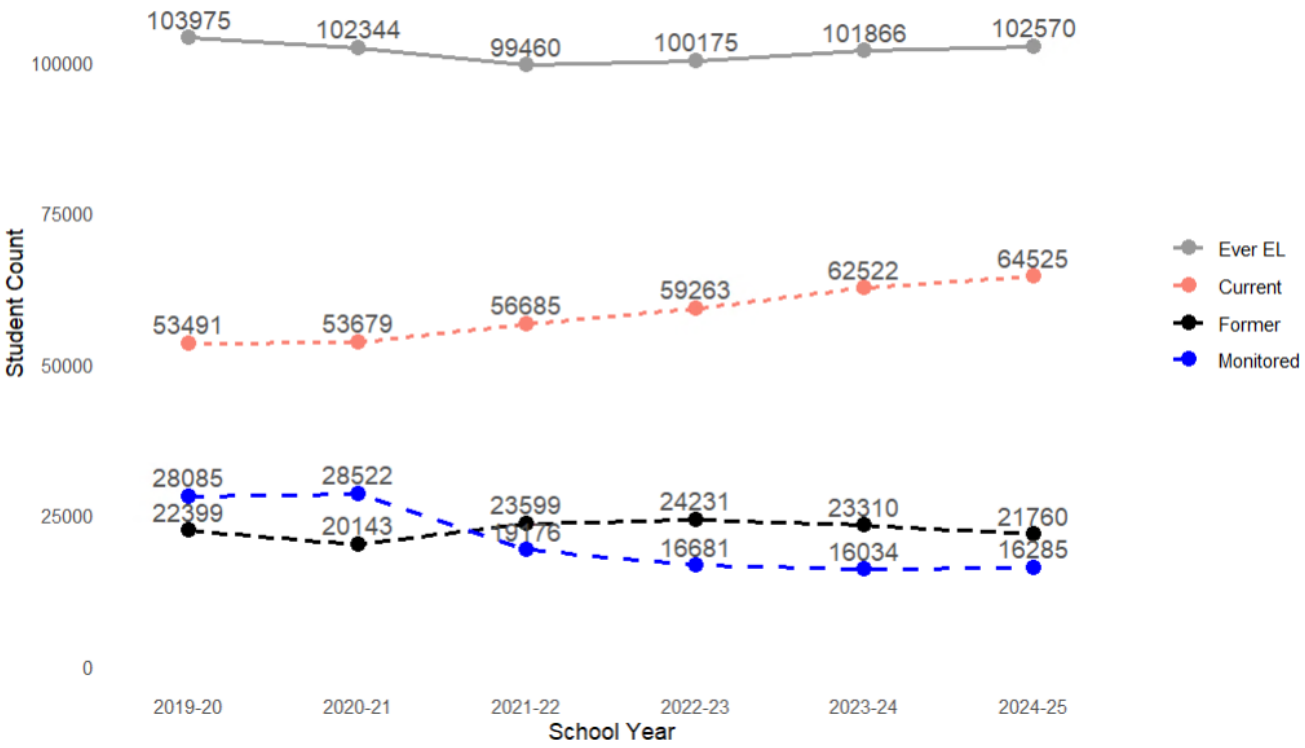
Figure 1. Percentage of all Oregon students who were Current English Learners (2019-20 to 2024-25)



Although a relatively small proportion of students in 2024-25 were former (21,760; 4%) or monitored (16,285; 3%) English learners, these remain important student groups for continued support and monitoring. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting EL services. Research suggests that, even after attaining English proficiency, some former English learners may continue to need support in developing high levels of academic English necessary for success in school. Consistent with this need, ODE's Title III monitoring process includes reviewing how districts monitor the progress of former English learners and support their continued academic success.

Although the composition of the English learner population has changed over time, Oregon has maintained a relatively stable population of more than 100,000 ever English learners (current, former, and monitored English learners combined) over the past six years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at about 104,000 in 2019-20 and, following a decline and increase for a few years, reaching over 102,000 students in 2024-25.

Figure 2. Number of Current, Monitored, Former, And Ever English Learners in Oregon (2019-20 to 2024-25)

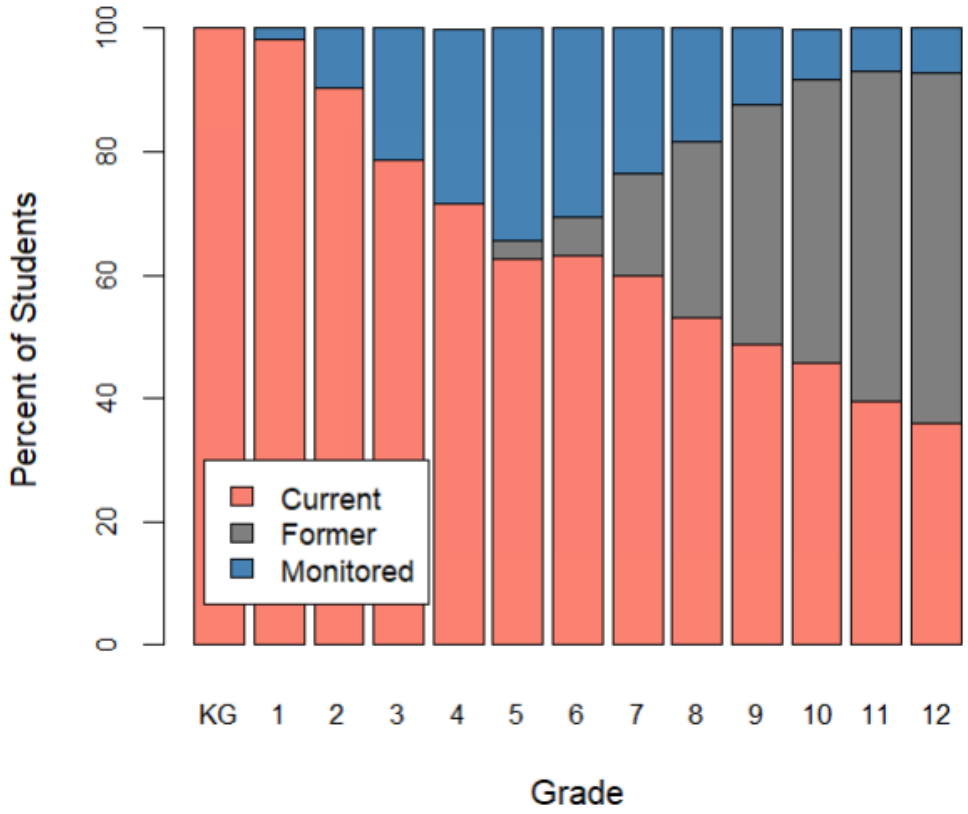


The majority of current English Learners were in the elementary grades.

Figure 3 illustrates the distribution of current English learners, former English learners, and monitored English learners across grade levels. In the early grades, nearly all ever English learners were classified as current English learners, with monitored English learners accounting for 100% of ever English learners in Kindergarten, 98.1% in Grade 1, and 90.3% in Grade 2. This population is not static, and each grade includes newcomers who may have schooling experiences from outside of the United States.

As students progress through elementary and middle school, the proportion of current English learners steadily declines while the percentages of former English learners and monitored English learners increase, reflecting students who have attained English proficiency and exited English learner services. By Grade 8, current English learners represented 53.2% of ever English learners, while former and monitored English learners combined accounted for 46.8%. By high school, current English learners comprised less than half of ever English learners, declining to 36.0% by Grade 12, while former and monitored English learners together represented 64.0%. This is because students attain English proficiency as they progress through the K-12 system and transition into monitored or former English learner status.

Figure 3. Comparison of the percentage of Current, Monitored, and Former English learners by grade in 2024-25

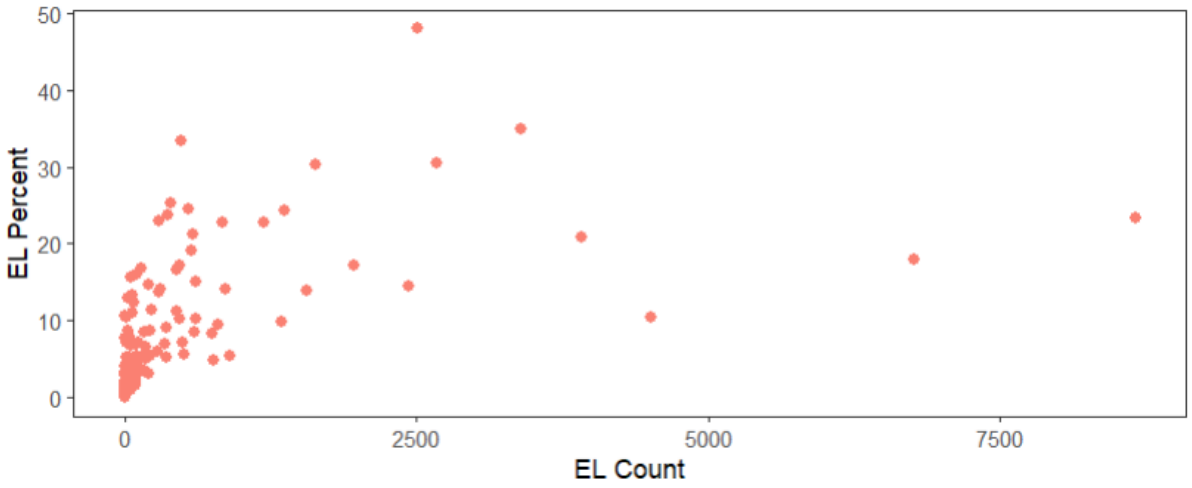


English Learner enrollment varied across Oregon districts.

Oregon has 197 school districts, and 80% of them are serving students designated as English learners. In 2024-25, 155 districts provided English language instruction, supports, and services to current English learners. Of these districts, 132 districts serving current English learners accessed federal Title III funding either directly or through a consortium, which in 2024-25 provided an additional $113 per student for supplemental English learner services. In contrast, 42 districts in Oregon did not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2024-25. There were eight districts with more than 2,000 current English learners. The figure illustrates substantial variation across districts in both the number and percentage of current English learners. While most districts served relatively small numbers of English learners and had English learner percentages below 10%, a smaller number of districts served either large numbers of English learners, high concentrations of English learners, or both. Notably, districts with the highest percentages of English learners were not always the districts with the largest English learner enrollments.

Figure 4. Comparison of the number and percentage of Current English learners by district in 2024-25



A sizable proportion of Oregon districts did not have any current English learner enrollments in 2024-25. The 42 districts not currently serving English learners tended to be small in overall population (median 108 students).

The variation in English learner's population across districts is also evident in Table 1, which shows the 10 districts with the highest numbers of current English learners.

Table 1. Districts with the highest number of Current English learners in 2024-25

District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer SD 24J	8,663	23.4
Beaverton SD 48J	6,761	18
Portland SD 1J	4,514	10.5
Hillsboro SD 1J	3,909	20.9
Reynolds SD 7	3,397	34.9
David Douglas SD 40	2,677	30.6
Woodburn SD 103	2,508	48.1
North Clackamas SD 12	2,432	14.5
Gresham-Barlow SD 10J	1,966	17.3
Centennial SD 28J	1,638	30.4

In addition, Table 2 shows the 10 districts with the highest percentages of current English learners. Several districts, including Woodburn SD, Reynolds SD, David Douglas SD, Centennial SD, and Salem-Keizer SD, appear on both lists. This indicates that these districts not only serve large numbers of current English

learners, but that current English learners also comprise a substantial share of their overall student populations. Notably, nearly half of all students in Woodburn SD (48.1%) were current English learners, while current English learners represented more than one-third of students in Reynolds SD (34.9%) and approximately one-third of students in David Douglas SD (30.6%) and Centennial SD (30.4%).

Table 2. Districts with the highest percentage of Current English learners in 2024-25.

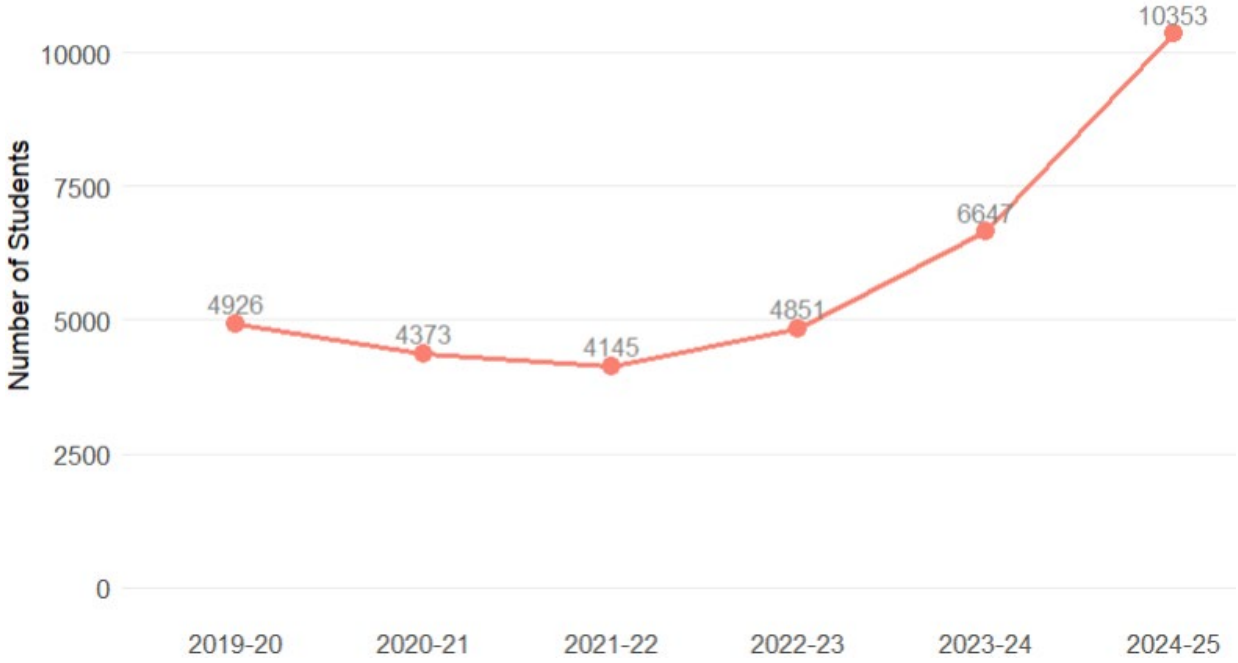
District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,508	48.1
Reynolds SD 7	3,397	34.9
Umatilla SD 6R	487	33.4
David Douglas SD 40	2,677	30.6
Centennial SD 28J	1,638	30.4
Milton-Freewater Unified SD 7	391	25.4
Morrow SD 1	544	24.5
Forest Grove SD 15	1,373	24.3
North Marion SD 15	373	23.8
Salem-Keizer SD 24J	8,663	23.4

The number of recently arrived English learners increased substantially during the last two school years.

The term “recent arrivers” refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

The number of recent arrivers in Oregon has doubled in the past five years. In 2024-25, 10,353 current English learners were recent arrivers. This number represents the largest count of recent arrivers over the last six years (see figure 5).

Figure 5. Number of Current English learners who were recent arrivers in Oregon (2019-20 to 2024-25).



Most recently arrived English Learners (over 54%) were in the elementary grades, while about 21% were in grades 6-8 and over 24% were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2024-25 was 6,850. Five Oregon districts with the largest population of adolescent current EL newcomers in 2024-25 are shown in Table 3.

Table 3. Districts with the largest population of EL adolescent newcomers in 2024-25.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Salem-Keizer SD 24J	577
Beaverton SD 48J	501
Portland SD 1J	436
David Douglas SD 40	373
Hillsboro SD 1J	256

In 2024-25, districts reported over 1,000 current English learners had experienced interruptions in their education.

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a period of time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

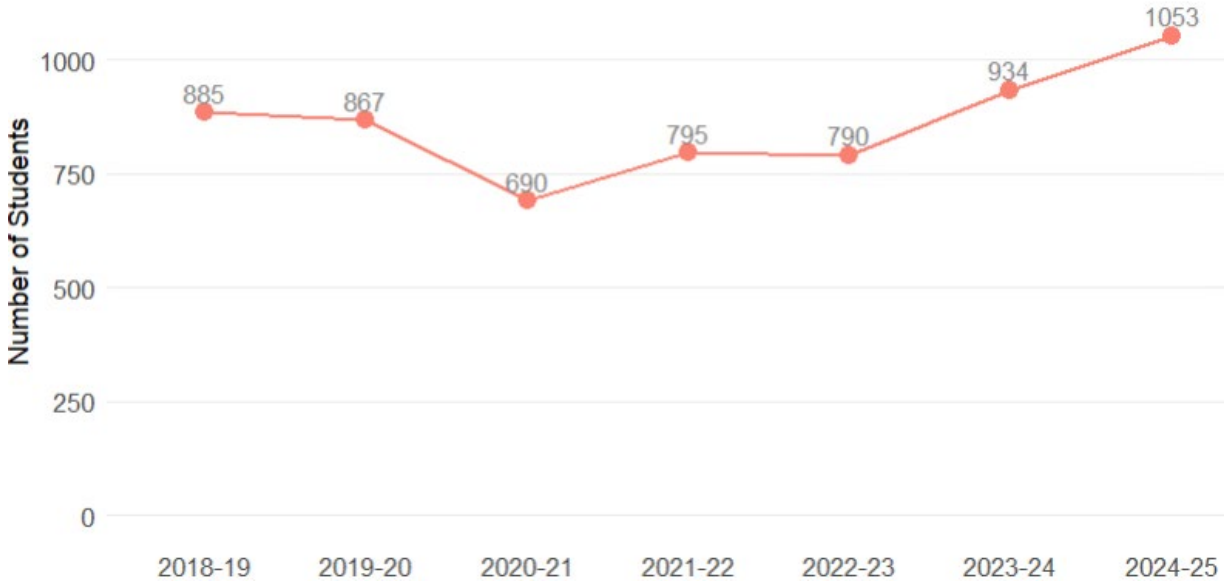
a. Have at least two fewer years of schooling than their peers of the same age,
b. Function at least two years below grade level expectations in reading and mathematics, and
c. Are preliterate in their native language.[5]

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2024-25 school year, districts reported 1,053 current English learners with limited or interrupted formal education (over 1.6% of all current English learners). As figure 6 illustrates, the number of current English learner students with limited or interrupted formal education decreased from 2018-19 to 2022-23 but increased in 2023-24 and 2024-25.

[5] See ESEA Title III English Learner Definitions for more details.

Figure 6. Number of Current English learners with an interrupted formal education (2018-19 to 2024-25).



Most students with limited or interrupted formal education were in high school (over 57%). Another 25.7% were in the middle school grades (grades 6-8), and only 16.9% were in the elementary grades.

In 2024-25, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Table 4 identifies districts that provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2024-25. These districts alone enrolled the majority of all SLIFE students in Oregon. Note that some of the districts serving many adolescent newcomers (see Table 3) also enroll a significant number of current English learners with interrupted formal education (e.g., Portland and Beaverton).

Table 4. Districts serving at least 20 Current English learners with interrupted formal education in 2024-25

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	454
Beaverton SD 48J	143
McMinnville SD 40	79
Portland SD 1J	74
Hermiston SD 8	61
Woodburn SD 103	35
David Douglas SD 40	27
South Lane SD 45J3	23

Current English learners across the state spoke 247 unique home languages.

Statewide, current English learners spoke over 247 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by over 75% of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0% of home languages among current English learners (see Table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages, many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2024-25, districts[6] reported an unidentified home language (listed as '*other languages*' in Table 5) for 861 English learners, suggesting a need for continued training and support in this area.

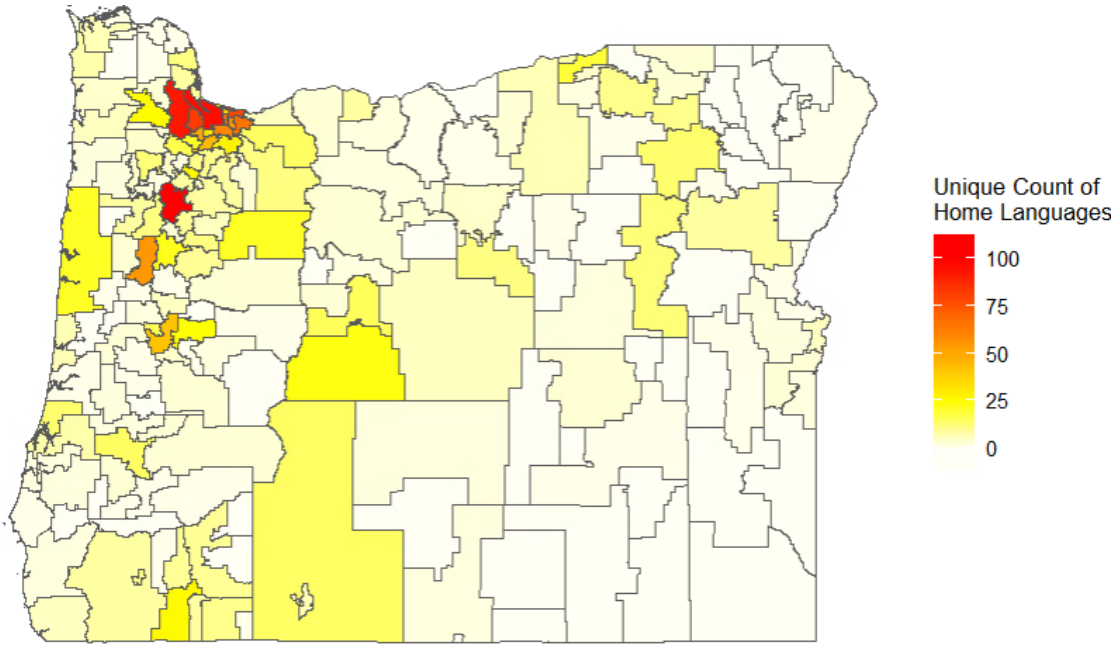
Table 5. Most prevalent home languages among current English learners in 2024-25.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	48,740	75.50%
Russian	1,605	2.50%
Chinese	1,233	1.90%
Vietnamese	1,191	1.80%
Ukrainian	896	1.40%
Other languages	861	1.30%
Chuukese	835	1.30%
Arabic	820	1.30%
Somali	545	0.80%

Figure 7 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

[6] These districts in alphabetical order included: Beaverton SD 48J, Bend-LaPine Administrative SD 1, Bethel SD 52, Canby SD 86, Centennial SD 28J, Coos Bay SD 9, Corvallis SD 509J, David Douglas SD 40, Eagle Point SD 9, Estacada SD 108, Eugene SD 4J, Greater Albany Public SD 8J, Gresham-Barlow SD 10J, Hillsboro SD 1J, Hood River County SD, Klamath County SD, Lake Oswego SD 7J, Lincoln County SD, McMinnville SD 40, Mitchell SD 55, Morrow SD 1, Mt. Angel SD 91, North Clackamas SD 12, Oregon City SD 62, Oregon Trail SD 46, Parkrose SD 3, Pendleton SD 16, Portland SD 1J, Prairie City SD 4, Redmond SD 2J, Reynolds SD 7, Riverdale SD 51J, Salem-Keizer SD 24J, Scio SD 95, Siuslaw SD 97J, Springfield SD 19, Tigard-Tualatin SD 23J, Warrenton-Hammond SD 30, and Woodburn SD 103.

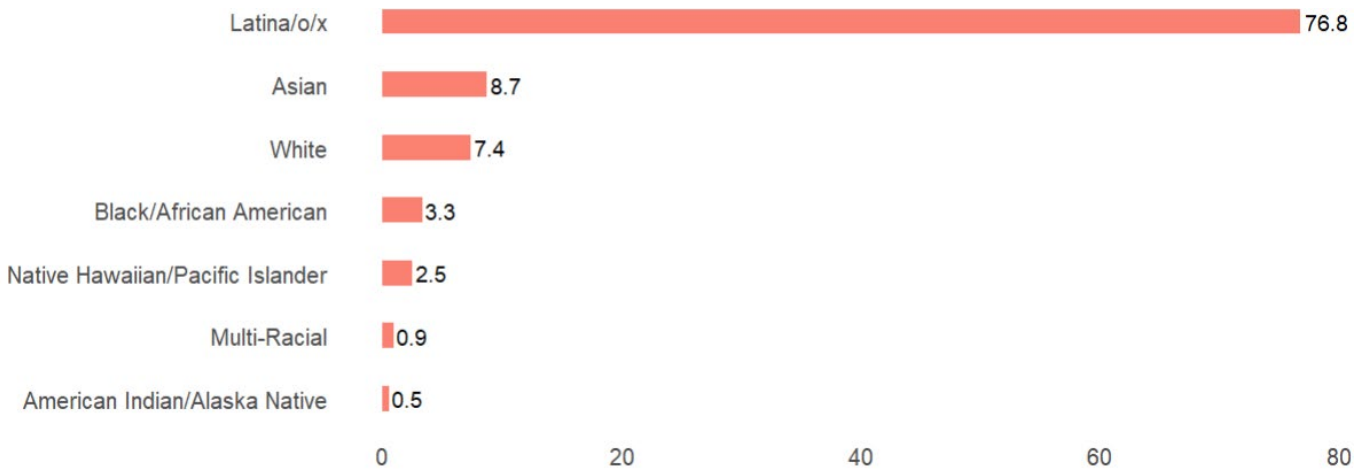
Figure 7. Geographic distribution Current English learner home languages across Oregon districts during 2024-25



The vast majority of current English learners were Latina/o/x.

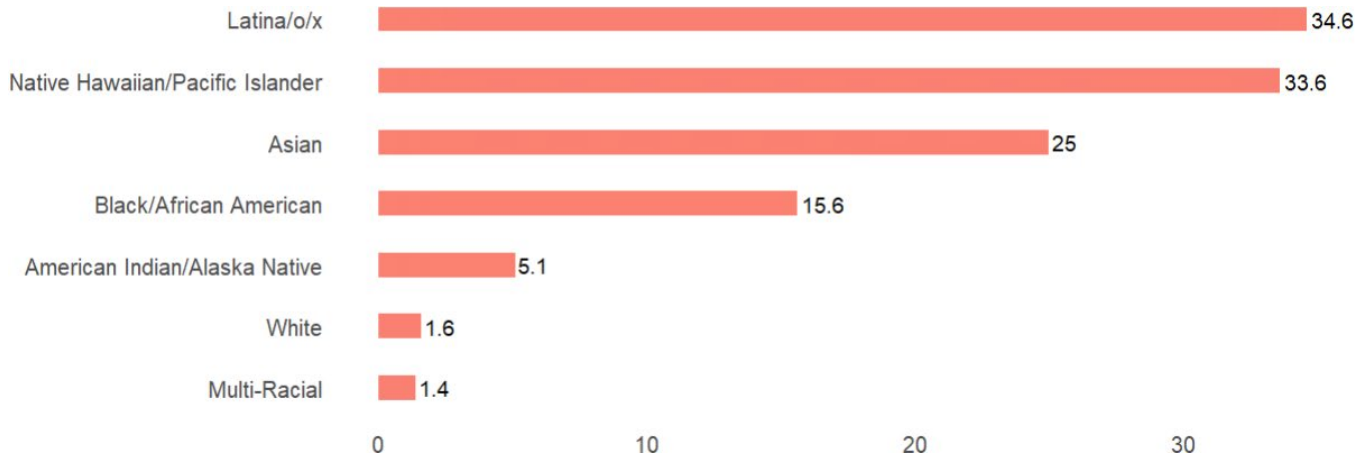
In the 2024-25 school year, Oregon served 64,525 current English learners (ELs), the vast majority of whom—49,555 students, or 76.8%, identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the English learner population. Asian students comprised the second-largest racial/ethnic group among English learners at 8.7%, followed by White students at 7.4%. Other racial and ethnic groups were represented in smaller proportions: Black/African American students accounted for 3.3% of current English learners, while Native Hawaiian/Pacific Islander students made up 2.5%. Students who identified as multi-racial represented 0.9%, and American Indian/Alaska Native students accounted for 0.5% of the English learner population. These data highlight the linguistic and cultural diversity of Oregon's English learner community, while also emphasizing the high representation of Latina/o/x students in English learner programs. Understanding this demographic breakdown is important for tailoring supports, instructional models, and family engagement strategies that are responsive to students' backgrounds and needs. It also underscores the importance of culturally and linguistically responsive practices, especially for the groups that make up smaller shares of the English larner population and may face different access or inclusion challenges in school systems.

Figure 8. Percentage of Current English learners by race/ethnicity in 2024-25.



It is also important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to Figure 9, only 34.6% of Latina/o/x students were current English learners in 2024-25. Moreover, 33.6% of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were Current English learners in 2024-25.



Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include students experiencing economic disadvantages (previously measured via free and reduced price meals), special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2024-25 school year.

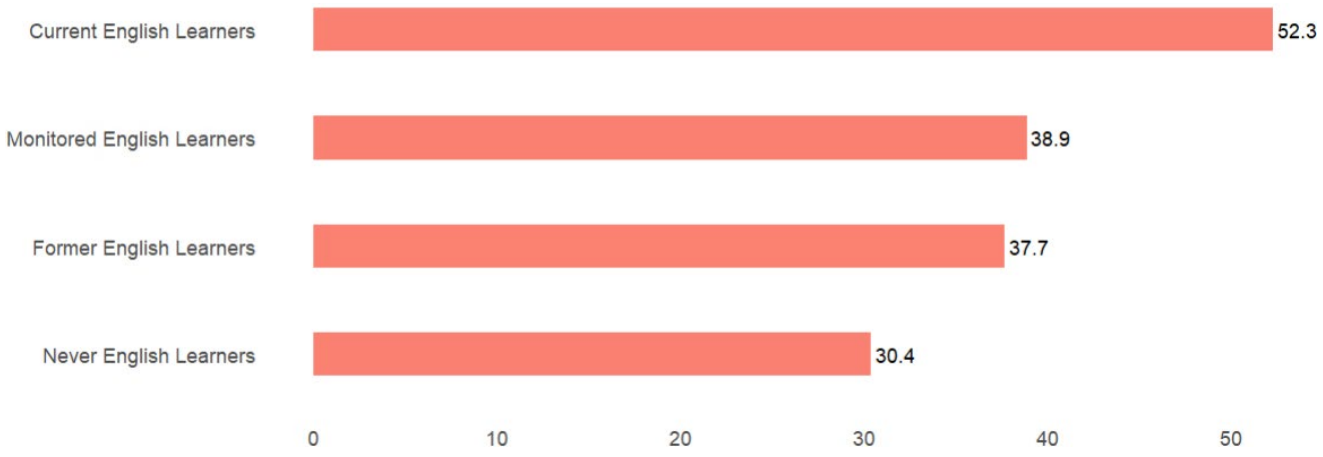
Students Experiencing Poverty

Prior to the 2023-24 school year, the identification of economically disadvantaged students relied on their eligibility for free and reduced price (FRP) school meals. FRP, however, provides an imprecise measure, since some eligible students and families never apply to the program. In addition, following the COVID-19 pandemic, some schools have continued to allow meals to be served at no cost to all students, further invalidating FRP as a reliable measure for determining students experiencing economic disadvantages (English Learners in Oregon Report, 2024).

Since the 2023-24 school year, ODE began adopting a new composite indicator, replacing FRP, called "Students Experiencing Poverty" (SEP, Oregon Statewide Report Card, 2024). SEP includes those students that experienced one or more disadvantages, including receiving Supplemental Nutrition Assistance (SNAP) or Temporary Assistance for Needy Families (TANF) benefits, being in foster care, experiencing homelessness, or receiving migrant education services.

Figure 10 illustrates the percentage of students identified as experiencing poverty within four English learner groups for the 2024-25 school year. The data reveal that Current English Learners are the most affected, with 52.3% identified as experiencing poverty, followed by Monitored English Learners (38.9%) and Former English Learners (37.7%). The group with the lowest SEP rate is Never English Learners, at 30.4%.

Figure 10. Percentage of Current, Monitored, Former, and Never English learners experiencing poverty in 2024-25.



Special Education

Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language development and special education).

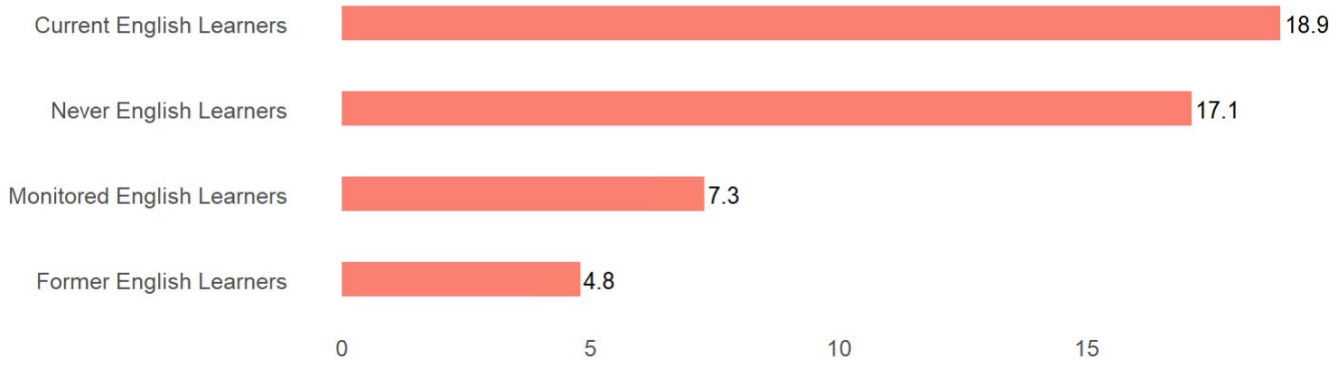
There is some concern in the field about the difficulty of accurately identifying current English learners who may need special education services and supports. Because students are simultaneously developing English proficiency and academic skills, it can be challenging to distinguish language acquisition processes from disability-related needs. As a result, some students may be incorrectly identified for special education services, while others with genuine disabilities may not be identified in a timely manner. These identification

challenges are present not only in Oregon but across the U.S. (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez, & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

Current English learners received special education services and supports at a higher rate.

Figure 11 shows the percentage of English learner subgroups receiving special education services in Oregon during the 2024-25 school year. Current English learners had the highest rate at 18.9%, followed by never English learnersLs at 17.1%. Monitored English learners and former English larners had lower rates, at 7.3% and 4.8%, respectively. While current English learners had a slightly higher rate of special education participation than never English learners, the two groups had broadly similar rates. In contrast, fFormer and monitored English learners had substantially lower rates. These patterns highlight the importance of careful evaluation practices to distinguish language acquisition needs from disability-related needs.

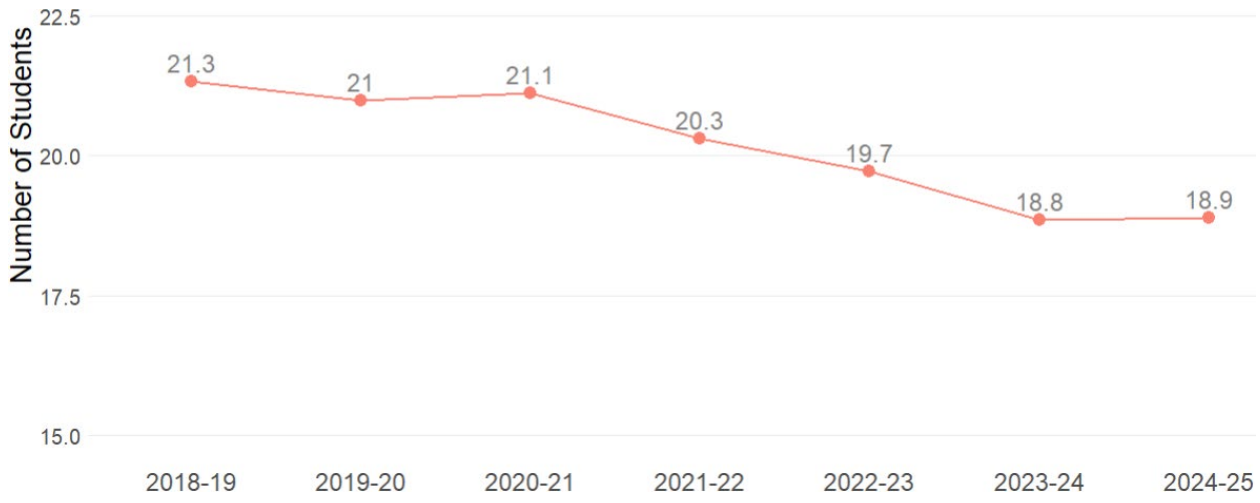
Figure 11. Percentage of Current, Monitored, Former, and Never English learners receiving special education services and supports in 2024-25.



The percentage of current English learners receiving special education decreased in 2024-25.

In 2024-25, 12,187 current English learners (18.9%) were receiving special education supports and services. Despite their higher rate of identification for special education services, the percentage of current English learners receiving special education services and supports remained relatively stable compared to the previous year, increasing slightly from 18.8% in 2023-24 (see Figure 12).

Figure 12. Percentage of Current English learners receiving special education services and supports (2018-19 to 2024-25).



Most current English learners with a disability in 2024-25 had a Specific Learning Disability (3,748 students) or a Speech/Language Impairment (2,625 students) as their primary disability. Other primary disabilities, with 100 or more current English learners in 2024-25, included Autism Spectrum Disorder, Other Health Impairments, Developmental Delay, Intellectual Disability, Emotional Behavior Disability, and Deaf or Hard of Hearing (see Table 6). It is also worth noting that 4.1% (2,625 students) of dually identified current English learners reported a Speech/Language Impairment, which remains over 1 percentage point higher than the rate observed among never English learners (about 3.0%).

Table 6. Primary disabilities involving 100 or more current English learners in 2024-25.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,748	5.8
Speech/Language Impairment	2,625	4.1
Autism Spectrum Disorder	1,459	2.3
Other Health Impairments	1,161	1.8
Developmental Delay 3-9yr	881	1.4
Intellectual Disability	697	1.1
Emotional Behavior Disability	290	0.4
Deaf or Hard of Hearing	174	0.3

Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs (MEP) if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant

children experience poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and can receive supports necessary to succeed academically.

Over 9% of current English learners received services from Migrant Education Programs in 2024-25.

Oregon has one of the largest migratory student populations nationally. As of the first school day in May 2025, 5,869 current English learners participated in MEPs. That number translates to 9.1% of all current English learners. It also means that more than half (63.2%) of the 9,287 students in MEPs were current English learners in 2024-25. Moreover, 15.6% of students in MEPs were former English learners, and 11.2% were monitored English learners. Overall, 90% of the 9,287 students who were identified for services from MEPs were ever English learners.

During the 2024-25 school year, Oregon's MEP was administered by 18 local subgrantees, known as MEP Regions. This program is federally funded through Title I, Part C for migrant education, and regional programs receive federal funds based on federal and state allocation formulas for the local identification of migratory students and provision of MEP services in approximately 117 districts across the state. In 2024-25, Salem-Keizer SD had the largest number of migratory English learners in the state, with 958 students, followed by Southern Oregon ESD, which had 803 migratory English learners (see Table 7).[7]

[7] In the 2024-25 school year, Oregon identified a total of 12,810 migratory students for the Migrant Education Program, as identification and provision of services with Title I-C funds continue throughout the summer session.

Table 7. Regions that participated as subgrantees of migrant education programs as of the first school day in May 2025.

MEP Regions	Current English Learners identified for MEP
Salem-Keizer SD	958
Southern Oregon ESD	803
Intermountain ESD	622
Willamette ESDL/Linn/Benton/Lincoln/Polk/Yamhill Counties	431
Woodburn	405
Lane ESD/Douglas County	371
Forest Grove SD	300
Hillsboro SD	278
Hood River County	254
High Desert ESD/ Wheeler Counties	248
Columbia George ESD	229
Beaverton SD	229
East Multnomah County	203
Clackamas ESD	176
Ontario/Annex SDs	154
Northwest Regional ESD/Carlton SD	105
Nyssa	91
Non-project Areas	12

Talented and Gifted

Research suggests that multilingual learners may possess strengths and talents that are not always recognized through traditional gifted identification processes. Nationally, English learners have historically been underrepresented in gifted and talented programs, prompting researchers and educators to examine more equitable approaches to identifying gifted potential among multilingual learners (Mun et al., 2021). Understanding participation in TAG programs among English learners can help districts ensure that advanced learning opportunities are accessible to all students. The state requires that all school districts establish policies and procedures to identify students to participate in Talented and Gifted (TAG) services[8]. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires districts to develop a TAG plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

Correctly identifying students for TAG programs and providing specialized services is important because multilingual learners may demonstrate giftedness in ways that are not always recognized through traditional

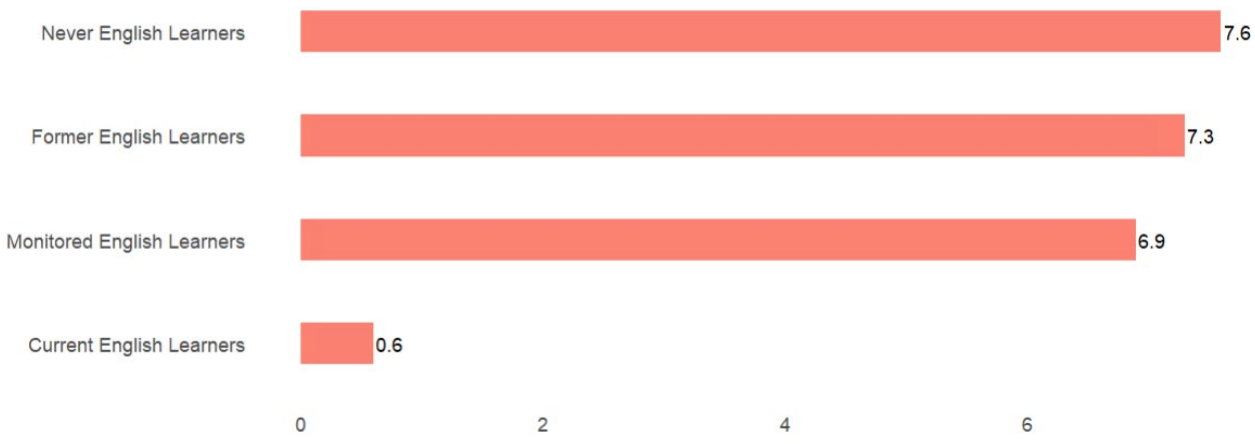
[8] These instructional services mainly include services to students identified as TAG in general education classrooms (push-in/full inclusion).

identification processes. English learners may be overlooked for TAG services when language proficiency is mistaken for a lack of advanced academic potential, resulting in underrepresentation in gifted programs (Mun et al., 2021). Ensuring equitable identification practices helps districts recognize the strengths, talents, and academic potential of multilingual learners and provide them with appropriate advanced learning opportunities. Findings from ODE suggest that approximately 10% of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely identified for TAG Services.

According to Figure 13, 7.6% of never English learners (34,311 students) were identified for TAG services in 2024-25. While 7.3% of former English learners were identified (1,583 students), 6.9% of monitored English learners were identified (1,123 students), and only 0.6% of current English learners were identified for TAG programs in 2024-25 (397 students). Never English learners were over 12 times more likely to be identified for TAG programs than current English learners in 2024-25.

Figure 13. Percentage of Current, Former, Ever, and Never English learners who participated in a TAG program in 2024-25.



Section 3: Language Development and Performance on State Assessments

Students who are current English learners have to develop proficiency in English. In addition, and at the same time, they must learn all the same academic content as never English learners in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

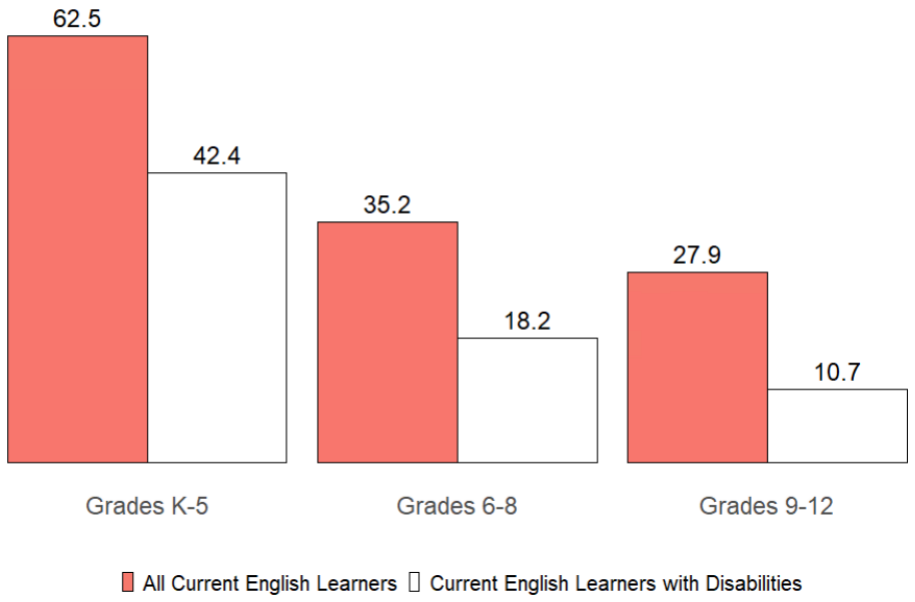
Progress Towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Under this model, most current English learners are expected to attain English language proficiency within seven years, while

students with disabilities and/or limited or interrupted formal education are expected to attain proficiency within eight years. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson, Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), as well as students with limited or interrupted formal education (SLIFE) and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to Oregon's ESSA Consolidated State Plan (2017, pp. 43-44) for additional information regarding Oregon's trajectory expectations.

As illustrated in Figure 14, as grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 62.5% in elementary school grades to 27.9% in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities, where the percentage decreases from 42.4% in elementary school grades to 10.7% in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not surprising due to the annual exiting of current English learners and the annual enrollment of new English learners. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must be made with caution.

Figure 14. Percentage of all Current English learners and Current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2024-25.



Long-term current English learners made up 22.5% of all current English learners.

ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years. Parents and communities have concerns about the ability of Oregon's schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English learners. In Oregon, the current average number of years in the English learner program is over 4.6 years (i.e., about 4 years and 8 months).

In 2024-25, most current English learners (77.5%) were not long-term English learners; however, this means that 22.5% of current English learners received English language instruction, supports, and services for more than seven years, which is similar to 2023-24 (23%). This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon's schools and districts to meet the needs of current English learners. This is particularly salient given that 39.4% of current English learners with disabilities in 2024-25 were long-term English learners.

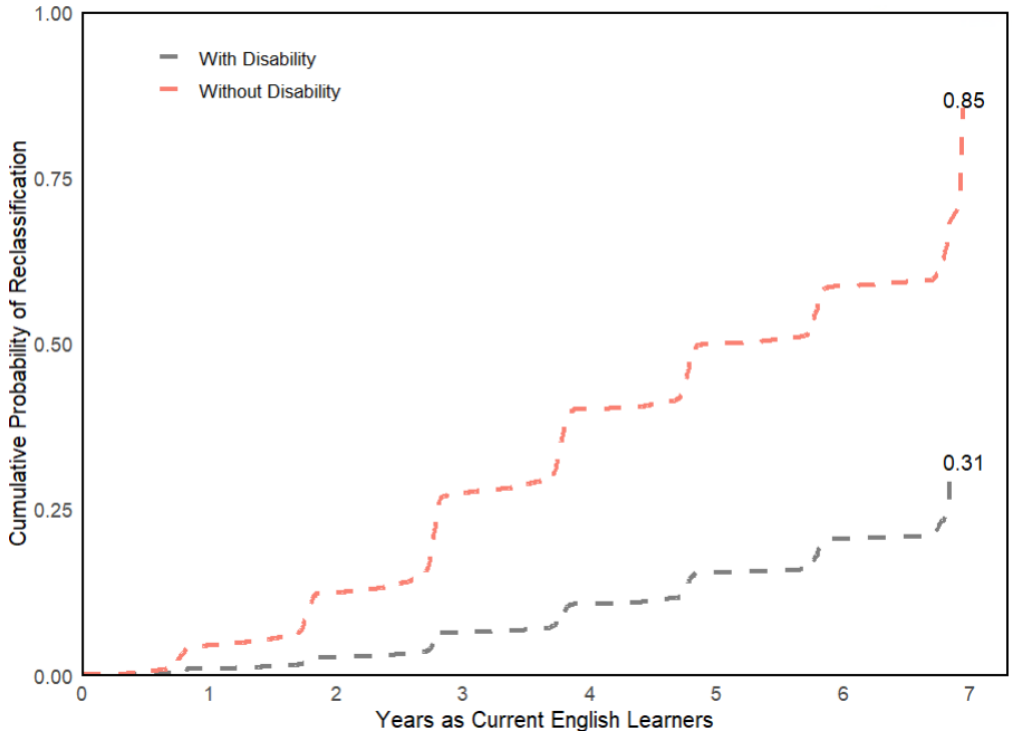
Approximately 31% of current English learners receiving special education services and supports developed English language proficiency in seven years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2024-25 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2025 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2025).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2018, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.85 (or 85%). That is, 85% of the current English learners without disabilities attained English language proficiency and exited English learner services in seven years. On the other hand, 31% of current English learners with disabilities attained English language proficiency and exited an ELD program in seven years. Succinctly put, English learners without a disability are, on average, nearly three times as likely to exit the English learner program in seven years than their English learner peers with a disability.

Figure 15. Probability of reclassification for Current English learners with and without disabilities after seven years (July 1, 2018 to June 30, 2025).



Performance on English Language Arts and Mathematics Assessments

Each year, all Oregon students in grades 3–8 and 11 take state assessments in English language arts (ELA) and mathematics. These assessments are a key measure of academic progress and help inform Oregon's statewide educational goals and accountability targets. In particular, literacy achievement is closely tied to Oregon's efforts to improve 3rd grade reading outcomes and long-term student success. ELA is assessed only in English, which may present additional challenges for English Learners who are still developing English proficiency. The math assessment is offered in English with language access supports available to eligible students[9].

Oregon has established statewide performance growth targets for the 2029-30 school year, including 82.0% for K-2 attendance, 78.3% for K-12 attendance, 52.6% for 3rd grade ELA proficiency, 52.0% for 8th grade mathematics proficiency, 94.9% for 9th grade on-track status, 92.3% for four-year graduation, and 95.4% for five-year completion. These targets provide a statewide benchmark for evaluating progress toward Oregon's long-term educational goals.

[9] It is worth noting that state mathematics summative tests allow for a Spanish-English toggle feature that may be set up by test administrators upon request prior to the test.

Former ELs outperformed or matched never ELs in ELA in early grades, while current ELs met state standards at significantly lower rates across all grades.

Consistent with Oregon Senate Bill 141, the Education Accountability Act, Figure 16 now includes ELA results for Grade 3 in addition to elementary, middle, and high school grades.

According to Figure 16, across all grade levels, current English learners had the lowest percentage of students meeting or exceeding standards, with only 6.3% in Grades 3-5, 6.0% in Grade 3, 4.1% in Grades 6-8, and 4.6% in Grade 11.

Former English learners, on the other hand, performed significantly better, especially in Grades 3-5, where 79.9% met or exceeded standards, the highest percentage across all groups and grade spans. This performance exceeded Oregon's 2029-30 statewide target of 52.6% for 3rd grade ELA proficiency. Although performance declined in later grades, with 50.5% in Grades 6-8 and 39.3% in Grade 11, former English learners continued to outperform current and monitored English learners.

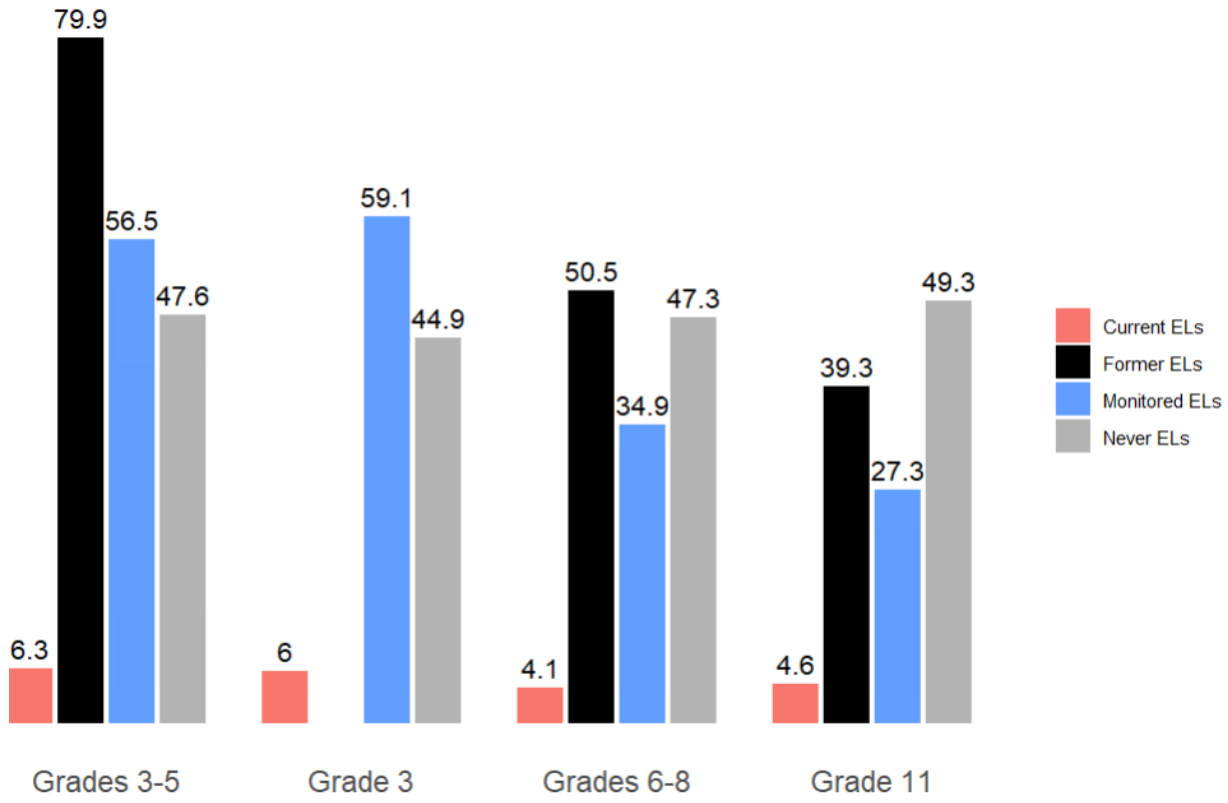
Monitored English learners who were reclassified from English learner status within the past four years demonstrated moderate performance. In Grades 3-5, 56.5% met or exceeded standards, increasing to 59.1% in Grade 3, before declining to 34.9% in Grades 6-8 and 27.3% in Grade 11. This downward trend suggests that some reclassified English learners may struggle to maintain academic proficiency as curriculum demands increase.

Never English learners generally outperformed current and monitored English learners but underperformed former English learners in elementary and middle school grades. Their percentages remained relatively stable across grade spans: 47.6% (Grades 3–5), 44.9% (Grade 3), 47.3% (Grades 6–8), and 49.3% (Grade 11).

Overall, the data indicate that current English learners face the greatest challenges in ELA, while former English learners, particularly in elementary grades, demonstrate higher rates of proficiency than other English learner groups and, in some cases, their never English learner peers. Relative to Oregon's 2029-30 statewide target of 52.6% for 3rd grade ELA proficiency, performance varied considerably across English learner groups, with former English learners in Grades 3-5 exceeding the target and current English learners remaining below it. These patterns highlight persistent differences in outcomes across student groups and underscore the importance of continued efforts to improve literacy achievement for English learners.[10]

[10] In addition to state assessments, in the 2024 National Assessment of Educational Progress (NAEP) ELA assessment in Oregon, English learners showed significantly lower performance compared to all students. In 4th grade, only 1% of ELs reached proficiency, compared to 19% of all students, and 93% of ELs scored below basic. In 8th grade, 1% of ELs were proficient, with 86% scoring below basic, while 24% of all students were proficient.

Figure 16. Percentage of Current, Monitored, Former, and Never ELs meeting or exceeding state standards in English language arts in elementary, middle and high school, 2024-25[11]



In Math, Former ELs outperformed Never ELs in elementary and middle school grades, while Current ELs met standards across all grade levels at substantially lower rates.

Figure 17 now includes results for Grade 8 in addition to elementary, middle, and high school grades, which is one of Oregon's key student outcomes for accountability.

Based on Figure 17, across all grade levels, current English learners consistently exhibited the lowest achievement in mathematics. Only 7.0% of current English learners in Grades 3-5 met or exceeded standards, and this percentage declined sharply to 3.1% in Grades 6-8, 2.7% in Grade 8, and 2.4% in Grade 11. This trend highlights the significant challenges faced by current English learners in mastering mathematical concepts and navigating the language demands of mathematics assessments administered in English.

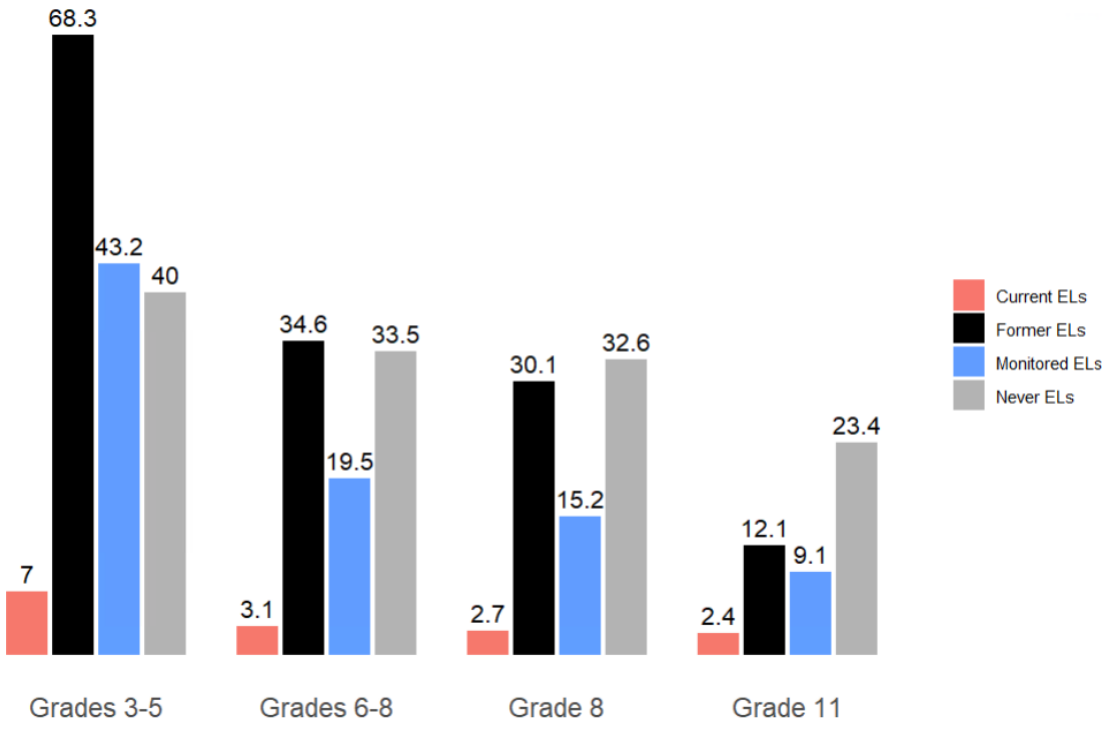
[11] In this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Former English learners showed relatively strong performance, especially in elementary grades, where 68.3% met or exceeded standards—surpassing all other groups. However, their performance declined with grade level, dropping to 34.6% in Grades 6-8, 30.1% in Grade 8, and 12.1% in Grade 11. This pattern suggests increasing challenges in maintaining mathematics achievement as academic expectations become more rigorous.

Monitored English learners who recently exited English learners status outperformed current English learners at every grade level but did not consistently surpass never English learners. In Grades 3-5, 43.2% of monitored English learners met standards, compared to 40.0% of never English learners. However, this advantage disappeared in later grades, with monitored English learners trailing never English learners in Grades 6-8 (19.5% vs. 33.5%), Grade 8 (15.2% vs. 32.6%), and Grade 11 (9.1% vs. 23.4%).

Overall, the data reveal a persistent achievement gap in mathematics for current English learners and indicate that early gains among former and monitored English learners may diminish over time, highlighting a need for sustained academic support throughout students' educational trajectories.[12].

Figure 17. Percentage of Current, Monitored, Former, And Never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2024-25[13]



[12] In addition to state assessments, the 2024 National Assessment of Educational Progress (NAEP) for Oregon, English learners (ELs) scored significantly lower than all students. In 4th grade, only 4% of ELs reached the proficient level compared to 25% of all students, with 70% of ELs scoring below basic. The disparity was even greater in 8th grade: just 1% of ELs were proficient, while 90% scored below basic, compared to 45% of all students.

[13] Also in this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing.

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, 9th grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy/Multiliteracy, and post-secondary enrollment.

Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit "regular attendance" at school if they attend more than 90% of school days during the school year.

Current English learners consistently have lower rates of regular attendance across all grade levels, with engagement declining considerably in high school.

Consistent with Oregon Senate Bill 141, Figure 18 includes regular attendance rates for K-2 and K-12 students (common metrics for statewide performance) in addition to elementary, middle, and high school grades.

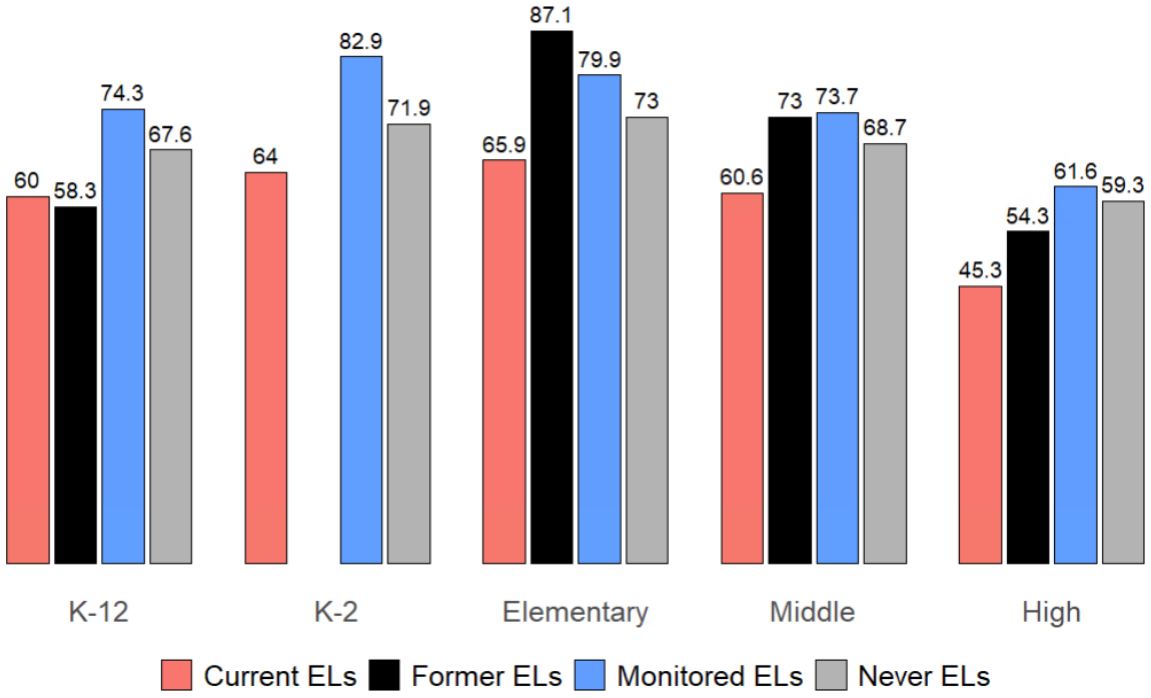
As shown in Figure 18, current English learners consistently exhibited the lowest rates of regular attendance compared to former, monitored, and never English learners, beginning with 65.9% in elementary school, declining to 60.6% in middle school, and reaching a low of 45.3% in high school. Across all grades (K-12), only 60.0% of current English learners were regular attenders.

Former monitored English learners demonstrated the highest rates of regular attendance in elementary and middle school, with former English learners leading at 87.1% in elementary school and 73.0% in middle school. Monitored English learners followed closely with 79.9% and 73.7%, respectively. In K-2 grades, monitored English learners had the highest attendance rate at 82.9%.

By high school, attendance declined across all groups, but former English learners (54.3%) and monitored English learners (61.6%) still maintained higher attendance rates than current English learners. Never English learners showed a steadier attendance pattern, with 73.0% in elementary school, 68.7% in middle school, and 59.3% in high school.

Overall, the data highlight the need for targeted attendance interventions, particularly for current English learners—whose engagement appears to decrease most significantly in secondary school. Supporting this group with culturally and linguistically responsive attendance strategies may be critical to improving long-term educational outcomes (also see the section on *sense of belonging*).

Figure 18. Percentage of Current, Monitored, Former, and Never English learners regularly attending school by elementary (K-5), middle (6-8), high school (9-12), K-2, and K-12 grades in 2024-25



On Track to Graduate

Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years[14]. They do this because 9th grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. Note that In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25% of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of credits earned and not the specific courses associated with those credits. From 2021-22 to 2024-25, a higher percentage of former and never English learners were on track to graduate compared to current English learners.[15]

Former EL Students Show Strong and Consistent Growth in Ninth-Grade On-Track Rates

According to Figure 19, across all years, former English learner students consistently outperformed current and never English learner students in terms of being on track to graduate. Their rates increased steadily from

[14] Note that the data in for 9th grade on track defines former English learners as multilingual students who attained English language proficiency and exited an ELD program which also includes monitored English Learners.
[15] Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

83.8% in 2021-22 to 89.5% in 2024-5, marking a 5.7 percentage point increase over four years. While this rate remains below Oregon's statewide 2029-30 target of 94.9% for 9th grade on-track status, the upward trend reflects substantial progress toward that goal.

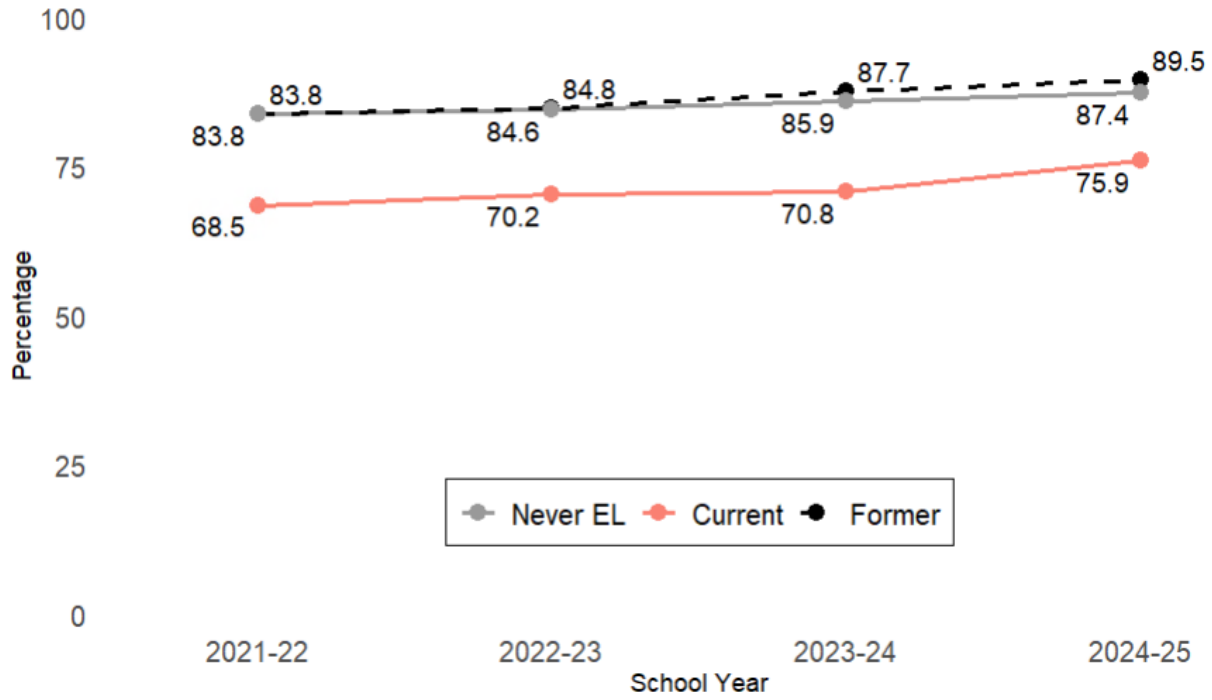
Never English learner students also demonstrated consistent improvement, increasing from 83.8% in 2021-22 to 87.4% in 2024-25. Although the two groups had identical rates in 2021-22, former English learners maintained a slight advantage in subsequent years, highlighting the strong performance of the former English learner group.

Current EL Students Increased Their On-Track Rates by More Than Seven Percentage Points

Current English learner students had the lowest on-track rates across all years, though they showed improvement from 68.5% in 2021-22 to 75.9% in 2024-25, a 7.4 percentage point gain. While this progress is encouraging, the persistent gap between current English learners and the other two groups (approximately 12-14 percentage points in 2024-25) signals a continued need for targeted support and resources.

Overall, the data reveal positive trends for all groups, especially for former English learner students. While former English learner students reached 89.5% in 2024-25, all groups remained below Oregon's statewide 2029-30 target of 94.9% for 9th grade on-track status. The persistent disparities between current English learner students and their peers highlight the importance of continued efforts to improve graduation readiness and support equitable outcomes for English learners.

Figure 19. Percentage of 9th grade Current, Former, and Never English learners on track to graduate within four years (2020-21 to 2023-24).



Four-Year Graduation

ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school, which, for cohort-adjusted graduation rates, also includes monitored English learners (see Cohort Graduation Rate Policy and Technical Manual, 2021).

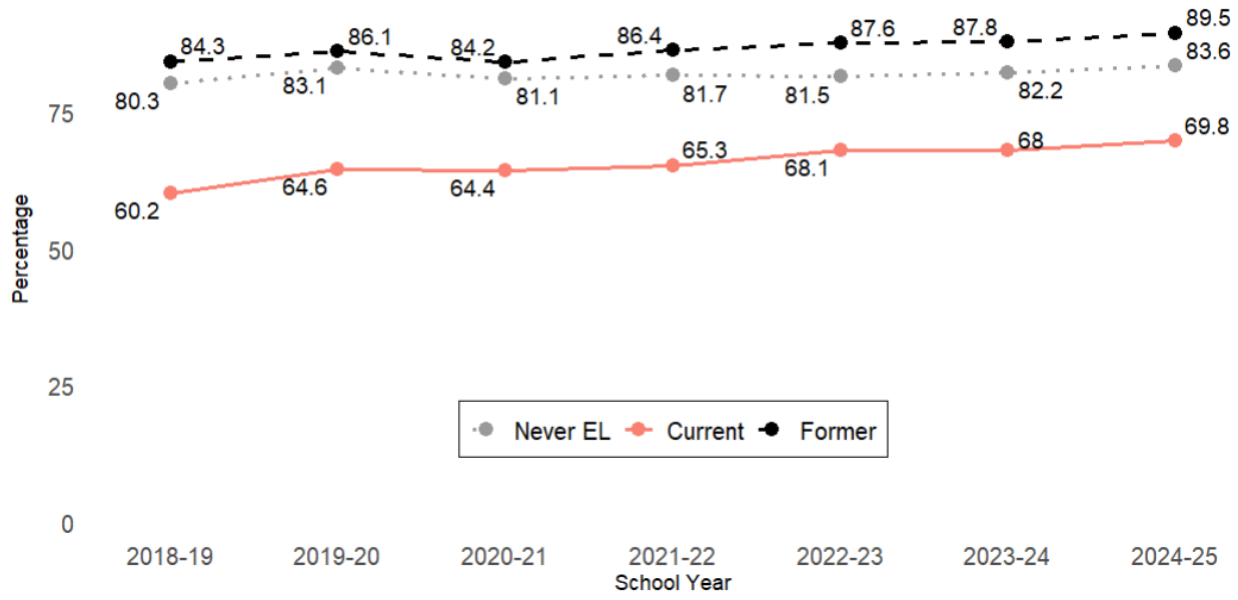
Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years. According to Figure 20, former English learner students consistently had the highest graduation rates, increasing from 84.3% in 2018-19 to 89.5% in 2024-25. At the current rate of improvement, former English learner students would be expected to meet or exceed Oregon's 2029-30 statewide four-year graduation target of 92.3%. Their rates remained above those of other groups each year, reflecting strong long-term outcomes for students who have exited English learner services.

Never English learner students followed a relatively stable trend, with graduation rates ranging between 80.3% and 83.6%, ending at 83.6% in 2024-25. While graduation rates remained relatively high, they were still below Oregon's statewide 2029-30 target of 92.3% and consistently lower than those of former English learner students.

Current English learner students showed steady improvement, rising from 60.2% in 2018-19 to 69.8% in 2024-25; a 9.6 percentage point increase. While this represents meaningful progress, a large gap (nearly 20 percentage points) remains between current English learner and their peers, signaling persistent inequities.

Overall, the data suggest that while graduation outcomes have improved across all groups, former English learners outperform both their peers who never received services and those currently receiving them. Continued focus is needed to close gaps for current English learners and support equitable graduation outcomes.

Figure 20. Percentage of Current, Former, and Never English learners graduating within four years (2018-19 to 2024-25).



Five-Year Completer Rates

The five-year cohort completer rate is a measure of the percentage of students in an adjusted cohort who complete high school within five years, and is one of Oregon's common metrics for accountability under SB 141. Similar to the graduation rate, it tracks whether students successfully finish high school, but it uses a broader definition of completion. In addition to students earning a standard or modified diploma, the completer rate also includes students who earn other approved completion credentials, such as extended diplomas, adult high school diplomas, or GEDs. The adjusted cohort consists of students who first enrolled in high school together, plus students who transferred into the cohort, minus students who transferred out (Cohort Graduation Rate Manual, 2021).

Under SB 141, graduation and completion outcomes are included as part of the state's broader accountability framework focused on improving long-term student success. As part of this work, Oregon reports five-year

completion outcomes for English learner student groups, including current English learners, former English learners, and never English learners, within statewide accountability and reporting systems.

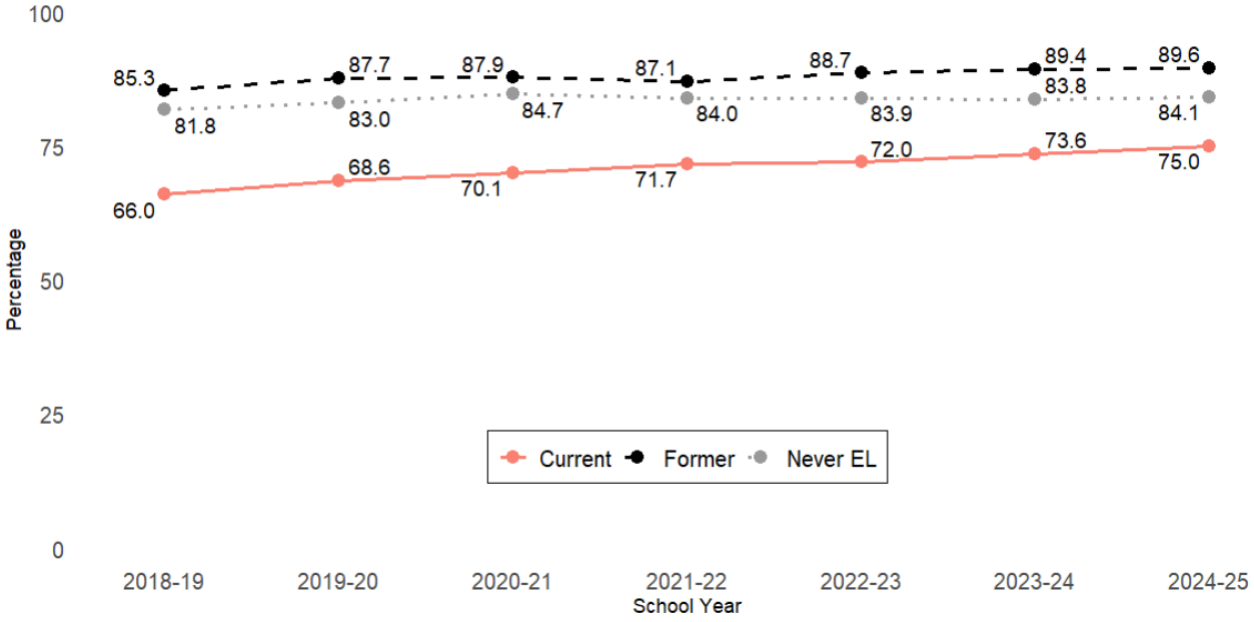
Figure 21 below presents Oregon's five-year completion rates for these groups from 2018-19 through 2024-25. Several important patterns emerge. Former English learners consistently had the highest completion rates across all years, increasing from 85.3% in 2018-19 to 89.6% in 2024-25. This indicates that students who successfully exited English learner services completed high school at very high rates over time.

Current English learners had substantially lower completion rates than former English learners, but demonstrated steady improvement throughout the period. Their five-year completion rate increased from 66.0% in 2018-19 to 75.0% in 2024-25, representing a 9.0 percentage point increase. This upward trend suggests a gradual improvement in high school completion outcomes among students who were still receiving English learner services.

Never English learner students also showed modest improvement over time, rising from 81.8% in 2018-19 to 84.1% in 2024-25. Across all years, never English learner completion rates remained below former English learner rates but above current English learner rates.

Overall, the data indicate that five-year completion outcomes improved over time, particularly among current English learners. However, substantial gaps between current English learners and former English learners remained across all years, highlighting the continued importance of academic, linguistic, and graduation supports for students who are still developing English proficiency while progressing through high school.

Figure 21. Five-year completion rates for Current, Former, and Never English learners (2018-19 to 2024-25).



Current English learners graduating in four and five years were more than twice as likely to receive a modified diploma.

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among current English learners who graduated in four years in 2024-25, 9.5% received a modified diploma (see Table 8). By contrast, 2.0% of former English learners and 3.9% of never English learners who graduated in four years received a modified diploma.

In addition, among students who graduated in four years in 2024-25, current English learners were more than 2.4 times more likely to receive a modified diploma compared to never English learners. This ratio remained similar for cohorts that graduated in five years, where current English learners were more than twice as likely to receive a modified diploma than never English learners.

Table 8. Percentage of students receiving regular vs. modified diplomas

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	9.5%	9.7%
Former English Learners (Modified)	2.0%	1.8%
Never English Learners (Modified)	3.9%	4.1%
Current English Learners (Regular)	90.5%	90.3%
Former English Learners (Regular)	98. 0%	98.2%
Never English Learners (Regular)	96.1%	95.9%

Oregon State Seal of Biliteracy/Multiliteracy

Multilingualism offers many cognitive, academic, and economic benefits. The Oregon State Seals of Biliteracy and Multiliteracy recognize student proficiency in two or more languages and are one of the local metrics districts may adopt under the Oregon's Education Accountability Act. Students are eligible to earn a Seal of Biliteracy or Multiliteracy if they:

- Meet all state and district graduation requirements, and
- Demonstrate ACTFL Intermediate High proficiency in listening, speaking, reading, and writing in any two or more languages.

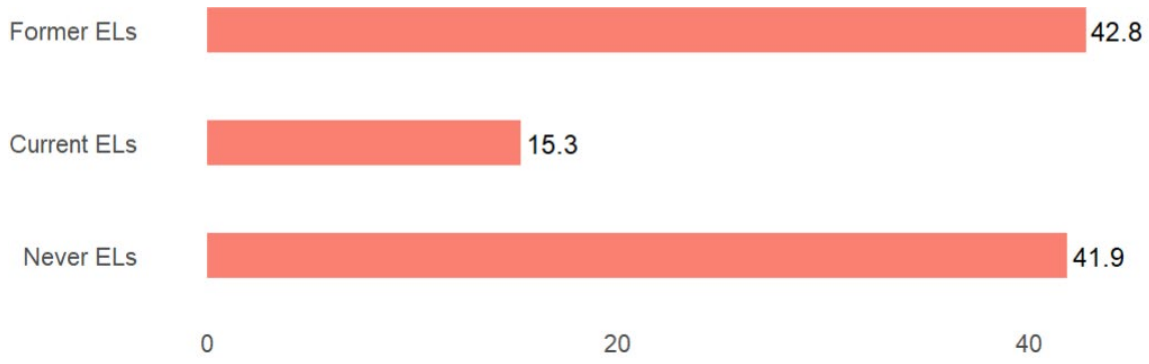
The data for this section relies on students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners[16] who earned the Seal of Biliteracy in 2023-24.

[16] For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during

Seal of Biliteracy Participation Highlights Opportunities to Better Recognize Multilingual Students

Of the 3,073 students who earned the Seal of Biliteracy or Multiliteracy in 2024-25, 42.8% were former English learners and 13.6% were current English learners. Although ever English learners represented a majority (58.1%) of Seal recipients, these findings also suggest that many multilingual students, particularly former English learners who have already demonstrated English proficiency, may not be earning the Seal. This may represent an opportunity to expand awareness, access, and participation in the Seal of Biliteracy program among eligible students.

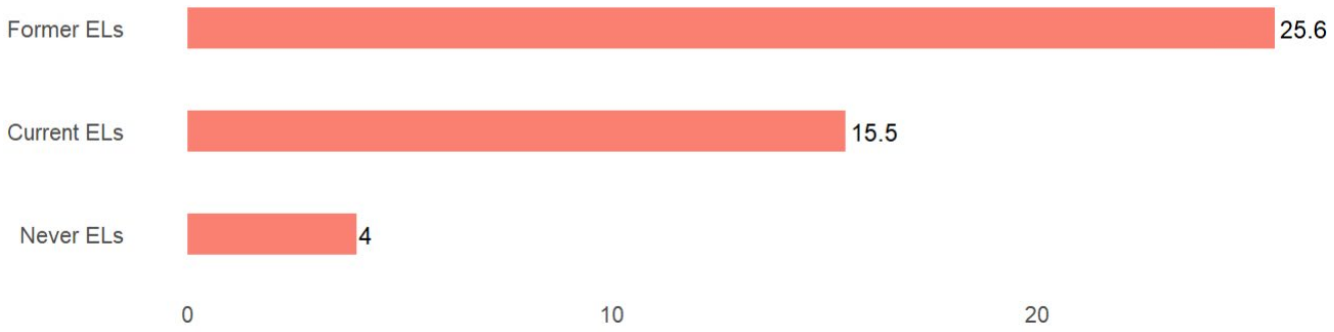
Figure 22. Percentage of Current, Former, and Never English learners graduating with the Seal of Biliteracy/Multiliteracy in 2024-25 (among all students who graduated with the Seal of Biliteracy)



According to Figure 23, among former English learners who graduated in 2024-25, 25.6% earned the Seal of Biliteracy. Moreover, 15.5% of current English learner graduates earned the Seal of Biliteracy in 2024-25. Among never English learners who graduated in 2024-25, 4.0% also earned the Seal of Biliteracy.

high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 23. Percentage of Current, Former, and Never English learners earning the Seal of Biliteracy in 2024-25 (among Current, Former, and Never English learner graduates).



Students earned the Seal of Biliteracy/Multiliteracy in a diversity of language combinations; however, English-Spanish was the most common combination.

Students who graduated with a Seal of Biliteracy (3,073 students) demonstrated proficiency in a combination of languages. English-Spanish was the most common combination of those languages (83%). Other notable combinations of languages in which students demonstrated their proficiency included English-French (4%), English-Japanese (4%), and English-Chinese (2%).

Ever English Learner Graduates Across Oregon Achieved Recognition for Biliteracy in 2024–25.

Table 9 highlights the Oregon districts with the highest numbers of ever English learner graduates earning the Seal of Biliteracy in 2024-25. Salem-Keizer SD 24J led with 235 students, followed by Woodburn SD 103 with 208 students, and Hillsboro SD 1J with 165 students. These districts had the highest numbers of ever English learner graduates earning the Seal of Biliteracy. Examining Seal attainment among ever English learners provides insight into how multilingual students are being recognized for demonstrating proficiency in English and at least one additional language. District-level participation varied, reflecting differences in the size of multilingual student populations as well as local implementation and participation patterns.

Table 9. Ten Oregon districts with the highest numbers of 2024-25[17] Ever EL graduates earning the Seal of Biliteracy.

District	Student Count	District	Student Count
Salem-Keizer SD 24J	235	North Clackamas SD 12	76
Woodburn SD 103	208	Bend-LaPine Administrative SD 1	76
Hillsboro SD 1J	165	Forest Grove SD 15	69
Beaverton SD 48J	140	Tigard-Tualatin SD 23J	55
Reynolds SD 7	83	Portland SD 1J	54

Postsecondary Enrollment

ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U.S. (e.g., public and private, two-year and four-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. For the current report, the data for this measure uses students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report examines the count and percentage of current, former, and never English learners[18] who enrolled in a post-secondary education institution within 16 months after graduation.

Never English learners were more likely to enroll in post-secondary education institutions than Current English learners; however, Former English learners had comparable post-secondary enrollment rates as Never English learners.

Figure 24 displays the percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation from 2017-18 to 2022-23.

Across all years, never English learners and former English learner students consistently had higher post-secondary enrollment rates than current English learner students. Never English learner students began at 62.6% in 2017-18 and declined steadily to 56.0% by 2022-23. Similarly, former English learners started at 61.5% in 2017-18 and decreased to 55.2% in 2022-23. Despite relatively small year-to-year fluctuations, both

[17] Note that the counts in this table reflect students who graduated in 2024-25 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

[18] For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

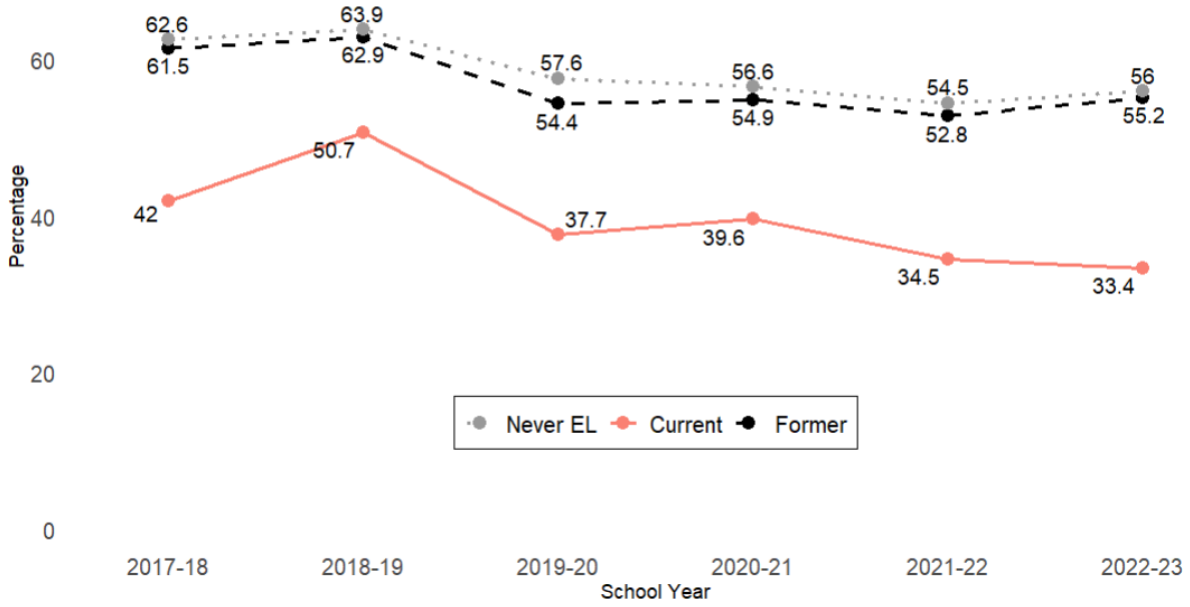
groups show a clear downward trend, reflecting an overall decline in post-secondary enrollment during this period.

Current English Learners faced the steepest decline in college enrollment, dropping nearly 9 percentage points since 2017–18.

Current English learner students consistently had the lowest enrollment rates and experienced the sharpest decline. From a starting point of 42.0% in 2017-18, their enrollment dropped to 33.4% by 2022-23—an 8.6 percentage point decrease. Notably, their rate peaked at 50.7% in 2018-19, briefly narrowing the gap, but then fell substantially in subsequent years. The COVID-19 pandemic likely exacerbated existing barriers to enrollment for this group, such as limited access to college guidance, financial challenges, and language-related hurdles.

By 2022-23, the gap between current English learners and their peers had widened considerably, particularly when compared to former English learners (21.8 percentage points). This suggests a pressing need for targeted supports to help current English learner students navigate the transition to post-secondary education and address the long-term decline in enrollment observed across all groups, especially newcomers who have significant gaps in their schooling.

Figure 24. Percentage of Current, Former, and Never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2017-18 to 2022-23[19]).



[19] The latest year shown (2022-23) represents the school year in which students graduated from high school constituting the latest data for the current report.

Dual Language Bilingual Education Programs

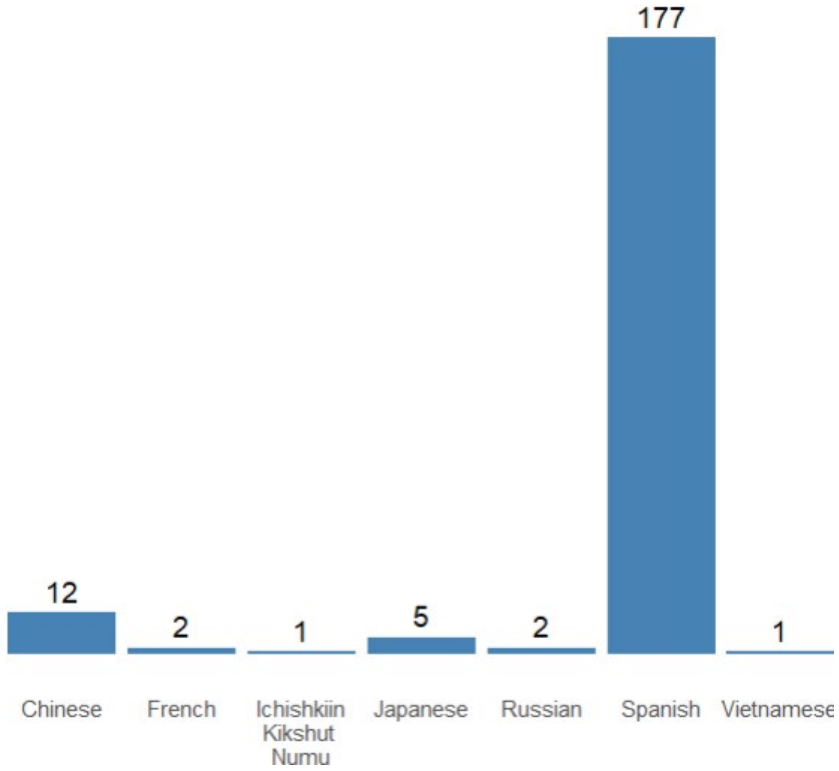
Dual Language Bilingual Education (DLBE) programs are a research-based approach to educating English learners that promote bilingualism, biliteracy, academic achievement, and cross-cultural understanding (Soltero, 2018). These programs provide instruction in both English and a partner language, allowing students to develop high levels of proficiency in both languages. For English learners, dual language education offers meaningful access to academic content while supporting continued development of their home language. Research consistently shows that English learners in DLBE programs outperform their peers in English-only settings on academic outcomes (Vazquez Cano & Motamedi, 2024). DLBE programs also have shown to be superior to other instructional models (e.g., Pull-out, ELD Class Period) in promoting English proficiency (Motamedi, et al., 2019). These programs also align with the state's goals for equity and inclusion by valuing multilingualism as an asset. Expanding access to high-quality dual language programs is a key strategy for supporting English learner success and a priority under Oregon's ML strategic plan.

Despite their empirical appeal, there is limited up-to-date information available about DLBE programs in Oregon. While a valuable DLBE directory was publicly introduced in 2023 by Oregon State University (OSU), the information it contains reflects an earlier snapshot of program features and may not fully represent recent developments. To address this, ODE recently launched an effort to update OSU's directory. This involved reaching out to multilingual program leaders across the state and inviting them to review and revise their program data. The following provides a brief overview of the languages and school types represented among the 200 schools across 38 school districts offering DLBE programs, based on the DLBE directory.

In Oregon, DLBE programs are available in multiple partner languages.

As shown in Figure 25, DLBE programs in Oregon span seven distinct partner languages. Of the 200 DLBE programs across the state, Spanish is used as the partner language in 177 programs, accounting for 88.5% of all DLBE offerings. The second most common partner language is Chinese, featured in 12 programs, representing 6.0% of the total. Japanese is used in five DLBE programs statewide (2.5%). French and Russian are each used in two programs (1.0% each), while Vietnamese and Ichishkiin Kiksht Numu are each represented in one program statewide (0.5% each).

Figure 25. Distribution of DLBE programs by partner languages (2024-25).



DLBE programs are offered in various school types.

The distribution of these programs by school type is presented in Table 10. This wide coverage reflects both the diversity of student populations and district-specific strategies for promoting bilingualism.

The majority of DLBE offerings are found in elementary schools, with 101 schools, representing 50.5% of all DLBE program offerings statewide, serving as the foundational entry point for dual language education.

Middle schools account for 40 of the 200 DLBE program offerings, or 20.0% of the total. These programs frequently serve as the second stage of a K-12 pathway, continuing language and content instruction in the partner language for students who began in elementary DLBE.

High schools represent 47 program offerings (23.5%) providing dual language instruction. These programs typically emphasize biliteracy and academic content in the partner language, with course offerings such as language arts, social studies, and language-specific electives.

Finally, the remaining 12 program offerings (6.0%) classified as “Other” include K-8 schools, charter schools, and alternative educational settings that span multiple grade levels or use non-traditional organizational structures.

Table 10. The number of DLBE programs by school type (2024-25)

School Type	Number of Schools
Elementary	101
Middle School	40
High School	47
Other	12

Research suggests that DLBE programs may help narrow opportunity gaps for English Learners.

Research from Oregon suggests that DLBE programs may help reduce opportunity gaps between English learners and their peers. While statewide Oregon student outcome data comparing DLBE and non-DLBE participants are not currently available, existing studies provide important insights into the potential benefits of these programs. For example, research by Vazquez Cano and Motamedi (2024) in the Beaverton School District found that DLBE programs played a significant role in narrowing academic opportunity gaps between current and former English learners and students who were never classified as English learners. English learners participating in DLBE programs demonstrated stronger performance on state assessments in English language arts and mathematics than their peers in English-only programs. They also showed faster academic growth and were more likely to be on track to graduate by grade 9. Notably, participation in DLBE programs reduced the achievement gap between ever English learners and never English learners by nearly half by middle school. These findings suggest that DLBE programs may support academic success while promoting educational equity through linguistically and culturally responsive instruction that affirms the identities and strengths of multilingual learners.

Research suggests that DLBE programs may support English language development.

Existing research indicates that students participating in DLBE programs often demonstrate strong English language development outcomes. While statewide Oregon data are not currently available to evaluate these outcomes across DLBE programs, existing studies provide important insights into the potential benefits of these programs.

In addition to their impact on academic outcomes, research suggests that DLBE programs may support English language proficiency more effectively than some other instructional models, such as pull-out services, stand-alone ELD class periods, or co-teaching approaches. For example, Motamedi et al. (2019) found that English learner students in DLBE programs demonstrated significantly greater grade-to-grade growth in reading, writing, listening, and speaking than students in pull-out programs or whose families waived English

learner services. Although students in pull-out programs entered school with higher levels of English proficiency, students in DLBE programs often caught up to and surpassed their peers by the end of elementary school. Furthermore, DLBE students demonstrated stronger outcomes on standardized English language arts assessments, even when matched with demographically similar peers. In contrast, increasing the amount of daily English learner instruction beyond 50 minutes was not associated with improved English proficiency and, in some cases, was associated with lower performance. Collectively, these findings suggest that DLBE programs may support long-term English language development while promoting bilingualism and biliteracy.

English Learners' Access to Core Content

Access to rigorous academic content is widely recognized as an important factor in promoting educational equity and long-term student success. Existing research provides important context for understanding why access to core academic content matters. Core content courses serve as foundational gateways to graduation, college readiness, and career opportunities (Umansky, Shin, Thompson, Avelar, & Bovee, 2024; Vazquez Cano, Umansky, & Thompson, 2021). However, systemic barriers, including restrictive course placement policies, language support structures that limit course enrollment, and misconceptions about English learners' academic potential, can reduce opportunities for participation. Schools, districts, and state education agencies can help address these barriers by implementing evidence-based strategies that expand access to rigorous coursework and academic pathways. When English learners are fully included in academic pathways, they are more likely to thrive academically and participate meaningfully in the broader educational landscape.

As one indicator of access to rigorous coursework, the next section examines English learners' participation in Advanced Placement or International Baccalaureate (AP/IB) and Career and Technical Education (CTE) courses in Oregon high schools.

Former English Learners in high school enrolled in Advanced Placement and International Baccalaureate courses at the highest rate, while Current English Learners had the lowest rate.

The data presented in Table 11 highlight important differences in participation in Advanced Placement (AP) and International Baccalaureate (IB) courses among high school English learner groups. In the 2024-25 academic year, 11.6% of current English learner high school students were enrolled in AP/IB classes, compared to 31.5% of former English learner high school students, 23.8% of monitored English learner high school students, and 24.8% of high school students who were never classified as English learners.

Current English learner high school students participated in AP/IB coursework at substantially lower rates than their peers. In contrast, former English learner high school students participated at rates exceeding both monitored and never English learner students. These differences may reflect barriers that limit access to advanced academic coursework for current English learners, including course placement practices, scheduling constraints, language support needs, and perceptions regarding students' academic readiness and potential.

Table 11. The number and percentage of Current, Monitored, Former and never English Learners enrolled in an AP/IB class (2024-25)

Description	Count	Total Highschoolers	Percent
ELs in an AP/IB Class	17,65	15,164	11.6%
Former ELs in an AP/IB Class	5,488	17,439	31.5%
Monitored ELs in an AP/IB Class	738	3,104	23.8%
Never ELs in an AP/IB Class	34,923	140,604	24.8%

Current English Learners are enrolled in the Career and Technical Education (CTE) courses at a lower rate than other students.

In addition to lower AP/IB participation, Table 12 shows that current English learner high school students participate in Career and Technical Education (CTE) courses at lower rates than other student groups. In 2024-25, 53.4% of current English learner high school students were enrolled in a CTE course, compared with 64.9% of former English learner high school students, 68.4% of monitored English learner high school students, and 58.1% of high school students who were never classified as English learners.

The lower participation rate among current English learner high school students may limit access to pathways that support high school completion, career readiness, and economic mobility. Schools and districts should continue working to ensure equitable access to CTE opportunities by addressing barriers and promoting inclusive enrollment practices.

Table 12. The number and percentage of current, former, monitored, and never English Learners enrolled in a CTE class (2024-25)

Description	Students Enrolled	Total Highschoolers	Percent
ELs in a CTE Class	8,101	15,164	53.4%
Former ELs in a CTE Class	11,320	17,439	64.9%
Monitored ELs in a CTE Class	2,122	3,104	68.4%
Never ELs in a CTE Class	81,755	140,604	58.1%

English Learners' Sense of Belonging

While academic outcomes like test scores, graduation rates, and similar measures offer important insights into student success, they do not capture the full picture, particularly for English learners. A growing body of research highlights the critical role that sense of belonging plays in students' academic and emotional wellbeing (Allen, Kern, Vella-Brodrick, Hattie, & Waters, 2018; Gillen-O'Neel, 2021). For English learners, feeling welcomed, valued, and represented in their school communities is especially important given the additional cultural, linguistic, and social transitions they often navigate. A strong sense of belonging can improve motivation, engagement, and resilience, and is linked to better attendance and higher academic achievement (Gillen-O'Neel, 2021; Jacoby, 2023).

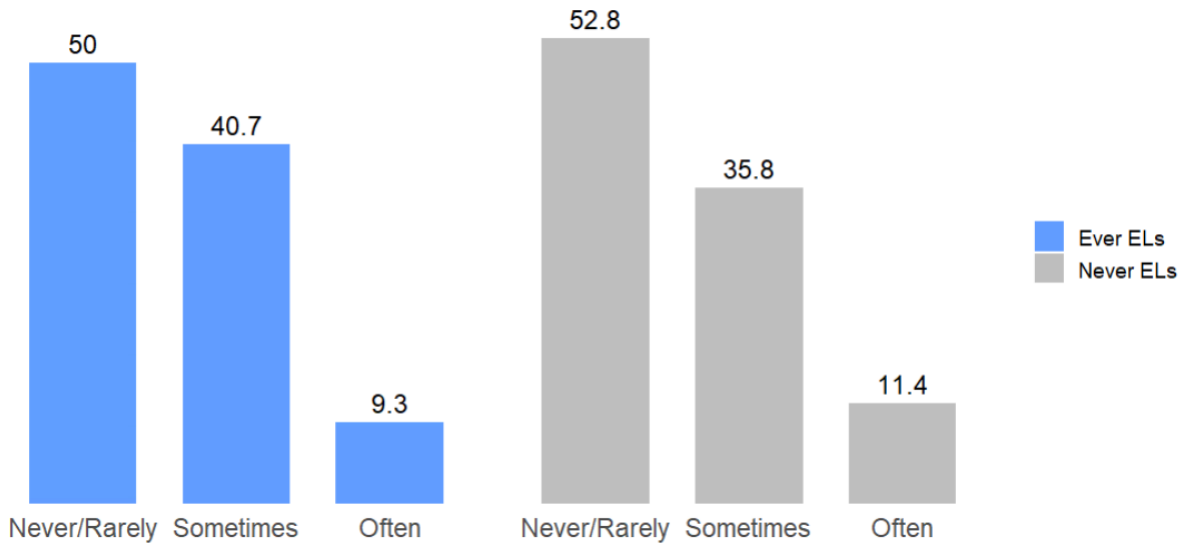
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2024-25, about 15% of the 180,076 SEED respondents were English learners. By monitoring English learner students' sense of belonging, Oregon takes a critical step toward ensuring that every student, regardless of language background, experiences school as a place of safety, connection, and inclusion. The SEED Survey included items assessing both social identity (e.g., identity representation in curriculum) and emotional connection (e.g., feeling welcome at school). In the following, we explore two survey items that examine how often English learners' social identity and emotional connection is represented in schools and how it compares to that by other groups of English learners.

English learners report low levels of identity representation in school assignments.

Figure 26 presents data from the 2024-25 SEED Survey, which captures perceptions of identity representation in curriculum among Oregon students in grades 3–11. The survey item asked: *"Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?"* Responses are disaggregated by ever English learner (Ever EL) status and never English learner (Never EL) status. About half of both groups responded "Never/Rarely" (50.0% for Ever ELs and 52.8% for Never ELs), while relatively few students selected "Often" (9.3% and 11.4%, respectively). Ever ELs reported slightly more frequent identity representation than Never ELs, with a higher percentage selecting "Sometimes" (40.7% vs. 35.8%).

These findings suggest that many students, including Ever ELs, do not regularly see themselves or their families reflected in classroom content. This underrepresentation may contribute to feelings of alienation, lower academic engagement, and a weaker sense of belonging. The results point to a continued need for schools to incorporate culturally responsive curriculum materials that reflect and affirm students' diverse identities and lived experiences, especially those from multilingual backgrounds.

Figure 26. Response rates[20] (%) for identity representation in school assignments among Ever and Never English Learners (2024-25)



Feeling welcome at school varies significantly across English learner groups.

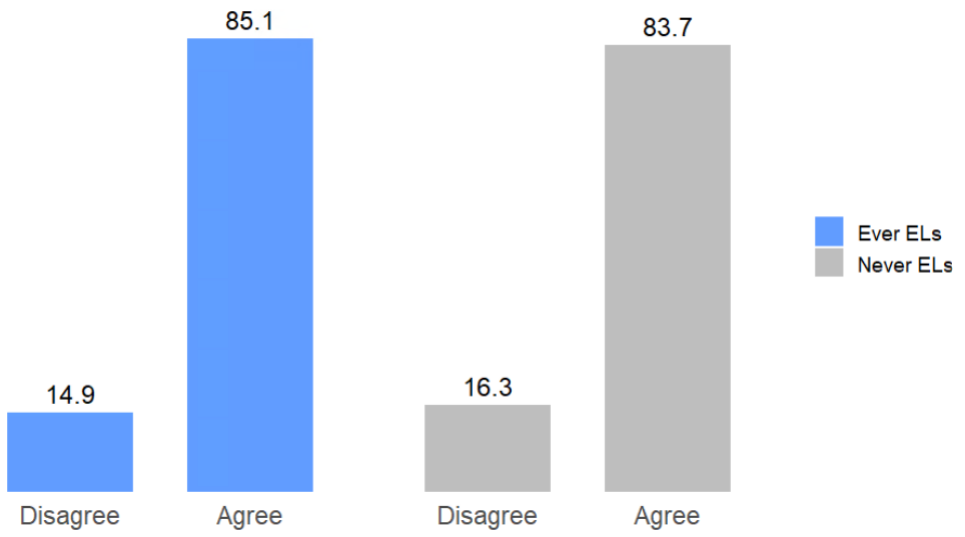
Figure 27 presents the results from the 2024–25 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *"Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school."* The data are disaggregated by ever English learner (Ever EL) status and never English learner (Never EL) status.

The responses reveal only minor differences in students' sense of belonging. The vast majority of students, regardless of English Learner status, reported feeling welcome at school. Among Ever ELs, 85.1% agreed with the statement, compared to 83.7% of Never ELs. The percentage who disagreed was similarly low, 14.9% for Ever ELs and 16.3% for Never ELs.

These patterns suggest that most students feel welcomed at school regardless of English learner status. While the results are generally positive, schools should continue fostering inclusive environments that support the belonging and engagement of multilingual learners and their peers.

[20] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 27. Response rates[21] (%) for feeling welcome at school among Ever and Never English Learners (2024-25)



Section 5: State Revenues and Expenditures for Current English Learners

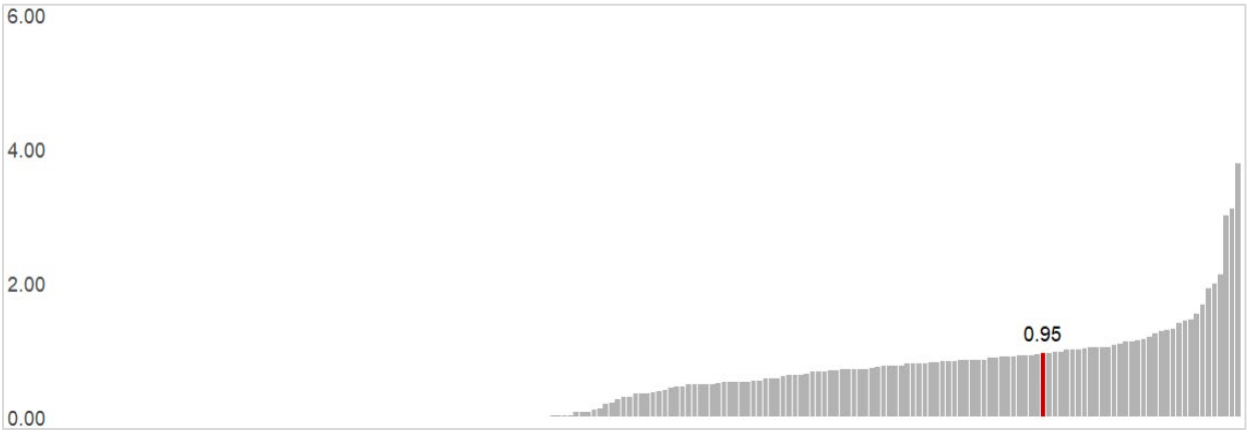
Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 202425 was $10,596.[22] In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is 0.5 × $10,596 or $5,298 per current English learner. Collectively, the state allocated $285,570,839 for these additional English learner funds in the 2024-25 school year.

Figure 28 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2024-25 was 0.95, meaning that district expenditures on current English learners reflected 95% of the funds the state allocated to districts via the State School Fund Formula. Some districts (n=33) spent about average or more than this percentage (up to about 378%), while others (n=164) reported spending less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate

[21] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.
[22] While $10,596 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

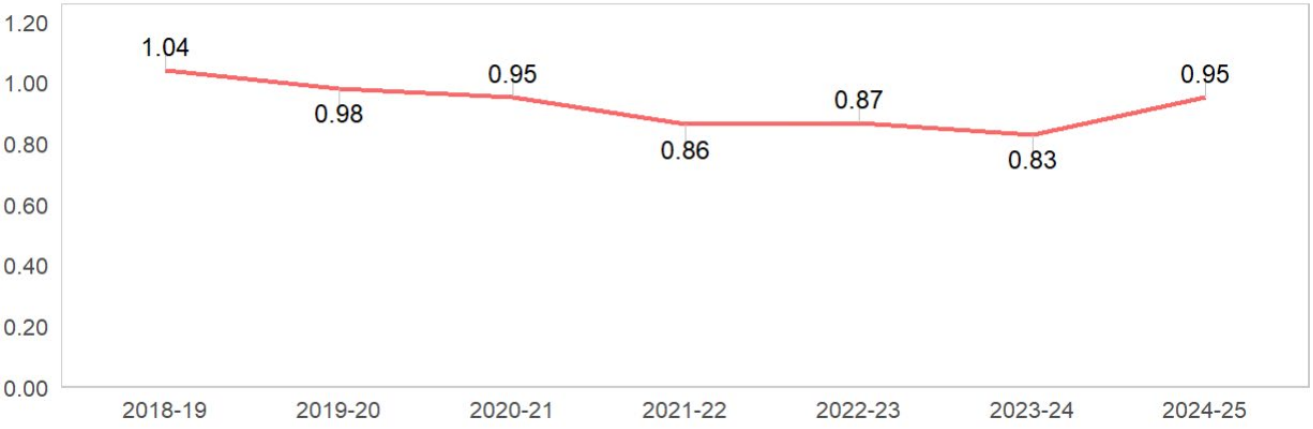
former and never English learners, rather than calculating the percentage spent solely on current English learners.

Figure 28. Ratio of Current English learner expenditures to revenues across districts in 2024-25.



As figure 29 illustrates, the statewide ratio decreased from 2018-19 to 2021-22; however, the ratio generally increased from 2021-22 to 2024-25.

Figure 29. Ratio of statewide expenditures on current English learners to revenues (2018-19 to 2024-25).



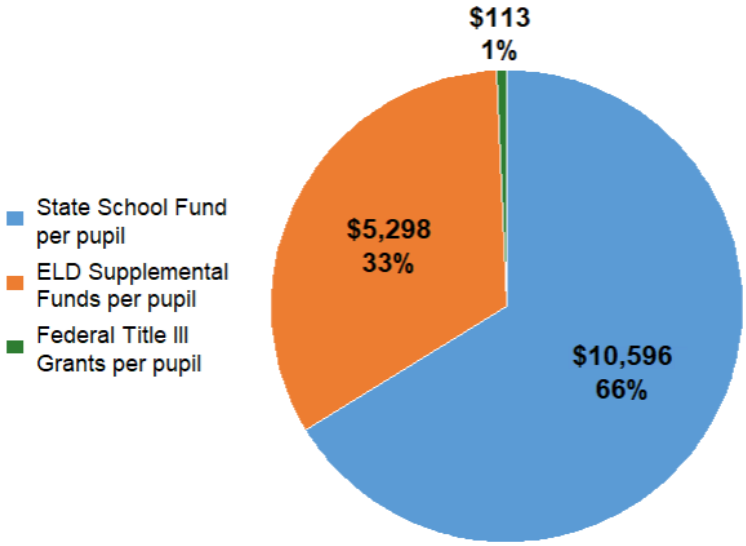
Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (covering other supports for current English learners, such as interpretation services or transportation). [23]

[23] For a more detailed description of the accounting system categories, see Oregon's Program Budgeting and Accounting Manual.

Current English learner expenditures for 2024-25 totaled $272,020,347. Districts accounted for approximately 87.1% of the expenditures ($236,837,340) using Function 1291 and 12.9% of the expenditures ($35,183,006) using Area of Responsibility 280.

In addition to state funding, 132 districts serving current English learners accessed federal Title III funding either directly or through a consortium, which in 2024-25 provided an additional $113 per student for supplemental English learner services. Figure 29 summarizes the percentage of the state and federal per-pupil funding for English learners in the 2024-25 school year.

Figure 30. Percentage of state and federal per-pupil funding for English Learners in 2024-25



As Figure 30 indicates, overall, about 99% (66% + 33%) of the funding allocated to English learners comes from the state, which in turn, reflects a strong state-level commitment to education equity for English learner students. Additional information on the grant amounts is available on the ODE website under Title III Allocations.

Conclusion

The data trends in this report underscore both meaningful progress and persistent challenges in supporting the state's multilingual students. Over 102,000 Oregon students are current, monitored, or former English learners, a testament to the state's growing linguistic diversity. Encouragingly, former and monitored English learners often achieve academic outcomes that meet or exceed those of their never English learner peers, demonstrating the long-term benefits of effective ELD services and the resilience of these students.

Notable progress is evident in several areas. For example, a growing share of English learners, particularly those who have exited English learner services, are earning the Oregon Seal of Biliteracy, highlighting bilingualism as both a personal asset and a statewide educational goal. Graduation rates for former English learners have improved steadily, outpacing never English learners, and additionally, postsecondary enrollment rates for these students now closely match those of their peers.

Despite these successes, persistent gaps underscore the need for continued investment and reform. Current English learners face significant academic disparities. Fewer than 10% meet state standards in English language arts or mathematics, and their regular attendance and on-time graduation rates lag considerably behind those of other student groups. Furthermore, English learners remain underrepresented in TAG programs and are more likely to receive modified diplomas, signaling potential inequities in both access and expectation. Another key concern is the overrepresentation of English learners in special education, raising questions about accurate identification practices.

Schools and districts should continue to strengthen culturally and linguistically responsive supports. Enhanced professional development, better data-driven decision-making, and equitable funding are essential. Additionally, sustained attention is needed to ensure students transitioning out of ELD programs, especially monitored English learners, continue to receive academic support as they navigate the demands of advanced coursework and postsecondary preparation.

In 2024, ODE introduced its latest Multilingual Learner Strategic Plan. The plan provides a clear roadmap for addressing these challenges, with priority areas emphasizing community engagement, transformative educators, and culturally responsive practices that lead to various multilingualism pathways. Actions outlined in the plan, such as expanding pathways to academic and linguistic success, fostering inclusive school environments, providing access to dual language education, and enhancing teacher training, are critical to addressing existing disparities.

By leveraging the strategies in the plan and aligning resources to meet the unique needs of English learners, Oregon can improve outcomes in future years, ensuring that every English learner has equitable opportunities to excel academically and linguistically to support their full participation and success in school and beyond.

Ultimately, Oregon's commitment to its multilingual learners should go beyond compliance; it must affirm their full academic potential and cultural contributions to our state.

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RESOLUTION #26-27.005 DATE: AUGUST 10, 2026

AGREEMENT BETWEEN
OREGON SCHOOL EMPLOYEES ASSOCIATION
(OSEA) AND
SPRINGFIELD SCHOOL DISTRICT NO. 19

RELEVANT DATA:

The District and OSEA bargaining teams came to an agreement and a two-year contract was ratified on July 17th, 2026 for classified staff. The new agreement will be effective July 1, 2026 – June 30, 2028. The school board is being asked to ratify the new two-year agreement, retroactive to July 1, 2026. Brian Megert is available for questions.

RECOMMENDATIONS:
It is recommended that the Board of Directors approve the new two-year agreement between Springfield Public Schools and Springfield Oregon School Employees Association, effective July 1, 2026 through June 30, 2028.

SUBMITTED BY:

Brian Megert
Assistant Superintendent of Instruction

APPROVED BY:

Shawn Stover
Interim Superintendent

RESOLUTION#: 26-27.006 **DATE: AUGUST 10, 2026**

AUTHORIZING RESOLUTION

RELEVANT DATA:

At the July 6, 2026 school board meeting, the School Board authorized the structural repair services of Essex General Construction at ten (10) district sites. This project is being accomplished through an intent to bid process issued in April 2026.

The contract with Essex General Construction has been fully executed and work has begun, with a final completion in Spring 2027. Beginning in late August 2026, the District will need to begin submitting drawdown payments based on work performed. Similar to agreements entered in the past, the district is recommending the utilization of a tax-exempt lease/purchase payable over a ten (10) year timeframe facilitated by First American Equipment Finance. This lease purchase agreement is a ten-year agreement at a market driven interest rate associated with municipal notes. The estimated rate for this issue is 4.565% based on current market conditions. Payments for the agreement will be made solely from the General Operating Fund (Fund 100) on an annual basis, beginning September 1, 2027.

It is necessary for the School Board to approve the resolution (attached), which provides the following authorizations:

- Authorization and execution of the financing agreement.
- Designates authorized representatives to act on behalf of the district.
- Delegation of final terms of the agreement.
- Preservation of tax-exempt status.
- Appointment of special counsel.
- Provisions for reimbursement.
- Resolution to constitute a contract.
- Post issuance compliance procedures.

Brett Yancey is available to answer any questions.

RECOMMENDATION:

It is recommended that the Board approve the resolution as presented (attached), authorizing the financing for structural repairs in the amount of $3,700,000; including the designation of authorized representatives and appointment of special counsel.

Submitted by:

Brett Yancey
Chief Operations Officer

Recommended by:

Dr. Shawn Stover
Interim Superintendent

RESOLUTION NO. 26-27.006

A RESOLUTION AUTHORIZING THE EXECUTION AND DELIVERY OF ONE OR MORE FULL FAITH AND CREDIT FINANCING OR LEASE PURCHASE AGREEMENTS FOR THE PURPOSE OF FINANCING REAL AND PERSONAL PROPERTY OF THE DISTRICT IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED $3,700,000; DESIGNATING AN AUTHORIZED REPRESENTATIVE AND SPECIAL COUNSEL; AND RELATED MATTERS.

WHEREAS, Springfield School District No. 19, Lane County, Oregon (the "District"), is authorized by Oregon Revised Statutes ("ORS"), namely Sections 271.390, 287A.300, 287A.315 and 332.155 to (i) enter into contracts for the leasing, rental, purchase, or financing of real and personal property that the District determines is needed (a "Financing Agreement"), (ii) pledge its full faith and credit, and (iii) pay the costs of issuance of such Financing Agreements; and

WHEREAS, the District desires to finance real and personal property including structural repairs and improvements to District facilities, equipment, fixtures and related costs (the "Project"), and costs of issuance of the Financing Agreement, and the District board determines that the Project is needed; and

WHEREAS, the estimated weighted average life of the Financing Agreement will not exceed the estimated dollar weighted average life of the Project being financed; and

WHEREAS, the District anticipates incurring expenditures (the "Expenditures") to finance the costs of the Project and wishes to declare its official intent to reimburse itself for any Expenditures it may make from District funds on the Project from the proceeds of a financing agreement, the interest on which may be excluded from gross income under Section 103 of the Internal Revenue Code of 1986, as amended (the "Code").

NOW, THEREFORE, THE BOARD OF DIRECTORS OF SPRINGFIELD SCHOOL DISTRICT NO. 19, LANE COUNTY, OREGON RESOLVES AS FOLLOWS:

Section 1. Authorization.

The Board of Directors authorizes the execution and delivery of one or more Financing Agreements in a form satisfactory to the Authorized Representative (defined herein). The aggregate principal amount of the Financing Agreement may not exceed $3,700,000 and the proceeds shall be used to finance the Project and costs of issuance of the Financing Agreement. The Financing Agreement may be issued as taxable obligations, tax-exempt obligations, or both, at rates determined by the Authorized Representative, and shall mature on the date or dates set by the Authorized Representative.

The Financing Agreement may be entered into directly with a lender or vendor selected by the Authorized Representative. The Financing Agreement may be in the form of a loan agreement, lease purchase agreement, installment purchase agreement, note, and/or other form of contract approved by the Authorized Representative. The District authorizes the execution and delivery of one or more escrow agreements with a lender, lessor, escrow agent or other counterparties, in a form satisfactory to the Authorized Representative, for deposit of the proceeds of the Financing Agreement.

Section 2. Payments.

The Financing Agreement shall be a full faith and credit obligation of the District payable from the lawfully available funds of the District and other funds that may be available for that purpose, including taxes levied within the restrictions of Sections 11 and 11b, Article XI of the Constitution of the State of Oregon. The Financing Agreement may provide that the obligations of the District under the Financing Agreement are secured by a security interest in the property to be leased, rented, purchased or financed under the Financing Agreement and any escrowed proceeds of the Financing Agreement and lease deposits funded from proceeds of the Financing Agreement, and investment earnings thereon, as determined by the Authorized Representative; provided that no security interest shall attach to any other property or lawfully available funds of the District except as expressly authorized in the Financing Agreement and permitted by law.

Section 3. Designation of Authorized Representative.

The Board of Directors hereby authorizes the Superintendent or the Chief Operations Officer, or the designee of either (the "Authorized Representative"), to act as the authorized representative on behalf of the District and to determine the remaining terms of the Financing Agreement as delegated herein.

Section 4. Delegation of Final Terms of the Financing Agreement and Additional Documents.

The Authorized Representative is authorized, on behalf of the District, to:

A. select the financing proposal and negotiate the terms of, and execute and deliver financing documents, including the Financing Agreement;

B. establish the maturity and interest payment dates, dated dates, principal amounts, prepayment provisions, interest rates, draw-down provisions, amortization schedules, covenants, fees, denominations, and all other terms under which the Financing Agreement shall be issued, sold, executed, and delivered;

D. determine whether the Financing Agreement will be issued on a tax-exempt basis, a taxable basis, or both, approve all other terms of the Financing Agreement, and

approve, execute and deliver the Financing Agreement;

E. designate the Financing Agreement as a "qualified tax-exempt obligation" pursuant to Section 265(b)(3) of Code if the District reasonably anticipates that the amount of tax-exempt obligations (other than private activity bonds and other obligations not required to be included in such calculation) that the District and any entity subordinate to the District will issue during the calendar year in which the Financing Agreement is issued will not exceed $10,000,000;

F. approve, execute and deliver a Tax Certificate for any Financing Agreement issued on a tax-exempt basis;

H. appoint one or more lenders, lessors, vendors, purchasers, underwriter/placement agents and other financing counterparties, and engage any professionals whose services the Authorized Representative determines are necessary or desirable;

I. execute and deliver a certificate specifying the action taken pursuant to this Resolution, and execute and deliver any other documents, agreements or certificates that the Authorized Representative determines are necessary or desirable in connection with the Financing Agreement and the Project in accordance with this Resolution; and

J. take any other actions that the Authorized Representative determines are necessary or desirable to finance the Project in accordance with this Resolution.

Section 5. Preservation of Tax Exemption for Interest on the Financing Agreement.

The District covenants that, with respect to any Financing Agreement issued on a tax-exempt basis, it will take all actions necessary to prevent interest on the Financing Agreement from being included in gross income for federal income tax purposes, and it will neither take any action nor make or permit any use of proceeds of such Financing Agreement or other funds of the District treated as proceeds of such Financing Agreement at any time during the term of such Financing Agreement that will cause interest on such Financing Agreement to be included in gross income for federal income tax purposes. The covenants contained in this Section and any covenants in the closing documents for any tax-exempt Financing Agreement shall constitute contracts with the owners of such Financing Agreement and shall be enforceable by them. The Authorized Representative may enter into covenants on behalf of the District to protect the tax-exempt status of interest on any tax-exempt Financing Agreement.

Section 6. Appointment of Special Counsel.

The District appoints Foster Garvey P.C. as special counsel to the District for the execution and delivery of the Financing Agreement.

Section 7. Reimbursement.

The District hereby declares its official intent to reimburse itself with proceeds of the Financing Agreement for any Expenditures paid from its general funds prior to the issuance of the Financing Agreement.

Section 8. Resolution to Constitute Contract.

In consideration of the purchase and acceptance of the Financing Agreement, the provisions of this Resolution shall be part of the contract of the District with the lender and shall be deemed to constitute a contract between the District and the lender. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Financing Agreement and the other covenants and agreements set forth herein to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the lender.

Section 9. Post-Issuance Compliance Procedures.

The Authorized Representative is authorized to adopt, or modify existing, procedures regarding post-issuance compliance related to tax-exempt and taxable obligations of the District.

This Resolution is adopted by the Board of Directors of Springfield School District No. 19, Lane County, Oregon on this 10th day of August 2026.

SPRINGFIELD SCHOOL DISTRICT NO. 19
LANE COUNTY, OREGON

By_____
Chair

ATTEST:

By_____
Superintendent/Clerk

School Board Representation
2026-27

Agencies & Civic Organizations	Address	Board Member
Lane Council of Governments (LCOG) 4th Thursday of February, April, June, September, December 6:00-8:00 PM	LCOG, 859 Willamette St., Ste 500	Ken Kohl
Springfield Education Foundation 2nd Tuesday of the month, (not July, August, December) 5:00-7:00 PM	SEF, SPS Board Room, 640 A Street	
Wildish Theater 4th Wednesday of the Month 2:00 PM – 3:00 PM	Wildish Theater, 630 Main Street	Bob Brew
Lane ESD		
2nd Tuesday – April 6 and May 4	1200 Highway 99 North, Rooms #2,3,4	Amber Langworthy
District Committees		
Budget Committee Scheduled by Business Operations Thursdays 6:00-8:00 PM	SPS Board Room, 640 A Street	All Board Members