

# Central Valley School District Report Card

Fall 2018

Reporting Progress on the  
*2014-2019 Strategic Plan*  
to Our Community



Inspiring and empowering learners to be contributing citizens in our changing world.

*We are CVSD... Make it happen!*



CENTRAL VALLEY  
SCHOOL DISTRICT



## Who is CVSD?

The numbers in this report are not just numbers – they are students, staff and community – an important part of what makes us who we are. We are... diligent, invested, responsible, inclusive, diversified, distinct, quality, supportive, innovative. These are all a part of us. We are CVSD!

# A Message to OUR COMMUNITY

I am pleased to share with you the *2018 Central Valley School District Report Card*. Since 2011, we have published our district Report Card to provide an update on progress toward the goals and actions outlined in our Strategic Plan. CVSD's specific results are compared to the prior year and state results, as well as the district's Strategic Plan targets.

*Education for a Better Community* is the purpose and belief that drives me because I believe we are not just here for every student—but for our Central Valley community as a whole. It has been said for many years that “A community is known by the schools it keeps.” We take this notion to heart. The Central Valley School District exists to build and add value to our community by providing each child an education that empowers them to reach their dreams.

Each student has tremendous potential—our job is to create multiple pathways for them to succeed. We continue to meet students where they are and challenge them to go further by offering innovative programs throughout our schools.

Our unwavering commitment is to inspire and empower learners to be contributing citizens in our changing world. This is not something we take lightly. We are a committed, caring, and compassionate staff and we take pride in making this mission a reality—each and every day. This makes us who we are.

We are Innovative. We are Responsible. We are Quality. We are Inclusive. WE are CVSD!

Thank you for your continued support and interest the Central Valley School District.



Benjamin C. Small  
Superintendent

## Reading this Report Card

- ◆ Each of the *2014-2019 Strategic Plan* goals includes specific results – evidence of impact – to measure our work toward goal attainment.
- ◆ This *Report Card* includes district-wide information and measurable statistics as reflected in the Strategic Plan.
- ◆ Not all improvement efforts can possibly be included. Each school implemented additional programs and measures to help meet individual school and student needs through School Improvement Plans.
- ◆ Data that may not be available or applicable is indicated as N/A. Not all necessary means have been developed to measure each of the called for results.
- ◆ Numbers in this report are subject to change as additional data becomes available. Go to [CVSD.org](http://CVSD.org) for the most up-to-date version.

## KEY to RESULTS:



### CVSD

Better than last year



### CVSD

No change



### CVSD

Less than last year



### Compared to WA state average

Better than state average



### Compared to WA state average

Less than state average



### CVSD 2014-2019 Strategic Plan Target

Target has been met!



### CVSD 2014-2019 Strategic Plan Target

Progress toward target as a percentage

(Targets are based on what is stated in the Strategic Plan or based on projections from the 2014/2015 base year to 2018.)

## GOAL ONE:

# High Quality Learning & Teaching

Engage students in learning by providing challenging and personalized experiences for all students using rigorous, relevant and differentiated instructional practices.

To help determine if *High Quality Learning and Teaching* is being provided across the district, CVSD identified many indicators of success. These include on-time and extended graduation rates, attendance rate, the degree of student involvement, healthy behaviors by youth, and students' after graduation plans. In addition, multiple assessment-based results, such as college entrance and end-of-course exams were considered. Below, these factors are compared to previous years' reports, state levels and our 2018 strategic target, as available.

## GRADUATION RATES

CVSD's on-time and extended graduation rates have continually been higher than the state average. CVSD's current extended graduation rate is 90.2% compared to the state's 82.4%.

Increase Graduation Rate	Unit of Measure	CVSD 2016/17	CVSD 2017/18	State 2017/18	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
On-Time Graduation Rate	% On-Time	87.7%	88.5%*	79.3%	90.0%			98.3%
Extended Graduation Rate	% Extended	90.9%	90.2%	82.4%	96.0%			94.0%

\*Due to an error in reporting, the OSPI web site rate graduation rate for CVSD shows 78.5%, but is currently being corrected.

## NINTH GRADERS ON TRACK TO GRADUATE

The district follows students throughout their high school career to help ensure they are on track for graduation.

Increase Ninth Graders On-Track to Graduate	Unit of Measure	CVSD 2016/17	CVSD 2017/18	State 2017/18	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
9th Graders Earning 6 or More Credits	% on Track	70.3%	67.5%		75.0%			90.0%
9th Graders Grade Point Average (GPA)	Group GPA	2.77	2.79		3.04			91.8%

## ATTENDANCE

Attendance can be an indicator of student engagement. Attendance remains high at 99.5%.

Maintain Current Attendance Trend	Unit of Measure	CVSD 2016/17	CVSD 2017/18	State 2017/18	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
K- 12 Attendance Rate	% Present	99.6%	99.5%	99.2%	99.7%			99.8%
K-12 Unexcused Absence Rate	% Absent	0.4%	0.4%	0.8%	1.2%			240%



"CVSD's current extended graduation rate is 90.2% compared to the state's 82.4%."

diligent

## STUDENT INVOLVEMENT IN ACTIVITIES

Involvement in extra or co-curricular activities (such as band, choir, debate, DECA, drama, ensembles, orchestra, robotics, etc.) is an important indicator of student engagement. Our elementary cross-country alone had 965 participants in 2017.

Increase Student Involvement in Activities	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to:		Progress Toward Target
						CVSD Prior Year	WA State Average	
Elementary Activities	Total Participants	6,657	7,663	8,326	4,820			173.0%
Middle & High School Boys Athletics		2,403	2,364	2,297	2,491			92.2%
Middle & High School Girls Athletics		2,216	2,140	2,013	2,272			88.6%
Middle & High School Co-Curricular Activities		8,356	8,280	10,183*	8,673			117.4%

\*The increase in co-curricular activities is due to increased participation in programs like High Five, leadership, orchestra/band, drama, crew, lacrosse, debate, career and tech, unified sports and more.

## HEALTHY YOUTH SURVEY

This state-wide survey is taken in even-numbered years in grades 6, 8, 10 and 12. Results are the average of responding students. CVSD had an increase in the percentage of those students reporting "enjoyment of school" with a slight decrease in the other responses.

Increase Positive Responses to School	Unit of Measure	CVSD 2014	CVSD 2016	State 2016	2018 Strategic Target	Results Compared to:		Progress Toward Target
						CVSD Prior Year	WA State Average	
% of Students Who Report Enjoyment of School	Survey Response	78.1%	79.6%	77.4%	86.4%			92.1%
% of Students Who Report Skipping School		17.3%	17.4%	19.8%	15.9%			91.4%
% of Students Who Report They Feel Safe at School		87.8%	87.0%	86.2%	95.4%			91.2%
% of Students Who Report They Have Opportunities for Involvement		91.9%	87.0%	87.1%	97.2%			89.5%

## ADVANCED PLACEMENT (AP)

AP classes taken and students passing AP exams are another indicator of student achievement.

Number of AP Classes and % of Students Passing AP Tests	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to:		Progress Toward Target
						CVSD Prior Year	WA State Average	
Students Enrolled in AP Courses	Student Count	898	868	900	871			103.3%
% of Tests Passing (# of tests taken)	% Passing (# taken)	68.3% (1098)	65.8% (1109)	66.2% (1164)	68.0%			97.4%
# of AP Scholars	Student Count	156	152	172	163			105.5%



"We measure our success not just in student achievement, but also in student engagement and successful school experience."




## SMARTER BALANCED STATE ASSESSMENTS

The State exams used to measure students against standards have recently changed. This is the first year of new English Language Arts instructional materials. There is currently a misalignment of the math instructional materials with the test and a review of new materials is underway this year. CVSD students continue to perform better than the state average.

Increase Smarter Balanced Assessment Scores - Grades 3-8	Unit of Measure	CVSD 2016/17	CVSD 2017/18	State 2017/18	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
Grade 3 - English Language Arts	% Meeting Standard	57.9%	60.6%	55.5%	61.6%			
Grade 4 - English Language Arts		58.1%	61.9%	57.3%	63.1%			
Grade 5 - English Language Arts		65.1%	62.5%	59.2%	64.1%			
Grade 6 - English Language Arts		62.4%	60.4%	55.9%	59.4%			
Grade 7 - English Language Arts		64.1%	67.4%	59.6%	63.0%			
Grade 8 - English Language Arts		65.6%	63.1%	58.9%	59.3%			
Grade 3 - Math		63.9%	64.2%	57.5%	69.2%			
Grade 4 - Math		57.3%	56.1%	53.8%	62.4%			
Grade 5 - Math		54.4%	51.7%	48.5%	52.2%			
Grade 6 - Math		53.8%	52.6%	48.2%	53.1%			
Grade 7 - Math		54.1%	56.3%	49.0%	52.3%			
Grade 8 - Math		55.6%	53.8%	47.5%	52.3%			

Increase Smarter Balanced Assessment Scores - Grade 10	Unit of Measure	CVSD 2016/17	CVSD 2017/18	State 2017/18	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
Grade 10 - English Language Arts (previously 11th grade)	% Meeting Standard	79.7%	77.2%	69.5%	89.0%			
Grade 10 - Math (previously 11th grade)		45.9%	42.6%	40.6%	43.9%			

“Assessment is a powerful learning tool that can enhance learning and education.”



**we are**  
**responsible**

## READING ON GRADE LEVEL

The Fountas & Pinnell assessment measures students against grade-level benchmarks. Third grade results indicate that 73.2% of our students are on grade level in reading. Longitudinal studies show a relationship between third-grade reading level and educational outcomes.

Increase Local Reading Assessment Results	Unit of Measure	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to:		
					CVSD Prior Year	WA State Average	Progress Toward Target
Grade 3 End-of-Year Meeting Benchmark	% Meeting	73.0%	73.2%	87.0%			84.1%
Grade 5 End-of-Year Meeting Benchmark		68.6%	67.4%	87.0%			77.5%

## COMPREHENSIVE ASSESSMENT OF SCIENCE

The Washington State K-12 Science Learning Standards (WSSLS) are the Next Generation Science Standards (NGSS). These standards describe what students should know and be able to do at each grade level in science, with an emphasis on engineering and technology. A new state assessment, the Washington Comprehensive Assessment of Science (WCAS), was developed based on these standards and was administered for the first time in the spring of 2018 to students in 5th, 8th and 11th grades. The new standards and state assessment represent a fundamental shift in science education and require a different approach to teaching science than has been done in the past.

Increase End-of-Course Science Exam Scores	Unit of Measure	CVSD 2016/17	CVSD 2017/18	State 2017/18	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
Grade 5 Science	% Meeting Standard		62.5%	55.1%				
Grade 8 Science			59.3%	52.9%				
Grade 11 Science* (previously 10th grade)			26.5%	30.3%				

\*The state assessment changed from grade 10 to 11 and only 46% of students participated due to already meeting standards for graduation.



"We are committed to a multi-disciplinary process to ensure quality education outcomes for all."



## SCHOOL TO COLLEGE CONNECTIONS

School to College Connections are important for students to prepare for life beyond high school. Although not reported here, students entering careers, certificate programs, and military academies or service are also important indicators of student success.

School to College Connections Dual Credit Opportunities for Students	CVSD 2015/16		CVSD 2016/17		CVSD 2017/18	
	Number of Students	Credits Earned	Number of Students	Credits Earned	Number of Students	Credits Earned
CTE Dual Credit (formerly Tech Prep)	830	1,867	702	1,495	334*	1,139
College in the High School	Total Participants	348	–	357	–	305
	# of Participants who paid fee and # of credits earned	127	624	66	326	46**
Running Start in the Colleges	234	7,073	298	12,017	355	14,368

\*The number of students participating decreased due to a change in the transcript procedure in addition to a change in the course offerings.

\*\*There was a decrease due to additional requirements from secondary institutions in order to receive credits.

## INDUSTRY CERTIFICATIONS

Industry certifications or assessments are designations earned through secondary and technical education programs to assure qualification to perform a job or task. Certifications are aligned with current industry standards helping students to increase their qualifications toward successful employment.

Industry Certifications	CVSD 2015/16 # of Certifications	CVSD 2016/17 # of Certifications	CVSD 2017/18 # of Certifications
Industry Certifications	130	81*	152
National/State Assessments	272	270	341**

\*The fluctuation in the number of students earning industry certifications is due to a change in course offerings.

\*\*The number of students attaining proficiency in national/state assessment scores increased due to a change in course offerings and an increase in Project Lead the Way courses.

“We provide students with multiple pathways to their success.”





## COLLEGE ENTRANCE EXAMS

CVSD students continue to perform better than the state average in almost all areas. The SAT is more widely used by colleges as an entrance exam than the ACT.

Increase Number of Students Taking College Entrance Exams (ACT & SAT)	Unit of Measure	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to: CVSD Prior Year	Results Compared to: WA State Average	Progress Toward Target
ACT Exams	# of Exams	224	185				
SAT Exams		422	491				
Total Entrance Exams		646	676	601			112.5%

Increase ACT Scores	Unit of Measure	CVSD 2016/17	CVSD 2017/18	State 2017/18	Results Compared to: CVSD Prior Year	Results Compared to: WA State Average	Progress Toward Target
English	Average Test Scores	22.6	22.8	21.4			
Math		23.0	24.1	22.2			
Reading		24.3	24.1	22.7			
Science		23.5	23.5	22.0			
Composite		23.5	23.7	22.2			

Increase SAT Scores	Unit of Measure	CVSD 2016/17	CVSD 2017/18	State 2017/18	Results Compared to: CVSD Prior Year	Results Compared to: WA State Average	Progress Toward Target
Math	Average Test Scores	571	574	534			
Evidence-Based Reading & Writing		570	567	541			
Total Score		1,142	1,141	1,072			

## POST-SECONDARY EDUCATION

Post-Secondary Education is another indicator of student success. These numbers do not reflect students that enter college after the September enrollment date. Data includes students enrolled in both public & private, 2 & 4 year colleges and technical schools, but DOES NOT reflect those students attending military academies, trade schools, or apprenticeships.

Increase Number of Students Pursuing Post-Secondary Education	Unit of Measure	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to: CVSD Prior Year	Results Compared to: WA State Average	Progress Toward Target
Students Enrolled in Post-Secondary Ed. next fall	% Attending	52%	50%	70%			—
Students Enrolled in Post-Secondary Ed. after two years	% Attending	58%	—*	70%	—		—

\*Data will not be available until winter 2019.

**we are**

“We seek to advance student success through highly engaged, high-impact educational practices.”

**distinct**

## GOAL TWO: Supporting the Whole Child

Identify, use and optimize support systems to ensure a learning experience where each child is safe, supported and engaged.

In order to evaluate efforts in *Supporting the Whole Child*, several areas of assessment were identified. These include tracking access to and use of student records, the efforts of the Community Truancy Board, district partnerships within the community, the number of school volunteers, and the district's two-way communication efforts through Thoughtexchange, social media and electronic communication mediums. Below these factors are compared to previous years' reports and our 2018 strategic target, as available.

### PARENT/GUARDIAN ACCESS TO STUDENT RECORDS

Increasing access to information engages and mobilizes guardians to help support student learning.

Increase Usage of Student Information System for Student Records	Unit of Measure	CVSD 2016	CVSD 2017	CVSD 2018	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
Student Usage	% Usage	47.1%	47.2%	48.1%	37.0%		
Parent/Guardian Usage		51.4%	49.8%	35.7%*	75.0%		

\*Due to change from the eSchool software platform to the PowerSchool platform, the home access was turned off months earlier than normal for the transition and therefore usage was diminished.

### COMMUNITY TRUANCY BOARD

The district has focused on a community truancy board to help increase attendance and decrease juvenile court hearings with success in the last year.

Maintain Current Attendance Trend	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	Results Compared to: CVSD Prior Year
Community Truancy Board	Student Count	100	168	189	

### PARTNERSHIPS



There are numerous examples of partnerships between our schools and businesses, civic groups and faith-based organizations to provide resources, tutoring, mentoring and support for students to improve educational outcomes. Our continued challenge and objective is quantifying these partnerships in a format that can be reported consistently across our schools.

One indication of partnerships is the PACE program. Partners Advancing Character Education (PACE) had 13 founding members in 2010. In 2018, it had 207 partners and more than 60 schools in all four Spokane Valley school districts, Tekoa, Cheney and Medical Lake. Another indication is the number of Business Advisory Committee members that advise our Career and Technical Education.

Increase Educational Partnerships	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
PACE Partners	# of Partners	193	198	207	207		
Business Advisory Committee Members	# of Partners	53	58	58			

## VOLUNTEERS

The number of volunteers below does not begin to include the hundreds of people who participated in summer community and school clean-up projects. CVSD has utilized an online volunteer application process since 2015 for efficient volunteer management.

Increase Volunteer Involvement in Schools	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to:	
						CVSD Prior Year	Progress Toward Target
Volunteers	# of Volunteers	3,199	4,849	4,897	3,888		






## THOUGHTEXCHANGE

Thoughtexchange allows the district to have an online conversation with the broader community in a virtual forum. Rather than simply surveying, open-ended questions let everyone say what's on their mind and through this process realistic solutions emerge. In fall of 2014, we invited the community to share their thoughts about concerns or things they appreciate about our schools. In fall of 2015, our special education community shared their thoughts on services. In spring of 2016, we invited the community to share thoughts on the facilities planning process to solve high school capacity. In 2016/17, we asked the community's thoughts on high school programming.

Engage the Community in a Thoughtexchange process	Unit of Measure	CVSD 2013/14	CVSD 2014/15	CVSD 2015/16	CVSD 2016/17
Join the Conversation	Participants Thoughts Stars	4,159 10,279 156,198	1,949 3,982 61,364		
Special Education				193 467 11,307	
Facilities Planning		1,911 4,079 49,718		1,848 3,353 104,317	
High School Programming					969 1,942 66,373

## ELECTRONIC COMMUNICATIONS

Proactive two-way communication flowing between the district, schools, parents, students, employees, businesses, civic groups, and the community is important. The number of followers listed for the district or schools social media below include: Facebook, YouTube, Twitter, Instagram, LinkedIn and Pinterest. The district and the schools have made a concerted effort to increase efficient electronic communications in addition to print communications.

Increase Community Engagement Through Electronic Communication	Unit of Measure	CVSD 2014/15	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	Results Compared to:	
						CVSD Prior Year	Progress Toward Target
District Social Media	# of followers/ subscribers	2,121	5,328	6,654	7,603		
School Social Media		642	5,860	10,631	15,780		
District E-news		0	1,290	1,378	1,406		
District & School Emergency Communication	# of messages: phone email text	21,117 0 30,470	48,027 29,289 39,204	29,826 53,750 36,064	53,558 89,935 102,914		
District & School Outreach Communication		42,031 10,561 49,629	135,319 72,829 177,920	98,349 630,830 324,545	57,705 906,043 640,824		

## GOAL THREE:

# High-Performance School Culture

Create a climate of excellence by establishing clear academic and behavioral expectations, which promote trusting relationships, pride, encouragement, compassion and success.

To measure the *High-Performance School Culture* climate level in district schools, a couple areas of focus were determined. Professional development opportunities and participation as well as several factors of increasing teacher quality were assessed. Below these factors are compared to previous years' reports and our 2018 strategic target, as available.

## PROFESSIONAL DEVELOPMENT

Targeted professional development is critical to improving instruction for our students. Offering our staff opportunities for continuous learning is a large part of our strategy to improve student learning. Individuals may participate in multiple professional development opportunities throughout the year. Professional development has increased significantly in the last few years.

Increase Professional Development in order to Increase Student Progress	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
Certificated Staff - Participation	# of Participants	4,595	6,713	7,155	4,385		 163.2%
Certificated Staff - Classes Offered	# of Classes	258	294	356	210		 169.5%
Classified Staff - Participation	# of Participants	596	646	608	651		 93.4%
Classified Staff - Classes Offered	# of Classes	36	39	37	40		 92.5%

## TEACHER QUALITY

CVSD strives for the highest quality professional teaching staff.

Increase Teacher Quality	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
National Board Certified	# of Teachers	74	71	95	69		 137.7%
Average Teacher Experience	# of Years Exp.	14.1	14.8	15.5	15		 103.5%
Teachers with 15 or More Years of Experience	# of Teachers	360	407	417	396		 105.3%

we are

"Our caring and committed staff are crucial to getting the job done right."

quality



# GOAL FOUR: High Reliability District Systems

Empower all staff with the flexibility to adjust operations, programs and instruction to ensure high levels of performance.

*High Reliability District Systems* are crucial to a fully-functioning modern school district. Two major indices of these systems are district financial stability and the ability to implement additional technology. Operational processes, such as maintaining bus safety and increasing the number school meals served, are also important. A final factor combines both construction progress and community support, the first of which is a direct result of the latter. Below these factors are compared to previous years' reports and our 2018 strategic target, as available.

## FINANCIAL STABILITY

Effective use of resources to support student learning is one of CVSD's top priorities.

Increase Financial Stability to Support Student Learning	Unit of Measure	CVSD 2014/15	CVSD 2015/16	CVSD 2016/17	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
WA State Clean Audits	# of Yrs with No Findings	10 Yrs	11 Yrs	12 Yrs	No Findings		
Fund Balance Target of 4% Met	Target Met	Yes	Yes	Yes	Maintain		

## OPERATIONAL PROCESSES

In CVSD, we believe all employees contribute to a positive student learning environment – whether providing a safe bus ride, nutritious meal or access to technology – each staff member plays an integral role in educating our students. Note: Buses are inspected annually by the Washington State Patrol with a nearly perfect score on first inspection and 100% passing this extensive measure on re-inspection.

Increase Bus Safety	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
State Patrol Bus Inspections (currently 100 buses)	% Passing	98.9%	93.0%	97.0%	100%		

Increase Number of School Meals Served	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
Breakfasts Served	Meals Served	259,762	259,189	270,577	265,044		
Lunches Served		1,041,379	1,048,835	1,053,477	1,088,073		



“Our support staff and district systems are the pillars that uphold our CVSD success.”



## COMMUNITY SUPPORT & CONSTRUCTION PROGRESS

In Washington State, a simple majority (50%) of voters is needed to approve school levy ballot measures and a super majority (60%) is needed to approve school bond measures.

In February 2015, voters approved a \$121.9 million school bond—providing vital funding for a number of school renovation and construction projects. With the addition of a \$20.9 million class size reduction grant and additional construction funds from the state, this community investment leverages almost a 85% state match, has a one-time construction economic impact of more than \$360 million, and an additional annual economic impact of \$370 million (based on 124 direct jobs, 458 total jobs).

[Data from Economic & Revenue Impact Software by Applied Economics]

CVSD has delivered on our construction bond promise: on/ahead of time and on/below budget. Several more projects were completed than originally expected. All construction projects have been completed, including the addition of North Pines Middle School and Riverbend Elementary school at Mission and Long.

Our district was able to offer full-day kindergarten and meet our class size reduction requirements of 17:1 student to teacher ratio in kindergarten through third grades at all of our elementary schools for fall of 2017.

In February 2018, voters approved a \$129.9 million construction bond to build a new comprehensive high school, renovate and expand Horizon Middle School, build Selkirk Middle School, and upgrade HVAC systems in four schools. At the same time, voters approved the three-year School Programs and Operations Replacement Levy.

Increase in Support for District Levies & Bonds	Unit of Measure	CVSD 2009	CVSD 2011	CVSD 2012	CVSD 2015	CVSD 2018	2018 Strategic Target	Results		
								Compared to: CVSD Prior Year		Progress Toward Target
Increase Support for Levy Passage	Voter Support	62.0%		59.29%	68.6%	71.0%	65.2%			
Pass Bond to Improve Facilities			46.7%		64.8%	70.2%	60.0%			
										108.8%
										117.0%

## Delivering on our promise on time and on budget with the completion of the following 2015 construction bond projects:



### Mica Peak High School (formerly Barker) & CV Early Learning Center

Dedicated February 17, 2016  
15111 E. Sprague Ave., Spokane Valley



### Central Valley Virtual Learning Center

Opened September 2016  
13208 E. Sprague Ave., Spokane Valley



### Summit School

Completed four additional classrooms Jan. 2017  
13313 E. Broadway Ave., Spokane Valley



### Liberty Creek Elementary School

Dedicated August 15, 2017  
23909 E. Country Vista Dr., Liberty Lake



### Evergreen Middle School

Dedicated August 22, 2017  
14221 E. 16th Ave., Spokane Valley



### Greenacres Elementary School

Dedicated August 24, 2017  
17915 E. 4th Ave., Spokane Valley



### Chester Elementary School

Dedicated August 29, 2017  
3525 S. Pines Rd., Spokane Valley



### Sunrise Elementary School

Dedicated September 14, 2017  
14603 E. 24th Ave., Spokane Valley



### Opportunity Elementary School

Dedicated January 9, 2018  
1109 S. Wilbur Rd., Spokane Valley



### Ponderosa Elementary School

Dedicated May 31, 2018  
10105 E. Cimmaron Dr., Spokane Valley



### Riverbend Elementary School

Dedicated August 16, 2018  
17720 E. Mission Ave., Spokane Valley



### North Pines Middle School

Dedicated August 23, 2018  
11900 E. Broadway Ave., Spokane Valley

## TECHNOLOGY IMPLEMENTATION



Increasing access to and the effective use of technology in the classroom, and for use in teachers' professional development, helps to support student learning. The district has made a commitment to implementing technology devices annually as part of the technology refresh cycle.

Increase Number of Portable Devices to Support Student Learning	Unit of Measure	CVSD 2014/15	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	CVSD 2018/19
Additional iPads in K-3 Classrooms	# of Units Added	1,250		1,610		
Additional Chromebooks in 4-12 Classrooms		788	2,275	4,750	1,432*	1,600
Additional Science Probe Sensors & Software			190			
Additional iPads to Teachers for Professional Development				175	70	12
Additional Chromebooks to Teachers for Professional Development				111	116	50
Grade 3 Chromebooks					546	
Total Devices Added			2,038	2,465	6,646	2,164

\*This included 370 Chromebooks for the one-to-one K-12 Pilot

## ONLINE & BLENDED LEARNING OPPORTUNITIES

Central Valley Virtual Learning (CVVL) provides instructor-led online courses—an interactive learning experience, not just an online textbook. CVVL's dedicated learning space, opened in fall of 2016, offers students an engaging learning environment where they can take advantage of instruction support from CVSD teachers, tutors and student-led study groups. 2015/16 was a pilot year for online and blended learning with limited offerings. This program continues to expand.

Expand the Use of Technology for Integrated Learning Opportunities	Unit of Measure	CVSD 2015/16	CVSD 2016/17	CVSD 2017/18	CVSD 2018/19	Results Compared to:		
						CVSD Prior Year		
Student Enrollment	Enrollment	60	165	283	297			
Course Enrollment		85	211	284	379			



# About Central Valley School District

Serving an 80-square-mile area in the greater Spokane Valley, Central Valley School District (CVSD) strives to ensure rigorous learning opportunities for the almost 14,000 students attending 27 schools and learning centers. CVSD offers high quality academic and co-curricular programs for students in grades K-12, pre-school and a variety of learning support and highly capable programs.

Enrollment	
October 2017 Student Count	13,870
May 2018 Student Count	13,892
Gender (October 2017)	
Male	52.2%
Female	47.8%
Race/Ethnicity (October 2017)	
American Indian/Alaskan Native	1.2%
Asian	1.7%
Black/African American	1.9%
Hispanic/Latino of any race(s)	7.5%
Native Hawaiian/Other Pacific Islander	1.2%
White	82.2%
Two or More Races	4.3%
Special Programs (May 2018)	
Free or Reduced-Price Meals	33.6%
Special Education	14.5%
Transitional Bilingual	3.7%
Migrant	0.0%
Section 504	3.8%



CENTRAL VALLEY  
SCHOOL DISTRICT

19307 East Cataldo Avenue, Spokane Valley, WA 99016

(509) 558-5400 • [www.cvsd.org](http://www.cvsd.org)

## Our Commitments:

1. We commit to providing the conditions that support learning:
  - Safe, positive and engaging learning environment
  - Relevant and consistent curriculum
  - Research-based instruction
  - Frequent assessment with feedback to students and parents
  - Continuous professional development
  - Efficient use of resources
  - Effective communication between home and school
2. We commit to providing schools where staff are professional, knowledgeable and focused on student learning. We celebrate growth, value learning and use research-based best practices to meet individual needs.
3. Our schools are committed to building relationships that provide a purposeful and positive environment.
4. We commit to fostering open communication among school, family and the community. We actively support the parents' role as partners and advocates in their child's education.
5. We commit to incorporating new knowledge into practice through:
  - Collaborating with and reflecting on feedback from our stakeholders
  - Defining and implementing best practices
  - Tracking success by monitoring for and evaluating learning
  - Learning as much as we can through reading and research
  - Challenging our own thinking and beliefs

## How We're Doing...

In order to gauge how the district is perceived by our Central Valley community, Critical Data Strategies, LLC conducted one-on-one telephone interviews with 406 residents – both parents (49.5%) and non-parents (50.5%) – as well as 34 community leader interviews.

Parents (63.7%), non-parents (43.9%) and community leaders (97.1%) believe CVSD used funds from the 2015 bond extremely well. Further, parents (86.6%), non-parents (67.3%) and community leaders (100%) feel that CVSD has done fairly to extremely well with the funds.

CVSD received an overall 'A' or 'B' grade by 79.6% of both parents and non-parents. Parents rated CVSD a 3.24 out of 4.0 and non-parents a 3.09—an overall GPA of 3.17. While 82.5% of community leaders gave CVSD an 'A' and 100% gave an 'A' or 'B' and a GPA of 3.82.

**Central Valley School District does not discriminate** in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

- Title IX Coordinator / Civil Rights Compliance Coordinator: Executive Director of Human Resources & Operations, (509) 558-5442 or [rdoehle@cvsd.org](mailto:rdoehle@cvsd.org)
- Section 504/ADA Coordinator: Assistant Superintendent of Elementary Learning & Teaching, (509) 558-5420 or [tvanderwegen@cvsd.org](mailto:tvanderwegen@cvsd.org)