



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

**Reynolds School District  
Board of Education Business Meeting**

April 22, 2026

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

I.	<b>5:30p - Executive Session</b>	<b>3</b>
	The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(e) Real Estate. Executive Session is closed to the public.	
II.	<b>6:00p - Call to Order</b>	<b>4</b>
	A. Roll Call	
	B. Consider Approval of the April 22, 2026 Agenda	
	C. Pledge of Allegiance	
	D. Land Acknowledgement	5
	E. Mission and Vision	6
III.	<b>6:10p - Recognition</b>	<b>7</b>
	A. Student Recognition: Reynolds High School	
	B. Resolution 2025-2026-025: Asian American, Native Hawaiian, and Pacific Islander Heritage Month	8
	C. Resolution 2025-2026-026: Jewish-American Heritage Month	9
	D. Resolution 2025-2026-027: Teacher Appreciation Week	10
	E. Resolution 2025-2026-028: School Nutrition Hero Day	11
	F. Resolution 2025-2026-029: School Nurse Day	12
	G. Resolution 2025-2026-030: Mental Health Awareness Month	13
IV.	<b>6:25p - High School Student Report</b>	<b>14</b>
V.	<b>6:30p - Public to be Heard</b>	<b>15</b>
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
VI.	<b>6:50p - Bargaining Group Updates</b>	<b>16</b>
VII.	<b>7:00p - Presentation to the Board</b>	
	A. 10-Year Enrollment Projections	17
	B. 2024-2025 Financial Audit Report for Rockwood Preparatory Academy	75
	C. Annual Technology Goal Report	137

	D. Social Sciences Curriculum Adoption Waiver	145
VIII.	<b>7:45p - Superintendent's Reports</b>	<b>149</b>
	A. Announcements/Reports	
	B. Financial Report	150
	C. Enrollment Report	153
IX.	<b>8:00p - Consent Agenda</b>	<b>155</b>
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	156
	C. Social Sciences Curriculum Adoption Waiver	160
	D. RHS JROTC Trip to Camp Rilea in Warrenton, Oregon	161
	E. Resolutions 2025-2026 -025 to -030	
X.	<b>8:05p - Action Items</b>	
	A. 2026-2027 Licensed Staff Work Calendars	164
XI.	<b>8:10p - Board Announcements and Discussion</b>	<b>170</b>
	A. Individual Board Members - Announcements and Reports	
	B. Upcoming Board Meetings	
XII.	<b>8:25p - Adjourn</b>	<b>171</b>



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Executive Session**

Type:  Action Item  Report / Presentation

Policy: BDC: Executive Session

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

The Reynolds School Board and the Superintendent will meet in Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(e) Real Estate. Executive Session is closed to the public.

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Call to Order**

Type:  Action Item  Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: April 22, 2026

**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |

**Summary / Background:**

Position 1: Director Aaron Muñoz

Position 2: Vice Chair Joyce Rosenau

Position 3: Chair Michael Reyes

Position 4: Director Cayle Tern

Position 5: Director Patty Carrera

Position 6: Director Ana Gonzalez Muñoz

Position 7: Director Francisco Ibarra

**Motion to Approve Agenda:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the April 22, 2026 agenda as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**Pledge of Allegiance**

**Land Acknowledgement**

**Mission and Vision**

# Land Acknowledgement

We respectfully acknowledge that the land on which we are gathering today is the traditional homeland of a diverse array of indigenous tribes and bands. Multnomah County rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area. Multnomah County is now home to a vibrant indigenous community representing over 400 different tribal nations.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff in our community.

# mission:

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

# vision:

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.



To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Recognition**

Type:  Action Item  Report / Presentation

Policy: BA: Board Goals

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

Student Recognition: Reynolds High School

**Resolutions:**

- Resolution 2025-2026-025: Asian American, Native Hawaiian, and Pacific Islander Heritage Month
- Resolution 2025-2026-026: Jewish-American Heritage Month
- Resolution 2025-2026-027: Teacher Appreciation Week
- Resolution 2025-2026-028: School Nutrition Hero Day
- Resolution 2025-2026-029: School Nurse Day
- Resolution 2025-2026-030: Mental Health Awareness Month

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable



**Resolution 2025-2026-025**

**Proclaiming the Celebration of National Asian American, Native Hawaiian, and Pacific Islander Heritage Month**

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**WHEREAS**, Asian American and Pacific Islander heritage in the United States was first recognized in 1978 and expanded into a month-long observance in 1992; and

**WHEREAS**, Native Hawaiians were formally included in this observance in 2021 by presidential proclamation, now recognized as Asian American, Native Hawaiian, and Pacific Islander Heritage Month; and

**WHEREAS**, Asian American, Native Hawaiian, and Pacific Islander Heritage Month seeks to honor and recognize the diverse histories, cultures, and contributions of people with origins in Asia, South Asia, Southeast Asia, and the Pacific Islands; and

**WHEREAS**, Native Hawaiians, Chinese, and Japanese, and other Asian and Pacific Islander communities were among those who migrated to the Pacific Northwest, contributing to navigation, trade, construction, railroad expansion, and the early development of the region; and

**WHEREAS**, Asian American, Native Hawaiian, and Pacific Islander students and families represent a valued and important part of our school community; and

**WHEREAS**, Asian Americans, Native Hawaiians, and Pacific Islander communities have courageously sustained vibrant cultures and traditions and have made significant contributions to history, industry, arts, and community life; and

**WHEREAS**, the Reynolds School Board affirms that each and every student is to be celebrated and appreciated for the distinct and vibrant contributions they bring through their cultures, languages, ideas, beliefs, and values within a school community; and

**NOW, THEREFORE, BE IT RESOLVED** that the Reynolds School Board of Directors proclaims May 2026 as Asian American, Native Hawaiian, and Pacific Islander Heritage Month. The struggles and achievements of Asian Americans, Native Hawaiian, and Pacific Islanders contributed profoundly to the culture and community of the United States. The Reynolds School District affirms the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

Adopted this 22nd day of April 2026.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-026**

**Proclaiming the Celebration of Jewish-American Heritage Month**

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**WHEREAS**, May is Jewish-American Heritage Month, a month that opens a space for all people to learn about, honor, and appreciate the diverse histories, cultures, achievements and contributions of Jewish-Americans throughout history and today; and

**WHEREAS**, in 1980 President Jimmy Carter adopted a proclamation annually recognizing Jewish-American Heritage Week. In April 2006, President George W. Bush adopted a proclamation that May would be recognized as Jewish-American Heritage Month; and

**WHEREAS**, Jewish-Americans have experienced and continue to face antisemitism and and discrimination, while also demonstrating resilience, cultural strength, and enduring contributions to the community; and

**WHEREAS**, Jewish Americans have made significant and lasting contributions to our nation, our communities, and our schools in the fields of arts, business, education, entertainment, finance, government, law, medicine, politics, science, military service, and philanthropy; and

**WHEREAS**, this month, we celebrate Jewish-American heritage and contributions while reaffirming our commitment to addressing antisemitism and all forms of bias, discrimination, and hate; and

**WHEREAS**, this month Reynolds School District encourages staff, students, and community members to learn, reflect, celebrate, and educate future generations about the past and current struggles Jewish Americans endure and the importance of their role in communities across our nation.

**NOW, THEREFORE, BE IT RESOLVED**, the Reynolds School District recognizes May 2026 as Jewish-American Heritage Month.

Adopted this 22nd day of April 2026.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-027**

**Proclaiming the Celebration of Teacher Appreciation Week**

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**WHEREAS**, teachers contribute to shaping influential citizens through guidance and instruction; and

**WHEREAS**, teachers serve students from a wide range of cultural and linguistic backgrounds, experiences, and needs; and

**WHEREAS**, the future depends upon providing a high-quality and culturally responsive education to all students; and

**WHEREAS**, teachers are entrusted with supporting the academic and socioemotional development of all children so they may reach their full potential; and

**WHEREAS**, teachers spend countless hours preparing engaging instruction, evaluating student progress, counseling and coaching students, and serving their communities; and

**WHEREAS**, teachers fill many roles, including but not limited to listener, role model, motivator, mentor, leader, and advocate; and

**WHEREAS**, the importance and impact of teachers on students is widely recognized, and teachers make a difference in the lives of students every day; and

**NOW, THEREFORE, BE IT RESOLVED** that the Reynolds School District Board of Directors proclaims May 4-8, 2026, to be Teacher Appreciation Week; and

**BE IT FURTHER RESOLVED** that the Reynolds School District Board of Directors strongly encourages all members of our community to join in personally expressing appreciation to our teachers for their dedication and commitment to their work.

Adopted this 22nd day of April 2026.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-028**

**Proclaiming the Celebration of School Lunch Hero Day**

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**WHEREAS**, the School Nutrition Association and Jarrett Krosoczka, author of the "Lunch Lady" graphic novel series, have designated the first Friday in May, as School Lunch Hero Day; and

**WHEREAS**, nutritious and culturally diverse school meals are an essential part of the school day and student well-being; and

**WHEREAS**, School Nutrition professionals are committed to providing healthful, nutritious meals that support the diverse needs of the District's children so they are ready to learn; and

**WHEREAS**, the staff who prepare and serve school meals help nurture our children through their daily interactions, care, and support; and

**WHEREAS**, School Nutrition professionals demonstrate patience, respect, and kindness toward our students daily; and

**WHEREAS**, their efforts, cultural awareness, and commitment to children and their contributions are extremely important to the overall operation of our schools; and

**NOW, THEREFORE, BE IT RESOLVED**, the Reynolds Board of Education publicly thanks our School Nutrition workers for the vital role they play in the lives of students in our school district and celebrates May 1, 2026 as School Lunch Hero Day.

Adopted this 22nd day of April 2026.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-029**

**Proclaiming the Celebration of National School Nurse Day**

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**WHEREAS**, families and caregivers deserve to feel confident that their children will be cared for, respected, and supported when they are at school; and

**WHEREAS**, all students have a right to have their physical, mental, and emotional health needs safely and equitably met while in the school setting; and

**WHEREAS**, students today face more complex and life-impacting health problems requiring care in school; and

**WHEREAS**, school nurses address the home, cultural, and community factors (e.g. social determinants) that impact students' health and well-being; and

**WHEREAS**, school nurses are professional nurses that advance the well-being, academic success, and life-long achievements of all students by serving on the frontlines and providing a critical and compassionate safety net for our nation's most fragile children; and

**WHEREAS**, school nurses act as a liaison to the school community, families, and healthcare providers, honoring diverse backgrounds and experiences while promoting wellness and improving health outcomes for our nation's children; and

**WHEREAS**, school nurses support the health and educational success of students by providing access to appropriate and responsive care when children's cognitive development is at its peak; and

**WHEREAS**, school nurses deeply understand the link between health, identity, and learning and are in a position to make a positive difference for children every day; and

**NOW, THEREFORE, BE IT RESOLVED**, The Reynolds School District publicly thanks our school nurses for the vital role they play in the lives of students in our school district and celebrates May 6, 2026 as National School Nurse Day.

Adopted this 22nd day of April 2026.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk



**Resolution 2025-2026-030**

**Proclaiming the Observance of Mental Health Awareness Month**

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**WHEREAS**, mental health is essential to the overall well-being, academic success, and healthy development of all students, staff, and community members; and

**WHEREAS**, mental health challenges affect individuals of all ages, backgrounds, cultures, and identities, and can significantly impact learning, relationships, and quality of life; and

**WHEREAS**, youth across the nation are experiencing increasing levels of stress, anxiety, depression, and other mental health concerns, highlighting the need for awareness, culturally responsive support, and accessible services; and

**WHEREAS**, early identification and intervention, grounded in culturally responsive and trauma-informed practices, can greatly reduce the impact of mental health conditions and support positive outcomes for children and families; and

**WHEREAS**, schools play a critical role in promoting social-emotional well-being, fostering belonging and connectedness, and providing access to mental health resources in a safe and supportive environment; and

**WHEREAS**, reducing stigma and encouraging open, culturally affirming conversations about mental health empowers individuals to seek help and support when needed; and

**WHEREAS**, since 1949, May has been recognized nationally as Mental Health Awareness Month to increase understanding of mental health and promote wellness for all; and

**WHEREAS**, the Reynolds School District is committed to supporting the mental health and well-being of all students and staff and to fostering inclusive, culturally responsive, and resilient school communities; and

**WHEREAS**, the Reynolds School District reaffirms its commitment to promoting mental wellness, expanding awareness, reducing stigma, and increasing equitable access to appropriate and supportive mental health resources for all students, staff, and families; and

**WHEREAS**, that the Board of Directors encourages students, staff, families, and community members to engage in activities that promote mental health awareness, support one another, and foster a culture of care, belonging, connection, and well-being throughout the district.

**NOW, THEREFORE, BE IT RESOLVED**, that the Reynolds School District Board of Directors proclaims May 2026 as Mental Health Awareness Month; and

Adopted this 22nd day of April 2026.

Signed:

Attest:

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Chair, Reynolds School Board of Directors

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Superintendent / Clerk

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Student Reports**

Type:  Action Item  Report / Presentation

Policy: BCBA-AR: Student Representative to Board and High School Reporter Guidelines

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |

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**Summary / Background:**

According to policy BCBA-AR, student reporters may be appointed by each high school to provide school news to the Board at each Business Meeting.

Student reporters are encouraged to share news about school events, activities, sports, academic happenings and other high interest activities at the school.

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Public to be Heard**

Type:  Action Item  Report / Presentation

Policy: BDDH: Public to be Heard; BDDH-AR: Public to be Heard at Board Meetings

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

Members of the public will address the Board with comments and the Board will listen only. The Board may choose not to address a request if it does not fall within the scope of Board Governance. Oregon law prohibits the Board from discussing specific employees or their job performance.

Those wishing to speak must sign-up prior to the start of the meeting. The first 7 submissions will be able to speak for 3 minutes.

Written Public Comment can be submitted on the RSD website at any time.

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Bargaining Group Updates**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

Reynolds Education Association (REA) and Oregon School Employees Association, Chapter 37 (OSEA), will provide an update to the Board of Directors.

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: 10-Year Enrollment Projections**

Type:  Action Item  Report / Presentation

Policy: FB: Facilities Planning

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input type="checkbox"/> Culturally Responsive Teaching   | <input type="checkbox"/> Professional Development              |
- 

**Summary / Background:**

FLO Analytics (FLO) prepared enrollment forecasts for grades kindergarten (K) through 12 for the 2026–27 to 2035–36 school years. The study was completed via three main tasks: (1) demographic and residential development analysis, (2) enrollment assessment, and (3) enrollment forecasting. FLO developed three scenarios—low, middle, and high—of district-wide enrollment forecasts, representing the total number of students living within and outside the district boundary and attending District schools and programs. These forecasts are provided as district-wide totals and by individual grade. FLO also prepared more granular forecasts of the number of students enrolled at each of the District’s elementary, middle, and high schools and programs, as well as the number of students residing in each of the District’s attendance areas.

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable

Education



Enrollment Forecasts 2026-27 to 2035-36

April 2026



# About FLO

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## How We Help School Districts

- Enrollment Forecasting
- Demographic and Socioeconomic Analyses
- Enrollment Modeling (e.g., program placement)
- Attendance Area Boundary Reviews
- Long-range Facility Plans
- Transportation and Walkability Studies

## Demographic and Mapping Specialists

- Team of applied demographers, geographers, and GIS analysts using industry-standard methods
- Experience with national, state, and local data sources
- Expertise in geospatial data analysis and visualization
- Great communicators and presenters to school district professionals and non-technical audiences

# Overarching Process



**Demographic Trends**

**Enrollment Assessment**

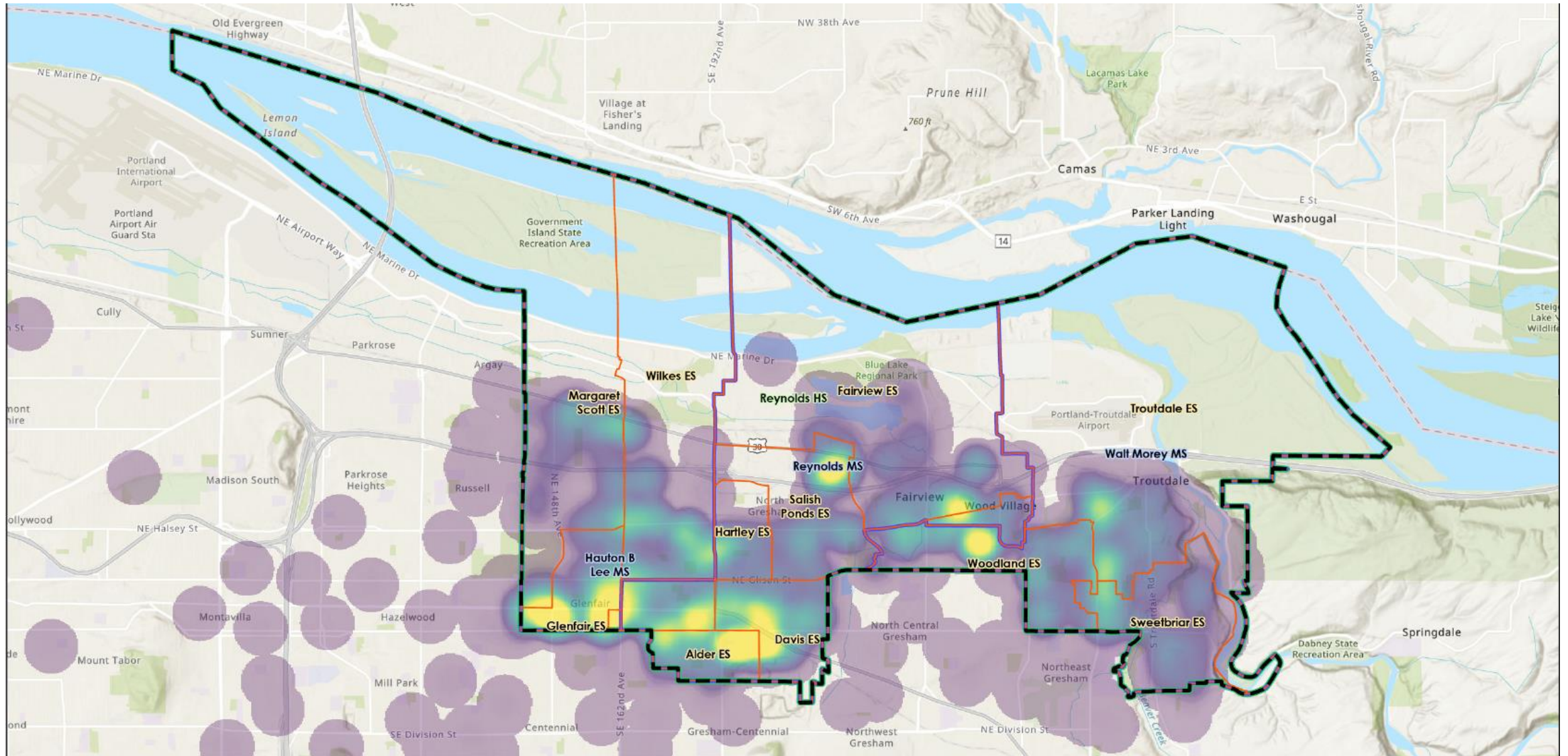


**Residential Development**

**Enrollment  
Forecasts**

# Demographic and Residential Development Analysis

# Student Distribution



- District Boundary
- Elementary School Attendance Area
- Middle School Attendance Area
- High School Attendance Area

- Student Density
- Sparse
  - Dense

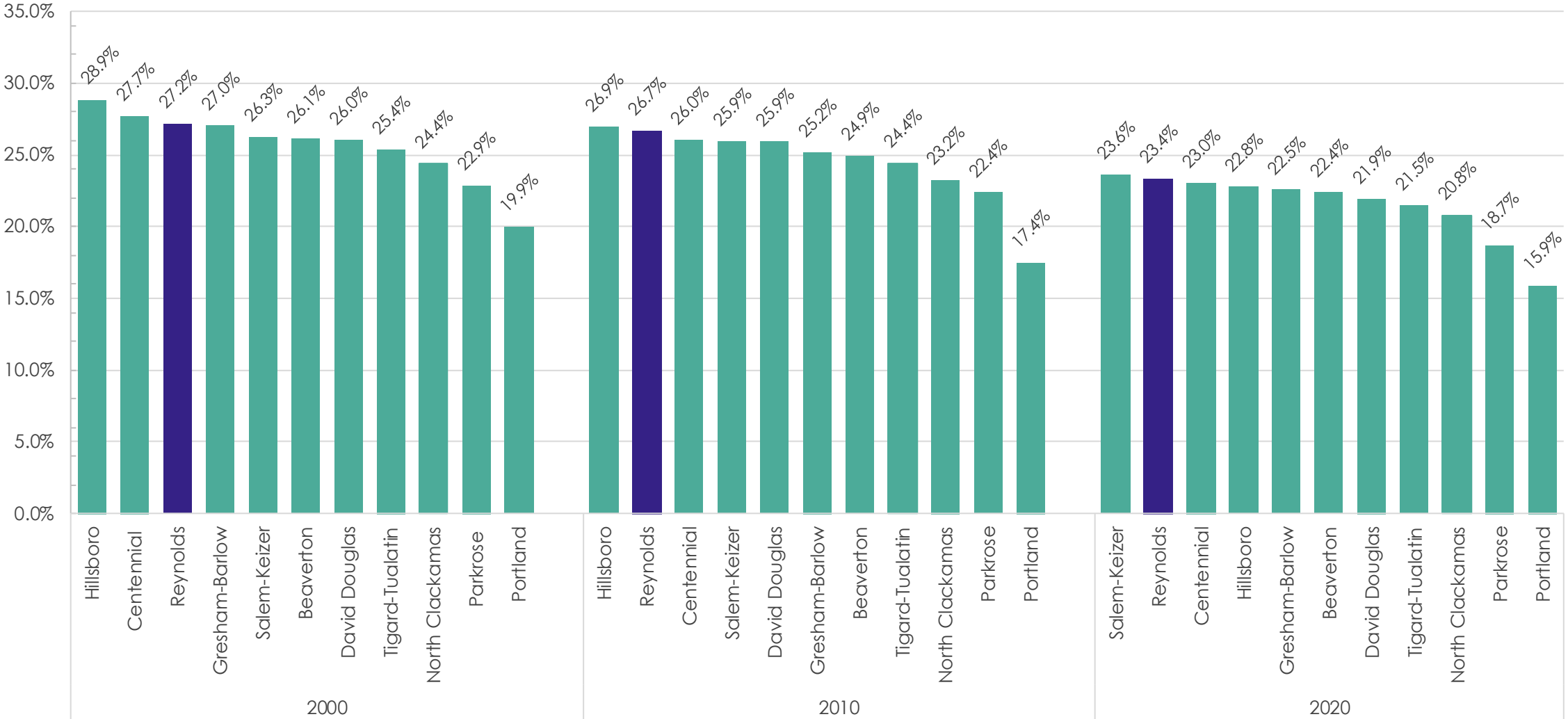
## Population Trends

	2000 Census	2010 Census	2020 Census	2025* Estimate	Average Annual Growth		
					2000– 10	2010– 20	2020– 25
Multnomah County	660,486	735,334	815,428	805,583	1.1%	1.0%	-0.2%
Reynolds School District	62,095	71,871	77,234	--	1.5%	0.7%	--
RSD Unincorporated Area	505	736	763	--	3.8%	0.4%	--
City of Fairview	7,561	8,920	10,424	11,046	1.7%	1.6%	1.1%
City of Gresham	90,205	105,594	114,247	115,739	1.6%	0.8%	0.2%
RSD Portion	24,759	27,486	28,476	--	1.1%	0.4%	--
City of Portland	526,986	581,485	650,019	640,623	1.0%	1.1%	-0.3%
RSD Portion	12,757	15,261	17,344	--	1.8%	1.3%	--
City of Troutdale	13,777	15,962	16,300	16,484	1.5%	0.2%	0.2%
RSD Portion	13,653	15,590	15,840	--	1.3%	0.2%	--
City of Wood Village	2,860	3,878	4,387	5,220	3.1%	1.2%	3.4%

## District Population by Age Group

	2000 Census	2010 Census	2020 Census	Average Annual Growth	
				2000– 2010	2010– 2020
Total Population	62,095	71,871	77,234	1.5%	0.7%
Age 18 and over	45,225	52,721	59,194	1.5%	1.2%
Ages 5 to 17	11,536	13,332	13,221	1.5%	-0.1%
Under age 5	5,334	5,818	4,819	0.9%	-1.9%
Under 18 share of total	27.2%	26.6%	23.4%	--	--

# School District Percent Population Under Age 18

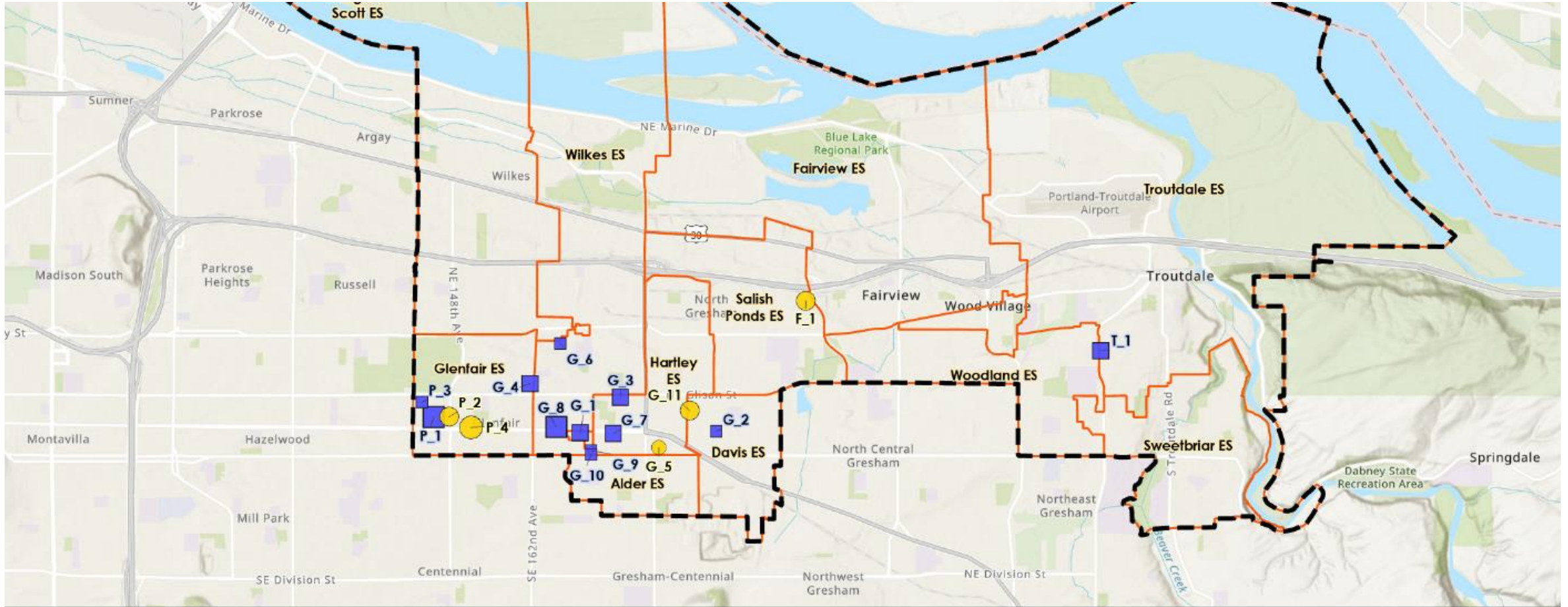


# Student Generation Rates

## K–12 Students per Housing Unit Built 2015–2024

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	444	90	46	39	175	0.20	0.10	0.09	0.39
Detached	268	47	22	23	92	0.18	0.08	0.09	0.34
Row <sup>(a)</sup>	176	43	24	16	83	0.24	0.14	0.09	0.47
Multifamily <sup>(b)</sup>	2,648	344	138	154	636	0.13	0.05	0.06	0.24
Market-rate	1,575	103	32	42	177	0.07	0.02	0.03	0.11
Income-restricted	1,034	221	92	98	411	0.21	0.09	0.09	0.40
Plex/Condominium	39	20	14	14	48	0.51	0.36	0.36	1.23

# Residential Development



District Boundary

Elementary School Attendance Area

Single-family Housing Developments

- 0-11
- 12-25
- 26-33

Multifamily Housing Developments

- 4-10
- 11-25
- 26-92

# Label Correspond to Map IDs on Figure 8.

# Enrollment Assessment

# Historical Enrollment by Grade

Grade	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2019–20 to 2025–26
K	782	577	647	614	605	631	553	-229
1	753	714	606	652	648	636	645	-108
2	765	704	672	627	641	665	657	-108
3	772	708	654	677	631	679	649	-123
4	804	719	670	687	656	649	698	-106
5	827	780	705	687	708	680	671	-156
6	855	773	717	682	659	693	649	-206
7	766	830	711	682	663	639	679	-87
8	807	712	769	708	672	662	636	-171
9	767	773	716	755	680	700	671	-96
10	667	710	715	698	706	646	679	12
11	707	621	661	663	585	629	600	-107
12	662	679	672	685	661	629	647	-15
<b>K–12 Total</b>	<b>9,934</b>	<b>9,300</b>	<b>8,915</b>	<b>8,817</b>	<b>8,515</b>	<b>8,538</b>	<b>8,434</b>	<b>-1,500</b>

# Historical Enrollment by School and Grade Group

School Name	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2019–20 to 2025–26
Alder ES	442	428	383	390	377	342	328	-114
Davis ES	417	419	397	374	332	303	371	-46
Fairview ES	333	286	301	304	302	306	293	-40
Glenfair ES	473	410	409	431	440	499	417	-56
Hartley ES	445	404	339	326	315	317	335	-110
Margaret Scott ES	415	395	362	329	331	367	372	-43
Salish Ponds ES	433	367	352	317	330	334	296	-137
Sweetbriar ES	342	301	269	253	255	263	250	-92
Troutdale ES	432	385	334	368	354	362	373	-59
Wilkes ES	512	430	434	445	450	464	444	-68
Woodland ES	459	377	374	407	403	383	388	-71
Serendipity Center	--	--	--	--	--	--	6	6
<b>K–5 Total</b>	<b>4,703</b>	<b>4,202</b>	<b>3,954</b>	<b>3,944</b>	<b>3,889</b>	<b>3,940</b>	<b>3,873</b>	<b>-830</b>

## Historical Enrollment by School and Grade Group cont.

Hauton B Lee MS	822	795	721	658	672	728	607	-215
Reynolds MS	1,002	947	913	843	765	738	836	-166
Walt Morey MS	604	573	563	571	557	528	511	-93
Serendipity Center	--	--	--	--	--	--	10	10
<b>6-8 Total</b>	<b>2,428</b>	<b>2,315</b>	<b>2,197</b>	<b>2,072</b>	<b>1,994</b>	<b>1,994</b>	<b>1,964</b>	<b>-464</b>

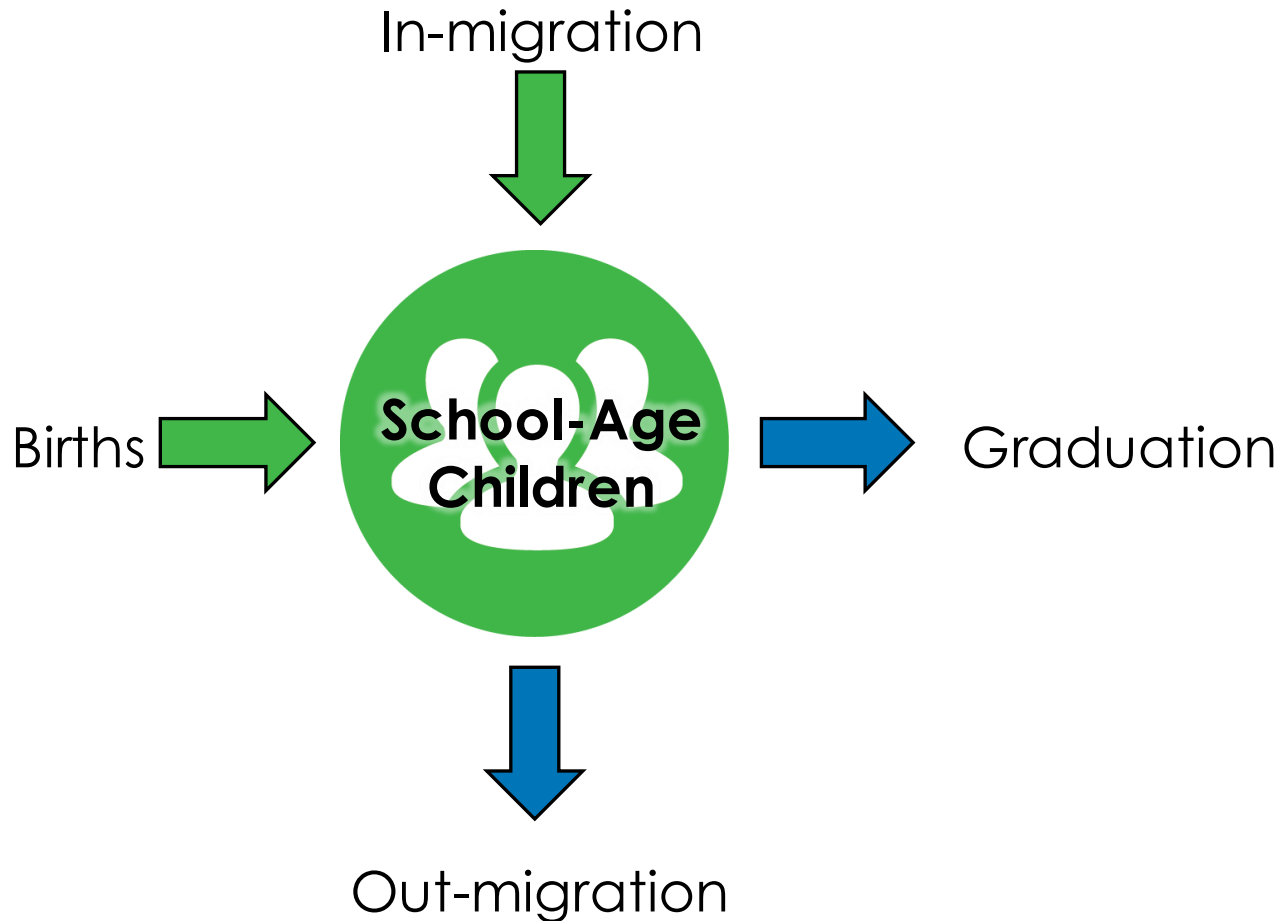
Reynolds HS	2,620	2,578	2,584	2,588	2,433	2,414	2,396	-224
Reynolds Learning Academy	183	205	180	213	199	190	190	7
Serendipity Center							11	11
<b>9-12 Total</b>	<b>2,803</b>	<b>2,783</b>	<b>2,764</b>	<b>2,801</b>	<b>2,632</b>	<b>2,604</b>	<b>2,597</b>	<b>-206</b>

<b>K-12 Total</b>	<b>9,934</b>	<b>9,300</b>	<b>8,915</b>	<b>8,817</b>	<b>8,515</b>	<b>8,538</b>	<b>8,434</b>	<b>-1,500</b>
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# Enrollment Forecasts

# Methodology / Models



## **Cohort-Component Method:**

Broader components of population change (e.g., birth rates, population age structure, rates of net migration, residential development)

## **Grade Progression Ratios:**

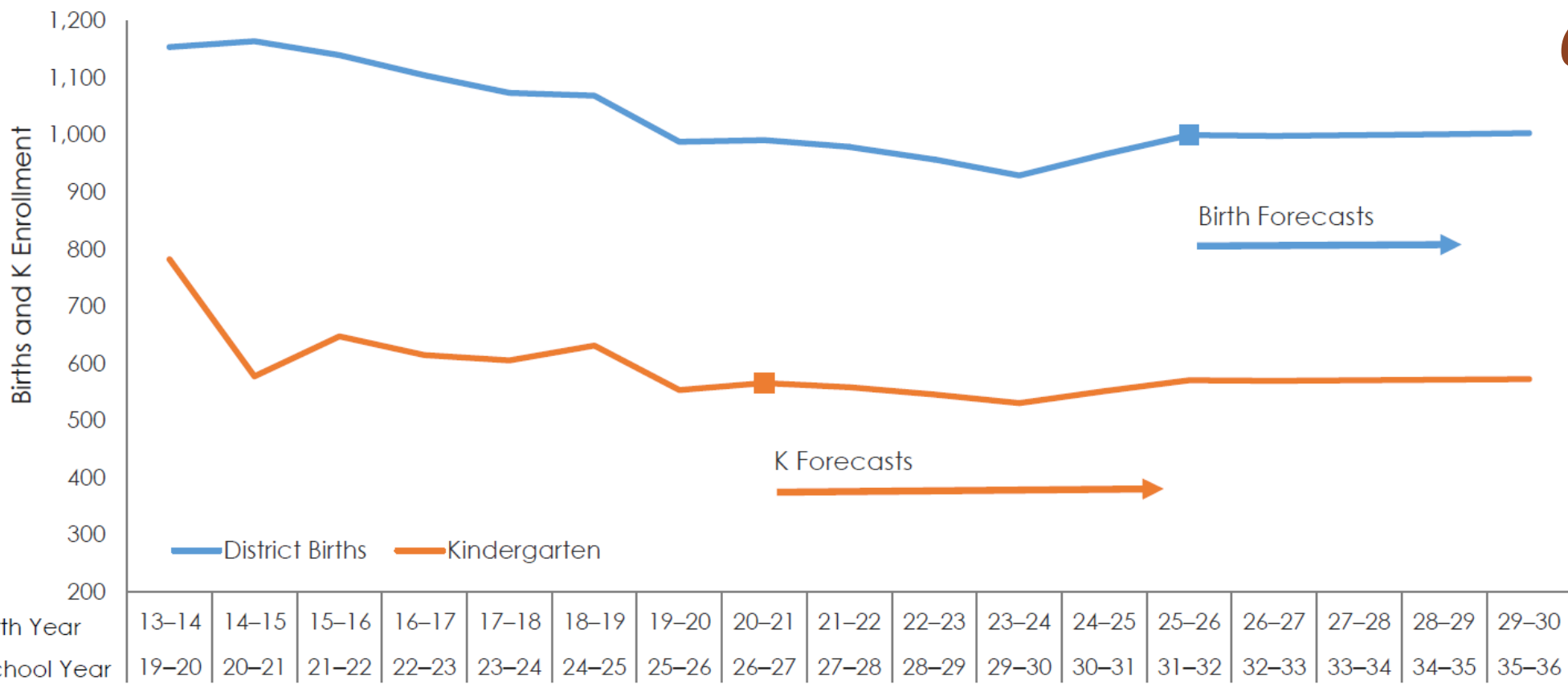
Projecting future enrollment based on past & current trends (i.e., year-to-year cohort change)

# District Births and Kindergarten Enrollment

Birth Year	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Forecasts				
Births	1,154	1,164	1,140	1,105	1,074	1,069	988	991	979	957	929	966	1,000	998	1,000	1,001	1,003

School Year	19-20	20-21	21-22	22-23	23-24	24-25	25-26	Forecasts									
Kindergarten	782	577	647	614	605	631	553	565	558	545	530	551	570	569	570	571	572
Ratio to Births	0.68	0.50	0.57	0.56	0.56	0.59	0.56	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57

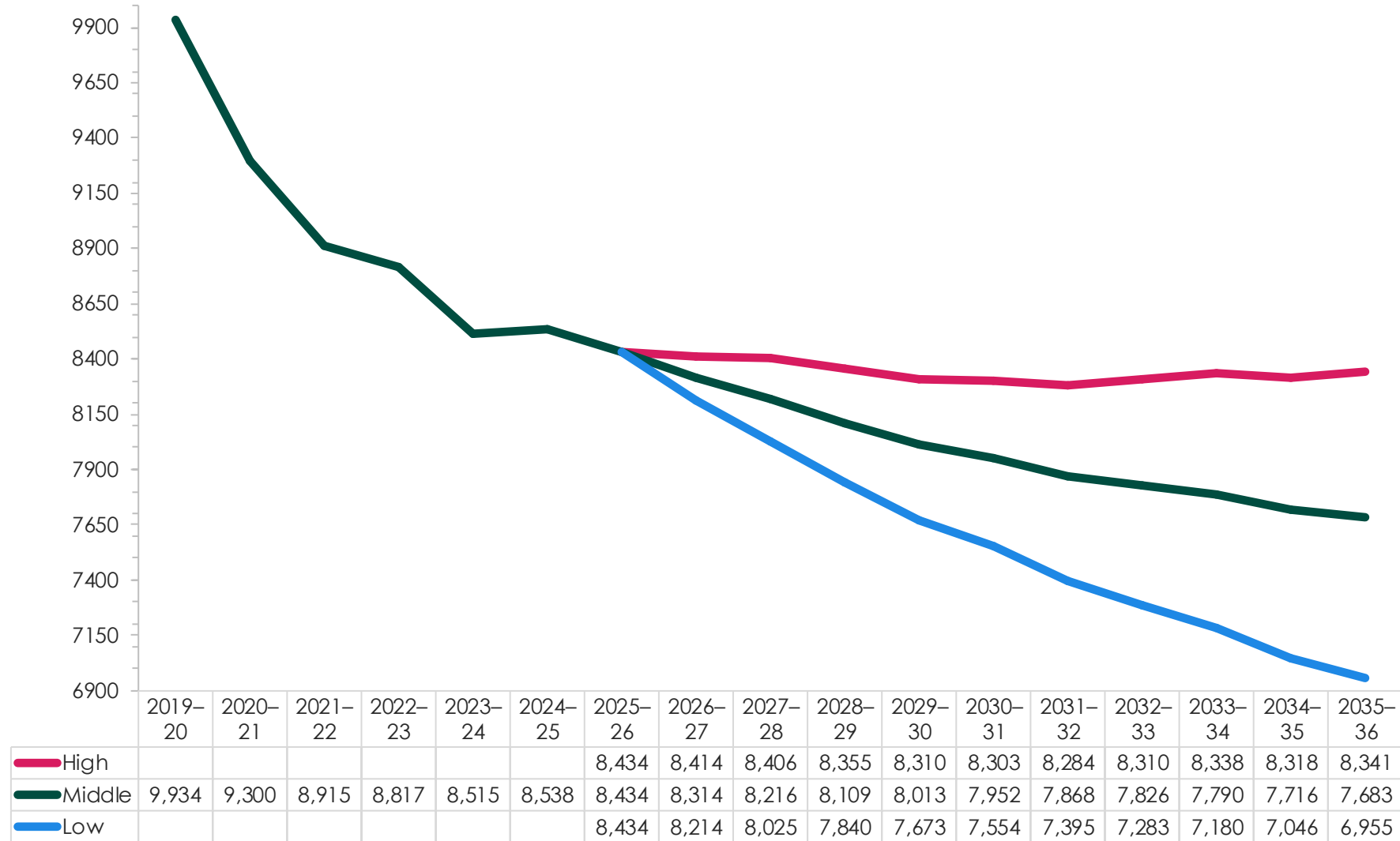


“Comparing 2025-26 K enrollment with 2019-20 births, FLO derived a K-to-birth ratio of 0.56, meaning that, for every 100 children born to district residents, there were 56 children enrolled in RSD K five years later.”

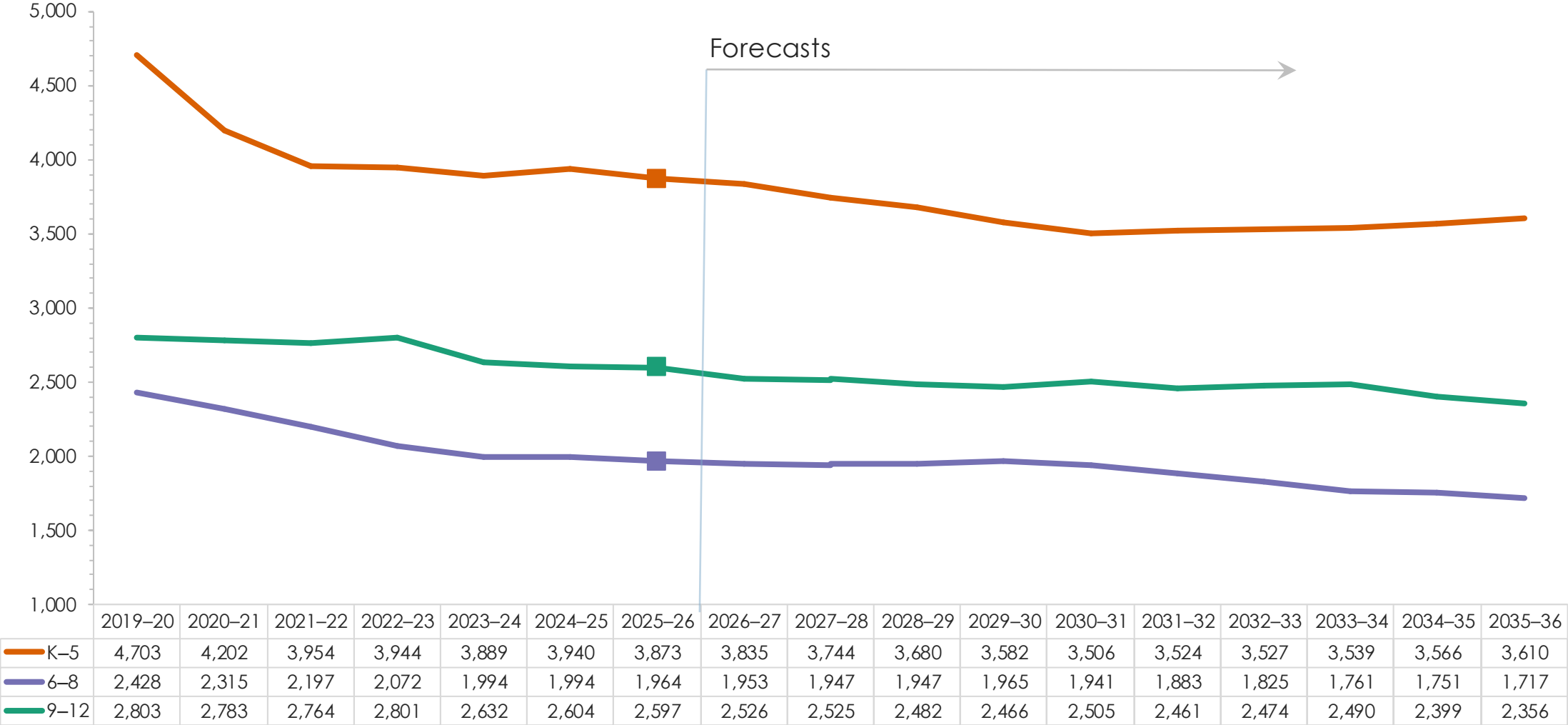
# Grade Progression Ratios

Grade Progression Ratios	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	2025–26 to 2026–27	2026–27 to 2027–28	2027–28 to 2035–36
<b>K–1</b>	0.91	1.05	1.01	1.06	1.05	1.02	1.04	1.04	1.04
<b>1–2</b>	0.93	0.94	1.03	0.98	1.03	1.03	1.01	1.01	1.01
<b>2–3</b>	0.93	0.93	1.01	1.01	1.06	0.98	1.01	1.01	1.01
<b>3–4</b>	0.93	0.95	1.05	0.97	1.03	1.03	1.01	1.01	1.01
<b>4–5</b>	0.97	0.98	1.03	1.03	1.04	1.03	1.02	1.02	1.02
<b>5–6</b>	0.93	0.92	0.97	0.96	0.98	0.95	0.96	0.96	0.96
<b>6–7</b>	0.97	0.92	0.95	0.97	0.97	0.98	0.97	0.97	0.97
<b>7–8</b>	0.93	0.93	1.00	0.99	1.00	1.00	0.99	0.99	0.99
<b>8–9</b>	0.96	1.01	0.98	0.96	1.04	1.01	1.02	1.02	1.02
<b>9–10</b>	0.93	0.92	0.97	0.94	0.95	0.97	0.96	0.96	0.97
<b>10–11</b>	0.93	0.93	0.93	0.84	0.89	0.93	0.91	0.91	0.93
<b>11–12</b>	0.96	1.08	1.04	1.00	1.08	1.03	1.03	1.03	1.03

# Districtwide K-12 Enrollment Forecasts: Low, Middle, and High Scenarios



# Grade Group Forecasts



# Individual Grade Forecasts – Middle Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
<b>K</b>	553	580	573	560	543	570	600	602	604	606	608
<b>1</b>	645	588	614	606	592	574	603	635	637	639	641
<b>2</b>	657	661	602	624	616	602	583	613	645	647	649
<b>3</b>	649	673	677	616	639	631	616	597	628	660	662
<b>4</b>	698	664	689	693	630	654	646	630	611	643	676
<b>5</b>	671	722	686	712	716	651	676	668	651	632	665
<b>6</b>	649	654	703	668	694	697	634	659	651	634	616
<b>7</b>	679	639	643	692	657	683	686	624	648	640	624
<b>8</b>	636	681	641	645	694	659	685	688	626	650	642
<b>9</b>	671	652	698	651	655	705	669	695	698	636	660
<b>10</b>	679	652	634	678	633	636	685	650	675	678	618
<b>11</b>	600	622	597	587	628	586	589	634	602	625	628
<b>12</b>	647	626	649	623	613	655	612	615	662	628	652
<b>K–5</b>	3,873	3,888	3,841	3,811	3,736	3,682	3,724	3,745	3,776	3,827	3,901
<b>6–8</b>	1,964	1,974	1,987	2,005	2,045	2,039	2,005	1,971	1,925	1,924	1,882
<b><u>9–12</u></b>	<u>2,597</u>	<u>2,552</u>	<u>2,578</u>	<u>2,539</u>	<u>2,529</u>	<u>2,582</u>	<u>2,555</u>	<u>2,594</u>	<u>2,637</u>	<u>2,567</u>	<u>2,558</u>
<b>K–12</b>	8,434	8,414	8,406	8,355	8,310	8,303	8,284	8,310	8,338	8,318	8,341

# QUESTIONS?

Ginny Garcia-Alexander, PhD | Demographer

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541.397.0035





# Memorandum

**To:** Reynolds School District  
Dr. Frank Caropelo  
1204 NE 201st Avenue  
Fairview, OR 97024

**Date:** April 13, 2026

**Project No.:** F1773.01.004

**From:** Ginny Garcia-Alexander, PhD  
Data Analyst

*[Signature: Ginny Garcia-Alexander]*

Charles Rynerson  
Senior Data Analyst

*[Signature: Charles Rynerson]*

**Re:** 2026–27 to 2035–36 Enrollment Forecasts—Reynolds School District

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## Summary

At the request of Reynolds School District (RSD/District), FLO Analytics (FLO) prepared enrollment forecasts for grades kindergarten (K) through 12 for the 2026–27 to 2035–36 school years. The study was completed via three main tasks: (1) demographic and residential development analysis, (2) enrollment assessment, and (3) enrollment forecasting. FLO developed three scenarios—low, middle, and high—of district-wide enrollment forecasts, representing the total number of students living within and outside the district boundary and attending District schools and programs. These forecasts are provided as district-wide totals and by individual grade. FLO also prepared more granular forecasts of the number of students enrolled at each of the District’s elementary, middle, and high schools and programs, as well as the number of students residing in each of the District’s attendance areas (AAs).

### Demographic and Residential Development Analysis

The district population grew by more than 15,000 residents from 2000 to 2020, including growth of over 9,700 in the 2000s and an additional 5,363 in the 2010s.

The school-age population (ages five to 17) declined by 111 between 2010 and 2020—an annual average growth rate (AAGR) of -0.1 percent—well below the rate of total population growth. Similarly, the population under age five declined by 999 during the same period, resulting in an AAGR of -1.9 percent.

The number of RSD K–12 students in October 2025 living in new homes built in the previous ten years, from 2015 to 2024, ranged from 0.24 per multifamily (MF) to 0.39 per single-family (SF) home.

### Enrollment Assessment

K–12 enrollment fell by 634 students between 2019–20 and 2020–21, largely due to the impacts of COVID-19, then declined by amounts ranging from 98 to 385 from 2020–21 to 2025–26 with the

exception of the year between 2023–24 to 2024–25 during which enrollment increased by 23 students.

The District enrolled 1,500 (15.1 percent) fewer students in 2025–26 than in 2019–20.

The largest numeric decline between 2019–20 and 2025–26 among grade groups K–5, 6–8, 9–12 occurred at the K–5 level, in which enrollment fell by 830 students (17.6 percent). The 6–8 grade group also lost enrollment in the same timeframe, amounting to 464 students (19.1 percent). Enrollment in grades 9–12 decreased by 206 (7.3 percent) in the six-year period.

## Enrollment Forecasts

Births to district residents are compiled by school cohorts (September to August) to facilitate comparison to K enrollment. After averaging 1,118 births per year from 2013–14 to 2018–19, including a peak of 1,164 in 2014–15, birth totals have fallen to 966 in 2024–25, the most recent cohort for which data are available.

The K-to-birth ratio is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in RSD K classes. Comparing 2025–26 K enrollment with 2019–20 births, we derived a K-to-birth ratio of 0.56, meaning that, for every 100 children born to district residents, there were 56 children enrolled in RSD K five years later.

The middle scenario forecast assumes stability in the K-to-birth ratio, remaining at 0.57 throughout the entire forecast period. Even as the ratio remains stable, the recent birth decline means that K enrollment remains close to its 2025–26 level, averaging 560 students over the ten years from 2026–27 to 2035–36.

The low scenario K-to-birth ratio decreases to 0.55 in 2026–27 and beyond, resulting in an average of 529 K students per year. The high scenario averaging 585 K students per year results from a forecasted K-to-birth ratio increasing to 0.59 in 2026–27 and beyond.

The growth or decline in enrollment among cohorts from one year to the next in the middle scenario reflects the recent three-year averages of grade progression ratios (GPRs). For example, each year's forecast 1st grade enrollment is expected to be larger than the previous year's K enrollment, while a net loss of four percent is expected for cohorts progressing from 5th to 6th grade.

In the middle scenario, K–12 enrollment is expected to decrease from 8,434 in 2025–26 to 7,683 in 2035–36, representing a loss of 751 students (8.9 percent) in the ten-year period.

The low forecast scenario anticipates a decrease of 1,479 students by 2035–36, while the high forecast scenario expects enrollment to increase by 93 students in the ten-year period.

In the middle scenario, K–5 enrollment is expected to decrease by 263 students (6.8 percent), from 3,873 in 2025–26 to 3,610 in 2035–36; 6–8 enrollment is expected to decrease by 247 students (12.6 percent), from 1,964 to 1,717; and 9–12 enrollment is expected to decrease by 241 students (9.3 percent), from 2,597 to 2,356.

## Demographic and Residential Development Analysis

Understanding the population and housing trends in the geographic area of the district and surrounding region (Figure 1) is an integral part of the enrollment forecasting process. FLO mapped the distribution of student residences (Figure 2); reviewed historical, current, and projected demographic characteristics of the region; and analyzed current land use policies and anticipated residential development.

## Population Trends

Figure 3 illustrates the 2000 to 2025 population change (for Multnomah County, RSD, the Cities of Fairview, Gresham, Portland, Troutdale, and Wood Village and unincorporated areas that comprise the district. The county grew by about 75,000 residents in the 2000s and an additional 80,000 in the 2010s, resulting in 23.5 percent growth over the 20-year period. The district grew at a faster rate than the county in the 2000s and a slower rate in the 2010s. Adding approximately 9,800 residents in the 2000s and 5,363 in the 2010s, the district grew by 24.4 percent in 20 years.

One factor hindering enrollment growth has been decline in the child population in RSD. The district's population growth slowed in 2010 to 2020 compared to the previous decade, while its child population (under 18 years old), which grew early in the 2000's, declined between 2010 and 2020. Figure 4 depicts how the proportion of the population under the age of 18 has been changing in relation to the population over the age of 18. According to Decennial Census counts, RSD added 6,473 residents (12.3 percent) ages 18 and older between 2010 and 2020. In comparison, the school-age population (ages five to 17) declined by 111 (0.8 percent), and the number of children under the age of five declined by 999 (17.2 percent) in the same period. The proportion of RSD population under the age of 18 was 27.2 percent in 2000, 26.6 percent in 2010, and 23.4 percent in 2020.

The declining child population share is not unique to RSD. Each of the 11 districts featured in Figure 5 had a smaller share of population under age 18 in 2020 than in 2000. However, RSD consistently had one of the highest shares, similar to its neighboring district Centennial and much higher than Portland, which stands out as having the lowest share each decade.

## Housing Types and Student Generation Rates

Housing type is an important indicator of the expected average number of students generated per housing unit. For instance, on average, SF housing units generate more students per unit than MF housing units. Student generation rates (SGRs) also vary by housing subtypes (e.g., SF detached, SF attached, MF market rate, MF income-restricted). Factors that impact SGRs include the number of bedrooms, housing costs, neighborhood demographics, age of housing, and family-friendly amenities such as playgrounds and proximity to schools.

Figure 6 includes the SGRs for SF detached, and row homes, and MF market-rate, income-restricted, and plex/condominium housing types, based on October 2025 student locations and new residential construction between 2015 and 2024. The row category includes attached homes, townhomes, or detached homes on lots smaller than 2,750 feet. The MF category includes the following structure types: duplex, triplex, fourplex, apartments with five or more units, and condominiums. Homes built in 2025 are excluded from the analysis because they may not have been completed and occupied by October 2025. Of the 8,215 students residing in the district, 175 live in the 444 SF units that were built between 2015 and 2024, while 636 live in the 2,648 MF units that were built in the same period. On average, each SF unit yields 0.39 K-12 students (a little more than one student for every three units), while each MF unit yields 0.24 K-12 students (about one student for every four units). Breaking down MF housing into subcategories, each MF market-rate apartment yields 0.11 K-12 students; each income-restricted unit yields 0.40 K-12 students; and each MF plex/condominium unit yields 1.23 K-12 students.

## Planned Residential Construction

FLO gathered residential development data from the planning departments of the Cities of Fairview, Gresham, Portland, Troutdale, and Wood Village to assess housing trends in the district. Key development data are presented in Figures 7 and 8. Figure 7 depicts the locations of SF and MF

developments that are currently in active construction or in planning stages. Figure 8 includes details of residential development data gathered by FLO about these same developments, such as development name, anticipated number of units, and current status.

Based on available information from March 2026, nearly 400 housing units are under construction, planned, or proposed in the ten-year period. Of those units, about 25 percent are SF units and 75 percent are MF units. Notable projects that were already completed in late 2025 include Terracina Vista and Burnside Bluff Apartments, which include 92 and 24 units, respectively. Another significant development that is proposed or planned to be completed within the forecast horizon is a MF development on NE 146th Avenue in Portland now under review and expected to result in 78 units.

The greatest number of new housing units is expected in the Glenfair Elementary School (ES) AA. Other ESAAs that are anticipated to undergo housing growth of over 50 units include Hartley and Wilkes. Prospective housing units are unevenly distributed among the three middle school (MS) AAs—71 percent in Hauton B Lee MSAA, 25 percent in Reynolds MSAA, and just four percent in Walt Morey MSAA.

## Enrollment Assessment

To better understand recent enrollment trends, FLO analyzed historical enrollment (October 2019–20 to 2025–26 headcount) based on the enrollment reports and student information system extracts provided by the District. Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep were not included in our analyses and enrollment forecasts. FLO evaluated historical GPRs, participation in special or nontraditional programs, and differences in enrollment by residence compared to individual school attendance (i.e., transfer rates).

### Enrollment Trends

Figure 9 shows the district-wide enrollment by individual grade for school years 2019–20 to 2025–26 and the six-year change over the period. District-wide enrollment decreased by 634 students between 2019–20 and 2020–21, largely due to the impacts of COVID-19. Enrollment continued to decline in each of the years between 2020–21 and 2023–24 in amounts ranging from 98 to 385 students. Following this, enrollment increased slightly by 23 students in 2024–25 before declining again by 104 students in 2025–26. During the historical period presented in Figure 9, all grades except 7, 9, 10, and 12 experienced their largest cohorts in 2019–20. Grades K, 4–10, and 12 experienced their smallest cohorts in 2024–25 or 2025–26.

Figure 10 tabulates enrollment by school and grade group (i.e., K–5, 6–8, 9–12). K–5 enrollment decreased by 501 students from 2019–20 to 2020–21, followed by smaller declines of 10 to 248 in the three years between 2020–21 and 2023–24. An increase of 51 students in 2024–25 was followed by a decline of 67 students in 2025–26. Overall, in the six-year period, K–5 enrollment fell by 830 students (17.6 percent).

Enrollment in grades 6–8 decreased by 30 to 125 students between 2019–20 and 2025–26, excepting the 2023–24 to 2024–25 period in which there was no net change in enrollment. Over the six-year period, 6–8 enrollment decreased by 464 students (19.1 percent).

Enrollment in grades 9–12 declined in amounts ranging from seven to 169 students in all years except from 2021–22 to 2022–23 when there was a gain of 37 students. Over the six-year period, 9–12 enrollment declined by 206 students (7.3 percent).

## Residence-Attendance Matrices

Transfer rates represent the number of students who enroll in RSD from outside the district boundary or enroll in a school/program other than their neighborhood school, based on the attendance area in which they live. Analysis of transfer rates can help reveal patterns of student choice or quantify the effects of district policies, because high transfer rates may be due to program offerings, school locations, or individual preferences. Monitoring transfer rates can lead to changes to district policies; for instance, if a particular school with a high transfer-in rate began to reach or exceed capacity, a District may consider limiting transfers or adding program capacity.

Based on FLO's analysis of district-wide K–12 transfers (Figure 11), a total of 219 students living outside the district boundary were enrolled in RSD schools in 2025–26, representing 2.6 percent of enrollment. Overall, 616 students residing within the district boundary transferred to a school or program different from their neighborhood school, which is based on the AA in which they live. This amounts to a district-wide intra-district transfer rate of 7.5 percent. The largest percentage of transfers occurs within the K–5 grade group, with an intra-district transfer rate total of 8.5 percent attending a different neighborhood school.

As depicted in the residence-attendance matrices shown in Figures 12 through 14 by grade group, transfer rates also differ by school. For instance, transfer-out rates—representing the number of students who live in a school's ESAA, but enroll in a different school/program—range from 4.5 percent from the Fairview and Troutdale ESAs to 15.2 percent from the Hartley ESAA. From the perspective of individual school enrollment, K–5 transfer-in rates—representing the number of students who do not live in a school's ESAA, including students residing outside the district boundary—range from 2.7 percent at Davis ES to 20.4 percent at Troutdale ES.

Grades 6–8 transfer-out rates range from 2.3 percent from the Walt Morey MSAA to 9.4 percent from the Reynolds MSAA. Grades 6–8 transfer-in rates range from 3.0 percent at Reynolds MS to 13.5 percent at Hauton B Lee MS. The transfer-out rate for grades 9–12 was 7.4 percent from the Reynolds High School (HS) AA, while the transfer-in rate was 2.5 percent at Reynolds HS.

## Enrollment Forecasts

### Historical Births and Kindergarten Enrollment

The number of students enrolled in a district is largely influenced by the number of school-age children residing in the district. We compared historical K class sizes to historical birth data (i.e., live births to RSD residents from the Oregon Health Authority) to determine annual K-to-birth ratios. These values, in combination with age-group-specific population projections of childbearing-age women residing in the district, allow us to forecast the number of anticipated births to RSD residents and thus the number of kindergarteners anticipated in future school years.

Figure 15 illustrates how the number of births to RSD residents through 2019–20 relates to historical K enrollment and how the observed and forecasted number of births from 2020–21 to 2029–30 impacts the K forecast. Births are shown in alignment with K cohorts (e.g., births occurring between September 2013 and August 2014 would be eligible to enroll in K in the 2019–20 school year). RSD annual births remained relatively steady between 2013–14 and 2018–19, averaging 1,118 births per year. The 988 births to district residents in 2019–20 (the cohort eligible to enroll in K in fall 2025) represented a significant decline from the previous year. At 991 births, the 2020–21 birth cohort that aligns with 2026–27 K enrollment remained stable. However, this was followed by three years of declining birth cohorts in 2021–22 through 2023–24 (including a low of 929 in 2023–24), and then a small uptick in 2024–25, when district residents had 966 births.

K enrollment averaged 643 students per year from 2019–20 to 2024–25, including a low of 577 in 2020–21 and a high of 782 in 2019–20. In 2025–26, K enrollment dropped to its lowest level in the observed period at 553 students.

The link between births and K is the K-to-birth ratio, which is a key metric representing a combination of net migration between birth and age five and the share of five-year-old residents enrolled in RSD K classes, often referred to as a capture rate. For instance, comparing 2025–26 K enrollment with 2019–20 births, we derived a K-to-birth ratio of 0.56, meaning that for every 100 children born to district residents, there were 56 children enrolled in RSD K five years later. Ratios for RSD have fluctuated, recovering from the 2020–21 low of 0.50, but have not consistently recovered to pre-pandemic levels.

The middle scenario assumes a K-to-birth ratio of 0.57 throughout the ten-year forecast. Although mobility of families between a child’s birth and age five means that births are not a perfect indicator of future enrollment, the K forecast remains relatively close to its 2025–26 level. This lower level of K enrollment results from the continued decline in births observed in 2021–22 through 2024–25 (compared to those observed in 2013–14 through 2018–19) and the slightly increased birth forecast that begins in 2025–26.

Figure 16 illustrates future K enrollment under the low, middle, and high scenarios based on different rates of population change and different assumptions of future K-to-birth ratios. In the low scenario, the ratio falls to 0.55 in 2026–27 and remains at this level throughout the forecast. The lower ratio results in between 15 and 47 fewer K students each year, having a cumulative impact on the K–12 enrollment totals. Conversely, the high forecasts of 13 to 36 more K students each year result from a forecast ratio of 0.59 in 2026–27 and beyond.

### Grade Progression Ratios

The progression of students from one grade to the next is a significant determinant of future enrollment and therefore plays an important role in FLO’s forecasting process. FLO assesses how cohort sizes change over time by calculating GPRs—the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. For instance, if 100 kindergarteners in 2024–25 were to become 102 1st graders in 2025–26, the GPR would be 1.02. GPRs quantify how cohort sizes change as students progress to subsequent grades by considering that not all students advance to the next grade and that new students join existing cohorts. A GPR value greater than 1.00 indicates that the student cohort increased in size from one grade to the next. Such a result may be due to students moving into the district or students choosing to transfer into the district from other districts or nonpublic schools. Conversely, a GPR value less than 1.00 indicates that the student cohort decreased in size from one grade to the next. This may be due to students moving out of the district, students choosing to transfer to other districts or nonpublic schools, or students not advancing to the next grade.

Figure 17 depicts the GPRs for all District K–12 students from 2019–20 to 2025–26. In each year following 2021–22, GPRs for elementary, 7th to 8th, and 11th to 12th grades have consistently been at or above 1.00, indicating that the District often has a net gain of students by cohort. Cohorts progressing from K to 1st often have the highest GPRs, as new students join District schools at 1st and 9th grades. GPRs at other early elementary grades also depict cohort growth. After the enrollment loss in 2020–21 and 2020–21 characterized by GPRs below 1.00, GPRs have increased and have become relatively stable in the two most recent years. The final three columns in Figure 17 show our assumptions for future GPRs in the middle scenario enrollment forecast, influenced by historical averages of the three most recent transitions from 2022–23 to 2025–26.

## District-Wide Enrollment Forecasts

As shown in Figure 18, district-wide enrollment is forecasted to decrease from 8,434 in 2025–26 to 7,683 in 2035–36, representing a loss of 751 students in the ten-year period. Enrollment decline is anticipated in each forecast year, based on the expectations of a lower level of births to RSD residents than before 2019, K-to-birth ratios that are consistent with those observed in the last five years, and GPRs greater than 1.00 among elementary grades but lower than 1.00 for several middle and high school grades indicating that some cohorts will gain students and other will lose students as they progress through the grades. The low forecast scenario anticipates a decrease of 1,479 students (17.5 percent) by 2035–36, while the high forecast scenario expects enrollment to decline by just 93 students (1.1 percent) in the ten-year period.

From a grade group perspective as shown in Figure 19, K–5 enrollment is expected to decline each year from 2025–26 to 2030–31, losing 367 students over the five-year period. But it is also anticipated that, between 2030–31 and 2035–36, K–5 enrollment will increase by 104 students. Over the ten-year period, K–5 enrollment is expected to decline by 263 students (6.8 percent). Grades 6–8 enrollment is expected to lose just 23 students between 2025–26 and 2030–31, with small net gains or losses each year. Steady losses between 2030–31 and 2035–36 are anticipated; these will result in a five-year loss of 224 students. Over the ten-year period, grades 6–8 enrollment will decrease by 247 students (12.6 percent). Enrollment in grades 9–12 is anticipated to decrease in nearly all years of the forecast period, including potential losses of 92 students from 2025–26 to 2030–31 and 149 students from 2030–31 to 2035–36. Grades 9–12 enrollment over the ten-year period is expected to decrease by 241 students (9.3 percent).

Because 2.6 percent of RSD students reside outside of the district boundaries, future enrollments depend on trends for both district residents and out-of-district students. Because out-of-district enrollment depends on District policies and the decisions made by families from a wide geographic area, it is not closely linked to demographic trends in the way that district resident enrollment is. Due to this uncertainty, we held out-of-district enrollment close to its 2025–26 level throughout the forecast horizon. District resident forecasts (middle scenario), shown annually in Figure 20 by individual grade, account for most of the change in total enrollment. The district-wide forecasts by individual grade—including both district residents and out-of-district students—are reported annually for the low, middle, and high scenarios in Figures 21, 22, and 23, respectively.

## Forecasts by Resident Attendance Area and Individual School

Forecasts for 2026–27 to 2035–36 of K–5, 6–8, and 9–12 students residing within each respective AA and attending any RSD school are shown in Figure 24, and forecasts for each of the District's schools and programs are shown in Figure 25. Different demographics, rates of residential development, and GPRs contribute to differing rates of growth or decline in the number of students by resident AA and by school. The sums of AAs and individual school enrollments are consistent with the district-wide middle enrollment forecast scenario.

Figure 24 shows that the largest declines in the number of K–5 students are expected in the Alder, Davis, Hartley, Salish Ponds, Troutdale, and Woodland ESAAAs. Forecasts for those ESAAAs were influenced by their relatively small populations of K and 1st grade students in 2025–26 and the expectation that future K populations will be closer in size to the three most recent years than to the larger number of residents observed in 2022–23 and prior years. All but one of the ESAAAs lose K–5 students between 2026–27 and 2035–36; Wilkes ESAA gains a small number of residents due to comparatively larger populations of K and 1st grade students. Among the three MSAAs, Reynolds and Walt Morey lose residents between 2026–27 and 2035–36, with the largest loss in the

Reynolds MSAA resulting from the fact that several of its feeder ESAs include those with larger losses (e.g., Alder, Davis, Hartley, and Salish Ponds). The Reynolds HSAA is forecast to lose residents in the forecast period.

Although the individual school enrollments shown in Figure 25 differ from the number of residents by AA due to students transferring to schools outside their AA as well as students residing outside the district enrolling in RSD schools, enrollment trends at individual schools closely follow trends in the number of residents in their AAs. Thus, with the exception of Wilkes ES, all are expected to have losses with the largest losses occurring at Alder ES, Davis ES, and Troutdale ES.

## Methodology

### District-Wide Enrollment Forecasts

To prepare the ten-year forecasts from 2026–27 to 2035–36, FLO forecasts births through 2030. The birth forecasts depend on population forecasts by age and sex and age-specific birth rates for women of childbearing age. Birth rates estimated for 2020 resulted in a total fertility rate estimate of 1.83 and are reduced to 1.78 in years 2026 and beyond.<sup>1</sup> Cohort change ratios based on historical trends are used to forecast 2030 population ages ten and older by five-year age group and sex.<sup>2</sup> Forecasts of populations under age ten in 2030 based on ratios of population to births are added, resulting in a 2020-to-2030 population growth of 1,476 in the low scenario, 3,337 in the middle scenario, and 5,064 in the high scenario, compared with 9,776 between 2000 and 2010 and 5,363 between 2010 and 2020.

The link between our population forecast and the district-wide student enrollment forecast occurs at K, where we use the birth forecasts through 2030 and the expected K-to-birth ratios to forecast future K class sizes. Forecasts for grades 1–12 use GPRs based initially on the average of the most recent three years, adjusted as needed to eliminate outliers and in consideration of expected residential development. GPRs embed implicit assumptions about the level of net migration and school choice. The middle scenario reflects observed trends, while K-to-birth ratios and GPRs are adjusted upward or downward for the high and low forecast scenarios.

### Forecasts for Individual Schools

Forecasts of the number of residents in each AA by individual grade K–12 are prepared before the forecasts of students attending individual schools. New K residents by AA for each forecast year are initially based on three-year average shares of district resident K students adjusted for the number of additional K students expected based on housing growth. Initial forecasts for grades 1–12 use GPRs unique to each AA and grade based on historical averages, individually reviewed to minimize the influence of outliers, and are also adjusted to account for expected enrollment impacts of housing growth. Sums of initial forecasts will likely differ from the forecasts of district-wide enrollment; therefore, final AA forecasts are derived by proportionally adjusting initial forecasts to match the district-wide forecasts by grade, a process referred to as controlling.

Initial forecasts for each neighborhood elementary school have two components: resident enrollment and nonresident enrollment. Resident K students are forecast using shares of their resident K population based on the average observed over the most recent three years, except for Glenfair ES, Hartley ES, Margaret Scott ES, and Wilkes ES, which use only 2025–26 shares because of the

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<sup>1</sup> TFR is the number of children that would be born to a woman throughout her childbearing years, based on age-specific birth rates at a given time.

<sup>2</sup> Baker, Jack, David A. Swanson, Jeff Tayman, and Lucky M. Tedrow. 2017. *Cohort Change Ratios and Their Applications*. Cham, Switzerland: Springer International Publishing.

2025–26 boundary changes. Initial resident forecasts for grades 1–5 use GPRs unique to each school and grade based on a three-year average, with students added from the housing adjustment for those areas with new development. Each K share and GPR is reviewed and adjusted if necessary to account for outliers that may influence the average rates. Initial nonresident K forecasts use an average of nonresident K enrollments in the three most recent years, often weighted more heavily to the current year (2025–26), and initial nonresident forecasts for grades 1–5 use GPRs with adjustments to maintain relatively stable nonresident K–5 totals. After the initial resident and nonresident forecasts are combined, they are controlled to match the middle scenario district-wide neighborhood schools forecasts by grade.

Initial forecasts for the District’s neighborhood secondary schools also have resident and nonresident components. Resident forecasts for entry grades 6 and 9 use GPRs applied to feeder 5th and 8th grade classes, and subsequent grades use GPRs based on historical observations by school and grade. Each school’s share of its AA residents is monitored, and GPRs may be adjusted to ensure relatively stable forecast shares. As an example, 98 percent of grades 6–8 students residing in the Walt Morey MSAA attended Walt Morey MS in 2025–26. The initial forecast for 2035–36 also assigns 98 percent of MSAA residents to Walt Morey MS. If the share were to change significantly, further review and adjustment would likely be required. Nonresident forecasts for secondary schools use assumptions for entry grades and GPRs that keep nonresident enrollment close to its 2025–26 level at each school, unless program changes that will impact nonresident enrollment are known. After the initial resident and nonresident forecasts are combined, they are controlled to match the middle scenario district-wide neighborhood schools forecasts by grade.

## Data Sources

FLO used the following data sources to inform the enrollment forecasts:

- Decennial Census and American Community Survey, U.S. Census Bureau
- Birth data, Oregon Health Authority
- Population estimates, Portland State University Population Research Center
- Enrollment data, Reynolds School District
- Land use data, Cities of Fairview, Gresham, Portland, Troutdale, and Wood Village
- Spatial data, Metro’s Regional Land Information System (RLIS)

## Accuracy

Enrollment forecasts are expected values based on assessment of current and past data and should be considered as just one of several planning tools rather than the only criterion for the allocation of future resources. Unlike measurable data such as the results of a survey, forecasts do not allow for the estimation of a confidence interval to measure accuracy. The best way to measure error is to compare actual enrollment with previously prepared forecasts that were conducted using similar data and methodologies. The appropriate use of forecasts includes an understanding that there is likely to be some degree of variation from the anticipated values. Therefore, it is important that stakeholders monitor conditions that will affect future populations and that forecasts be updated, either at a regular frequency or when their deviation from actual enrollment is significant.

# Limitations

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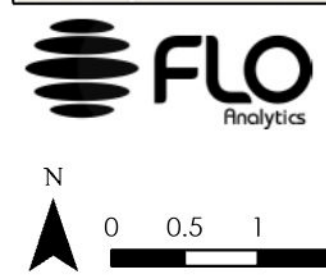
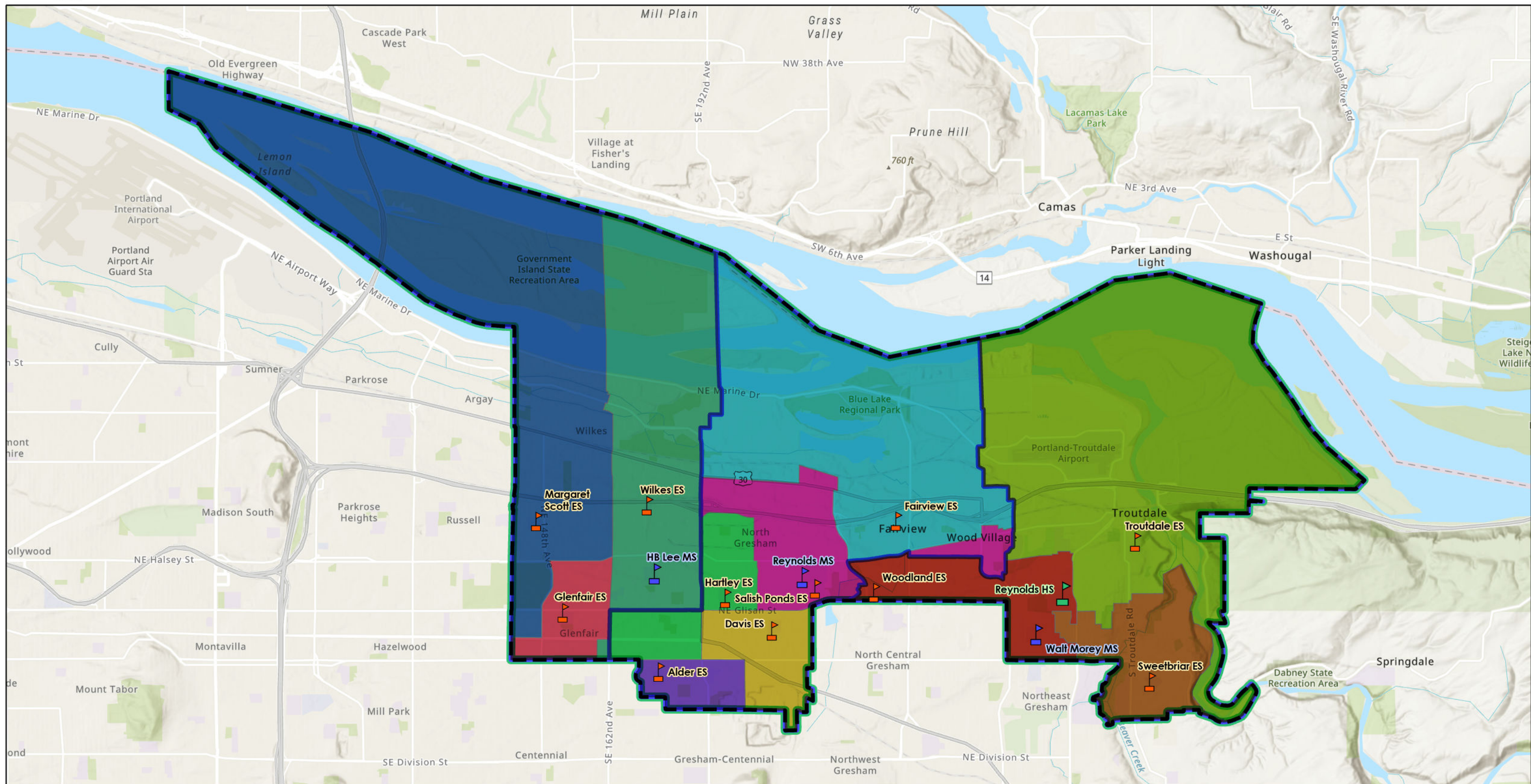
The services undertaken in completing this memorandum were performed consistent with generally accepted professional consulting principles and practices. No other warranty, express or implied, is made. These services were performed consistent with our agreement with our client. This memorandum is solely for the use and information of our client unless otherwise noted. Any reliance on this memorandum by a third party is at such party's sole risk.

Opinions and recommendations contained in this memorandum apply to conditions existing when services were performed and are intended only for the client, purposes, locations, time frames, and project parameters indicated. We do not warrant the accuracy of information supplied by others, or the use of segregated portions of this memorandum.

# Figures

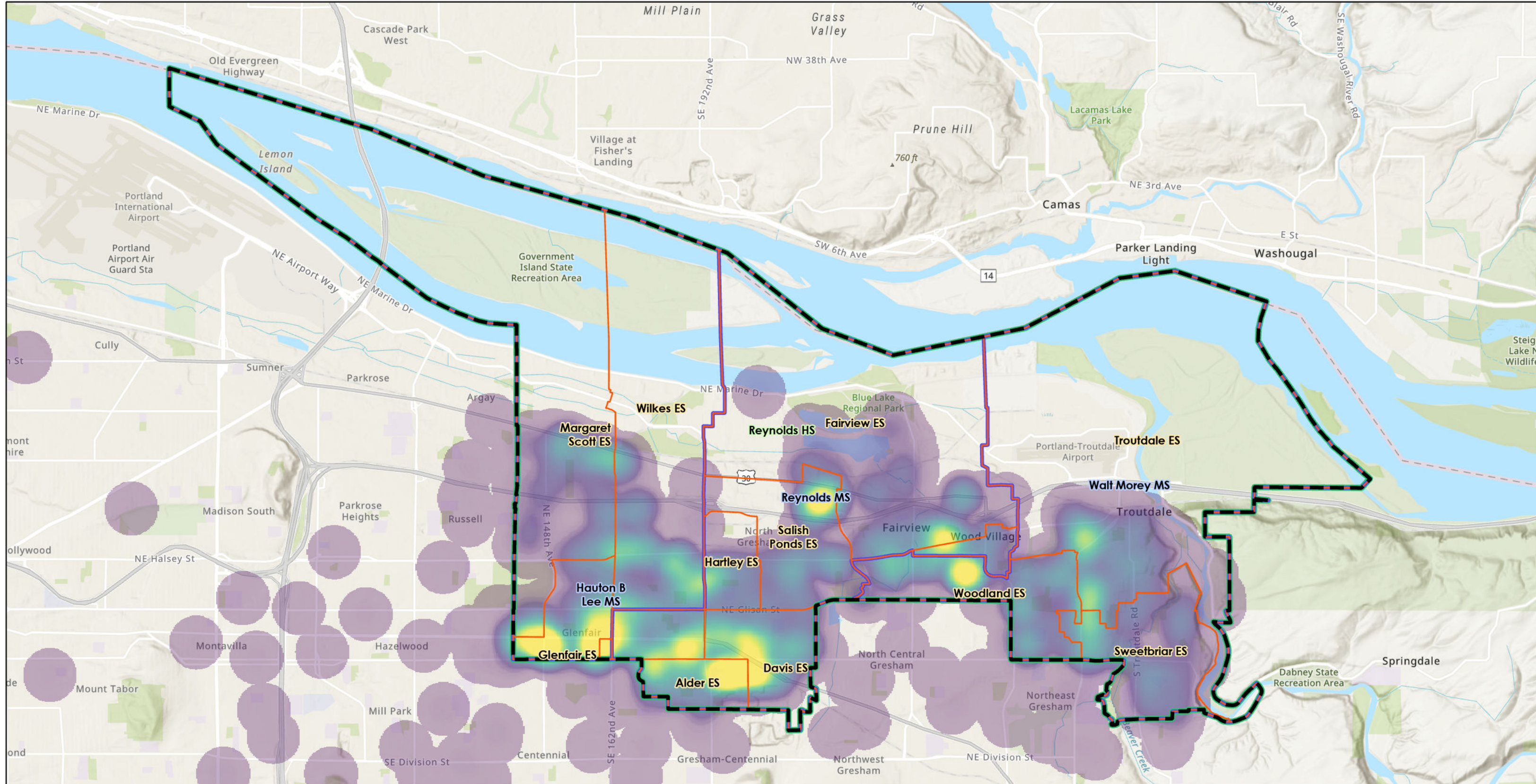
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# Figure 1: District Overview



- |                         |                               |  |                   |             |
|-------------------------|-------------------------------|--|-------------------|-------------|
| <b>School Locations</b> | District Boundary             | <b>Elementary School Attendance Area</b> | Hartley ES        | Wilkes ES   |
| Elementary School       | High School Attendance Area   | Alder ES                                 | Margaret Scott ES | Woodland ES |
| High School             | Middle School Attendance Area | Davis ES                                 | Salish Ponds ES   |             |
| Middle School           |                               | Fairview ES                              | Sweetbriar ES     |             |
|                         |                               | Glenfair ES                              | Troutdale ES      |             |

# Figure 2: Student Density



- District Boundary
- Elementary School Attendance Area
- Middle School Attendance Area
- High School Attendance Area
- Student Density**
- Sparse to Dense

**Figure 3: County, School District, and City Population – 2000 to 2025**

	2000 Census	2010 Census	2020 Census	2025 Estimate*	Average Annual Growth		
					2000–10	2010–20	2020–25
Multnomah County	660,486	735,334	815,428	805,583	1.1%	1.0%	-0.2%
Reynolds School District (RSD)	62,095	71,871	77,234	--	1.5%	0.7%	--
RSD Unincorporated Area	505	736	763	--	3.8%	0.4%	--
City of Fairview	7,561	8,920	10,424	11,046	1.7%	1.6%	1.1%
City of Gresham	90,205	105,594	114,247	115,739	1.6%	0.8%	0.2%
RSD Portion	24,759	27,486	28,476	--	1.1%	0.4%	--
City of Portland	526,986	581,485	650,019	640,623	1.0%	1.1%	-0.3%
RSD Portion	12,757	15,261	17,344	--	1.8%	1.3%	--
City of Troutdale	13,777	15,962	16,300	16,484	1.5%	0.2%	0.2%
RSD Portion	13,653	15,590	15,840	--	1.3%	0.2%	--
City of Wood Village	2,860	3,878	4,387	5,220	3.1%	1.2%	3.4%

**Notes**

\* July 2025 population estimates are only available for counties and cities.

Indentation signifies the nesting of geographic areas. For instance, the school district and city totals are indented because they are part of the county. City totals and portions of the cities are further indented because they are within the school district boundary.

**Sources**

U.S. Census Bureau, 2000, 2010, and 2020 Censuses (April 1); Population Research Center, Portland State University, July 1, 2025 estimates.

### Figure 4: School District Population by Age Group – 2000 to 2020

	2000 Census	2010 Census	2020 Census	Average Annual Growth	
				2000–2010	2010–2020
Total Population	62,095	71,871	77,234	1.5%	0.7%
Age 18 and over	45,225	52,721	59,194	1.5%	1.2%
Ages 5 to 17	11,536	13,332	13,221	1.5%	-0.1%
Under age 5	5,334	5,818	4,819	0.9%	-1.9%
Under 18 share of total	27.2%	26.6%	23.4%	--	--

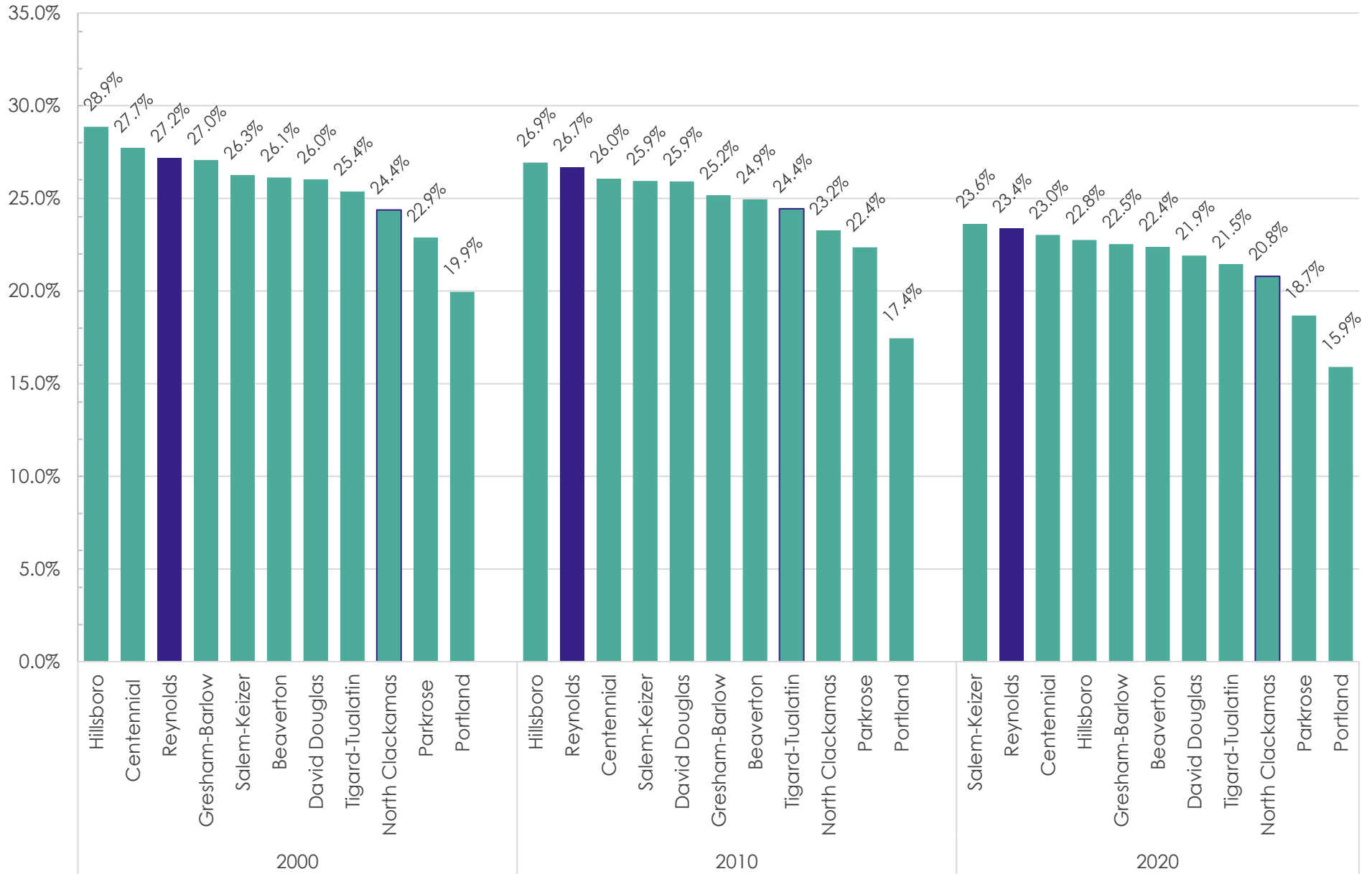
**Notes**

Indentation signifies the nesting of variables. For instance, the "Age 18 and over" category is indented because it is a component of total population.

**Sources**

U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

**Figure 5: School District Percent of Population Under Age 18: 2000 to 2020**



**Sources**

U.S. Census Bureau, 2000, 2010, and 2020 Censuses.

## Figure 6: Student Generation Rates

**K–12 Students per Housing Unit Built 2015–2024**

Housing Type	Housing Units	Students				SGRs			
		K–5	6–8	9–12	K–12	K–5	6–8	9–12	K–12
Single-family	444	90	46	39	175	0.20	0.10	0.09	0.39
Detached	268	47	22	23	92	0.18	0.08	0.09	0.34
Row <sup>(a)</sup>	176	43	24	16	83	0.24	0.14	0.09	0.47
Multifamily <sup>(b)</sup>	2,648	344	138	154	636	0.13	0.05	0.06	0.24
Market-rate	1,575	103	32	42	177	0.07	0.02	0.03	0.11
Income-restricted	1,034	221	92	98	411	0.21	0.09	0.09	0.40
Plex/Condominium	39	20	14	14	48	0.51	0.36	0.36	1.23

### Notes

Indentation signifies the nesting of variables (e.g., detached units are a subset of all single-family housing).

Units built in 2025 are excluded, because they may not have been completed and occupied by October 2025.

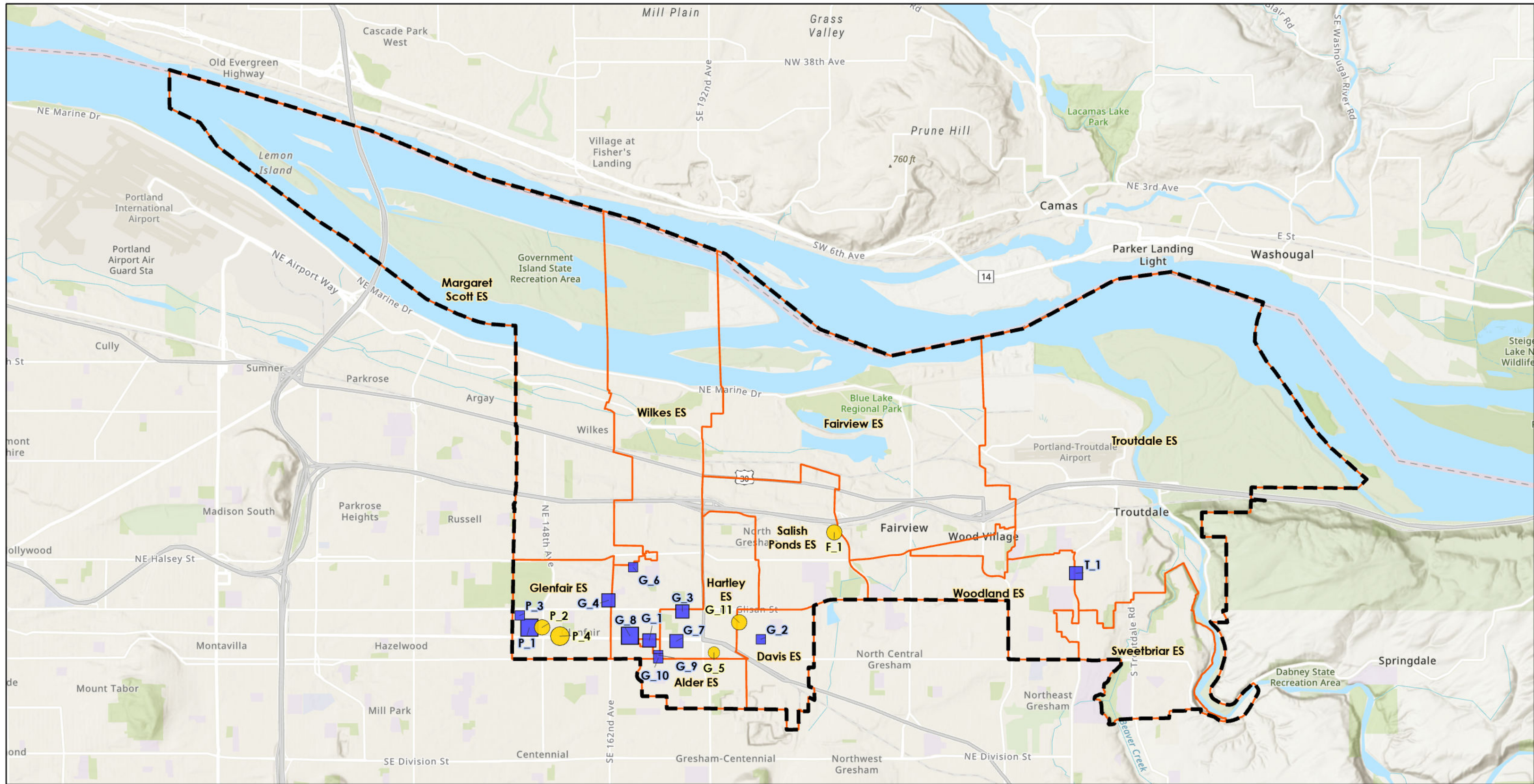
(a) Attached homes, townhomes, or detached homes on lots smaller than 2,750 square feet.

(b) Excludes senior housing.

### Source

Reynolds School District 2025–26 headcount enrollment and Metro Regional Land Information System August 2025 housing inventory.

# Figure 7: Residential Development



**FLO Analytics**

0 0.75 1.5 Miles

**Figure 8: Residential Development Details**

Map ID	Jurisdiction	Elementary School Attendance Area	Middle School Attendance Area	High School Attendance Area	Development Name	Type	Total Units	Notes
F_1	Fairview	Fairview ES	Reynolds MS	Reynolds HS	NE 207 Subdivision	SF	19	
G_1	Gresham	Margaret Scott ES	Hauton B Lee MS	Reynolds HS	Unnamed Gresham Dev 1	MF	14	Pre-application
G_2	Gresham	Davis ES	Reynolds MS	Reynolds HS	Unnamed Gresham Dev 2	MF	4	Approved with Conditions
G_3	Gresham	Hartley ES	Reynolds MS	Reynolds HS	Myrtlewood Way	MF	20	Under Construction; complete by Fall 2026; affordable
G_4	Gresham	Glenfair ES	Hauton B Lee MS	Reynolds HS	Cedar Tree Apartments	MF	15	Completed after September 2025
G_5	Gresham	Hartley ES	Reynolds MS	Reynolds HS	Oak Row	SF	11	Under Construction; complete late 2026
G_6	Gresham	Wilkes ES	Hauton B Lee MS	Reynolds HS	Unnamed Gresham Dev 3	MF	8	Unknown
G_7	Gresham	Hartley ES	Reynolds MS	Reynolds HS	Burnside Bluffs Apts	MF	24	Completed Summer 2025
G_8	Gresham	Wilkes ES	Hauton B Lee MS	Reynolds HS	Terracina Vista	MF	92	Completed by September 2025
G_9	Gresham	Wilkes ES	Hauton B Lee MS	Reynolds HS	Bitrous Mixed Use Phase 1	MF	8	Under Construction
G_10	Gresham	Margaret Scott ES	Hauton B Lee MS	Reynolds HS	Bitrous Mixed Use Phase 2	MF	8	Under Review
G_11	Gresham	Davis ES	Reynolds MS	Reynolds HS	Reatta Subdivision	SF	17	
P_1	Portland	Glenfair ES	Hauton B Lee MS	Reynolds HS	Unnamed PDX Dev 1	MF	78	Permits under review
P_2	Portland	Glenfair ES	Hauton B Lee MS	Reynolds HS	Couch Street Townhomes	SF	16	Completed, not occupied
P_3	Portland	Glenfair ES	Hauton B Lee MS	Reynolds HS	Unnamed PDX Dev 2	MF	5	Permits under review
P_4	Portland	Glenfair ES	Hauton B Lee MS	Reynolds HS	Enclave Townhomes on Burnside	SF	33	13 homes complete; remaining 20 not yet U.C.
T_1	Troutdale	Troutdale ES	Walt Morey MS	Reynolds HS	Cherry Park East	MF	15	Under Construction
<b>Total SFD</b>						<b>SF</b>	<b>96</b>	
<b>Total MF</b>						<b>MF</b>	<b>291</b>	

**Notes**

The MF category includes the following structure types: duplex, triplex, fourplex, multifamily 2-4 units.  
The anticipated phasing of construction is based on the known status of projects as of March 2026.

**Sources**

Residential development information from the Cities of Fairview, Gresham, Portland, Troutdale, and Wood Village planning departments.

**Figure 9: Historical Enrollment by Grade**

Grade	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2019–20 to 2025–26
K	782	577	647	614	605	631	553	-229
1	753	714	606	652	648	636	645	-108
2	765	704	672	627	641	665	657	-108
3	772	708	654	677	631	679	649	-123
4	804	719	670	687	656	649	698	-106
5	827	780	705	687	708	680	671	-156
6	855	773	717	682	659	693	649	-206
7	766	830	711	682	663	639	679	-87
8	807	712	769	708	672	662	636	-171
9	767	773	716	755	680	700	671	-96
10	667	710	715	698	706	646	679	12
11	707	621	661	663	585	629	600	-107
12	662	679	672	685	661	629	647	-15
<b>K–12 Total</b>	<b>9,934</b>	<b>9,300</b>	<b>8,915</b>	<b>8,817</b>	<b>8,515</b>	<b>8,538</b>	<b>8,434</b>	<b>-1,500</b>

**Notes**

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis. The lowest and highest enrollment values per grade are highlighted blue and orange, respectively.

**Sources**

Reynolds School District October 2019–20 to 2025–26 headcount enrollment.

## Figure 10: Historical Enrollment by School and Grade Group

School Name	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26	2019–20 to 2025–26
Alder ES	442	428	383	390	377	342	328	-114
Davis ES	417	419	397	374	332	303	371	-46
Fairview ES	333	286	301	304	302	306	293	-40
Glenfair ES	473	410	409	431	440	499	417	-56
Hartley ES	445	404	339	326	315	317	335	-110
Margaret Scott ES	415	395	362	329	331	367	372	-43
Salish Ponds ES	433	367	352	317	330	334	296	-137
Sweetbriar ES	342	301	269	253	255	263	250	-92
Troutdale ES	432	385	334	368	354	362	373	-59
Wilkes ES	512	430	434	445	450	464	444	-68
Woodland ES	459	377	374	407	403	383	388	-71
Serendipity Center	--	--	--	--	--	--	6	6
<b>K–5 Total</b>	<b>4,703</b>	<b>4,202</b>	<b>3,954</b>	<b>3,944</b>	<b>3,889</b>	<b>3,940</b>	<b>3,873</b>	<b>-830</b>

Hauton B Lee MS	822	795	721	658	672	728	607	-215
Reynolds MS	1,002	947	913	843	765	738	836	-166
Walt Morey MS	604	573	563	571	557	528	511	-93
Serendipity Center	--	--	--	--	--	--	10	10
<b>6–8 Total</b>	<b>2,428</b>	<b>2,315</b>	<b>2,197</b>	<b>2,072</b>	<b>1,994</b>	<b>1,994</b>	<b>1,964</b>	<b>-464</b>

Reynolds HS	2,620	2,578	2,584	2,588	2,433	2,414	2,396	-224
Reynolds Learning Academy	183	205	180	213	199	190	190	7
Serendipity Center							11	11
<b>9–12 Total</b>	<b>2,803</b>	<b>2,783</b>	<b>2,764</b>	<b>2,801</b>	<b>2,632</b>	<b>2,604</b>	<b>2,597</b>	<b>-206</b>

<b>K–12 Total</b>	<b>9,934</b>	<b>9,300</b>	<b>8,915</b>	<b>8,817</b>	<b>8,515</b>	<b>8,538</b>	<b>8,434</b>	<b>-1,500</b>
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### Notes

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis. The lowest and highest enrollment values per school are highlighted blue and orange, respectively.

### Sources

Reynolds School District October 2019–20 to 2025–26 headcount enrollment.

## Figure 11: District-wide Transfer Rates

Grade Group	Total Enrollment	Enrollment from Within District <sup>(a)</sup>	Enrollment from Out-of-District <sup>(b)</sup>	Intra-district Transfers <sup>(c)</sup>	Total Transfers <sup>(d)</sup>	Transfer Rate from Out-of-District	Intra-district Transfer Rate	Total Transfer Rate
<b>K–5</b>	3,873	3,772	101	319	420	2.6%	8.5%	10.8%
<b>6–8</b>	1,964	1,920	44	111	155	2.2%	5.8%	7.9%
<b>9–12</b>	2,597	2,523	74	186	260	2.8%	7.4%	10.0%
<b>K–12</b>	<b>8,434</b>	<b>8,215</b>	<b>219</b>	<b>616</b>	<b>835</b>	<b>2.6%</b>	<b>7.5%</b>	<b>9.9%</b>

### Notes

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

(a) Enrollment from Within District is the number of students who reside within the district boundary.

(b) Enrollment from Out-of-District is the number of students who reside outside the district boundary.

(c) Intra-district Transfers is the number of students who enroll in a school other than their neighborhood school based on the attendance area that they reside in.

(d) Total Transfers is the sum of Enrollment from Out-of-District and Intra-district Transfers.

### Sources

Reynolds School District 2025–26 attendance areas and October 2025–26 headcount enrollment.

**Figure 12: Grades K–5 Residence-Attendance Matrix**

School of Attendance Attendance Area	Residence Count	Alder ES	Davis ES	Fairview ES	Glenfair ES	Hartley ES	Margaret Scott ES	Salish Ponds ES	Sweetbriar ES	Troutdale ES	Wilkes ES	Woodland ES	Serendipity Center	Capture Rate	Transfer-Out Student Total <sup>(c)</sup>	Transfer-Out Rate
Alder ES	326	296	1	4	1	5	0	2	0	5	7	5	0	90.8%	30	9.2%
Davis ES	390	7	361	0	0	5	2	2	1	3	3	5	1	92.6%	29	7.4%
Fairview ES	264	3	0	252	0	0	0	0	1	5	1	1	1	95.5%	12	4.5%
Glenfair ES	429	3	1	3	396	2	7	0	0	1	11	4	1	92.3%	33	7.7%
Hartley ES	369	8	1	3	3	313	4	3	0	2	28	4	0	84.8%	56	15.2%
Margaret Scott ES	367	1	0	2	5	1	342	0	0	1	12	3	0	93.2%	25	6.8%
Salish Ponds ES	312	1	2	7	0	0	0	280	0	12	2	7	1	89.7%	32	10.3%
Sweetbriar ES	250	0	0	2	0	0	0	4	223	17	1	3	0	89.2%	27	10.8%
Troutdale ES	311	0	0	3	0	0	0	1	1	297	0	7	2	95.5%	14	4.5%
Wilkes ES	385	2	2	3	1	0	9	0	2	1	359	6	0	93.2%	26	6.8%
Woodland ES	369	0	0	8	0	0	0	2	8	17	0	334	0	90.5%	35	9.5%
<b>K-5 Subtotals</b>	<b>3,772</b>	<b>321</b>	<b>368</b>	<b>287</b>	<b>406</b>	<b>326</b>	<b>364</b>	<b>294</b>	<b>236</b>	<b>361</b>	<b>424</b>	<b>379</b>	<b>6</b>	<b>91.5%</b>	<b>319</b>	<b>8.5%</b>
<b>From Out-of-District <sup>(a)</sup></b>	<b>101</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>2</b>	<b>14</b>	<b>12</b>	<b>20</b>	<b>9</b>	<b>0</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>K–5 Totals</b>	<b>3,873</b>	<b>328</b>	<b>371</b>	<b>293</b>	<b>417</b>	<b>335</b>	<b>372</b>	<b>296</b>	<b>250</b>	<b>373</b>	<b>444</b>	<b>388</b>	<b>6</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Transfer-In Student Total <sup>(b)</sup></b>	<b>420</b>	<b>32</b>	<b>10</b>	<b>41</b>	<b>21</b>	<b>22</b>	<b>30</b>	<b>16</b>	<b>27</b>	<b>76</b>	<b>85</b>	<b>54</b>	<b>6</b>	<b>--</b>	<b>--</b>	<b>--</b>
<b>Transfer-In Rate</b>	<b>10.8%</b>	<b>9.8%</b>	<b>2.7%</b>	<b>14.0%</b>	<b>5.0%</b>	<b>6.6%</b>	<b>8.1%</b>	<b>5.4%</b>	<b>10.8%</b>	<b>20.4%</b>	<b>19.1%</b>	<b>13.9%</b>	<b>100%</b>	<b>--</b>	<b>--</b>	<b>--</b>

**Notes**

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

**Sources**

Reynolds School District 2025–26 attendance areas and October 2025–26 headcount enrollment.

**Figure 13: Grades 6–8 Residence-Attendance Matrix**

School of Attendance Attendance Area	Residence Count	Hauton B Lee MS	Reynolds MS	Walk Morey MS	Serendipity Center	Capture Rate	Transfer-Out Student Total <sup>(c)</sup>	Transfer-Out Rate
Hauton B Lee MS	541	525	9	4	3	97.0%	16	3.0%
Reynolds MS	895	61	811	20	3	90.6%	84	9.4%
Walk Morey MS	484	3	5	473	3	97.7%	11	2.3%
<b>6–8 Subtotals</b>	1,920	589	825	497	9	94.2%	111	5.8%
<b>From Out-of-District <sup>(a)</sup></b>	44	18	11	14	1	--	--	--
<b>6–8 Totals</b>	1,964	607	836	511	10	--	--	--
<b>Transfer-In Student Total <sup>(b)</sup></b>	155	82	25	38	10	--	--	--
<b>Transfer-In Rate</b>	7.9%	13.5%	3.0%	7.4%	100%	--	--	--

**Notes**

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance areas.

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

**Sources**

Reynolds School District 2025–26 attendance areas and October 2025–26 headcount enrollment.

**Figure 14: Grades 9–12 Residence-Attendance Matrix**

<b>School of Attendance</b> <b>Attendance Area</b>	<b>Residence Count</b>	<b>Reynolds HS</b>	<b>Reynolds Learning Academy</b>	<b>Serendipity Center</b>	<b>Capture Rate</b>	<b>Transfer-Out Student Total <sup>(c)</sup></b>	<b>Transfer-Out Rate</b>
<b>Reynolds HS</b>	2,523	2,337	176	10	92.6%	186	7.4%
<b>9–12 Subtotals</b>	2,523	2,337	176	10	92.6%	186	7.4%
<b>From Out-of-District <sup>(a)</sup></b>	74	59	14	1	--	--	--
<b>9–12 Totals</b>	2,597	2,396	190	11	--	--	--
<b>Transfer-In Student Total <sup>(b)</sup></b>	260	59	190	11	--	--	--
<b>Transfer-In Rate</b>	10.0%	2.5%	100%	100%	--	--	--

**Notes**

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

(a) From Out-of-District is the number of students who reside outside the district boundary.

(b) Transfer-In Student Total is the number of students who do not live in the school's attendance area, including students From Out-of-District, or total enrollment for schools/programs without attendance

(c) Transfer-Out Student Total is the number of students who live in the school's attendance area, but enroll in a different school/program.

**Sources**

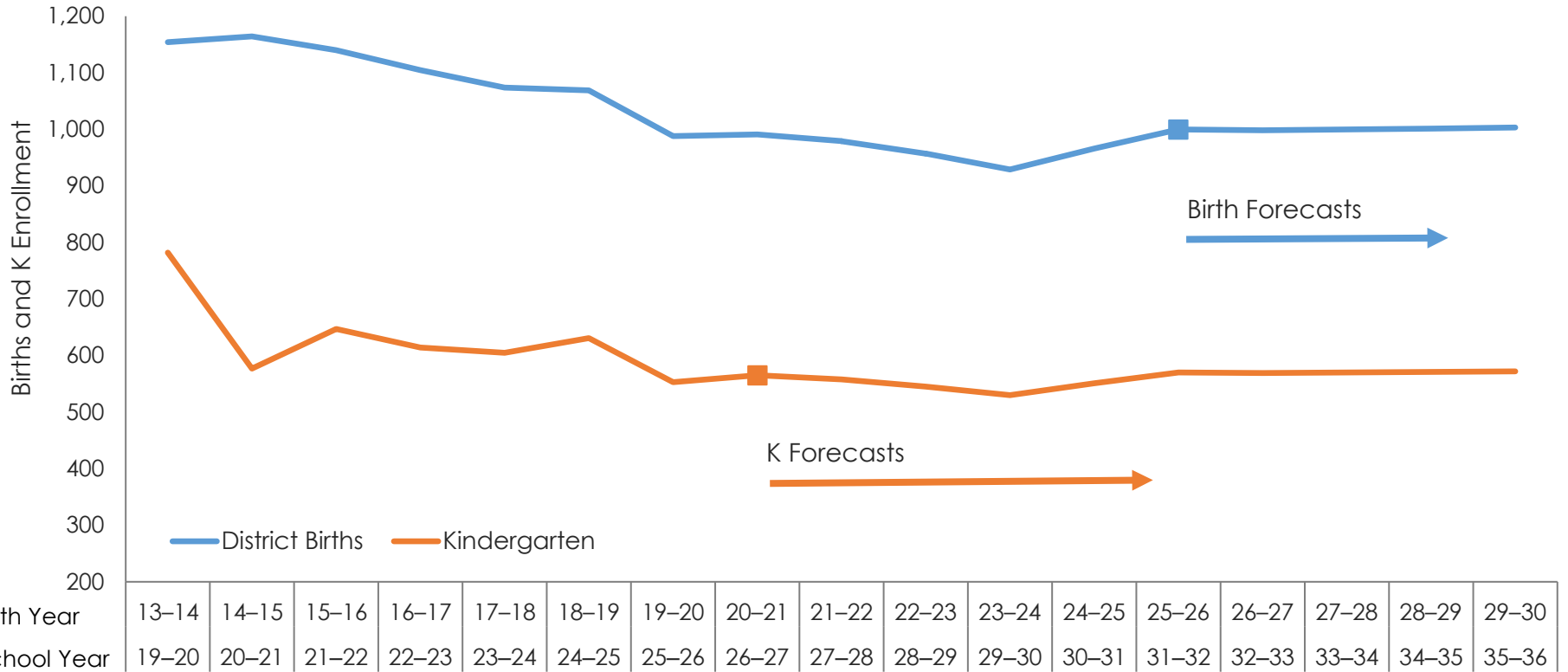
Reynolds School District 2025–26 attendance areas and October 2025–26 headcount enrollment.

# Figure 15: District Births and Kindergarten Enrollment

Birth Year	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	Forecasts				
Births	1,154	1,164	1,140	1,105	1,074	1,069	988	991	979	957	929	966	1,000	998	1,000	1,001	1,003

School Year	19-20	20-21	21-22	22-23	23-24	24-25	25-26	Forecasts									
Kindergarten	782	577	647	614	605	631	553	565	558	545	530	551	570	569	570	571	572
Ratio to Births	0.68	0.50	0.57	0.56	0.56	0.59	0.56	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57



### Notes

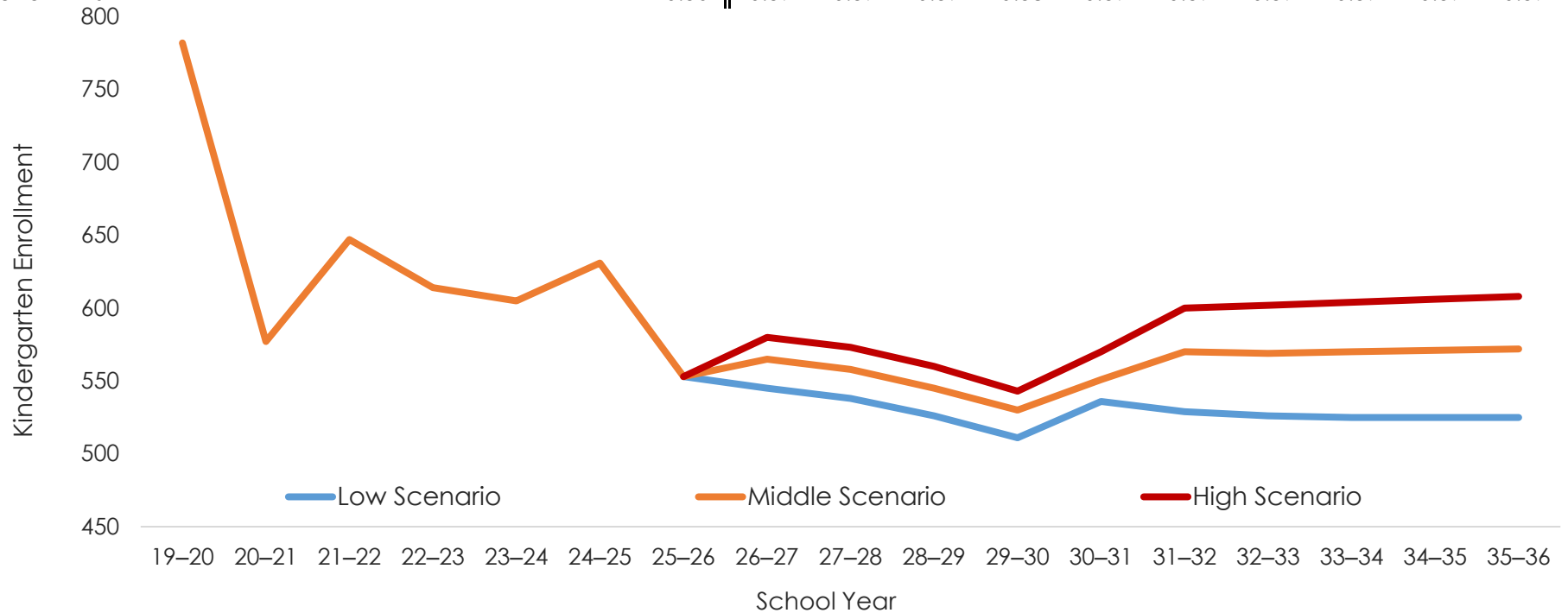
Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 19-20 birth year includes births from September 2019 to August 2020, which is the 25-26 K year). The ratio is calculated by dividing K enrollment by the births five years earlier (e.g., 25-26 K divided by 19-20 births). Births from 2025 to 2030, which inform K classes beginning with the 31-32 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates. Darker shading represents higher values and lighter shading represents lower values.

### Sources

Oregon Health Authority 2013 to August 2025 births to mothers residing within the district boundary and FLO 2025-26 to 2029-30 birth forecasts. Reynolds School District October 2019-20 to 2025-26 enrollment and FLO October 2026-27 to 2035-36 enrollment forecasts (middle scenario).

# Figure 16: Kindergarten Enrollment and Ratio to Births

Scenario	K Enrollment							Forecasts									
	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36
<b>Low</b>							553	545	538	526	511	536	529	526	525	525	525
Ratio to Births							0.56	0.55	0.55	0.55	0.55	0.55	0.55	0.56	0.55	0.55	0.55
<b>Middle</b>	782	577	647	614	605	631	553	565	558	545	530	551	570	569	570	571	572
Ratio to Births	0.68	0.50	0.57	0.56	0.56	0.59	0.56	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57	0.57
<b>High</b>							553	580	573	560	543	570	600	602	604	606	608
Ratio to Births							0.56	0.59	0.59	0.59	0.58	0.59	0.59	0.59	0.59	0.59	0.59



**Notes**

Enrollment includes students residing outside of the district boundary. Birth cohorts are aligned with K cohorts (e.g., the 19-20 birth year includes births from September 2019 to August 2020, which is the 25-26 K year). The ratio is calculated by dividing K enrollment by the births five years earlier (e.g., 25-26 K divided by 19-20 births). Births from 2025 to 2030, which inform K classes beginning with the 30-31 school year, were forecasted based on projections of women of childbearing age and estimated age-specific birth rates. Darker shading represents higher values and lighter shading represents lower values.

**Sources**

Oregon Health Authority 2013 to August 2025 births to mothers residing within the district boundary and FLO 2025-26 to 2029-30 birth forecasts. Reynolds School District October 2019-20 to 2025-26 enrollment and FLO October 2026-27 to 2035-36 enrollment forecasts (low, middle, and high scenarios).

## Figure 17: Grade Progression Ratios

Grade Progression Ratios	2019–20 to 2020–21	2020–21 to 2021–22	2021–22 to 2022–23	2022–23 to 2023–24	2023–24 to 2024–25	2024–25 to 2025–26	2025–26 to 2026–27	2026–27 to 2027–28	2027–28 to 2035–36
K–1	0.91	1.05	1.01	1.06	1.05	1.02	1.04	1.04	1.04
1–2	0.93	0.94	1.03	0.98	1.03	1.03	1.01	1.01	1.01
2–3	0.93	0.93	1.01	1.01	1.06	0.98	1.01	1.01	1.01
3–4	0.93	0.95	1.05	0.97	1.03	1.03	1.01	1.01	1.01
4–5	0.97	0.98	1.03	1.03	1.04	1.03	1.02	1.02	1.02
5–6	0.93	0.92	0.97	0.96	0.98	0.95	0.96	0.96	0.96
6–7	0.97	0.92	0.95	0.97	0.97	0.98	0.97	0.97	0.97
7–8	0.93	0.93	1.00	0.99	1.00	1.00	0.99	0.99	0.99
8–9	0.96	1.01	0.98	0.96	1.04	1.01	1.02	1.02	1.02
9–10	0.93	0.92	0.97	0.94	0.95	0.97	0.96	0.96	0.97
10–11	0.93	0.93	0.93	0.84	0.89	0.93	0.91	0.91	0.93
11–12	0.96	1.08	1.04	1.00	1.08	1.03	1.03	1.03	1.03

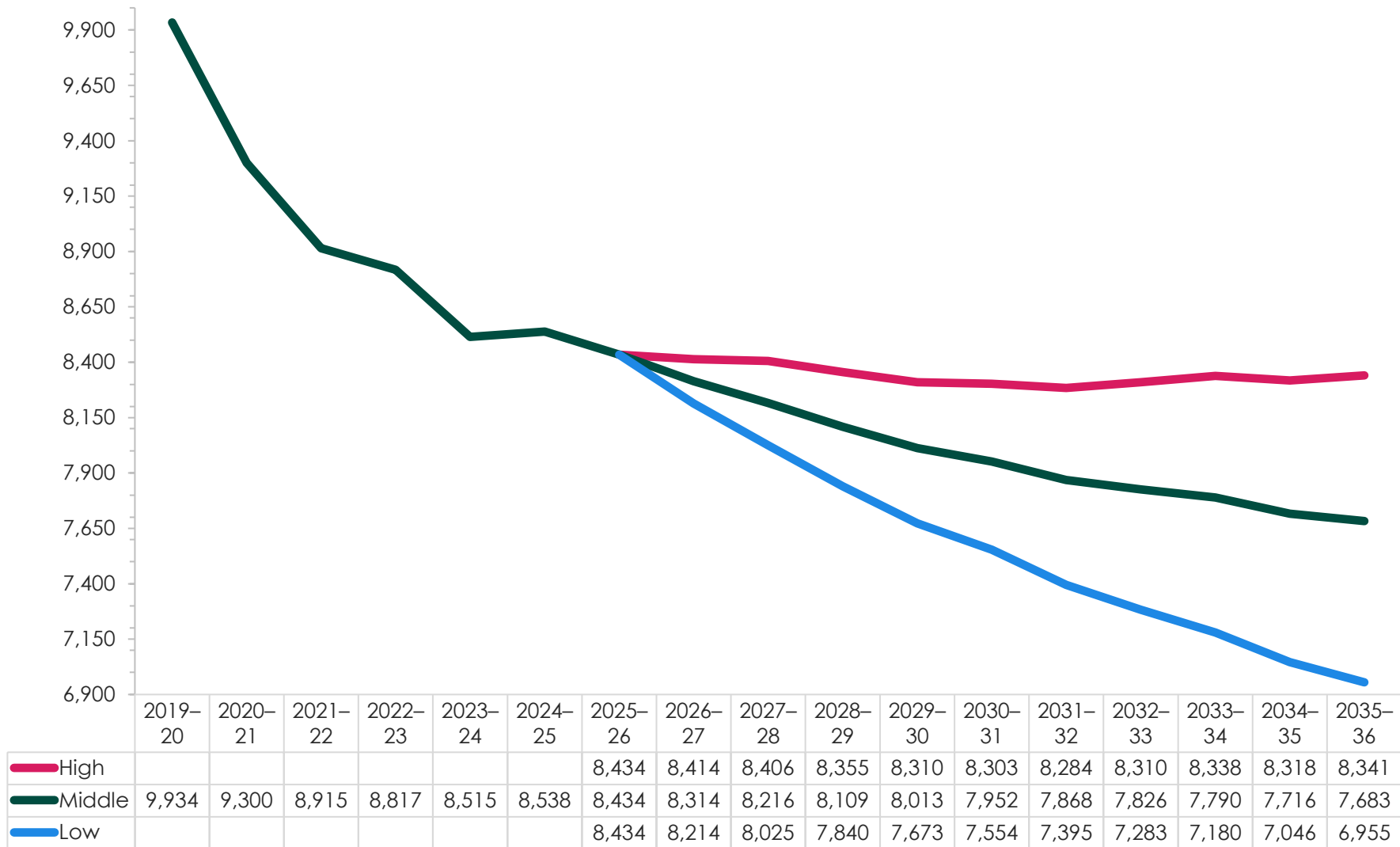
### Notes

Grade progression ratios (GPRs) are calculated as the ratio of enrollment in a specific grade in a given year to the enrollment of the same age cohort in the previous year. GPRs quantify how cohort sizes change as students progress from one grade to the next, accounting for new students that join an existing cohort and for students that do not advance to the next grade. For instance, 150 kindergarteners in 2019–20 becoming 140 first graders in 2020–21 yields a K–1 GPR of 0.93. A GPR value greater than 1.00 (green color) indicates that the student cohort increased in size from one grade to the next. Conversely, a GPR value less than 1.00 (blue color) indicates that the student cohort decreased in size from one grade to the next. Darker shades of green represent higher values and darker shades of blue represent lower values.

### Sources

Reynolds School District October 2019–20 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (middle scenario).

**Figure 18: District-wide Enrollment Forecasts – Low, Middle, and High Scenarios**



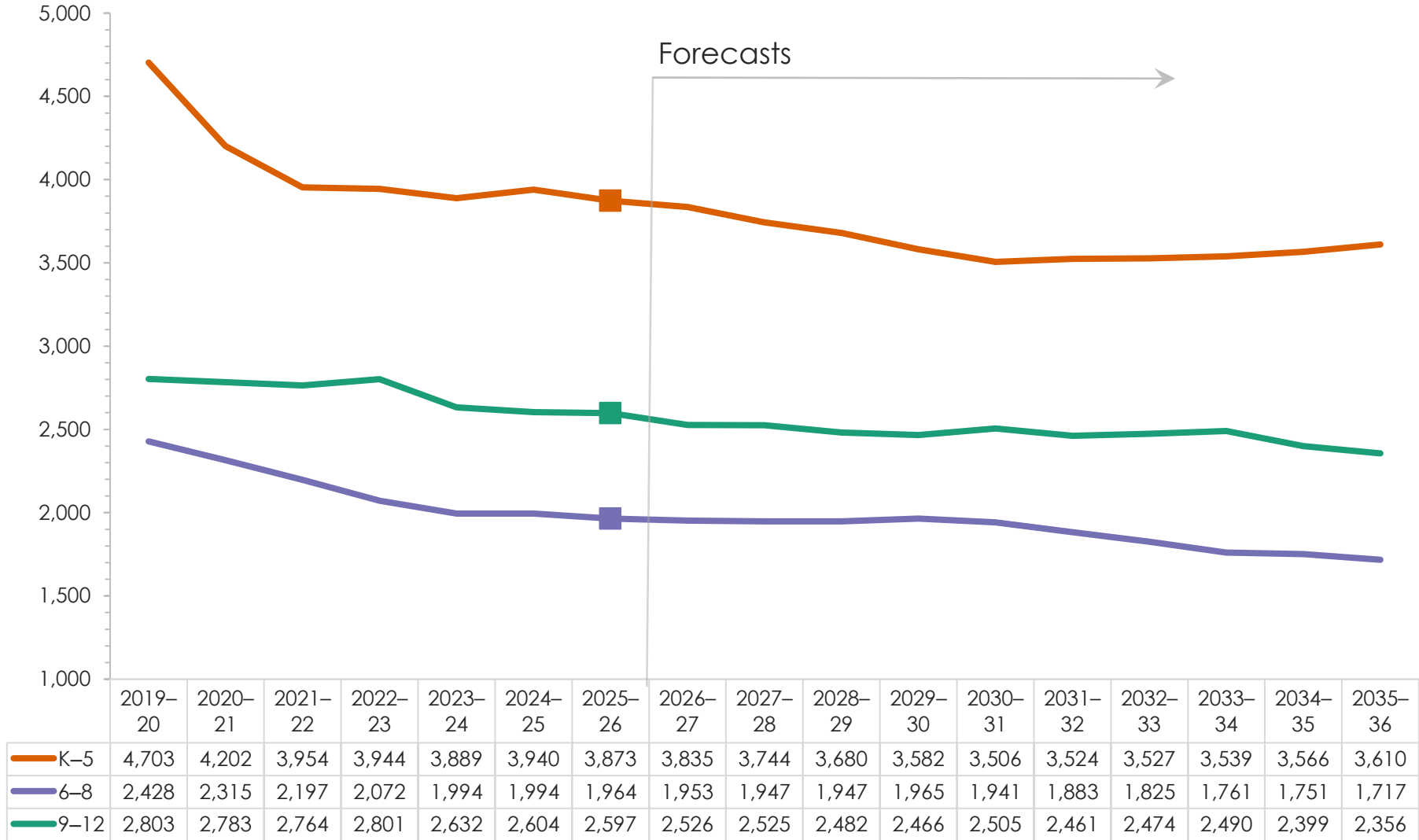
**Notes**

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

**Sources**

Reynolds School District October 2019–20 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (low, middle, and high scenarios).

**Figure 19: District-wide Enrollment Forecasts by Grade Group – Middle Scenario**



**Notes**

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

**Sources**

Reynolds School District October 2019–20 to 2025–26 headcount enrollment and FLO October 2026–27 to 2035–36 enrollment forecasts (middle scenario).

## Figure 21: Enrollment Forecasts by Individual Grade – Low Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
<b>K</b>	553	545	538	526	511	536	529	526	525	525	525
<b>1</b>	645	566	560	553	541	525	551	544	541	540	540
<b>2</b>	657	648	568	565	558	546	530	556	549	546	545
<b>3</b>	649	660	651	570	567	560	548	532	558	551	548
<b>4</b>	698	651	662	653	572	569	562	550	534	560	553
<b>5</b>	671	711	663	674	665	583	580	573	560	544	570
<b>6</b>	649	640	678	633	643	635	556	553	547	534	519
<b>7</b>	679	626	617	653	610	620	612	536	533	527	515
<b>8</b>	636	667	615	607	642	600	609	602	527	524	518
<b>9</b>	671	639	670	618	610	645	603	612	605	530	527
<b>10</b>	679	639	608	644	594	587	620	580	589	582	510
<b>11</b>	600	608	573	557	590	544	538	568	531	539	533
<b>12</b>	647	614	622	587	570	604	557	551	581	544	552
<b>K–5</b>	3,873	3,781	3,642	3,541	3,414	3,319	3,300	3,281	3,267	3,266	3,281
<b>6–8</b>	1,964	1,933	1,910	1,893	1,895	1,855	1,777	1,691	1,607	1,585	1,552
<b><u>9–12</u></b>	<u>2,597</u>	<u>2,500</u>	<u>2,473</u>	<u>2,406</u>	<u>2,364</u>	<u>2,380</u>	<u>2,318</u>	<u>2,311</u>	<u>2,306</u>	<u>2,195</u>	<u>2,122</u>
<b>K–12</b>	8,434	8,214	8,025	7,840	7,673	7,554	7,395	7,283	7,180	7,046	6,955

**Notes**

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

Darker shading represents higher values and lighter shading represents lower values.

**Sources**

Reynolds School District October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (low scenario).

## Figure 22: Enrollment Forecasts by Individual Grade – Middle Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
<b>K</b>	553	565	558	545	530	551	570	569	570	571	572
<b>1</b>	645	577	589	582	568	553	575	594	593	594	596
<b>2</b>	657	654	585	597	590	576	561	583	602	601	602
<b>3</b>	649	666	663	593	605	598	584	569	591	610	609
<b>4</b>	698	658	675	672	601	613	606	592	577	599	618
<b>5</b>	671	715	674	691	688	615	628	620	606	591	613
<b>6</b>	649	647	689	650	666	663	593	605	598	584	570
<b>7</b>	679	632	630	671	633	649	646	578	589	582	569
<b>8</b>	636	674	628	626	666	629	644	642	574	585	578
<b>9</b>	671	646	684	638	636	676	639	654	652	583	594
<b>10</b>	679	645	621	665	620	618	657	621	635	634	567
<b>11</b>	600	615	584	575	616	574	572	608	575	588	587
<b>12</b>	647	620	636	604	594	637	593	591	628	594	608
<b>K–5</b>	3,873	3,835	3,744	3,680	3,582	3,506	3,524	3,527	3,539	3,566	3,610
<b>6–8</b>	1,964	1,953	1,947	1,947	1,965	1,941	1,883	1,825	1,761	1,751	1,717
<b><u>9–12</u></b>	<u>2,597</u>	<u>2,526</u>	<u>2,525</u>	<u>2,482</u>	<u>2,466</u>	<u>2,505</u>	<u>2,461</u>	<u>2,474</u>	<u>2,490</u>	<u>2,399</u>	<u>2,356</u>
<b>K–12</b>	8,434	8,314	8,216	8,109	8,013	7,952	7,868	7,826	7,790	7,716	7,683

### Notes

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

Darker shading represents higher values and lighter shading represents lower values.

### Sources

Reynolds School District October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (middle scenario).

## Figure 23: Enrollment Forecasts by Individual Grade – High Scenario

Grade	2025–26	2026–27	2027–28	2028–29	2029–30	2030–31	2031–32	2032–33	2033–34	2034–35	2035–36
<b>K</b>	553	580	573	560	543	570	600	602	604	606	608
<b>1</b>	645	588	614	606	592	574	603	635	637	639	641
<b>2</b>	657	661	602	624	616	602	583	613	645	647	649
<b>3</b>	649	673	677	616	639	631	616	597	628	660	662
<b>4</b>	698	664	689	693	630	654	646	630	611	643	676
<b>5</b>	671	722	686	712	716	651	676	668	651	632	665
<b>6</b>	649	654	703	668	694	697	634	659	651	634	616
<b>7</b>	679	639	643	692	657	683	686	624	648	640	624
<b>8</b>	636	681	641	645	694	659	685	688	626	650	642
<b>9</b>	671	652	698	651	655	705	669	695	698	636	660
<b>10</b>	679	652	634	678	633	636	685	650	675	678	618
<b>11</b>	600	622	597	587	628	586	589	634	602	625	628
<b>12</b>	647	626	649	623	613	655	612	615	662	628	652
<b>K–5</b>	3,873	3,888	3,841	3,811	3,736	3,682	3,724	3,745	3,776	3,827	3,901
<b>6–8</b>	1,964	1,974	1,987	2,005	2,045	2,039	2,005	1,971	1,925	1,924	1,882
<b><u>9–12</u></b>	<u>2,597</u>	<u>2,552</u>	<u>2,578</u>	<u>2,539</u>	<u>2,529</u>	<u>2,582</u>	<u>2,555</u>	<u>2,594</u>	<u>2,637</u>	<u>2,567</u>	<u>2,558</u>
<b>K–12</b>	8,434	8,414	8,406	8,355	8,310	8,303	8,284	8,310	8,338	8,318	8,341

### Notes

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

Darker shading represents higher values and lighter shading represents lower values.

### Sources

Reynolds School District October 2025–26 headcount enrollment and FLO 2026–27 to 2035–36 enrollment forecasts (high scenario).

## Figure 24: Resident Forecasts by Attendance Area

School Name	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2025-26 to 2035-36
Alder ES	326	320	303	292	295	292	283	284	284	286	290	-36
Davis ES	390	375	362	343	333	327	333	333	335	341	345	-45
Fairview ES	264	253	255	249	243	244	242	241	243	245	248	-16
Glenfair ES	429	438	422	427	415	412	402	404	405	409	414	-15
Hartley ES	369	346	331	325	312	312	319	321	321	325	329	-40
Margaret Scott ES	367	380	385	382	365	355	351	350	354	355	359	-8
Salish Ponds ES	312	301	290	273	275	268	273	273	273	276	279	-33
Sweetbriar ES	250	249	249	248	236	226	230	231	230	231	235	-15
Troutdale ES	311	319	301	297	287	278	272	271	272	274	278	-33
Wilkes ES	385	388	387	400	400	385	396	395	396	401	404	19
Woodland ES	369	371	363	350	330	318	330	331	333	330	336	-33
Out of District	101	95	96	94	91	89	93	93	93	93	93	-8
<b>K-5 Total</b>	<b>3,873</b>	<b>3,835</b>	<b>3,744</b>	<b>3,680</b>	<b>3,582</b>	<b>3,506</b>	<b>3,524</b>	<b>3,527</b>	<b>3,539</b>	<b>3,566</b>	<b>3,610</b>	<b>-263</b>
Hauton B Lee MS	541	544	576	582	617	627	648	638	610	600	588	47
Reynolds MS	895	889	854	846	792	751	700	691	687	678	667	-228
Walt Morey MS	484	473	468	467	502	509	485	448	419	424	413	-71
Out of District	44	47	49	52	54	54	50	48	45	49	49	5
<b>6-8 Total</b>	<b>1,964</b>	<b>1,953</b>	<b>1,947</b>	<b>1,947</b>	<b>1,965</b>	<b>1,941</b>	<b>1,883</b>	<b>1,825</b>	<b>1,761</b>	<b>1,751</b>	<b>1,717</b>	<b>-247</b>
Reynolds HS	2,523	2,456	2,453	2,413	2,400	2,436	2,391	2,401	2,413	2,329	2,285	-238
Out of District	74	70	72	69	66	69	70	73	77	70	71	-3
<b>9-12 Total</b>	<b>2,597</b>	<b>2,526</b>	<b>2,525</b>	<b>2,482</b>	<b>2,466</b>	<b>2,505</b>	<b>2,461</b>	<b>2,474</b>	<b>2,490</b>	<b>2,399</b>	<b>2,356</b>	<b>-241</b>
<b>K-12 Total</b>	<b>8,434</b>	<b>8,314</b>	<b>8,216</b>	<b>8,109</b>	<b>8,013</b>	<b>7,952</b>	<b>7,868</b>	<b>7,826</b>	<b>7,790</b>	<b>7,716</b>	<b>7,683</b>	<b>-751</b>

### Notes

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

### Sources

Reynolds School District October 2025-26 student residents and FLO October 2026-27 to 2035-36 resident forecasts (consistent with the district-wide middle scenario) based on 2025-26 attendance areas.

## Figure 25: Enrollment Forecasts by School

School Name	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2025-26 to 2035-36
Alder ES	328	319	305	295	292	296	287	283	292	289	293	-35
Davis ES	371	378	364	345	335	319	311	312	313	316	322	-49
Fairview ES	293	284	281	273	263	264	264	265	263	267	270	-23
Glenfair ES	417	416	399	401	393	400	397	400	401	405	411	-6
Hartley ES	335	324	313	311	298	298	307	309	311	312	315	-20
Margaret Scott ES	372	370	365	363	349	335	337	339	339	341	345	-27
Salish Ponds ES	296	282	280	263	265	261	264	263	262	266	269	-27
Sweetbriar ES	250	252	250	249	235	234	237	236	237	239	241	-9
Troutdale ES	373	365	352	348	333	325	321	322	321	324	328	-45
Wilkes ES	444	449	445	454	454	434	443	443	444	448	452	8
Woodland ES	388	390	384	372	359	334	350	349	350	353	358	-30
Serendipity Center	6	6	6	6	6	6	6	6	6	6	6	0
<b>K-5 Total</b>	<b>3,873</b>	<b>3,835</b>	<b>3,744</b>	<b>3,680</b>	<b>3,582</b>	<b>3,506</b>	<b>3,524</b>	<b>3,527</b>	<b>3,539</b>	<b>3,566</b>	<b>3,610</b>	<b>-263</b>
Hauton B Lee MS	607	599	597	596	606	608	616	607	586	584	574	-33
Reynolds MS	836	846	840	839	818	787	747	727	713	698	685	-151
Walt Morey MS	511	498	500	502	531	536	510	481	452	459	448	-63
Serendipity Center	10	10	10	10	10	10	10	10	10	10	10	0
<b>6-8 Total</b>	<b>1,964</b>	<b>1,953</b>	<b>1,947</b>	<b>1,947</b>	<b>1,965</b>	<b>1,941</b>	<b>1,883</b>	<b>1,825</b>	<b>1,761</b>	<b>1,751</b>	<b>1,717</b>	<b>-247</b>
Reynolds HS	2,396	2,338	2,321	2,291	2,286	2,322	2,279	2,292	2,307	2,217	2,174	-222
Reynolds Learning Acade	190	177	193	180	169	172	171	171	172	171	171	-19
Serendipity Center	11	11	11	11	11	11	11	11	11	11	11	0
<b>9-12 Total</b>	<b>2,597</b>	<b>2,526</b>	<b>2,525</b>	<b>2,482</b>	<b>2,466</b>	<b>2,505</b>	<b>2,461</b>	<b>2,474</b>	<b>2,490</b>	<b>2,399</b>	<b>2,356</b>	<b>-241</b>
<b>K-12 Total</b>	<b>8,434</b>	<b>8,314</b>	<b>8,216</b>	<b>8,109</b>	<b>8,013</b>	<b>7,952</b>	<b>7,868</b>	<b>7,826</b>	<b>7,790</b>	<b>7,716</b>	<b>7,683</b>	<b>-751</b>

### Notes

Students enrolled in HOLLA, Multnomah Learning Academy, Reynolds Arthur Academy, Reynolds Outside Placements, and Rockwood Prep are excluded from analysis.

### Sources

Reynolds School District October 2025-26 headcount enrollment and FLO October 2026-27 to 2035-36 enrollment forecasts (consistent with district-wide middle scenario).



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Holly Langan, Managing Financial Officer

**Subject: Rockwood Preparatory Audit Reports for 2024-2025**

Type:  Action Item  Report / Presentation

Policy: DIE: Audits

Date: April 22, 2026

---

**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

The auditing firm of Pauly, Rogers and Co will present the annual comprehensive financial reports for Rockwood Preparatory for fiscal year 2024-2025.

**Previous Board Action:**

Not Applicable.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.

**KNOVA LEARNING**  
**MULTNOMAH COUNTY, OREGON**

**FINANCIAL REPORT**

**FOR THE YEAR ENDED JUNE 30, 2025**



12700 SW 72<sup>nd</sup> Ave.  
Tigard, OR 97223

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**KNOVA LEARNING**  
**MULTNOMAH COUNTY, OREGON**

**FINANCIAL REPORT**

**For the Year Ended June 30, 2025**

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**KNOVA LEARNING**  
**MULTNOMAH COUNTY, OREGON**

2024-2025

**BOARD OF DIRECTORS**

Jerome Fladoos, Board Chair

Tina Long

Catherine Nicewood

Preston Salami

Ana Weakland

Pete Kurzenhauser

Angie Lindland

All board members receive mail at the address below:

**ADMINISTRATION**

John Nelsen, Executive Director (Registered Agent)  
740 SE 182<sup>nd</sup> Ave  
Portland, OR 97233

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**KNOVA LEARNING**  
**MULTNOMAH COUNTY, OREGON**

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**PAULY, ROGERS, AND Co., P.C.**  
12700 SW 72<sup>nd</sup> Ave. Tigard, OR 97223  
(503) 620-2632 (503) 684-7523 FAX  
www.paulyrogersandcocpas.com

March 24, 2026

## INDEPENDENT AUDITORS' REPORT

To the Board of Directors  
KNOVA Learning  
DBA Rockwood Preparatory Academy Charter School  
Multnomah County, Oregon

### **Report on the Audit of the Financial Statements**

#### **Opinions**

We have audited the accompanying basic financial statements of the governmental activities, and the major fund of KNOVA Learning (the School) for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the basic financial statements as listed in the table of contents.

In our opinion, the basic financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and major fund of the School as of June 30, 2025, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Basis for Opinions**

We conducted our audit in accordance with the auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

#### **Responsibilities of Management for the Financial Statements**

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

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

## **Auditors' Responsibilities for the Audit of the Financial Statements**

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

In performing an audit in accordance with generally accepted auditing standards, we:

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

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

## **Required Supplementary Information**

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

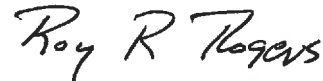
## **Other Information**

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

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

### **Report on Other Legal and Regulatory Requirements**

In accordance with Minimum Standards for Audits of Oregon Municipal Corporations, we have issued our report dated March 24, 2026 on our consideration of compliance with certain provisions of laws and regulations, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules. The purpose of the report is to describe the scope of our testing of compliance and the results of that testing and not to provide an opinion on compliance.



ROY R. ROGERS, CPA  
PAULY, ROGERS AND CO., P.C.

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**KNOVA LEARNING**

MULTNOMAH COUNTY, OREGON

REQUIRED SUPPLEMENTARY INFORMATION

MANAGEMENT'S DISCUSSION & ANALYSIS

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# **Knova Learning Oregon**

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**

**For the year ended June 30, 2025**

As management of KNOVA Learning, we offer the following narrative overview and analysis of the School's financial statements for the fiscal year ended June 30, 2025. Because the information contained in this discussion is select in nature, it should be considered in conjunction with the financial statements included in this audit report.

These financial statements are presented in conformance with Governmental Accounting Standards Board (GASB) Statement No. 34. GASB 34 requires the School's financial statements to be presented on the same basis as those of our sponsoring district, Reynolds School District.

The School's financial statements consist of the following:

- Government-wide financial statements.
- Fund financial statements.
- Notes to the basic financial statements.
- General fund financial statements, including budget to actual comparison.

The government-wide financial statements are designed to provide an overview of the School's financial operations, in a manner similar to a private-sector business. The Statement of Net Position presents information regarding all assets and liabilities, with the difference between the two reported as net position. Changes in net position may serve as a useful indicator of whether or not the overall financial position of the School is improving or deteriorating. The Statement of Activities presents information showing how the School's net position increased or decreased during the year under audit. All activities in the government-wide financial statements are presented on the full accrual basis of accounting, in which they are reported as soon as the event occurs, regardless of the timing of associated cash flows.

The fund financial statements are presented focusing on near-term inflows and outflows of available resources, as well as balances of available resources available at the end of the year. The Schedule of Revenues, Expenditures and Changes in Fund Balance also includes the School's budget, which is approved by the Board of Directors each year. This information is useful in assessing the School's near-term financial situation, and in the analysis of its annual budget.

The following is a comparison of current to prior year Statement of Net Position:

	2025	2024	% Change
<b>Assets</b>			
Current and other assets	\$ 2,228,349	\$ 2,095,508	6%
Cash Held with Bondholder	\$ 2,005,179		100%
Long Term Obligation Loan	\$ -	\$ 42,900	-100%
Right to Use Asset, net amort	\$ 42,280	\$ 59,775	-29%
Net Pension Asset	\$ 45,075	\$ -	100%
Capital Assets	\$ 4,658,518	\$ 4,732,853	-2%
<b>Total Assets</b>	<b>\$ 8,979,401</b>	<b>\$ 6,931,036</b>	<b>30%</b>
<b>Deferred Inflows of Resources</b>			
Net pension related deferrals	\$ 2,275,562	\$ 1,263,542	80%
<b>Total assets and pension related Deferrals</b>	<b>\$ 11,254,963</b>	<b>\$ 8,194,578</b>	<b>37%</b>
<b>Liabilities</b>			
Current and other liabilities	\$ 187,763	\$ 184,068	2%
Lease Liability	\$ 43,437	\$ 43,437	0%
Net pension liability	\$ 2,867,268	\$ 2,069,102	39%
Accrued Interest Expense	\$ 51,002	\$ 29,792	71%
Noncurrent liabilities (net)	\$ 5,865,000	\$ 3,575,000	64%
<b>Total liabilities</b>	<b>\$ 9,014,470</b>	<b>\$ 5,901,399</b>	<b>53%</b>
<b>Deferred Inflows of Resources</b>			
Net pension related deferrals	\$ 225,655	\$ 312,618	-28%
<b>Total liabilities and pension related Deferral.</b>	<b>\$ 9,240,125</b>	<b>\$ 6,214,017</b>	<b>49%</b>
<b>Net Position</b>			
Net investment in capital assets	\$ 839,820	\$ 1,157,043	-27%
Restricted for Net OPEB	\$ 45,075	\$ -	100%
Unrestricted	\$ 1,129,943	\$ 823,518	37%
<b>Total net position</b>	<b>\$ 2,014,838</b>	<b>\$ 1,980,561</b>	<b>2%</b>

The following is a comparison of current to prior year statement of Statement of Activities:

	<u>2025</u>	<u>2024</u>
<b>Revenues:</b>		
Charges for services	\$ 1,933	\$ 3,841
Operating Grants	\$ 1,268,149	\$ 1,456,127
General Revenues	\$ 4,482,578	\$ 4,453,105
<b>Total Revenues:</b>	<b>\$ 5,752,660</b>	<b>\$ 5,913,073</b>
<b>Expenses:</b>		
Instruction	\$ 3,071,894	\$ 2,409,940
Support Services	\$ 2,136,756	\$ 2,634,787
Other Expenses	\$ 509,733	\$ 312,790
<b>Total Expenses:</b>	<b>\$ 5,718,383</b>	<b>\$ 5,357,517</b>
Change in Net Position	\$ 34,277	\$ 555,556
Beginning Net Position (before restatement)	\$ 1,980,561	\$ 1,463,405
Prior Period Adjustment		\$ 38,400
Beginning Net Position (as restated)		\$ 1,425,005
<b>Ending Net Position</b>	<b>\$ 2,014,838</b>	<b>\$ 1,980,561</b>

An analysis of the government-wide financial statements shows the following:

- Fiscal year 2024-2025 was year fourteen of operations for the KNOVA Learning Center. Total assets, which consist of cash, accounts receivable, prepaid expenses, and capital and leased assets, were \$8,979,401. Total liabilities were \$9,014,470. All activities of the School are governmental activities.
- Our revenues during 2024-2025 were primarily from State School Funds, which were \$4,417,478. Other grant revenue totaled \$1,268,149. Total revenues from all sources for the year were \$5,752,660.
- Our expenses totaled \$5,718,383 for the 2024-2025 year.

An analysis of the governmental fund financial statements shows the following:

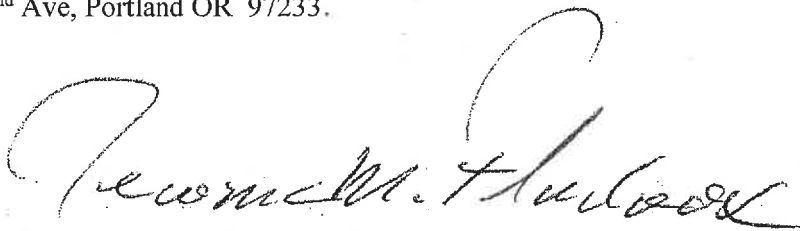
- The Schedule of Revenues, Expenses and Changes in Fund Balance—Actual and Budget presents greater detail regarding the School’s revenues and expenses for the year. The following are significant budgetary variations we feel should be discussed further:
  1. Total revenues for the fiscal year were less than budgeted. Our enrollment had some large fluctuations this year and we are working on strategies to have it stabilized, so we can accurately budget our state school funds. Our grant income came in over budget, so that helped our revenue be closer to budget.
  2. Actual instruction expenses include costs for classroom supplies, textbooks and equipment that are budgeted as support services and actual support services were more than budgeted. Due to our lower enrollment, we worked hard to control expenses outgoing. We also now have bond ratio terms to meet, so we monitor the ratios closely throughout the year.
  3. The School is committed to budgeting conservatively. Our approach is to build our budget so as to operate the School on the revenue from the state school funds and SIA alone.

KNOVA leadership stayed steady in 2024-2025. This was a year with minimal to no turnover of staff, strengthening our organization. KNOVA's Board of Directors is hopeful this will be a stable building opportunity to continue to attract new students. The board continues to improve in structure and aligning the right people in the correct position to assist the school in its' future success.

Please refer to the notes to the financial statements for a discussion of other issues related to the 2024-2025 year. Within that section are explanations of KNOVA Learning's organization and operation, a summary of significant accounting policies, and other important information.

We have refinanced our building into a bond structure and improved our facilities this past summer. We re-sided our buildings, replaced roofs, put in new efficient windows, and repainted the entire campus. Our current enrollment is 388, we had started the school year with 404 students.

This financial report is designed to provide a general overview of the School's finances for all those with an interest in the School's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to Preston Salami, Board Treasurer at KNOVA Learning, 740 SE 182<sup>nd</sup> Ave, Portland OR 97233.

A handwritten signature in black ink, appearing to read "Jerry Fladoos". The signature is written in a cursive style with a large, looping initial "J".

Jerry Fladoos, Chairman of the Board  
KNOVA Learning

**KNOVA LEARNING**  
**MULTNOMAH COUNTY, OREGON**

**BASIC FINANCIAL STATEMENTS**

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KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

STATEMENT OF NET POSITION  
June 30, 2025

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ASSETS:

Cash and cash equivalents	\$ 1,952,977
Cash held with Bondholder	2,005,179
Accounts receivable	264,069
Prepaid expenses	11,303
Net OPEB - RHIA Asset	45,075
Right-to-use asset, net of amortization	42,280
Capital assets, net of depreciation	<u>4,658,518</u>
 Total Assets	 8,979,401

DEFERRED OUTFLOWS OF RESOURCES:

Bond issuance costs	269,150
Pension related deferrals - PERS	2,005,139
OPEB related deferrals - RHIA	<u>1,273</u>
 Total Deferred Outflows	 <u>2,275,562</u>
 Total Assets and Deferred Outflows of Resources	 <u>11,254,963</u>

LIABILITIES:

Accounts payable	73,242
Payroll liabilities	114,521
Lease liability - Current portion	17,277
Bonds payable - Current portion	105,000
Net pension liability - PERS	2,867,268
Accrued interest expense	51,002
Lease liability - Long Term	26,160
Bonds payable - Long Term	<u>5,760,000</u>
 Total Liabilities	 9,014,470

DEFERRED INFLOWS OF RESOURCES:

Pension related deferrals - PERS	203,506
OPEB related deferrals - RHIA	<u>22,149</u>
 Total Deferred Outflows	 <u>225,655</u>
 Total Liabilities and Pension Related Deferrals	 <u>9,240,125</u>

NET POSITION:

Net Investment in Capital Assets	839,820
Restricted for Net OPEB RHIA Asset	45,075
Unrestricted	<u>1,129,943</u>
 Total Net Position <small>See accompanying notes to the basic financial statements</small>	 <u>\$ 2,014,838</u>

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2025

FUNCTIONS	EXPENDITURES	PROGRAM REVENUES		NET (EXPENSE) REVENUE AND CHANGES IN NET POSITION
		CHARGES FOR SERVICES	OPERATING GRANTS AND CONTRIBUTIONS	
Instruction	\$ 3,071,894	\$ 1,933	\$ 738,923	\$ (2,331,038)
Support services	2,136,756	-	529,226	(1,607,530)
Other Expense	509,733	-	-	(509,733)
Total Governmental Activities	<u>\$ 5,718,383</u>	<u>\$ 1,933</u>	<u>\$ 1,268,149</u>	<u>(4,448,301)</u>

General Revenues

State School Fund - General Support	4,417,478
Insurance Proceeds	40,587
Miscellaneous	160
Interest on investments	<u>24,353</u>

Total General Revenues 4,482,578

Change in Net Position 34,277

Net Position - Beginning 1,980,561

Net Position - Ending \$ 2,014,838

See accompanying notes to the basic financial statements

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

BALANCE SHEET - GOVERNMENTAL FUND  
June 30, 2025

---

	<u>GENERAL FUND</u>
<b>ASSETS:</b>	
Cash and cash equivalents	\$ 1,952,977
Cash held with Bondholder	2,005,179
Accounts receivable	264,069
Prepaid expenses	<u>11,303</u>
Total Assets	<u>\$ 4,233,528</u>
 <b>LIABILITIES AND FUND BALANCE:</b>	
Liabilities:	
Accounts payable	\$ 73,242
Payroll liabilities	<u>114,521</u>
Total Liabilities	<u>187,763</u>
Fund Balances:	
Nonspendable	11,303
Unassigned	<u>4,034,462</u>
Total Fund Balances	<u>4,045,765</u>
Total Liabilities and Fund Balance	<u>\$ 4,233,528</u>

See accompanying notes to the basic financial statements

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

Reconciliation of the Governmental Fund  
 Balance Sheet to the Statement of Net Position  
 June 30, 2025

---

Total Fund Balances - Governmental Fund	\$	4,045,765
<p>The net PERS pension asset (liability) is the difference between the total pension liability and the assets set aside to pay benefits earned to past and current employees and beneficiaries.</p>		
		(2,867,268)
<p>The RHIA net OPEB asset/(liability) is the difference between the total OPEB liability and the assets set aside to pay health insurance premiums of eligible retirees.</p>		
		45,075
<p>Deferred inflows and outflows of resources related to the pension plan include differences between expected and actual experience, changes of assumptions, differences between projected and actual earnings, and contributions subsequent to the measurement date.</p>		
Deferred Outflows - PERS		2,005,139
Deferred Inflows - PERS		(203,506)
Deferred Outflows - RHIA		1,273
Deferred Inflows - RHIA		(22,149)
<p>The cost of capital assets (buildings and improvements, and furniture) that are leased, purchased, or constructed are reported as an expenditure in the governmental fund. The Statement of Net Position includes those capital assets among the assets of the School as a whole.</p>		
Capital Assets, Net of Depreciation		4,658,518
Right-to-Use Assets, Net of Amortization		42,280
<p>Proceeds from long term debt issues and lease financings are reported as an other financing source in the governmental fund but as a liability on the Statement of Net Position. Accrued interest on long term debt and lease liabilities is not reported in the governmental fund but is recorded as a liability on the Statement of Net Position. Loan origination fees are fully expensed in the governmental fund but are amortized over the term of the loan in the Statement of Activities.</p>		
Bond Issuance Costs		269,150
Bonds Payable		(5,865,000)
Lease liabilities		(43,437)
Accrued interest		(51,002)
Net Position	\$	2,014,838

See accompanying notes to the basic financial statements

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE  
GOVERNMENTAL FUND  
For the Year Ended June 30, 2025

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REVENUES:

Local sources	\$ 78,017
State sources	5,252,302
Federal Sources	<u>422,341</u>
Total Revenues	<u>5,752,660</u>

EXPENDITURES:

Instruction	2,973,289
Support services	2,161,640
Facilities Acquisition and Construction	58,633
Other Uses	<u>447,100</u>
Total Expenditures	<u>5,640,662</u>

Other Financing Sources, (Uses):

Bond proceeds	<u>2,005,179</u>
Total Financing Sources, (Uses)	<u>2,005,179</u>

Net Change in Fund Balance	2,117,177
Beginning Fund Balance	<u>1,928,588</u>
Ending Fund Balance	<u>\$ 4,045,765</u>

See accompanying notes to the basic financial statements

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

Reconciliation of the Governmental Fund  
Statement of Revenues, Expenditures, and Changes in Fund Balance  
to the Statement of Activities  
For the Year Ended June 30, 2025

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Total Net Changes in Fund Balances - Governmental Funds \$ 2,117,177

The PERS pension income (expense) represents the changes in net pension asset (liability) from year to year due to changes in total pension liability and the fair value of pension plan net position available to pay pension benefits. 52,543

The RHIA OPEB income (expense) represents the changes in net OPEB asset (liability) from year to year due to changes in total OPEB liability and the fair value of the OPEB plan's net position available to pay OPEB benefits. 24,199

Capital outlays are reported in the governmental fund as expenditures. However, in the Statement of Activities, the cost of those assets is capitalized and allocated over their estimated useful lives as depreciation expense. Leased assets are amortized over their lease term as amortization expense.

Capital asset additions	58,633
Depreciation expense	(132,968)
Amortization expense	(17,495)

In Governmental Funds long-term debt proceeds and lease financings are reported as other financing sources and payments toward these liabilities are expenditures. In the Statement of Net Position, however, debt and lease financing increases liabilities not revenue while payments reduce liabilities rather than increase expenditures.

Bond Issuance Costs	269,150
New Bond Issuance	(5,865,000)
Debt Principal Repaid	3,575,000
Amortization of Loan Origination Fee	(42,900)
Change in Accrued interest	(21,210)
Payments on Lease liability	17,148

Change in Net Position of Governmental Activities \$ 34,277

See accompanying notes to the basic financial statements

**KNOVA LEARNING**  
MULTNOMAH COUNTY, OREGON

NOTES TO THE BASIC FINANCIAL STATEMENTS

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KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The basic financial statements have been prepared in conformity with generally accepted accounting principles (GAAP) in the United States of America as applied to government units as required by Oregon law. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies are described below.

A. THE FINANCIAL REPORTING ENTITY

KNOVA Learning (the School) is a non-profit corporation organized under provisions of Oregon Revised Statutes Chapter 338 for the purpose of operating a charter school doing business as Rockwood Preparatory Academy Charter School. It is governed by a board. Generally accepted accounting principles require that these basic financial statements present the School and all component units, if any. Component units, as established by the Governmental Accounting Standards Board (GASB) Statement 61, are separate entities that are included in the School's reporting because of the significance of their operational or financial relationships with the School. All significant activities and entities with which the School exercises oversight responsibility have been considered for inclusion in the basic financial statements. There are no component units.

B. MEASUREMENT FOCUS, BASIS OF ACCOUNTING AND BASIS OF PRESENTATION

GOVERNMENT-WIDE FINANCIAL STATEMENTS (GWFS)

The Statement of Net Position and Statement of Activities display information about the School as a whole. The Statement of Net Position and the Statement of Activities were prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets, and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets, and liabilities resulting from non-exchange transactions are recognized in accordance with the requirements of GASB Statement No. 33 "Accounting and Financial Reporting for Non-exchange Transactions."

All direct expenses are reported by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function.

FUND FINANCIAL STATEMENTS

The accounts are organized and operated on the basis of funds. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. MEASUREMENT FOCUS, BASIS OF ACCOUNTING AND BASIS OF PRESENTATION (CONTINUED)

GOVERNMENTAL FUND TYPES

Governmental funds are used to account for general government activities. Governmental fund types use the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they are “measurable and available”). “Measurable” means the amount of the transaction can be determined and “available” means collectible within the current period or soon enough thereafter to pay liabilities of the current period which is 60 days. Grant revenue is not considered available and, therefore, is not recognized until received. Expenditures are recorded when the liability is incurred.

Revenues susceptible to accrual are state and local shared revenue.

The following major governmental fund is reported:

GENERAL FUND

This fund accounts for all financial resources and expenditures, except those required to be accounted for in another fund (there are no other funds). The principal revenue sources are payments of state school support from Reynolds School District, fees, fundraising and donations.

GRANTS

Unreimbursed expenditures due from grantor agencies, if any, are reflected in the government-wide financial statements as receivables and revenues. Grant revenues are recorded at the time eligible expenditures are incurred. Cash received from grantor agencies in excess of related grant expenditures is recorded as liability in the balance sheet and statement of net position.

FUND BALANCES

GASB Statement No. 54, Fund Balance Reporting and Governmental Fund-type Definitions, is followed. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund-type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed on the use of the resources reported in governmental funds. Under this standard, the fund balance classifications are nonspendable, restricted, committed, assigned, and unassigned.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. MEASUREMENT FOCUS, BASIS OF ACCOUNTING AND BASIS OF PRESENTATION (CONTINUED)

FUND BALANCE (CONTINUED)

- Nonspendable represents amounts that are not in a spendable form.
- Restricted represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments) or are restricted by law (constitutionally or by enabling legislation).
- Committed represents funds formally set aside by the governing body for a particular purpose. The use of committed funds would be approved by resolution.
- Assigned represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body or by an official to whom that authority has been given by the governing body.
- Unassigned is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

There were no restricted, committed or assigned fund balances at year end.

The governing body has not established a policy on the order in which unrestricted resources are to be used when these amounts are available for expenditure. As a result of this, the default approach is used which assumes restricted resources are spent first when both restricted and unrestricted (committed, assigned, or unassigned) resources are available for expenditures. When unrestricted resources are spent, the order of spending is committed (if applicable), assigned (if applicable) and unassigned.

NET POSITION

Net position is comprised of the various net earnings from operations, non-operating revenues, expenses and contributions of capital. Net position is classified in the following categories:

Restricted – consists of external constraints placed on assets by creditors, grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation. There is no restricted net position at June 30, 2025.

Net investment in capital assets – consists of capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.

Unrestricted – consists of all other assets that are not included in the other categories previously mentioned.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. BUDGET

A budget is prepared for the General Fund on the modified accrual basis of accounting in the main program categories as listed below. Modified accrual basis differs from accrual in that no depreciation expense is recognized, capital assets are expensed when purchased, inventory is expensed when purchased, debt proceeds are recorded as revenue rather than a liability, pension and OPEB costs are not recorded until paid, and debt principal is an expenditure when paid. The budget is prepared on a basis consistent with generally accepted accounting principles in the United States of America, except as stated above.

Expenditures are made at the following levels for each fund:

LEVEL OF CONTROL

Instruction  
Support Services  
Facilities Acquisition & Construction  
Debt Service

A comparison of actual to budgeted amounts can be found on page 32.

D. CAPITAL ASSETS

Capital assets, which include buildings and improvements, and furniture, are reported in the government-wide financial statements. Capital assets are defined as assets with an initial, individual cost of more than \$5,000 and a life in excess of one year. Capital assets are recorded at historical cost or estimated historical cost. Donated capital assets are recorded at their estimated fair market value on the date donated. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend asset lives are not capitalized. Depreciation is recorded on capital assets using the straight line method over the useful life of the asset, or in the case of tenant improvements, over the useful life or the remaining term of the lease, whichever is shorter.

Furniture and fixtures	3 to 7 years
Building improvements	5 years
Site improvements	30 years

E. SUPPLY INVENTORY

Detailed supply inventory records are not maintained. Inventories are not considered to be material by management at year end.

F. CASH AND CASH EQUIVALENTS

The Cash and Cash Equivalents are considered to be cash on hand, demand deposits, and short term investments with original maturities of three months or less from the date of acquisition.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

G. RETIREMENT PLANS

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

H. ESTIMATES

The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the basic financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

I. PREPAID EXPENSES

Prepaid expenses are reported for purchases of services paid for during the year but not used until next year.

J. BOND ISSUANCE COSTS

Bond issuance costs, necessary to secure bond proceeds, are expensed in the budgetary statements, but are amortized over the term of the corresponding bond in the government-wide financial statements.

K. DEFERRED OUTFLOWS / INFLOWS OF RESOURCES

In addition to assets, the basic financial statements will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense / expenditure) until then. At June 30, 2025, there were deferred outflows representing PERS pension and OPEB-RHIA related deferrals, as well as bond issuance costs, reported in the Statement of Net Position.

In addition to liabilities, the basic financial statements will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. At June 30, 2025, there were deferred inflows representing PERS pension and OPEB-RHIA related deferrals reported in the Statement of Net Position.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

L. FAIR VALUE INPUTS AND METHODOLOGIES AND HIERARCHY

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

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

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

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

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

M. STATE SCHOOL FUND

Pursuant to ORS 338.155, students of a public charter school are considered to be residents of the school district in which the public charter school is located. The School reports the number of fulltime equivalent students and related data to the Oregon Department of Education. A representative from the Oregon Department of Education reports the number of full-time equivalent students and related data to Reynolds School District. Reynolds School District verifies the information received by the State of Oregon. Within ten days of receipt from the State of Oregon, Reynolds School District is required to send payment to the School on a percentage of the funds they receive for those students. The percentage is established by the charter agreement between the Oregon Department of Education and the School.

N. UNEARNED REVENUE

Unearned revenue represents money received by the School for services that have yet to be performed. There was no deferred revenue at June 30, 2025.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

L. RIGHT-TO-USE ASSETS

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

M. LEASE LIABILITY

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

2. CASH AND INVESTMENTS

DEPOSITS

Deposits with financial institutions include bank demand deposits. Oregon Revised Statutes require deposits to be adequately covered by federal depository insurance or deposited at an approved depository as identified by the Treasury. The total bank balance per the bank statements as of June 30, 2025 was \$1,668,301, of which, \$333,844 was covered by federal depository insurance, and the remainder was collateralized by the Oregon Public Funds Collateralization Program (PFCP).

Cash and Cash Equivalents at June 30, 2025 consisted of:

Cash on Hand	\$ 278
Cash Held by Bondholder	2,005,179
Checking Accounts	578,703
Savings Accounts	1,373,996
	<u>\$ 3,958,156</u>

CREDIT RISK – DEPOSITS

In the case of deposits, this is the risk that in the event of a bank failure, deposits may not be returned. There is no deposit policy for custodial credit risk. As of June 30, 2025, none of the bank balance was exposed to custodial credit risk.

INTEREST RATE RISK - INVESTMENTS

Oregon Revised Statutes require investments to not exceed a maturity of 18 months, except when the local government has adopted a written investment policy that was submitted to and reviewed by the OSTFB. There were no investments.

CREDIT RISK - INVESTMENTS

Oregon Revised Statutes do not limit investments as to credit rating for securities purchased from US Government Agencies or USGSE.

CONCENTRATION OF CREDIT RISK

At June 30, 2025 there were no investments.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

3. CAPITAL ASSETS

Changes in capital assets for the year ended June 30, 2025 are as follows:

	Balance July 1, 2024	Additions	Deletions	Balance June 30, 2025
Capital Assets Not Being Depreciated				
Land	\$ 2,701,000	\$ -	\$ -	\$ 2,701,000
Total Capital Assets Not Being Depreciated	2,701,000	-	-	2,701,000
Capital Assets Being Depreciated				
Buildings & Improvements	1,972,951	-	-	1,972,951
Equipment, Furniture, & Fixtures	390,025	58,633	-	448,658
Totals	2,362,976	58,633	-	2,421,609
Accumulated Depreciation				
Buildings & Improvements	108,168	56,248	-	164,416
Equipment, Furniture, & Fixtures	222,955	76,720	-	299,675
Totals	331,123	132,968	-	464,091
Net Capital Assets	\$ 4,732,853			\$ 4,658,518

Depreciation expense was allocated to the following function:

Instruction	\$ 132,968
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4. ACCOUNTS RECEIVABLE

Accounts receivable of \$264,069 consists of \$139,772 in insurance receivable and \$124,297 in state grant receivables.

5. PREPAID EXPENSES

Prepaid expenses are items which have been paid for but have a benefit extending into the next fiscal year. The prepaid expense balance of \$11,303 primarily consists of payments for other services and dues that will be expensed during the 2025-2026 fiscal year.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

6. LOAN ORIGATION FEES AND BOND ISSUANCE COSTS

On June 16, 2022 the School incurred \$71,500 in loan origination fees to secure a loan from Portland Charter Partners for the sole purpose of purchasing the facility at 740 SE 182<sup>nd</sup> Avenue, Portland, OR 97233 where the School operates. The loan origination fees were being amortized over the term of the loan. As of June 30, 2025 the loan was fully paid off and this amount has been fully amortized.

On December 13, 2024, the School incurred \$269,150 in bond issuance costs to issue a bond from NBH Bank. The issuance costs are being amortized over the term of the bond beginning in fiscal year 2026. See Note 7 - Long-Term Obligations for additional information about the bond.

Loan origination fees are being amortized as follows:

Year	Loan Origination Fees
2026	29,906
2027	29,906
2028	29,906
2029	29,906
2030	29,906
2031-34	119,620
Subtotal	\$ 269,150

7. LONG-TERM OBLIGATIONS

On June 16, 2022 the School and Portland Charter Partners entered into an agreement by which the School would purchase the facility at 740 SE 182<sup>nd</sup> Avenue, Portland, OR 97233 where it operates. In doing so the School secured a term loan from Portland Charter Partners in the amount of \$3,575,000 with a five-year term to maturity, monthly interest only payments commencing September 1, 2022. This loan has been fully paid off as of June 30, 2025.

On December 13, 2024, the School and NBH Bank entered into an agreement for a bond in the amounts of \$5,710,000 and \$155,000. Interest only payments for both bonds started June 15, 2025. The School has no significant default or termination clauses on any bonds payable and are not subject to any acceleration clauses under GASB 88.

Loan	Original Amount	Outstanding July 1, 2024	Issued	Redeemed	Outstanding June 30, 2025	Due Within One Year
06/16/2022, Portland Charter Partners - - Promissory Note	\$ 3,575,000	\$ 3,575,000	\$ -	\$ 3,575,000	\$ -	\$ -
06/16/2022, Portland Charter Partners - - Loan Origination Fee	(71,500)	(42,900)	-	(42,900)	-	-
12/13/2024 Public Finance Authority - 2024A Bond	5,710,000	-	5,710,000	-	5,710,000	-
12/13/2024 Public Finance Authority - 2024B Bond	155,000	-	155,000	-	155,000	105,000
12/13/2024 Public Finance Authority - Bond Issuance Costs	(269,150)	-	(269,150)	-	(269,150)	(29,906)
		\$ 3,532,100	\$ 5,595,850	\$ 3,532,100	\$ 5,595,850	\$ 75,094

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

7. LONG-TERM OBLIGATIONS (CONTINUED)

Future payments are as follows:

<b>2024A</b>			<b>2024B</b>		
Year	Principal	Interest	Year	Principal	Interest
2026	-	323,757	2026	105,000	9,579
2027	55,000	323,757	2027	50,000	3,090
2028	115,000	320,639	2028	-	-
2029	125,000	314,118	2029	-	-
2030	130,000	307,031	2030	-	-
2031-34	5,285,000	1,149,593	2031-34	-	-
Subtotal	<u>\$ 5,710,000</u>	<u>\$ 2,738,894</u>	Subtotal	<u>\$ 155,000</u>	<u>\$ 12,669</u>

8. LEASE LIABILITIES

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

On 11/10/2023, the School entered into a 60 month lease as Lessee for the use of Kyocera copiers. On January 1, 2023 an initial lease liability was recorded in the amount of \$87,475. As of 06/30/2025, the value of the lease liability is \$43,437. The School is required to make monthly fixed payments of \$1,462. The lease has an interest rate of 0.7505%. The value of the right to use asset as of 06/30/2025 of \$87,475 with accumulated amortization of \$45,195 is included on the Lease Class activities table found below.

Asset Class	Changes in Lease Liability			Balance at June 30, 2025	Due within a year
	Balance at July 1, 2024	Additions	Reductions		
Copiers	\$ 60,585	\$ -	\$ (17,148)	\$ 43,437	\$ 17,277
Total	<u>\$ 60,585</u>	<u>\$ -</u>	<u>\$ (17,148)</u>	<u>\$ 43,437</u>	<u>\$ 17,277</u>

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

8. LEASE LIABILITIES (CONTINUED)

Total future scheduled payments below comprise all lease liabilities:

Principal and Interest Requirements to Maturity

Fiscal Year Ending June 30,	Equipment	
	Principal Payments	Interest Payments
2026	\$ 17,277	\$ 267
2027	17,407	137
2028	8,753	19
Total	\$ 43,437	\$ 423

9. RIGHT TO USE ASSETS

Right to use assets are for the leases in Note 8.

Asset Class	Changes in Right-to-Use Asset			Balance at June 30, 2025
	Balance at July 1, 2024	Additions	Reductions	
Copiers	\$ 87,475	\$ -	\$ -	\$ 87,475
Accumulated Amortization Copier	27,700	17,495	-	45,195
Total Lease Assets, Net	\$ 59,775			\$ 42,280

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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10. PENSION PLAN

Plan Description – The Oregon Public Employees Retirement System (PERS) consists of a single cost-sharing multiple-employer defined benefit plan. All benefits of the system are established by the legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Oregon PERS produces an independently audited Annual Comprehensive Financial Report (ACFR) which can be found at:

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

If the link is expired, please contact Oregon PERS for this information.

- a. **PERS Pension (Chapter 238).** The ORS Chapter 238 Defined Benefit Plan is closed to new members hired on or after August 29, 2003.
  - i. **Pension Benefits.** The PERS retirement allowance is payable monthly for life. It may be selected from 13 retirement benefit options. These options include survivorship benefits and lump-sum refunds. The basic benefit is based on years of service and final average salary. A percentage (2.0 percent for police and fire employees, and 1.67 percent for general service employees) is multiplied by the number of years of service and the final average salary. Benefits may also be calculated under either a formula plus annuity (for members who were contributing before August 21, 1981) or a money match computation if a greater benefits results.

A member is considered vested and will be eligible at minimum retirement age for a service retirement allowance if he or she has had a contribution in each of five calendar years or has reached at least 50 years of age before ceasing employment with a participating employer (age 45 for police and fire members). General service employees may retire after reaching age 55. Police and fire members are eligible after reaching age 50. Tier 1 general service employee benefits are reduced if retirement occurs prior to age 58 with fewer than 30 years of service. Police and fire member benefits are reduced if retirement occurs prior to age 55 with fewer than 25 years of service. Tier 2 members are eligible for full benefits at age 60. The ORS Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003.
  - ii. **Death Benefits.** Upon the death of a non-retired member, the beneficiary receives a lump-sum refund of the member's account balance (accumulated contributions and interest). In addition, the beneficiary will receive a lump-sum payment from employer funds equal to the account balance, provided one or more of the following contributions are met:
    - member was employed by PERS employer at the time of death,
    - member died within 120 days after termination of PERS covered employment,
    - member died as a result of injury sustained while employed in a PERS-covered job, or
    - member was on an official leave of absence from a PERS-covered job at the time of death.
  - iii. **Disability Benefits.** A member with 10 or more years of creditable service who becomes disabled from other than duty-connected causes may receive a non-duty disability benefit. A disability resulting from a job-incurred injury or illness qualifies a member (including PERS judge members) for disability benefits regardless of the length of PERS-covered service. Upon qualifying for either a non-duty or duty disability, service time is computed to age 58 (55 for police and fire members) when determining the monthly benefit.
  - iv. **Benefit Changes After Retirement.** Members may choose to continue participation in their variable account after retiring and may experience annual benefit fluctuations due to changes in the fair value of the underlying global equity investments of that account. Under ORS 238.360, monthly benefits are adjusted annually through cost-of-living changes (COLA). The COLA is capped at 2.0 percent.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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10. PENSION PLAN (CONTINUED)

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

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

*Police and fire:* 1.8 percent is multiplied by the number of years of service and the final average salary. Normal retirement age for police and fire members is age 60 or age 53 with 25 years of retirement credit. To be classified as a police and fire member, the individual must have been employed continuously as a police and fire member for at least five years immediately preceding retirement. Under House Bill (HB) 2283, passed during the 2023 legislative session and effective January 1, 2024, if a member has established retirement eligibility under the police and fire classification, they retain that eligibility even if they perform service thereafter as other than police and fire. Under HB 4045, passed during the 2024 legislative session and effective January 1, 2025, normal retirement age for police and fire members will be lowered to age 55 or age 53 with 25 years of retirement credit.

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

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

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

iii. **Disability Benefits.** A member who has accrued 10 or more years of retirement credits before the member becomes disabled or a member who becomes disabled due to job-related injury shall receive a disability benefit of 45 percent of the member's salary determined as of the last full month of employment before the disability occurred. Disability benefits continue until the member is no longer disabled or otherwise no longer qualifies for benefits, reaches normal retirement age, or dies.

iv. **Benefit Changes After Retirement.** Under ORS 238.360, monthly benefits are adjusted annually through cost-of-living changes (COLA), starting with the monthly benefits received or entitled to be received on August 1. The COLA is capped at 2.0 percent.

**Contributions** – PERS funding policy provides for monthly employer contributions at actuarially determined rates. These contributions, expressed as a percentage of covered payroll, are intended to accumulate sufficient assets to pay benefits when due. The funding policy applies to the PERS Defined Benefit Plan and the Other Postemployment Benefit Plans. Employer contribution rates during the period were based on the December 31, 2021 actuarial valuation, which became effective July 1, 2023. The state of Oregon and certain schools, community colleges, and political subdivision have made unfunded actuarial liability payments and their rates have been reduced. Employer contributions for the year ended June 30, 2025 were \$776,589, excluding amounts to fund employer specific liabilities.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

10. PENSION PLAN (CONTINUED)

**Pension Asset or Liability** – At June 30, 2025, the School reported a net pension liability of \$2,867,268 for its proportionate share of the net pension liability. The pension liability was measured as of June 30, 2024, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation dated December 31, 2022. The School’s proportion of the net pension liability was based on a projection of the School’s long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. As of the measurement dates of June 30, 2024 and 2023, the School’s proportion was .013 percent and .011 percent, respectively. Pension income for the year ended June 30, 2025 was \$52,543.

The rates in effect for the year ended June 30, 2025, were:

- (1) Tier 1/Tier 2 – 27.87%
- (2) OPSRP general services – 25.03%

	Deferred Outflow of Resources	Deferred Inflow of Resources
Difference between expected and actual experience	\$ 169,859	\$ 6,843
Changes in assumptions	288,276	369
Net difference between projected and actual earnings on pension plan investments	182,152	-
Net changes in proportionate share	334,799	113,893
Differences between contributions and proportionate share of contributions	253,464	82,401
Subtotal - Amortized Deferrals (below)	1,228,550	203,506
Contributions subsequent to measuring date	776,589	-
Deferred outflow (inflow) of resources	\$ 2,005,139	\$ 203,506

The amount of contributions subsequent to the measurement date will be included as a reduction of the net pension liability in the fiscal year ended June 30, 2026.

Subtotal amounts related to pension as deferred outflows of resources \$1,228,550, and deferred inflows of resources, (\$203,506), net to \$1,025,044 and will be recognized in pension expense as follows:

Year ending June 30,	Amount
2026	\$ 92,960
2027	429,191
2028	276,863
2029	181,021
2030	45,009
Thereafter	-
Total	\$ 1,025,044

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS system-wide GASB 68 reporting summary dated January 31, 2025. Oregon PERS produces an independently audited ACFR which can be found at:

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

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

10. PENSION PLAN (CONTINUED)

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

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

**Actuarial Methods and Assumptions:**

Valuation date	December 31, 2022
Measurement Date	June 30, 2024
Experience Study Report	2022, Published July 24, 2023
Actuarial cost method	Entry Age Normal
Inflation rate	2.40 percent
Investment rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increase	3.40 percent
Cost of Living Adjustment	Blend of 2% COLA and graded COLA (1.25%/0.15%) in accordance with <i>Moro</i> decision; blend based on service
Mortality	<p><u>Healthy retirees and beneficiaries:</u>            Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.</p> <p><u>Active members:</u>            Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.</p> <p><u>Disabled retirees:</u>            Pub-2010 Disabled Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.</p>

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

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MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

10. PENSION PLAN (CONTINUED)

**Assumed Asset Allocation:**

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

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

**Long-Term Expected Rate of Return:**

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

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

(Source: June 30, 2024 PERS ACFR; p. 88)

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

10. PENSION PLAN (CONTINUED)

**Discount Rate** – The discount rate used to measure the total pension liability as of the measurement dates of June 30, 2024 and 2023 was 6.90 percent, for both years, for the Defined Benefit Pension Plan. The projection of cash flows used to determine the discount rate assumed that contributions from the plan members and those of the contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the pension plan’s fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments for the Defined Benefit Pension Plan was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School’s proportionate share of the net pension liability to changes in the discount rate – the following presents the School’s proportionate share of the net pension liability calculated using the discount rate of 6.90 percent, as well as what the School’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is one percent lower (5.90 percent) or one percent higher (7.90 percent) than the current rate.

	1% Decrease (5.90%)	Discount Rate (6.90%)	1% Increase (7.90%)
School's proportionate share of the net pension liability	\$ 4,522,998	\$ 2,867,268	\$ 1,480,512

**Changes Subsequent to the Measurement Date**

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

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

**OPSRP Individual Account Program (OPSRP IAP)**

*Plan Description:*

Employees of the School are provided with pensions through OPERS. All the benefits of OPERS are established by the Oregon legislature pursuant to Oregon Revised Statute (ORS) Chapters 238 and 238A. Chapter 238 Defined Benefit Pension Plan is closed to new members hired on or after August 29, 2003. Chapter 238A created the Oregon Public Service Retirement Plan (OPSRP), which consists of the Defined Benefit Pension Program and the Individual Account Program (IAP). Membership includes public employees hired on or after August 29, 2003. PERS members retain their existing defined benefit plan accounts, but member contributions are deposited into the member’s IAP account. OPSRP is part of OPERS, and is administered by the OPERS Board.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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10. PENSION PLAN (CONTINUED)

*Pension Benefits:*

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

*Death Benefits:*

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

*Contributions:*

Employees of the School pay six (6) percent of their covered payroll. Effective July 1, 2020, currently employed Tier 1/Tier 2 and OPSRP members earning \$2,500 or more per month (increased to \$3,333 per month in 2022) will have a portion of their 6 percent monthly IAP contributions redirected to an Employee Pension Stability Account. The Employee Pension Stability Account will be used to pay part of the member's future benefit. Of the 6 percent monthly IAP contribution, Tier 1/Tier 2 will have 2.5 percent redirected to the Employee Pension Stability Account and OPSRP will have 0.75 percent redirected to the Employee Pension Stability Account, with the remaining going to the member's existing IAP account. Members may voluntarily choose to make additional after-tax contributions into their IAP account to make a full 6 percent contribution to the IAP. The School did not make any optional contributions to member IAP accounts for the year ended June 30, 2025.

Additional disclosures related to Oregon PERS not applicable to specific employers are available online, or by contacting PERS at the following address: PO Box 23700 Tigard, OR 97281-3700.

<http://www.oregon.gov/pers/EMP/Pages/GASB.aspx>

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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11. OTHER POST-EMPLOYMENT BENEFIT PLAN - RHIA

**Plan Description:**

As a member of Oregon Public Employees Retirement System (OPERS) the School contributes to the Retirement Health Insurance Account (RHIA) for each of its eligible employees. RHIA is a cost-sharing multiple-employer defined benefit other postemployment benefit plan administered by OPERS. RHIA pays a monthly contribution toward the cost of Medicare companion health insurance premiums of eligible retirees. Oregon Revised Statute (ORS) 238.420 established this trust fund. Authority to establish and amend the benefit provisions of RHIA reside with the Oregon Legislature. The plan is closed to new entrants after January 1, 2004. OPERS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to Oregon Public Employees Retirement System, PO Box 23700, Tigard, OR 97281-3700.

**Funding Policy:**

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

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

At June 30, 2025, the School reported a net OPEB asset of \$45,075 for its proportionate share of the net OPEB asset. The OPEB asset was measured as of June 30, 2024, and the total OPEB asset used to calculate the net OPEB asset was determined by an actuarial valuation as of December 31, 2022. Consistent with GASB Statement No. 75, paragraph 59(a), the School's proportion of the net OPEB asset is determined by comparing the employer's actual, legally required contributions made during the fiscal year to the Plan with the total actual contributions made in the fiscal year of all employers. As of the measurement dates of June 30, 2024 and 2023, the School's proportion was .011 percent and .000 percent, respectively. OPEB income for the year ended June 30, 2025, was \$24,199.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

**11. OTHER POST-EMPLOYMENT BENEFIT PLAN – RHIA (CONTINUED)**

**Components of OPEB Expense/(Income):**

Employer's proportionate share of collective system OPEB Expense/(Income)	\$ (5,359)
Net amortization of employer-specific deferred amounts from:	
- Changes in proportionate share (per paragraph 64 of GASB 75)	(18,816)
- Differences between employer contributions and employer's proportionate share of system contributions (per paragraph 65 of GASB 75)	-
Employer's Total OPEB Expense/(Income)	\$ (24,175)

**Components of Deferred Outflows/Inflows of Resources:**

	Deferred Outflow of Resources	Deferred Inflow of Resources
Difference between expected and actual experience	\$ -	\$ 882
Changes in assumptions	-	570
Net difference between projected and actual earnings on pension plan investments	1,273	-
Net changes in proportionate share	-	20,697
Differences between School contributions and proportionate share of contributions	-	-
Subtotal - Amortized Deferrals (below)	1,273	22,149
School contributions subsequent to measuring date	-	-
Deferred outflow (inflow) of resources	\$ 1,273	\$ 22,149

The amount of contributions subsequent to the measurement date will be included as a reduction of the net OPEB asset in the fiscal year ended June 30, 2026.

Subtotal amounts related to OPEB as deferred outflows of resources, \$1,273, and deferred inflows of resources, (\$22,149), net to (\$20,876) and will be recognized in OPEB income as follows:

Year ending June 30,	Amount
2026	\$ (21,371)
2027	(340)
2028	689
2029	146
2030	-
Thereafter	-
Total	\$ (20,876)

All assumptions, methods and plan provisions used in these calculations are described in the Oregon PERS system-wide GASB 75 reporting summary dated January 31, 2025. Oregon PERS produces an independently audited ACFR which can be found at:

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

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

**11. OTHER POST-EMPLOYMENT BENEFIT PLAN – RHIA (CONTINUED)**

**Actuarial Methods and Assumptions:**

Valuation Date	December 31, 2022
Measurement Date	June 30, 2024
Experience Study Report	2022. Published July 24, 2023
Actuarial cost method	Entry Age Normal
Inflation rate	2.40 percent
Investment rate of return	6.90 percent
Discount rate	6.90 percent
Projected salary increase	3.40 percent
Retiree healthcare participation	Healthy retirees: 25%; Disabled retirees: 15%
Mortality	<p><u>Healthy retirees and beneficiaries:</u> Pub-2010 Healthy Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.</p> <p><u>Active members:</u> Pub-2010 Employee, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.</p> <p><u>Disabled retirees:</u> Pub-2010 Disabled Retiree, sex distinct, generational with Unisex, Social Security Data Scale, with job category adjustments and set-backs as described in the valuation.</p>

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

**Discount Rate:**

The discount rate used to measure the total OPEB asset as of the measurement date of June 30, 2024 and 2023, was 6.90 percent, for both years. The projection of cash flows used to determine the discount rate assumed that contributions from contributing employers are made at the contractually required rates, as actuarially determined. Based on those assumptions, the RHIA plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments for the RHIA plan was applied to all periods of projected benefit payments to determine the total OPEB asset.

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

11. OTHER POST-EMPLOYMENT BENEFIT PLAN – RHIA (CONTINUED)

**Long-Term Expected Rate of Return:**

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

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

*(Source: June 30, 2024 PERS ACFR; p. 88)*

Sensitivity of the School’s proportionate share of the net OPEB asset to changes in the discount rate – The following presents the School’s proportionate share of the net OPEB asset calculated using the discount rate of 6.90 percent, as well as what the School’s proportionate share of the net OPEB asset would be if it were calculated using a discount rate that is one percent lower (5.90 percent) or one percent higher (7.90 percent) than the current rate.

	1% Decrease (5.90%)	Discount Rate (6.90%)	1% Increase (7.90%)
School's proportionate share of the net OPEB asset	\$ (41,726)	\$ (45,075)	\$ (47,959)

**Changes Subsequent to the Measurement Date**

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

KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

NOTES TO BASIC FINANCIAL STATEMENTS

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12. LINE OF CREDIT

There is no line of credit in FY 2025.

13. COMMITMENTS & CONTINGENCIES

A substantial portion of operating funding is received from the State of Oregon through the Reynolds School District. State funding is determined through statewide revenue projections that are paid to individual school districts based on pupil counts and other factors in the state school fund revenue formula. Since these projections and pupil counts fluctuate they can cause increases or decreases in revenue. Due to these future uncertainties at the state level, the future effect on operations cannot be determined.

The School operates under authority of the Reynolds School District who grants a charter to the School and exercises some oversight as required by Oregon law. The effect of non-renewal of the charter has not been determined.

14. RISK MANAGEMENT

There is exposure to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. Commercial insurance is purchased to minimize its exposure to these risks. Settled claims have not exceeded this commercial coverage for the last three fiscal years.

15. TAX STATUS

The School is established pursuant to Section 501(c)(3) of the Internal Revenue Code, and, accordingly, the change in net position is exempt from income taxes. A favorable determination letter has been obtained from the Internal Revenue Service and management believes that the School continues to qualify and to operate in accordance with applicable provisions of the Internal Revenue Code.

U.S. Generally Accepted Accounting Principles requires management to evaluate tax positions taken by the School and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by the Internal Revenue Service. The School is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. The School's management believes it is no longer subject to income tax examinations for years prior to 2021.

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**KNOVA LEARNING**

MULTNOMAH COUNTY, OREGON

REQUIRED SUPPLEMENTARY INFORMATION

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KNOVA LEARNING OREGON  
MULTNOMAH COUNTY, OREGON

REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2025

PERS

SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET PENSION LIABILITY

Year Ended June 30,	(a) Employer's proportion of the net pension liability (NPL)	(b) Employer's proportionate share of the net pension liability (NPL)	(c) Employer's covered payroll	(b/c) NPL as a percentage of covered payroll	Plan fiduciary net position as a percentage of the total pension liability
2025	0.01289979 %	\$ 2,867,268	\$ 2,135,272	134.3 %	79.3 %
2024	0.01104659	2,069,102	1,753,423	118.0	81.7
2023	0.01142595	1,749,542	1,176,425	148.7	84.5
2022	0.01020204	1,220,825	1,082,443	112.8	87.6
2021	0.01195495	2,608,981	1,196,624	218.0	75.8
2020	0.01163892	2,013,254	1,096,828	183.6	80.2
2019	0.01264728	1,915,896	1,093,910	175.1	82.1
2018	0.01262643	1,702,048	1,136,247	149.8	83.1
2017	0.01349135	2,025,365	1,324,370	152.9	80.5
2016	0.01966195	1,128,883	645,106	175.0	91.9

The amounts presented for each fiscal year were actuarially determined at 12/31 and rolled forward to the measurement date of 6/30 for each year presented.

These schedules are presented to illustrate the requirements to show information for 10 years.

SCHEDULE OF CONTRIBUTIONS

Year Ended June 30,	Statutorily required contribution	Contributions in relation to the statutorily required contribution	Contribution deficiency (excess)	Employer's covered payroll	Contributions as a percent of covered payroll
2025	\$ 776,589	\$ 776,589	\$ -	\$ 2,505,703	31.0 %
2024	662,582	662,582	-	2,135,272	31.0
2023	394,689	394,689	-	1,753,423	22.5
2022	349,661	349,661	-	1,176,425	29.7
2021	340,396	340,396	-	1,082,443	31.4
2020	325,386	325,386	-	1,196,624	27.2
2019	262,438	262,438	-	1,096,828	23.9
2018	265,794	265,794	-	1,093,910	24.3
2017	229,061	229,061	-	1,136,247	20.2
2016	197,668	197,668	-	1,324,370	14.9

The amounts presented for each fiscal year were actuarially determined at 12/31 and rolled forward to the measurement date of 6/30 for each year presented.

These schedules are presented to illustrate the requirements to show information for 10 years.

KNOVA LEARNING  
MULTNOMAH COUNTY

REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2025

OPEB-RHIA

SCHEDULE OF THE PROPORTIONATE SHARE OF THE NET OPEB ASSET/(LIABILITY) FOR RHIA

Year Ended June 30,	(a) Employer's proportion of the net OPEB asset (NOA)	(b) Employer's proportionate share of the net OPEB asset (NOA)	(c) Employer's covered payroll	(b/c) NOA as a percentage of covered payroll	Plan fiduciary net position as a percentage of the total OPEB asset
2025	0.01115969 %	\$ 45,075	\$ 2,135,272	0.021 %	220.6 %
2024	0.00000000	-	1,753,423	-	201.6
2023	0.00000000	-	1,176,425	-	194.6
2022	0.00000000	-	1,082,443	-	183.9
2021	0.00603701	12,301	1,196,624	0.010	150.1
2020	0.00869916	16,810	1,096,828	0.015	144.4
2019	0.00870790	9,720	1,093,910	0.009	124.0
2018	0.00864448	3,608	1,136,247	0.003	108.9
2017	0.00996130	(2,705)	1,324,370	(0.002)	94.2

The amounts presented for each fiscal year were actuarially determined at 12/31 and rolled forward to the measurement date of 6/30 for each year presented.

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

Amounts for covered payroll "c" use the prior year's data to match the measurement date used by the OPEB plan for each year.

SCHEDULE OF CONTRIBUTIONS

Year Ended June 30,	Statutorily required contribution	Contributions in relation to the statutorily required contribution	Contribution deficiency (excess)	Employer's covered payroll	Contributions as a percent of covered payroll
2025	\$ N/A	\$ N/A	\$ N/A	\$ 2,505,703	N/A %
2024	N/A	N/A	N/A	2,135,272	N/A
2023	N/A	N/A	N/A	1,753,423	N/A
2022	N/A	N/A	N/A	1,176,425	N/A
2021	N/A	N/A	N/A	1,082,443	N/A
2020	N/A	N/A	N/A	1,196,624	N/A
2019	N/A	N/A	N/A	1,096,828	N/A
2018	N/A	N/A	N/A	1,093,910	N/A
2017	N/A	N/A	N/A	1,136,247	N/A

The amounts presented for each fiscal year were actuarially determined at 12/31 and rolled forward to the measurement date of 6/30 for each year presented.

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

All statutorily required contributions were made and are included within PERS contributions (see p. 30).

**KNOVA LEARNING**

MULTNOMAH COUNTY, OREGON

OTHER INFORMATION

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KNOVA LEARNING  
MULTNOMAH COUNTY, OREGON

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE  
GENERAL FUND  
- ACTUAL AND BUDGET -  
For the Year Ended June 30, 2025

	GENERAL FUND			VARIANCE TO FINAL BUDGET POSITIVE (NEGATIVE)
	ORIGINAL BUDGET	FINAL BUDGET	ACTUAL	
REVENUES:				
State Sources				
State School Fund	\$ 4,953,089	\$ 4,953,089	\$ 4,417,478	\$ (535,611)
State Grants	-	-	834,824	834,824
Federal Sources				
Federal Grants	1,127,657	1,127,657	422,341	(705,316)
Local Sources				
Miscellaneous	-	-	37,430	37,430
Insurance Proceeds	-	-	40,587	40,587
Total Revenues	<u>6,080,746</u>	<u>6,080,746</u>	<u>5,752,660</u>	<u>(328,086)</u>
EXPENDITURES:				
Instruction	3,738,961	3,738,961	2,973,289	765,672
Support Services	1,593,458	1,593,458	2,161,640	(568,182)
Facilities Acquisition and Construction	-	-	58,633	(58,633)
Other Uses				
Debt Service	313,447	313,447	447,100	(133,653)
Total Expenditures	<u>5,645,866</u>	<u>5,645,866</u>	<u>5,640,662</u>	<u>5,204</u>
Excess of Revenues Over, (Under) Expenditures	<u>434,880</u>	<u>434,880</u>	<u>111,998</u>	<u>(322,882)</u>
Other Financing Sources, (Uses):				
Loan Proceeds	-	-	2,005,179	2,005,179
Total Financing Sources, (Uses)	<u>-</u>	<u>-</u>	<u>2,005,179</u>	<u>2,005,179</u>
Net Change in Fund Balance	434,880	434,880	2,117,177	1,682,297
Beginning Fund Balance	<u>1,928,588</u>	<u>1,928,588</u>	<u>1,928,588</u>	<u>-</u>
Ending Fund Balance	<u>\$ 2,363,468</u>	<u>\$ 2,363,468</u>	<u>\$ 4,045,765</u>	<u>\$ 1,682,297</u>

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**PAULY, ROGERS AND CO., P.C.**  
12700 SW 72<sup>nd</sup> Ave. ♦ Tigard, OR 97223  
(503) 620-2632 ♦ (503) 684-7523 FAX  
www.paulyrogersandcocpas.com

March 24, 2026

### **Independent Auditors' Report Required by Oregon State Regulations**

We have audited the basic financial statements of KNOVA Learning (the School) as of and for the year ended June 30, 2025, and have issued our report thereon dated March 24, 2026. We conducted our audit in accordance with auditing standards generally accepted in the United States of America.

#### **Compliance**

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations, noncompliance with which could have a direct and material effect on the determination of basic financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

We performed procedures to the extent we considered necessary to address the required comments and disclosures which included, but were not limited to the following:

- **Deposit of public funds with financial institutions (ORS Chapter 295)**
- **Insurance and fidelity bonds in force or required by law.**
- **Programs funded from outside sources.**
- **Public contracts and purchasing (ORS Chapters 279A, 279B, 279C).**

In connection with our testing nothing came to our attention that caused us to believe the School was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules 162-10-000 through 162-10-320 of the Minimum Standards for Audits of Oregon Municipal Corporations

#### **OAR 162-10-0230 Internal Control**

In planning and performing our audit, we considered the system of internal controls over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the basic financial statements, but not for the purpose of expressing an opinion on the effectiveness of the system of internal controls over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the system of internal controls over financial reporting.

This report is intended solely for the information and use of the Board of Directors management and the Oregon Secretary of State and is not intended to be and should not be used by anyone other than these parties.

ROY R. ROGERS, CPA  
PAULY, ROGERS AND CO., P.C.

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: Annual Technology Goal Report**

Type:  Action Item  Report / Presentation

Policy: CBG: Evaluation of the Superintendent

Date: April 22, 2026

---

**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input type="checkbox"/> Culturally Responsive Teaching   | <input type="checkbox"/> Professional Development              |
- 

**Summary / Background:**

This presentation outlines the goals for Technology Services, as part of the Superintendent's 2025-2026 evaluation. The goal focuses on improving efficiency by establishing a call-in help desk.

**Previous Board Action:**


Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable

The background of the slide is a black and white photograph of a graduation ceremony. Graduates are seated in rows, wearing white gowns and caps, viewed from behind. The image is partially obscured by a dark green diagonal overlay on the right side.

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

# Technology Superintendent Goals

Corin Ahlberg, Director of Technology

April 22, 2026

# Superintendent's Goal:

Improve technology support and staff workload by establishing a call-in help desk.



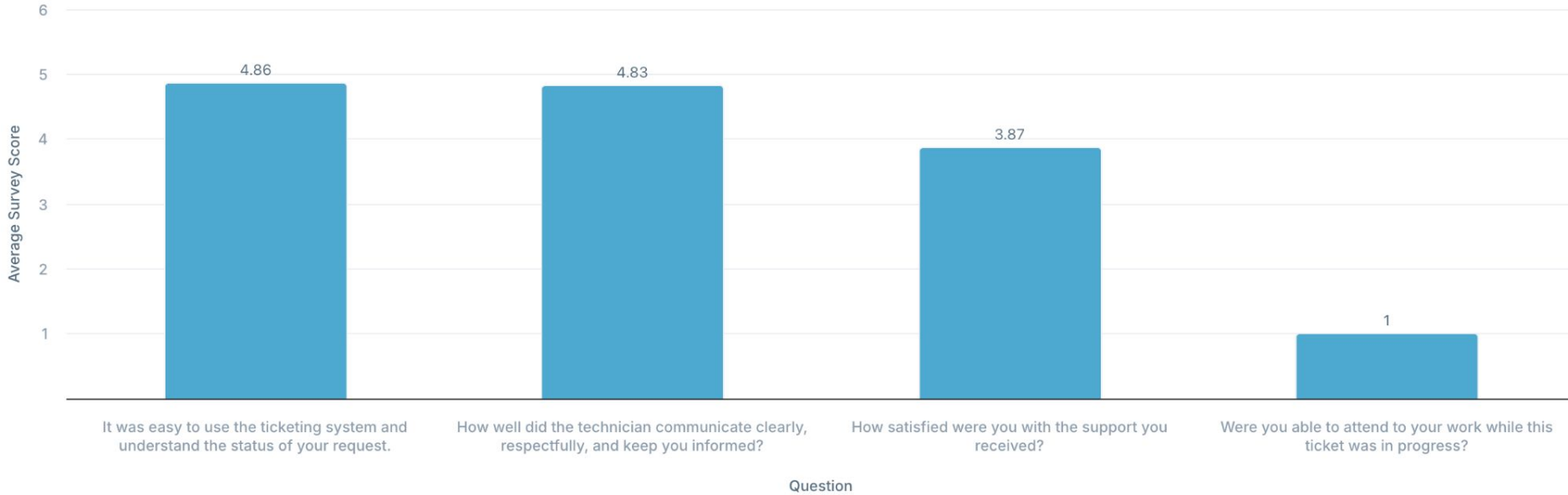
# Call-In Help Desk

- One central number for users to call in emergency - the call recipient either helps them solve the problem or enters a ticket on their behalf (not emergency)
- Users will receive just-in-time service and ticket counts will decrease.
- Technicians will travel less

# How we'll know it's working

- 1) Track ticket entry numbers before and after implementation
- 2) Track customer service reports before and after implementation

# Technology Stats: April 1, 2026




# Other Technology Services Changes

- Updated Ticketing System
  - to make us more functional and save money
- Improved Workflow Process for Delegation of Tasks
  - so we can be more efficient and effective
- Move to Google Mail and Calendar (7/31/26)
  - improved security and reliability
  - seamless ecosystem for all work
  - sustainability



# Questions?



As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: Social Sciences Curriculum Adoption Waiver**

Type:  Action Item  Report / Presentation

Policy: IIA: Instructional Resources / Materials

Date: April 22, 2026

---

**Connection to Strategic Plan Goal Topics:**

- |  |   |
|--|---|
| <input type="checkbox"/> Marginalized Students                     | <input type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

In the fall of the 2025-2026 school year, the Oregon Department of Education (ODE) released the approved list of instructional materials for K-12 Social Sciences as required by ORS 337.120

School districts have the option to postpone the adoption of instructional materials (OAR 581-022-2360) for a given core subject area for up to two years. In order to postpone the adoption, a school district must submit an application to ODE with Board approval.

An approved postponement by both the District's school board and ODE also waives the OAR 581-022-2335 (instructional materials adoption) requirements for up to two years.

**Previous Board Action:**


The Board approves all curriculum adoptions and/or waivers.

**Financial Implications:**

Not Applicable.

**Motion:**

Not Applicable.

A black and white photograph of a graduation ceremony. Graduates in white gowns and caps are seated in rows of chairs, viewed from behind. The scene is filled with the rhythmic pattern of caps and gowns.

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

# Social Science Adoption Waiver

# Timeline for Social Science Curriculum

## **Current Timeline:**

State Adoption Year: 2025-26

Implementation Year: 2026-27

## **Waiver Timeline:**

State Adoption Year: 2027-28

Implementation Year: 2028-29



# Questions?

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Superintendent's Report**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings

Date: April 22, 2026

---

**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

Superintendent Caropelo will provide announcements and reports to the Board:

- a. Superintendent Report – Frank Caropelo
- b. Financial Report – Holly Langan
- c. Enrollment Report – Kate McLaughlin

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable

**General Fund | 2025–2026 Financial Summary by Object and Function**

For the Period Ending March 31, 2026

	1	2	3	4	5	6	7	8	9	
<b>RESOURCES</b>	<b>2022–2023</b>	<b>2023–2024</b>	<b>2024–2025</b>	<b>FY26</b>	<b>FY26</b>	<b>% of</b>	<b>Add: Revenue</b>	<b>FY26</b>	<b>Budget to Forecast</b>	
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Adopted A1</b>	<b>YTD Actuals</b>	<b>Budget</b>	<b>Projections</b>	<b>Forecasted Balance</b>	<b>Variance</b>	
				<b>Budget</b>					<b>Fav / (Unfav)</b>	
<b>Operating Revenues</b>										
State School Fund	\$ 96,170,190	\$ 102,950,821	\$ 108,665,252	\$ 115,285,455	\$ 89,732,460	77.8%	\$ 23,694,360	\$ 113,426,820	\$ (1,858,635)	
Other State School Fund	32,806,224	33,875,384	35,118,961	41,706,943	35,350,078	84.8%	890,000	36,240,078	(5,466,865)	
<b>State School Fund Formula</b>	<b>128,976,414</b>	<b>136,826,205</b>	<b>143,784,213</b>	<b>156,992,398</b>	<b>125,082,538</b>	<b>79.7%</b>	<b>24,584,360</b>	<b>149,666,898</b>	<b>(7,325,500)</b>	
Local Sources	3,022,599	3,048,772	4,252,103	2,699,000	2,284,906	84.7%	725,000	3,009,906	310,906	
Intermediate Sources	700,000	1,999,997	1,000,000	3,000,000	3,000,000	100.0%	-	3,000,000	-	
State Sources	2,590,394	856,066	1,772,920	2,000,000	-	0.0%	653,245	653,245	(1,346,755)	
Federal Sources	42,995	288,395	135,579	55,000	48,669	88.5%	22,625	71,294	16,294	
Other Sources	155,626	-	-	85,000	85,000	100.0%	-	85,000	-	
<b>All Other Sources</b>	<b>6,511,613</b>	<b>6,193,230</b>	<b>7,160,603</b>	<b>7,839,000</b>	<b>5,418,575</b>	<b>69.1%</b>	<b>1,400,870</b>	<b>6,819,445</b>	<b>(1,019,555)</b>	
<b>Total Operating Revenues</b>	<b>\$ 135,488,027</b>	<b>\$ 143,019,434</b>	<b>\$ 150,944,816</b>	<b>\$ 164,831,398</b>	<b>\$ 130,501,113</b>	<b>79.2%</b>	<b>\$ 25,985,230</b>	<b>\$ 156,486,343</b>	<b>\$ (8,345,055)</b>	
Beginning Fund Balance	37,766,147	26,681,850	20,618,328	10,000,000	9,130,686	91.3%	-	9,130,686	(869,314)	
<b>TOTAL RESOURCES</b>	<b>\$ 173,254,174</b>	<b>\$ 169,701,284</b>	<b>\$ 171,563,144</b>	<b>\$ 174,831,398</b>	<b>\$ 139,631,799</b>	<b>79.9%</b>	<b>\$ 25,985,230</b>	<b>\$ 165,617,029</b>	<b>\$ (9,214,369)</b>	
<b>REQUIREMENTS BY OBJECT</b>	<b>2022–2023</b>	<b>2023–2024</b>	<b>2024–2025</b>	<b>FY26</b>	<b>FY26</b>	<b>% of</b>	<b>Add: Expense</b>	<b>FY26</b>	<b>Budget to Forecast</b>	
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Adopted A1</b>	<b>YTD Actuals</b>	<b>Budget</b>	<b>Projections</b>	<b>Forecasted Balance</b>	<b>Variance</b>	
				<b>Budget</b>					<b>Fav / (Unfav)</b>	
<b>Operating Expenditures</b>										
				<b>By Object</b>						
Salaries	\$ 70,161,704	\$ 75,362,331	\$ 78,511,379	\$ 75,754,228	\$ 46,989,921	62.0%	\$ 28,100,069	\$ 75,089,990	\$ 664,238	
Associated Payroll Costs	34,264,947	37,544,405	42,305,139	45,142,407	27,998,587	62.0%	16,939,250	44,937,837	204,570	
Purchased Services	27,991,765	26,832,809	33,354,553	37,382,507	25,715,550	68.8%	9,161,204	34,876,754	2,505,753	
Supplies and Materials	8,434,821	4,360,608	4,504,373	4,406,223	3,033,445	68.8%	1,797,523	4,830,968	(424,745)	
Capital Outlay	1,297,508	1,161,753	388,089	226,931	74,475	32.8%	-	74,475	152,456	
Other Objects	1,719,446	1,993,596	1,920,988	2,411,629	1,893,305	78.5%	13,912	1,907,217	504,412	
Transfers	2,702,133	1,827,455	1,447,937	1,050,000	1,000,000	95.2%	50,000	1,050,000	-	
<b>Total Operating Expenditures</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 162,432,458</b>	<b>\$ 166,373,925</b>	<b>\$ 106,705,283</b>	<b>64.1%</b>	<b>\$ 56,061,958</b>	<b>\$ 162,767,241</b>	<b>\$ 3,606,684</b>	
Contingencies									-	
Unappropriated Ending Fund Balance				8,457,473					8,457,473	
<b>TOTAL REQUIREMENTS</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 162,432,458</b>	<b>\$ 174,831,398</b>	<b>\$ 106,705,283</b>	<b>61.03%</b>	<b>\$ 56,061,958</b>	<b>\$ 162,767,241</b>	<b>\$ 12,064,157</b>	
<b>Ending Fund Balance</b>	<b>\$ 26,681,850</b>	<b>\$ 20,618,328</b>	<b>\$ 9,130,686</b>					<b>\$ 2,849,790</b>		
<b>REQUIREMENTS BY FUNCTION</b>	<b>2022–2023</b>	<b>2023–2024</b>	<b>2024–2025</b>	<b>FY26</b>	<b>FY26</b>	<b>% of</b>	<b>Add: Expense</b>	<b>FY26</b>	<b>Budget to Forecast</b>	
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Adopted A1</b>	<b>YTD Actuals</b>	<b>Budget</b>	<b>Projections</b>	<b>Forecasted Balance</b>	<b>Variance</b>	
				<b>Budget</b>					<b>Fav / (Unfav)</b>	
<b>Operating Expenditures</b>										
				<b>By Function</b>						
Instruction	\$ 86,050,468	\$ 88,580,155	\$ 98,370,445	\$ 102,202,292	\$ 63,218,498	61.9%	\$ 37,069,607	\$ 100,288,105	\$ 1,914,187	
Support Services	57,463,767	58,374,984	62,176,110	62,630,294	42,121,650	67.3%	18,836,860	60,958,509	1,671,785	
Enterprise and Community Services	155,958	100,362	237,966	291,339	165,135	56.7%	105,491	270,626	20,713	
Facilities Acquisition and Construction	-	-	-	-	-	-	-	-	-	
Other Uses	2,902,131	2,027,455	1,647,937	1,250,000	1,200,000	96.0%	50,000	1,250,000	-	
<b>Total Operating Expenditures</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 162,432,458</b>	<b>\$ 166,373,925</b>	<b>\$ 106,705,283</b>	<b>64.1%</b>	<b>\$ 56,061,958</b>	<b>\$ 162,767,240</b>	<b>\$ 3,606,685</b>	
Contingencies									-	
Unappropriated Ending Fund Balance				8,457,473					8,457,473	
<b>TOTAL REQUIREMENTS</b>	<b>\$ 146,572,324</b>	<b>\$ 149,082,956</b>	<b>\$ 162,432,458</b>	<b>\$ 174,831,398</b>	<b>\$ 106,705,283</b>	<b>61.0%</b>	<b>\$ 56,061,958</b>	<b>\$ 162,767,240</b>	<b>\$ 12,064,158</b>	
<b>Ending Fund Balance</b>	<b>\$ 26,681,850</b>	<b>\$ 20,618,328</b>	<b>\$ 9,130,686</b>					<b>\$ 2,849,789</b>		
<b>Ending Fund Balance % of Revenue</b>	<b>15.40%</b>	<b>12.15%</b>	<b>5.32%</b>					<b>1.72%</b>		

General Fund   2025–2026 Financial Summary at March 2026			General Fund   2026–2027 Beginning Budget Assumptions		
RESOURCES	FY26 Adopted Budget	FY26 Forecasted	FY27 Resources	FY27 Resources	Assumptions
<b>Operating Revenues</b>					
State School Fund Formula	156,992,398	149,666,898	155,328,133	155,328,133	3.3.25 ODE Estimate; 12,841.14 Ext ADMw (3.8% increase)
Local Sources	2,699,000	3,009,906	2,675,000	2,675,000	Interest earning, indirect, Mac/Medicaid, Transportation billing (-11%)
Intermediate Sources	3,000,000	3,000,000	1,000,000	1,000,000	This is ESD apportionment (-66%)
State Sources	2,000,000	653,245	1,000,000	1,000,000	High Cost Disability
Federal Sources	55,000	71,294	50,000	50,000	FEMA, Fed Forest Fees, other (-29% due to ROTC reimb reduction)
Other Sources	85,000	85,000	-	-	Transfer from other funds, other types of revenue
All Other Sources	7,839,000	6,819,445	4,725,000	4,725,000	
<b>Total Operating Revenues</b>	<b>\$ 164,831,398</b>	<b>\$ 156,486,343</b>	<b>\$ 160,053,133</b>	<b>\$ 160,053,133</b>	Total FY27 Revenue
Beginning Fund Balance	10,000,000	9,130,686	2,849,789	2,849,789	This is prior year ending fund balance
<b>TOTAL RESOURCES</b>	<b>\$ 174,831,398</b>	<b>\$ 165,617,029</b>	<b>\$ 162,902,922</b>	<b>\$ 162,902,922</b>	Total FY27 Resources
REQUIREMENTS BY OBJECT	FY26 Adopted Budget	FY26 Forecasted	FY27 Expenditures	With Proposed Reductions	Assumptions
<b>Operating Expenditures</b>					
Salaries	\$ 75,754,228	\$ 75,089,990	81,718,025	70,649,560	CBA COLAs, 2 mil added for additional hours/stipends
Associated Payroll Costs	45,142,407	44,937,837	48,927,000	42,175,000	Related payroll taxes, benefits, insurance contributions, PD benefit, PERS bond
Purchased Services	37,382,507	34,876,754	37,896,449	34,746,449	Status quo; 16m Charters, 3.5m ESS
Supplies and Materials	4,406,223	4,830,968	4,927,587	4,500,000	Status quo
Capital Outlay	226,931	74,475	-	-	Bus/Van replacement
Other Objects	2,411,629	1,907,217	1,704,880	1,900,000	10% liability insurance, QZAB payment, fees/taxes
Transfers	1,050,000	1,050,000	1,150,000	1,500,000	Nutrition Services, Debt Service, Insurance & Retiree funds
<b>Total Operating Expenditures</b>	<b>\$ 166,373,925</b>	<b>\$ 162,767,241</b>	<b>\$ 176,323,941</b>	<b>\$ 155,471,009</b>	Total FY26 Operating Requirements
Ending Fund Balance	8,457,473		8,145,146	8,145,146	Required 5% of FY27 Revenues
<b>TOTAL REQUIREMENTS</b>	<b>\$ 174,831,398</b>	<b>\$ 162,767,241</b>	<b>\$ 184,469,087</b>	<b>\$ 163,616,155</b>	Total FY26 Requirements (13% increase)
Ending Fund Balance		\$ 2,849,789	\$ (21,566,166)	\$ (713,233)	Operating Deficit and reductions required (or additional revenue)

Furlough Days Restoration Trigger	Fiscal Period Ending							
	November 2025	December 2025	January 2026	February 2026	March 2026	April 2026	May 2026	June 2026
1. The audited ending fund balance from June 2025 exceeding \$10.7 million would add back one day.	\$ 10,210,100	\$ 9,271,374	\$ 9,130,686	\$ 9,130,686				
2. State School Fund revenue, net of charter school payments, increasing by more than \$700,000 would add back one day.	\$ 10,528	\$ 10,528	\$ 10,528	\$ 274,520	\$ 274,520			
3. FTE that is not filled or posted as a vacancy by October 31, 2025 and resulting in savings in the General Fund positions budget in excess of \$529,000 would add back one day.	\$ 150,469							
4. Receipt of new unrestricted grant funding that creates a general fund savings exceeding \$550,000 would add back one day.	\$ -	\$ -	\$ -	\$ -	\$ -			

# Enrollment Report as of April 14, 2026

	Actual	Projected	Difference
Elementary Total	3771	3807	-36
Middle School Total	1867	1983	-116
High School Total	2416	2599	-183
<b>Reynolds Total</b>	<b>8,054</b>	<b>8,389</b>	<b>-335</b>
Charter Total	1,225		
<b>Total Reynolds and Charters:</b>	<b>9,279</b>		

Elementary Enrollment By Grade Level and Class										
School	K	1st	2nd	3rd	4th	5th		Total	Last Year vs This Year	
Alder	13	27	25	16	25	25				
	15			19	13	13				
Dual Language	22	24	20	20	27	18				
<b>Total</b>	<b>50</b>	<b>51</b>	<b>45</b>	<b>55</b>	<b>65</b>	<b>56</b>		<b>322</b>	Apr 2025	Change
<b># of Classes</b>	3	2.0	2.0	3	2.5	2.5		<b>15</b>	345	-23
<b>Average Class Size</b>	16.67	25.50	22.50	18.33	26.00	22.40		<b>21.47</b>		
Davis	20	19	20	24	31	28				
	18	22	21	21	32	26				
Dual Language (K)	7	15	21	20						
<b>Total</b>	<b>45</b>	<b>56</b>	<b>62</b>	<b>65</b>	<b>63</b>	<b>54</b>		<b>345</b>	Apr 2025	Change
<b># of Classes</b>	2.5	2.5	3	3	2	2		<b>15</b>	310	35
<b>Average Class Size</b>	18.00	22.40	20.67	21.67	31.50	27.00		<b>23.00</b>		
Fairview	20	16	22	21	24	26				
	20	16	20	20	25	25				
STEP	3	4	7	6						
<b>Total</b>	<b>43</b>	<b>36</b>	<b>49</b>	<b>47</b>	<b>49</b>	<b>51</b>		<b>275</b>	Apr 2025	Change
<b># of Classes</b>	2	2	2	2	2	2		<b>12</b>	305	-30
<b>Average Class Size</b>	21.50	18.00	24.50	23.50	24.50	25.50		<b>22.92</b>		
Glenfair	25	21	22	22	27	34				
	23	19	22	21	27	30				
	24	21	21	21	25					
<b>Total</b>	<b>72</b>	<b>61</b>	<b>65</b>	<b>64</b>	<b>79</b>	<b>64</b>		<b>405</b>	Apr 2025	Change
<b># of Classes</b>	3	3	3	3	3	2		<b>17</b>	517	-112
<b>Average Class Size</b>	24.00	20.33	21.67	21.33	26.33	32.00		<b>23.82</b>		
Hartley	24	26	22	27	31	36				
	24	26	21	27	32	36				
			21							
<b>Total</b>	<b>48</b>	<b>52</b>	<b>64</b>	<b>54</b>	<b>63</b>	<b>72</b>		<b>353</b>	Apr 2025	Change
<b># of Classes</b>	2	2	3	2	2	2		<b>13</b>	299	54
<b>Average Class Size</b>	24.00	26.00	21.33	27.00	31.50	36.00		<b>27.15</b>		
Margaret Scott	26	23	28	25	22	30				
	26	25	27	25	27	31				
		12	14	10	10					
<b>Total</b>	<b>52</b>	<b>60</b>	<b>69</b>	<b>60</b>	<b>59</b>	<b>61</b>		<b>361</b>	Apr 2025	Change
<b># of Classes</b>	2	2.5	2.5	2.5	2.5	2		<b>14</b>	366	-5
<b>Average Class Size</b>	26.00	24.00	27.60	24.00	23.60	30.50		<b>25.79</b>		

<b>Salish Ponds</b>	23	25	21	25	23	29				
	23	24	21	27	23	30				
								Apr 2025	Change	
<b>Total</b>	<b>46</b>	<b>49</b>	<b>42</b>	<b>52</b>	<b>46</b>	<b>59</b>	<b>294</b>	325	-31	
<b># of Classes</b>	2	2	2	2	2	2	<b>12</b>			
<b>Average Class Size</b>	23.00	24.50	21.00	26.00	23.00	29.50	<b>24.50</b>			
<b>Sweetbriar</b>	14	21	24	20	16	11				
	16	19	25	23	12	14				
					14	14				
								Apr 2025	Change	
<b>Total</b>	<b>30</b>	<b>40</b>	<b>49</b>	<b>43</b>	<b>42</b>	<b>39</b>	<b>243</b>	268	-25	
<b># of Classes</b>	2	2	2	2	1.5	1.5	<b>11</b>			
<b>Average Class Size</b>	15.00	20.00	24.50	21.50	28.00	26.00	<b>22.09</b>			
<b>Troutdale</b>	26	27	19	28	34	29				
	27	27	20	29	31	27				
			21							
Life Skills	1	10	4	2	6	5				
								Apr 2025	Change	
<b>Total</b>	<b>54</b>	<b>64</b>	<b>64</b>	<b>59</b>	<b>71</b>	<b>61</b>	<b>373</b>	374	-1	
<b># of Classes</b>	2	2	3	2	2	2	<b>13</b>			
<b>Average Class Size</b>	27.00	32.00	21.33	29.50	35.50	30.50	<b>28.69</b>			
<b>Wilkes</b>	21	21	21	18	30	26				
	18	22	20	18	30	26				
	17	24	22	18	17	13				
		22								
Life Skills	2	5	5	6	4	4				
								Apr 2025	Change	
<b>Total</b>	<b>58</b>	<b>94</b>	<b>68</b>	<b>60</b>	<b>81</b>	<b>69</b>	<b>430</b>	455	-25	
<b># of Classes</b>	3	4	3	3	2.5	2.5	<b>18</b>			
<b>Average Class Size</b>	19.33	23.50	22.67	20.00	32.40	27.60	<b>23.89</b>			
<b>Woodland</b>	20	22	23	29	28	27				
	20	20	22	31	31	26				
		21	19							
Life Skills	2	7	4	5	8	5				
								Apr 2025	Change	
<b>Total</b>	<b>42</b>	<b>70</b>	<b>68</b>	<b>65</b>	<b>67</b>	<b>58</b>	<b>370</b>	399	-29	
<b># of Classes</b>	2	3	3	2	2	2	<b>14</b>			
<b>Average Class Size</b>	21.00	23.33	22.67	32.50	33.50	29.00	<b>26.43</b>			
<b>Elementary Total</b>	<b>540</b>	<b>633</b>	<b>645</b>	<b>624</b>	<b>685</b>	<b>644</b>	<b>3771</b>	3963	-192	
<b>Total # of Classes</b>	<b>25.50</b>	<b>27.00</b>	<b>28.50</b>	<b>26.50</b>	<b>24.00</b>	<b>22.50</b>	<b>154.00</b>			
<b>Total Average Class Size</b>	<b>21.18</b>	<b>23.44</b>	<b>22.63</b>	<b>23.55</b>	<b>28.54</b>	<b>28.62</b>	<b>24.49</b>			

### Secondary Enrollment By Grade Level

School	6th	7th	8th	9th	10th	11th	12th	Total	Apr 2025	Change
HB Lee MS	178	193	203					574	728	-154
Reynolds MS	278	272	255					805	679	126
Walt Morey MS	168	177	143					488	504	-16
RHS + Middle College				614	589	513	509	2225	2285	-60
RLA + Middle College					38	50	103	191	188	3
<b>Secondary Total</b>	<b>624</b>	<b>642</b>	<b>601</b>	<b>614</b>	<b>627</b>	<b>563</b>	<b>612</b>	<b>4283</b>	4384	-101

### Charter School Enrollment By Grade Level

School	K	1st	2nd	3rd	4th	5th	6th - 8th	Total	Apr 2025	Change
Arthur Academy	30	31	27	25	26	26		165	166	-1
HOLLA	19	20	15	17	20	19		110	98	12
MLA	44	48	47	48	48	48	281	564	560	4
Rockwood Prep	71	75	66	64	63	47		386	374	12
<b>Charter Total</b>	<b>164</b>	<b>174</b>	<b>155</b>	<b>154</b>	<b>157</b>	<b>140</b>	<b>281</b>	<b>1225</b>	1198	27



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Consent Agenda**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |

---

**Summary / Background:**

- A. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. Approval of Personnel Order
- D. Approval of Prior Meeting Minutes
- E. Social Sciences Curriculum Adoption Waiver
- F. RHS JROTC Trip to Camp Rilea in Warrenton, Oregon
- G. Resolutions 2025-2026 -025 to -030

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve all Consent Agenda items as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

**Reynolds School District  
Board of Education Work Session  
Meeting Minutes**

April 8, 2026

6:00 PM

Building I, Edgefield Campus

**Present:** Patty Carrera, Francisco Ibarra, Aaron Muñoz, Michael Reyes, Joyce Rosenau, **Absent:** Ana Gonzalez Muñoz, Cayle Tern.

**I. 6:00p - Call to Order**

- Chair Michael Reyes called the April 8, 2026 work session to order at 6:00p.

**A. Roll Call**

**B. Land Acknowledgement**

- Read into the record by Director Aaron Muñoz.

**II. 6:05p - Action Item: GMP for Dental Assisting Classroom Renovations**

I move that the Board authorize the district to proceed with the GMP amendment for the dental assisting renovation project at Reynolds High School. This motion, made by Aaron Muñoz and seconded by Francisco Ibarra, Passed.

Yea: 5, Nay: 0

**III. 6:10p - 2026-27 Work Calendars for Licensed Staff**

- Some comments from families about spring conferences. Classes that are only second semester have no contact with parents. District admin will work with principals on possible alternative plans for parent connection in the spring.
- MR: Prefers options without the extra non-contract days around spring break, wants to keep instructional minutes up.
- JR: likes options 2 and 4 - more instructional minutes.
- PC: preservation of instructional minutes - options 2 and 4
- FI: Options 2, 4, or 7 - more days
- AGM: Preservation of instructional minutes.

**IV. 7:00p - Adjourn**

- Chair Michael Reyes adjourned the April 8, 2026 work session at 6:55p.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

**Reynolds School District  
Board of Education Business Meeting  
Meeting Minutes**

March 18, 2026

6:00 PM

Building I, Edgefield Campus

**Present:** Patty Carrera, Francisco Ibarra, Aaron Muñoz, Joyce Rosenau, Cayle Tern, **Absent:** Ana Gonzalez Muñoz, Michael Reyes. **Present:** Ana Gonzalez Muñoz, **Absent:** Aaron Muñoz.

**I. 5:30p - Executive Session**

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(d) Negotiations, ORS 192.660(2)(f) Confidential Information, ORS 192.660(2)(i) Evaluation. Executive Session is closed to the public.

**II. 6:00p - Call to Order**

- Vice Chair Joyce Rosenau called the March 18, 2026 meeting to order at 6:03p.

**A. Roll Call**

**B. Consider Approval of the March 18, 2026 Agenda**

I move that the Board approve the March 18, 2026 agenda as presented. This motion, made by Patty Carrera and seconded by Francisco Ibarra, Passed.

Yea: 5, Nay: 0

**C. Pledge of Allegiance**

**D. Land Acknowledgement**

- Read into the record by Director Francisco Ibarra.

**E. Mission and Vision**

- Read into the record by Vice Chair Joyce Rosenau.

**III. 6:10p - Recognition**

**A. Student Recognition: Reynolds Learning Academy**

**B. Resolution: Public School Volunteers**

- Read into the record by Director Cayle Tern.

**C. Resolution: Assistant Principal Week**

- Read into the record by Director Patty Carrera.

**D. Resolution: Arab American Heritage**

- Read into the record by Director Ana Gonzalez Muñoz.

**E. Resolution: School Library Month**

- Read into the record by Director Francisco Ibarra.

**IV. 6:20p - High School Student Report**

**V. 6:25p - Public to be Heard**

Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.

**VI. 6:40p - Bargaining Group Updates**

**VII. 6:50p - Presentation to the Board**

**A. Annual Facilities Goal Report**

- Margaret Scott water is much higher than the other schools. It's been ongoing. There are no visible issues. Facilities is investigating.
- PCEF cannot be used for a water leak repair.
- Admin and custodians can see work orders for their school site.
- Work on process for communicating status of work order to staff member in the affected areas.

**B. 2025-2030 Integrated Pest Management Plan**

**C. K-12 Comprehensive Sexuality Education Plan**

- The frequency of lessons is based on statute.

**VIII. 7:20p - Superintendent's Reports**

**A. Announcements/Reports**

**B. Financial Report**

- My School Bucks doesn't sync well with iVisions to keep track of payments made at school sites. Currently pull report from one to manually upload into the other.
- All clubs have their own budget areas. All schools used to keep track of their own funds but have transitioned to being kept at the district level this year per the audit.
- Ending fund balance shows an estimate of only \$2.6m. The budget planning sheet shows a deficit of \$20m.

**C. Enrollment Report**

**IX. 7:35p - Consent Agenda**

I move that the Board approve all Consent Agenda items as presented. This motion, made by Patty Carrera and seconded by Ana Gonzalez Muñoz, Passed.

Yea: 5, Nay: 0

**A. Approval of Personnel Order**

**B. Approval of Prior Meeting Minutes**

**C. 2025-2030 Integrated Pest Management Plan**

**D. K-12 Comprehensive Sexuality Education Plan**

**E. Grant Acceptance: Growing Gardens**

**F. Field Trips**

- RLA Full Circle Trip to Camp Kuratli in Boring, Oregon
- RHS Speech and Debate Competition in Monmouth, Oregon
- RHS DECA Trip to ICDC in Atlanta, Georgia

**G. Resolutions 2025-2026 -021 to -024**

**X. 7:40p - Action Items**

**A. Authorization to Spend: Cooling Tower GMP**

I move that the Board authorize the district to proceed with the GMP amendment for the cooling tower replacement project at Reynolds High School. This motion, made by Ana Gonzalez Muñoz and seconded by Francisco Ibarra, Passed.

Yea: 5, Nay: 0

**B. 2026-27 Certified Work Calendars**

I move that the Board approve the 2026-27 certified staff work calendars as presented. This motion, made by Joyce Rosenau and seconded by Patty Carrera, Tabled.

Yea: 5, Nay: 0

**C. Budget Committee Applicant**

I move that the Board appoint Tyler Williams to position 10 of the Budget Committee. This motion, made by Francisco Ibarra and seconded by Cayle Tern, Passed.

Yea: 5, Nay: 0

**XI. 7:55p - Board Announcements and Discussion**

**XII. 8:10p - Adjourn**

- Vice Chair Joyce Rosenau adjourned the March 18, 2026 meeting at 8:30p.

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: Social Sciences Curriculum Adoption Waiver**

Type:  Action Item       Report / Presentation

Policy: IIA: Instructional Resources / Materials

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |   |
|--|---|
| <input type="checkbox"/> Marginalized Students                     | <input type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

In the fall of the 2025-2026 school year, the Oregon Department of Education (ODE) released the approved list of instructional materials for K-12 Social Sciences as required by ORS 337.120

School districts have the option to postpone the adoption of instructional materials (OAR 581-022-2360) for a given core subject area for up to two years. In order to postpone the adoption, a school district must submit an application to ODE with Board approval.

An approved postponement by both the District's school board and ODE also waives the OAR 581-022-2335 (instructional materials adoption) requirements for up to two years.

**Previous Board Action:**

The Board approves all curriculum adoptions and/or waivers.

**Financial Implications:**

Not Applicable.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the board postpone the adoption of K-12 Social Sciences instructional materials for up to the next two years and approve the submission of a postponement application to ODE.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

To: Board of Directors

From: Kate McLaughlin, Assistant Superintendent

**Subject: RHS JROTC Trip to Camp Rilea in Warrenton, Oregon**

Type:  Action Item       Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input type="checkbox"/> Culturally Responsive Teaching   | <input type="checkbox"/> Professional Development              |
- 

**Summary / Background:**

RHS Army JROTC is proposing an overnight field trip to attend the JROTC Cadet Leadership Challenge (JCLC) at Camp Rilea in Warrenton, OR from May 6 – 10, 2026. While there, we will join other programs from the Cascade Mountain League. Cadets will challenge themselves as they participate in the rappel tower, obstacle course, water survival, land navigation, and leadership opportunities. The field trip will provide approximately 14 cadets with educational experiences in physical fitness, marksmanship, drills, career related learning in essential skills, as well as teaching integrity and ethics in the workplace, developing teamwork, and promoting positive self-esteem.

**Previous Board Action:**

The board is responsible for approving all overnight trips.

**Financial Implications:**

The estimated cost of the trip for RHS JROTC is \$400 for transportation. This will be paid through the unit's ASB funds that have been secured through fundraisers and donations. Lodging and meals are provided by the US Army.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RHS JROTC trip as presented.
  - b.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

# Field Trip Request for Board Approval



## Student Trips Over 150 Miles One-Way or Overnight

Name of Group: RHS JROTC

School: RHS

Name of Requester: LTC (Ret) Mark Johnson

Date Submitted: 24 FEB 2026

Dates(s) of Trip: 6-10 MAY 2026

Trip Type:  Activity or Athletic Trip  Educational Trip

Trip Distance/Length:  Over 150 Miles Away  Overnight

Estimated number of students: 14

Number of Chaperones: 3

List of Chaperones:

LTC (Ret) Mark H. Johnson, SFC (Ret) Veronica Vazquez, Ms. Jenifer Schell (Mother of a JROTC Cadet). Ms. Schell submitted her volunteer request for background check in January 2026.

Lodging: Cadets are billeted in the "Starship" Barracks. Mrs Schell is housed with female Cadets.

Total estimated trip cost: \$400 (activity bus).

a. How will the trip be funded?

JCLC is a required event in the JROTC Curriculum, therefore, all costs other than transportation is funded through the US Army Cadet Command. LTC (Ret) Johnson, the Senior Army Instructor, is certified to drive the activity van which reduces transportation costs.

b. Are there any out of pocket costs for students?

Only incidental snacks.

Describe methods of transportation (school bus, activity van, etc).

Activity van, driven by LTC (Ret) Johnson. If SFC (Ret) Vazquez is certified by the time of the event, she may drive also.

What effect does the trip have on other classes or programs?

As the Students will miss three days of school, they will request homework from each teacher prior to leaving. Students are given two hours of study time in the evening to complete homework.

Itinerary: list all activities/provide general schedule.

6 MAY 26: 1400-1700 hrs - Travel from RHS to Camp Rilea  
7-8 MAY 26 All Day - conduct JCLC  
10 MAY 26: 1000-1300 hrs - Travel from Camp Rilea to RHS

JCLC activities vary by year; however, generally consist of rappelling, land navigation, obstacle course, physical fitness, swimming, local history lesson at Ft Stevens or Ft Clatsop, and first aid training.

What are the objectives of the trip and how do they relate to the class or school program? How will this trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciations?

RHS Army JROTC is proposing an overnight field trip to attend JROTC Cadet Leadership Challenge (JCLC). The event is part of the curriculum and a required yearly event for the program. Cadets from schools in Oregon and Washington meet to learn leadership, team building, and build self confidence.

Describe supervision plans to ensure maximum safety for students. Be specific.

LTC (Ret) Johnson and SFC (Ret) Vazquez along with Cadre from other schools are with Cadets at all times during the training day.

Ms. Schell and other female chaperones remains with female Cadets at all times.

Principal Approval:  Date: 4/16/26

Approved by the School Board  Yes  No Date:

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Certified Work Calendars for 2026-27**

Type:  Action Item       Report / Presentation

Policy: IC/ICA: School Year/School Calendar

Date: April 22, 2026

---

**Connection to Strategic Plan Goal Topics:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input type="checkbox"/> Culturally Responsive Teaching   | <input type="checkbox"/> Professional Development              |
- 

**Summary / Background:**

The certified staff calendars for the 2026-27 school year include the addition of 4 planning days above and beyond contractual obligations.

The first work day for new teachers will be August 24, 2026 and the first day for returning teachers will be August 31, 2026. The last work day for teachers will be June 17, 2026.

**Previous Board Action:**

Article 7 of the REA CBA requires annual Board approval of work calendars for certified staff.

**Financial Implications:**

Not Applicable

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the 2026-27 certified staff work calendars as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

# Elementary Certified Staff 2026-2027 Calendar



AUGUST 2026				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	NC
31				

SEPTEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	NC
H	8	9	10	11
14 (T)	15	16	17	18
21 (P)	22	23	24	25
28 (T)	29	30		

OCTOBER 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (P)	6	7	8	NC
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (T)	27	28	29	30

NOVEMBER 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	H	12	13
16 (P)	17	18	19	20
23	24	25	NC	NC
30 (T)				

DECEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (P)	8	9	10	11
14 (T)	15	16	17	18
NC	NC	NC	NC	NC
NC	NC	NC	NC	

JANUARY 2027				
MON	TUE	WED	THU	FRI
				NC
4	5	6	7	8
11 (P)	12	13	14	15
H	19	20	21	22
25 (T)	26	27	28	29

FEBRUARY 2027				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (T)	9	10	11	12
NC	16	17	18	19
22 (P)	23	24	25	26

MARCH 2027				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
29 (P)	30	31		

APRIL 2027				
MON	TUE	WED	THU	FRI
			1	2
5 (T)	6	7	8	9
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (P)	27	28	29	30

MAY 2027				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10 (P)	11	12	13	14
17 (T)	18	19	20	21
24 (P)	25	26	27	28
NC				

JUNE 2027				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (T)	8	9	10	11
14 (P)	15	16	17	18
21	22	23	24	25
28	29	30		

### SCHOOL HOURS

**Alder, Davis, Glenfair, Hartley, Margaret Scott, Salish Ponds, Sweetbriar, Wilkes, Woodland:**  
7:45a to 2:15p  
(8:55a Monday late start)

**Fairview and Troutdale:**  
8:15a to 2:45p  
(9:25a Monday late start)

CALENDAR KEY	
NC / H	<b>Non-Contract Day or Holiday:</b> Sep 4   Sep 7   Oct 9   Nov 11   Nov 26-27   Dec 21-31   Jan 1   Jan 18   Feb 15   Mar 22-26   May 31
	<b>Planning Day:</b> Oct 19   Mar 29   Apr 19   May 10
	<b>Grading Day:</b> Nov 6   Feb 1   Apr 9   Jun 16
	<b>Workday:</b> Aug 31   Sep 3   Jun 17; <b>Conference Prep:</b> Nov 23; or <b>Midyear Planning Day:</b> Jan 4
	<b>Start of New Semester:</b> Feb 2
	<b>First Day for Students:</b> Sep 8; <b>K Gradual Entry:</b> Sep 8-9 <b>Last Day for Students:</b> Jun 15
	<b>Professional Development:</b> Sep 1-2   Sep 25
	<b>New Teachers:</b> Aug 24-27
	<b>Conferences:</b> Nov 24-25
(P) or (T)	<b>Principal Directed Late Start or Teacher Directed Late Start</b>

# Middle School Certified Staff 2026-2027 Calendar



AUGUST 2026				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	NC
31				

SEPTEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	NC
H	8	9	10	11
14 (T)	15	16	17	18
21 (P)	22	23	24	25
28 (T)	29	30		

OCTOBER 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (P)	6	7	8	NC
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (T)	27	28	29	30

NOVEMBER 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	H	12	13
16 (P)	17	18	19	20
23	24	25	NC	NC
30 (T)				

DECEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (P)	8	9	10	11
14 (T)	15	16	17	18
NC	NC	NC	NC	NC
NC	NC	NC	NC	

JANUARY 2027				
MON	TUE	WED	THU	FRI
				NC
4 (T)	5	6	7	8
11 (P)	12	13	14	15
H	19	20	21	22
25 (T)	26	27	28	29

FEBRUARY 2027				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (T)	9	10	11	12
NC	16	17	18	19
22 (P)	23	24	25	26

MARCH 2027				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
29 (P)	30	31		

APRIL 2027				
MON	TUE	WED	THU	FRI
			1	2
5 (T)	6	7	8	9
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (P)	27	28	29	30

MAY 2027				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10 (P)	11	12	13	14
17 (T)	18	19	20	21
24 (P)	25	26	27	28
NC				

JUNE 2027				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (T)	8	9	10	11
14 (P)	15	16	17	18
21	22	23	24	25
28	29	30		

SCHOOL HOURS	
<b>H.B. Lee Middle School</b> <b>Reynolds Middle School</b> <b>Walt Morey Middle School</b>	
8:15a to 3:00p (9:25a Monday late start)	

CALENDAR KEY	
NC / H	Non-Contract Day or Holiday: Sep 4   Sep 7   Oct 9   Nov 11   Nov 26-27   Dec 21-31   Jan 1   Jan 18   Feb 15   Mar 22-26   May 31
	Planning Day: Oct 19   Mar 29   Apr 19   May 10
	Grading Day: Nov 6   Jan 29   Apr 9   Jun 16
	Workday: Aug 31   Sep 3   Jun 17; Conference Prep: Nov 23; or Midyear Planning Day: Feb 1
	Start of New Semester: Feb 2
	First Day for Students: Sep 8 (6th)   Sep 9 (7th/8th) Last Day for Students: Jun 15
	Professional Development: Sep 1-2   Sep 25
	New Teachers: Aug 24-27
	Conferences: Nov 24-25
(P) or (T)	Principal Directed Late Start or Teacher Directed Late Start

# Reynolds High School Certified Staff 2026-2027 Calendar



AUGUST 2026				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	NC
31				

SEPTEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	NC
H	8	9	10	11
14 (T)	15	16	17	18
21 (P)	22	23	24	25
28 (T)	29	30		

OCTOBER 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (P)	6	7	8	NC
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (T)	27	28	29	30

NOVEMBER 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	H	12	13
16 (P)	17	18	19	20
23	24	25	NC	NC
30 (T)				

DECEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (P)	8	9	10	11
14 (T)	15	16	17	18
NC	NC	NC	NC	NC
NC	NC	NC	NC	

JANUARY 2027				
MON	TUE	WED	THU	FRI
				NC
4 (T)	5	6	7	8
11 (P)	12	13	14	15
H	19	20	21	22
25 (T)	26	27	28	29

FEBRUARY 2027				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (T)	9	10	11	12
NC	16	17	18	19
22 (P)	23	24	25	26

MARCH 2027				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
29 (P)	30	31		

APRIL 2027				
MON	TUE	WED	THU	FRI
			1	2
5 (T)	6	7	8	9
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (P)	27	28	29	30

MAY 2027				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10 (P)	11	12	13	14
17 (T)	18	19	20	21
24 (P)	25	26	27	28
NC				

JUNE 2027				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (T)	8	9	10	11
14 (P)	15	16	17	18
21	22	23	24	25
28	29	30		

## SCHOOL HOURS

8:45a to 3:45p  
(9:55a Monday late start)

## SCHOOL INFO

1698 SW Cherry Park Way  
Troutdale, OR 97060  
(503) 667-3186

## CALENDAR KEY

NC / H	<b>Non-Contract Day or Holiday:</b> Sep 4   Sep 7   Oct 9   Nov 11   Nov 26-27   Dec 21-31   Jan 1   Jan 18   Feb 15   Mar 22-26   May 31		<b>First Day for Students:</b> Sep 8 (9th)   Sep 9 (10th/11th/12th) <b>Last Day for Seniors:</b> Jun 9; <b>Last Day for Students:</b> Jun 15
	<b>Planning Day:</b> Oct 19   Mar 29   Apr 19   May 10		<b>Professional Development:</b> Sep 1-2   Sep 25
	<b>Grading Day:</b> Nov 6   Feb 1   Apr 9   Jun 16		<b>New Teachers:</b> Aug 24-27
	<b>Workday:</b> Aug 31   Sep 3   Jun 17; <b>Conference Prep:</b> Nov 23; or <b>Midyear Planning Day:</b> Jan 28-29   Jun 14-15		<b>Conferences:</b> Nov 24-25
	<b>Start of New Semester:</b> Feb 2	(P) or (T)	<b>Principal Directed Late Start or Teacher Directed Late Start</b>
	<b>1/2 Finals and 1/2 Midyear Planning:</b> Jan 28-29   Jun 14-15		<b>Graduation:</b> Jun 17

# Reynolds Learning Academy Certified Staff 2026-2027 Calendar



AUGUST 2026				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	NC
31				

SEPTEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	NC
H	8	9	10	11
14 (T)	15	16	17	18
21 (P)	22	23	24	25
28 (T)	29	30		

OCTOBER 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (P)	6	7	8	NC
12 (T)	13	14	15	16
19 (P)	20+	21	22	23
26 (T)	27	28	29	30

NOVEMBER 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	H	12	13
16 (P)	17	18	19	20
23	24	25	NC	NC
30 (T)				

DECEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (P+)	8	9	10	11
14 (T)	15	16	17	18
NC	NC	NC	NC	NC
NC	NC	NC	NC	

JANUARY 2027				
MON	TUE	WED	THU	FRI
				NC
4 (T)	5	6	7	8
11 (P)	12	13	14	15
H	19	20	21	22
25 (T)	26	27	28	29

FEBRUARY 2027				
MON	TUE	WED	THU	FRI
1	2+	3	4	5
8 (T)	9	10	11	12
NC	16	17	18	19
22 (P)	23	24	25	26

MARCH 2027				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
29 (P)	30+	31		

APRIL 2027				
MON	TUE	WED	THU	FRI
			1	2
5 (T)	6	7	8	9
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (P)	27	28	29	30

MAY 2027				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10 (P)	11+	12	13	14
17 (T)	18	19	20	21
24 (P)	25	26	27	28
NC				

JUNE 2027				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (T)	8	9	10	11
14 (P)	15+	16	17	18
21	22	23	24	25
28	29	30		

## SCHOOL HOURS

8:45a to 3:45p  
(9:55a Monday late start)

## SCHOOL INFO

20234 NE Halsey St  
Fairview, OR 97024  
(503) 667-4673

## CALENDAR KEY

NC / H	<b>Non-Contract Day or Holiday:</b> Sep 4   Sep 7   Oct 9   Nov 11   Nov 26-27   Dec 21-31   Jan 1   Jan 18   Feb 15   Mar 22-26   May 31		<b>First Day for Students:</b> Sep 8 (New)   Sep 9 (All)
	<b>Planning Day:</b> Oct 19   Mar 29   Apr 19   May 10		<b>Last Day for Seniors:</b> Jun 9; <b>Last Day for Students:</b> Jun 15
	<b>Grading Day:</b> Nov 6   Jan 29   Apr 9   Jun 16		<b>Professional Development:</b> Sep 1-2   Sep 25
	<b>Workday:</b> Aug 31   Sep 3   Jun 17; <b>Conference Prep:</b> Nov 23; or <b>Midyear Planning Day:</b> Feb 1		<b>New Teachers:</b> Aug 24-27
	<b>Start of New Hexter:</b> Sep 9   Oct 20   Dec 7   Feb 2   Mar 30   May 11		<b>Conferences:</b> Nov 24-25 <b>Graduation:</b> Jun 15
		<b>(P) or (T)</b>	<b>Principal Directed Late Start or Teacher Directed Late Start</b>

# Community Transition Program Certified Staff 2026-2027 Calendar



AUGUST 2026				
MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	NC
31				

SEPTEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	NC
H	8	9	10	11
14 (T)	15	16	17	18
21 (P)	22	23	24	25
28 (T)	29	30		

OCTOBER 2026				
MON	TUE	WED	THU	FRI
			1	2
5 (P)	6	7	8	NC
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (T)	27	28	29	30

NOVEMBER 2026				
MON	TUE	WED	THU	FRI
2 (P)	3	4	5	6
9 (T)	10	H	12	13
16 (P)	17	18	19	20
23	24	25	NC	NC
30 (T)				

DECEMBER 2026				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (P)	8	9	10	11
14 (T)	15	16	17	18
NC	NC	NC	NC	NC
NC	NC	NC	NC	

JANUARY 2027				
MON	TUE	WED	THU	FRI
				NC
4 (T)	5	6	7	8
11 (P)	12	13	14	15
H	19	20	21	22
25 (T)	26	27	28	29

FEBRUARY 2027				
MON	TUE	WED	THU	FRI
1	2	3	4	5
8 (T)	9	10	11	12
NC	16	17	18	19
22 (P)	23	24	25	26

MARCH 2027				
MON	TUE	WED	THU	FRI
1 (T)	2	3	4	5
8 (P)	9	10	11	12
15 (T)	16	17	18	19
NC	NC	NC	NC	NC
29 (P)	30	31		

APRIL 2027				
MON	TUE	WED	THU	FRI
			1	2
5 (T)	6	7	8	9
12 (T)	13	14	15	16
19 (P)	20	21	22	23
26 (P)	27	28	29	30

MAY 2027				
MON	TUE	WED	THU	FRI
3 (T)	4	5	6	7
10 (P)	11	12	13	14
17 (T)	18	19	20	21
24 (P)	25	26	27	28
NC				

JUNE 2027				
MON	TUE	WED	THU	FRI
	1	2	3	4
7 (T)	8	9	10	11
14 (P)	15	16	17	18
21	22	23	24	25
28	29	30		

## SCHOOL HOURS

7:25a to 2:25p  
(8:35a Monday late start)

## SCHOOL INFO

2408 SW Halsey Street, Building J  
Troutdale, OR 97060  
(503) 912-1073

## CALENDAR KEY

NC / H	<b>Non-Contract Day or Holiday:</b> Sep 4   Sep 7   Oct 9   Nov 11   Nov 26-27   Dec 21-31   Jan 1   Jan 18   Feb 15   Mar 22-26   May 31		<b>First Day for Students:</b> Sep 8 <b>Last Day for Students:</b> Jun 15
	<b>Planning Day:</b> Oct 19   Mar 29   Apr 19   May 10		<b>Professional Development:</b> Sep 1-2   Sep 25
	<b>Grading Day:</b> Nov 6   Jan 29   Apr 9   Jun 16		<b>New Teachers:</b> Aug 24-27
	<b>Workday:</b> Aug 31   Sep 3   Jun 17; <b>Conference Prep:</b> Nov 23; or <b>Midyear Planning Day:</b> Feb 1		<b>Conferences:</b> Nov 24-25
	<b>Start of New Semester:</b> Feb 2	(P) or (T)	<b>Principal Directed Late Start or Teacher Directed Late Start</b>



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Board Discussion and Reports**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |
- 

**Summary / Background:**

- A. Individual Board Member Reports or Announcements
- B. Upcoming Board Meetings
  - a. Board Business Meeting: May 27, 2026
- C. Upcoming Budget Committee Meetings
  - a. Budget Committee Meeting 1: April 30, 2026
  - b. Budget Committee Meeting 2: May 14, 2026
- D. Board Discussion

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable



*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

To: Board of Directors

From: Frank Caropelo, Superintendent

**Subject: Adjournment of Meeting**

Type:  Action Item  Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: April 22, 2026

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**Connection to Strategic Plan Goal Topics:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students          | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development   |

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**Summary / Background:**

The Board Chair will adjourn the meeting.

**Previous Board Action:**

Not Applicable

**Financial Implications:**

Not Applicable

**Motion:**

Not Applicable