

# Central Valley School District Report Card

Fall 2016

Reporting Progress on the  
*2014-2018 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. The students quoted throughout this publication are just a sampling of who makes up the many numbers within this report. From a future astronaut to a culinary artist, from a prospective neurologist to a paramedic, and from an up-and-coming nuclear engineer to a budding artist or emerging politician—they're an important part of what makes us who we are.

# A Message to OUR COMMUNITY

It is my pleasure to share our *Central Valley School District Report Card* with our community, providing a progress update on achieving the goals and actions outlined in our 2014-2018 Strategic Plan. This report reveals CVSD's specific results as compared to the prior year and state results, as well as the district's Strategic Plan.

As the author of *Grit: The Power of Passion and Perseverance*, Angela Duckworth declares, "Our potential is one thing. What we do with it is quite another." Every one of our students has great potential. Our job is to create multiple pathways to each student's success. We continue to meet students where they are by adding innovative programs to our offerings such as our new Central Valley Virtual Learning program and Mica Peak High School with choice and blended online programs, Spokane Valley Tech and STEM Academy, Central Valley Early Learning Center and so much more.

Our unwavering commitment is to inspire and empower learners to be contributing citizens in our ever 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.

Thank you for your continued support and interest in CVSD.



Benjamin C. Small  
Superintendent

## Reading this Report Card

- ◆ Each of the *2014-2018 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 2014-2018 Strategic Plan Target**  
Target has been met!



**CVSD 2014-2018 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 91.8%.

Increase Graduation Rate	Unit of Measure	CVSD 2014/15	CVSD 2015/16	State 2015/16	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
On-Time Graduation Rate	% On-Time	88.8%	87.4%	78.1%	90.0%			97.1%
Extended Graduation Rate	% Extended	89.9%	91.8%	81.1%	96.0%			95.6%

## 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 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to:		
					CVSD Prior Year	WA State Average	Progress Toward Target
9th Graders Earning 6 or More Credits	% on Track	66.3%	87.2%	75.0%			116.3%
9th Graders Grade Point Average (GPA)	Group GPA	2.80	2.76	3.04			90.8%

## ATTENDANCE

Attendance can be an indicator of student engagement. Attendance remains high at 99.6%.

Maintain Current Attendance Trend	Unit of Measure	CVSD 2014/15	CVSD 2015/16	State 2015	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
K- 12 Attendance Rate	% Present	99.6%	99.6%	99.4%	99.7%			99.9%
K-12 Excused Absence Rate	% Absent	5.2%	N/A	N/A	4.4%			
K-12 Unexcused Absence Rate	% Absent	1.4%	0.5%	0.6%	1.2%			240%

## 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.

Increase Student Involvement in Activities	Unit of Measure	CVSD 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to:		
					CVSD Prior Year	WA State Average	Progress Toward Target
Elementary Activities	Total Participants	4,591	5,538	4,820			115.0%
Middle & High School Boys Athletics		2,372	3,720	2,491			149.0%
Middle & High School Girls Athletics		2,164	2,216	2,272			97.5%
Middle & High School Co-Curricular Activities		8,260	8,356	8,673			96.4%

## 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 a significant increase in the percentage of those students reporting "enjoyment of school" with a slight decrease in the other responses. The new survey results will be available in late spring 2017.

Increase Positive Responses to School	Unit of Measure	CVSD 2012	CVSD 2014	State 2014	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
% of Students Who Report Enjoyment of School	Survey Response	47.8%	78.1%	78.5%	86.4%			90.4%
% of Students Who Report Skipping School		16.0%	17.3%	17.7%	15.9%			91.9%
% of Students Who Report They Feel Safe at School		89.8%	87.8%	86.7%	95.4%			92.0%
% of Students Who Report They Have Opportunities for Involvement		92.3%	91.9%	92.6%	97.2%			94.5%

## ADVANCED PLACEMENT (AP)

AP classes taken and students passing AP exams are another indicator of student achievement. CVSD has improved in both areas.

Number of AP Classes and % of Students Passing AP Tests	Unit of Measure	CVSD 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to:		
					CVSD Prior Year	WA State Average	Progress Toward Target
Students Enrolled in AP Courses	Student Count	830	898	871			103.1%
% of Tests Passing (# of tests taken)	% Passing (# taken)	64.7% (1052)	68.3% (1098)	68.0%			100.4%
# of AP Scholars	Student Count	143	156	163			95.7%

## SMARTER BALANCED STATE ASSESSMENTS

State exams used to measure students against standards have recently changed. CVSD students continue to perform better than the state average in nearly all measures.

Increase Smarter Balanced Assessment Scores - Grades 3-8	Unit of Measure	CVSD 2014/15	CVSD 2015/16	State 2015/16	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
Grade 3 - English Language Arts	% Meeting Standard	58.9%	59.3%	54.3%	61.6%			
Grade 4 - English Language Arts		60.2%	62.3%	57.0%	63.1%			
Grade 5 - English Language Arts		61.0%	63.5%	60.1%	64.1%			
Grade 6 - English Language Arts		56.8%	61.3%	56.5%	59.4%			
Grade 7 - English Language Arts		60.0%	62.0%	58.5%	63.0%			
Grade 8 - English Language Arts		56.8%	64.3%	59.7%	59.3%			
Grade 3 - Math		66.0%	63.7%	58.9%	69.2%			
Grade 4 - Math		59.4%	60.2%	55.4%	62.4%			
Grade 5 - Math		49.8%	52.5%	49.2%	52.2%			
Grade 6 - Math		50.8%	54.0%	48.0%	53.1%			
Grade 7 - Math		49.9%	54.5%	49.8%	52.3%			
Grade 8 - Math		50.0%	50.8%	47.8%	52.3%			

Due to students already meeting graduation requirements by passing High School Proficiency Exams (HSPE), End-of-Course (EOC) exams, or alternative avenues, there were lower participation rates in the 11th grade spring Smarter Balanced Assessments in 2014/15, which was consistent with the state. In order to make a comparison, the results below are based on actual student participants in 2014/15.

Increase Smarter Balanced Assessment Scores - Grade 11	Unit of Measure	CVSD 2014/15	CVSD 2015/16	State 2015/16	2018 Strategic Target	Results Compared to:		
						CVSD Prior Year	WA State Average	Progress Toward Target
Grade 11 - English Language Arts	% Meeting Standard	63.5%	84.6%	75.5%	89.0%			
Grade 11 - Math		38.2%	36.9%	21.8%	43.9%			

## READING ON GRADE LEVEL

The Fountas & Pinnell assessment measures students against grade-level benchmarks. Third grade results indicate that 69.9% of our students are on grade level in reading. Longitudinal studies show a relationship between third-grade reading level and educational outcomes. Note: Benchmarks changed for the 2014/15 school year to reflect Common Core State Standards.

Increase Local Reading Assessment Results	Unit of Measure	CVSD 2014/15	CVSD 2015/16	2018 Strategic Target	Results		
					Compared to: CVSD Prior Year	WA State Average	Progress Toward Target
Grade 3 End-of-Year Meeting Benchmark	% Meeting	70.6%	69.9%	87.0%			80.3%
Grade 5 End-of-Year Meeting Benchmark		70.4%	70.4%	87.0%			80.9%

## END-OF-COURSE (EOC) EXAM SCORES

EOC exam scores are one of several indicators of student success. EOC math exams are being replaced by Smarter Balance math assessment. Next year will be the final year for reporting EOC scores. EOC science exams are being replaced by Next Generation science in the spring of 2018.

Increase End-of-Course Exam Scores	Unit of Measure	CVSD 2014/15	CVSD 2015/16	State 2014	2018 Strategic Target	Results		
						Compared to: CVSD Prior Year	WA State Average	Progress Toward Target
Grades 11-12 EOC Math	% Meeting Standard	84.1%	91.3%	N/A	90.0%			101.4%
Grades 9-12 EOC Biology		77.2%	77.2%	72.2%	92.0%			83.9%
Grade 5 Science		79.0%	77.8%	65.3%	90.0%			86.4%
Grade 8 Science		70.1%	78.8%	67.5%	85.0%			92.7%



“I have lofty goals and I definitely wouldn't have been able to do it if it weren't for preparation. **Via AP classes and testing, I basically cut off three years** from my education requirement, propelling me just that much more forward in my future life.”

– JEREMIE, 2016 GRADUATE

“I was the first student in English Language Development (ELD) class to try Running Start—I **recommend other students to take the challenge**. When I first accomplished getting A's, I felt something different in myself that I could change my future if I tried. Now I can go further into my education and I think CVSD helped me to choose what I want to do as a future.”

– KA (JEN), 2016 GRADUATE

## SCHOOL TO COLLEGE CONNECTIONS & INDUSTRY CERTIFICATIONS

School to College Connections are important for students to prepare for life beyond high school. Students entering careers, certificate programs, and military academies or service are also important indicators of student success.

School to College Connection Dual Credit Opportunities for Students	CVSD 2014/15		CVSD 2015/16	
	Number of Students	Credits Earned	Number of Students	Credits Earned
Tech Prep-Community Colleges	510	2,294	830	1,867
College in the High School with fee (was Running Start in the High School in 2014/15 with no fee)	158	832	127	624
Running Start in the Colleges	259	9,225	234	7,073

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

Industry Certifications	CVSD 2014/15 # of Certifications	CVSD 2015/16 # of Certifications
Industry Certifications	170	130
National/State Assessments	165	272



“What kept me active is the enormous variety of clubs. CVSD expects us to achieve high levels of excellence in everything from sports to academics to community service. Being a student within CVSD has really **inspired me to dream big**—it’s made me a thinker.”

– *SIDNEY, 2015 GRADUATE*

“I think it’s wonderful the district is able to offer different types of education and curriculum and new ways of learning. **There are so many opportunities** here to do such a broad array of different activities and so many ways to help impact the community in a positive way. Looking back as a senior, I’ve probably done about 1,000 hours of community service.”

– *ALEX, 2015 GRADUATE*

“Being a student is one of the most inspiring things I can achieve because to learn is everything. I have complete control over my life at this point and I know I’m ready because of all the learning I had. I’d describe CVSD as a **culmination of excellence**. Now I can go into the world and actually say I’m a good citizen.”

– *TREVOR, 2015 GRADUATE*



## COLLEGE ENTRANCE EXAMS

CVSD students continue to perform better than the state average in all areas.

Increase Number of Students Taking College Entrance Exams (ACT & SAT)	Unit of Measure	CVSD 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	WA State Average	Progress Toward Target
ACT Exams	# of Exams	130	180				
SAT Exams		411	411				
Total Entrance Exams		541	591	601			98.5%

Increase ACT Scores	Unit of Measure	CVSD 2014/15	CVSD 2015/16	State 2015/16	Results Compared to: CVSD Prior Year	WA State Average	Progress Toward Target
English	Average Test Scores	23.4	23.0	22.3			
Math		24.0	24.5	23.2			
Reading		24.2	24.7	23.6			
Science		23.6	24.0	22.7			
Composite		23.9	24.2	23.1			

Increase SAT Scores	Unit of Measure	CVSD 2014/15	CVSD 2015/16	State 2015/16	Results Compared to: CVSD Prior Year	WA State Average	Progress Toward Target
Reading	Average Test Scores	521	535	501			
Math		539	541	506			
Writing		493	502	481			
Total		1,553	1,578	1,488			

## 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 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	WA State Average	Progress Toward Target
Students Enrolled in Post-Secondary Ed.	% Attending	60%	57%	70%			81.4%

## 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 thought exchange, 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 Home Access Center (HAC) for Student Records	Unit of Measure	CVSD 2015 (to date)	CVSD 2016 (to date)	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
Student HAC Usage	% Usage	33.7%	47.1%	37.0%		
Parent/Guardian HAC Usage		67.8%	51.4%	75.0%		

### 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 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
Community Truancy Board	Student Count	34	100			

### 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 2016, it had 193 partners and 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 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
PACE Partners	# of Partners	188	193	207		
Business Advisory Committee Members	# of Partners	41	53			

## 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. Starting in September 2015, the district switched to an all on-line process. All volunteers were then required to apply on-line regardless of their two-year volunteer status.

Increase Volunteer Involvement in Schools	Unit of Measure	CVSD 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
Volunteers	# of Volunteers	3,703	3,702	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. Finally in Spring of 2016, we invited the community to share thoughts on the facilities planning process to solve high school capacity.

Engage the Community in a Thought Exchange process	Unit of Measure	CVSD 2013/14	CVSD 2014/15	CVSD 2015/16	Results Compared to: CVSD Prior Year
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	

## SOCIAL MEDIA & ELECTRONIC COMMUNICATION

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.

Increase Community Engagement Through Electronic Communication	Unit of Measure	CVSD 2014/15	CVSD 2015/16	Results Compared to: CVSD Prior Year
District Social Media	# of followers/ subscribers	2,121	5,328	
School Social Media		642	5,860	
District E-news		0	1,290	



**"Parents need to be involved** in education and that's a big thing because if we're not involved in the community, the community really doesn't know what's going on in the schools."

– TRISTAN, 2016 GRADUATE

**"Being part of CVSD means always having a home wherever I go. What makes me the most proud is that we're always there for each other because we are CVSD!"**

– MARLA, 2016 GRADUATE

## 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 two years.

Increase Professional Development in order to Increase Student Progress	Unit of Measure	CVSD 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
Certificated Staff - Participation	# of Participants	3,986	4,595	4,385		104.8%
Certificated Staff - Classes Offered	# of Classes	191	258	210		122.9%
Classified Staff - Participation	# of Participants	592	596	651		91.6%
Classified Staff - Classes Offered	# of Classes	37	36	40		90.0%

## TEACHER QUALITY

Nearly all of the new teaching hires in CVSD meet highly qualified status, as defined by Federal law.

Increase Teacher Quality	Unit of Measure	CVSD 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
National Board Certified	# of Teachers	63	74	69		107.2%
Average Teacher Experience	# of Years Exp.	13.9	14.1	15		94.0%
Teachers with 15 Years of Experience	# of Teachers	360	360	396		90.9%
Highly Qualified Staff (HQS)	% HQS	100%	100%	100%		100.0%



**“The quality of the teachers here is fantastic**—all the teachers from elementary school to high school are amazing. They care about all their students and it’s just a great district all around.”

– KOLBY, 2016 GRADUATE

**“We’re blessed because of the amazing staff** and all of the people we have here. Then also the **community as a whole**, who have been so supportive of the education system.”

– ALEX, 2015 GRADUATE

## 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. Operation 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	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	No Findings		
Fund Balance Target of 4% Met	Target Met	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 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
State Patrol Bus Inspections (90 buses)	% Passing	97.0%	98.9%	100%		98.9%

Increase Number of School Meals Served	Unit of Measure	CVSD 2014/15	CVSD 2015/16	2018 Strategic Target	Results Compared to: CVSD Prior Year	Progress Toward Target
Breakfasts Served	Meals Served	251,261	259,762	265,044		98.0%
Lunches Served		1,035,867	1,041,379	1,088,073		95.7%



“My biggest takeaway is seeing the bond and levy get passed and knowing I was part of it. When we heard it passed, people were crying, excited and hugging. It was crazy to see what we could do for the community—two rival high schools coming together to say we need this. We need this for our future kids even if it won't affect us. Some kids are going to be greatly affected—it'll affect my siblings. It's a really amazing experience just knowing we've made such a change for this district. **We're changing people's lives.**”

– KYLEE, 2016 GRADUATE

## 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]

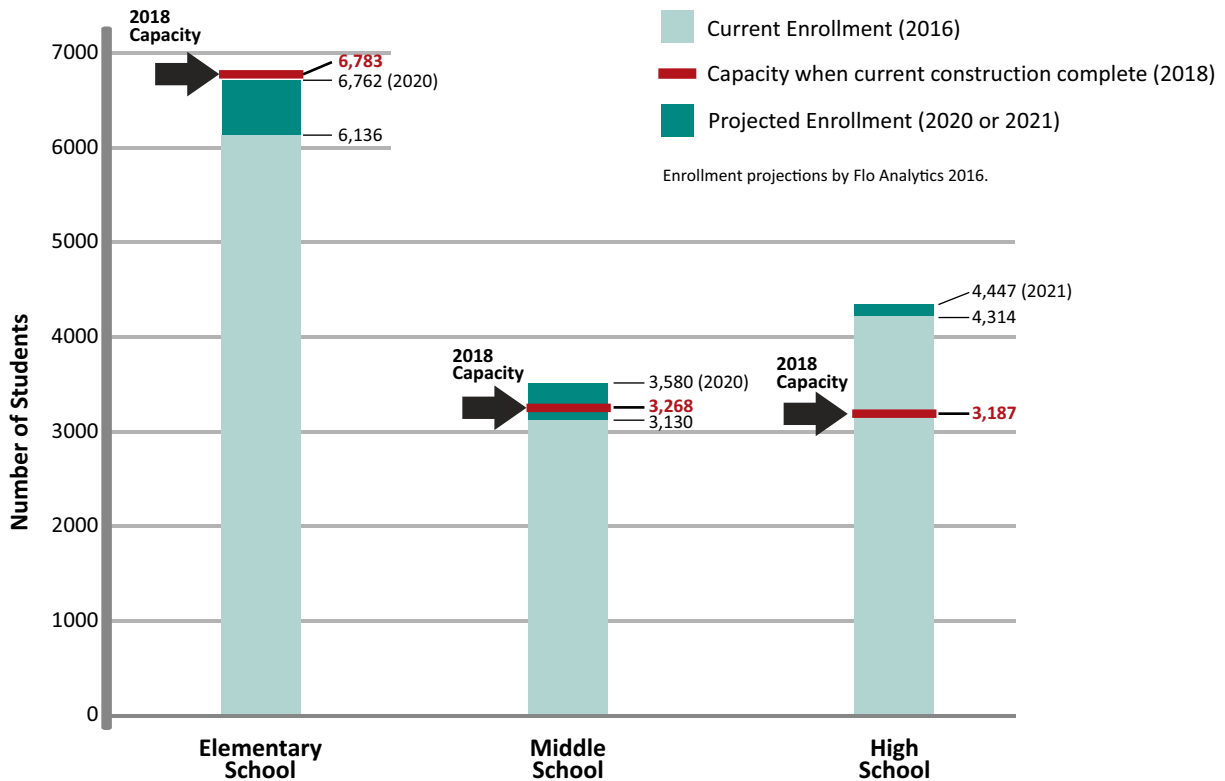
CVSD is currently delivering on our construction bond promise: on/ahead of time and on/below budget. In addition, several more projects are being completed than originally expected. There are currently four school construction projects completed, eight schools under construction and two more in design with the addition of North Pines Middle School and a new elementary school at Mission and Long.

Our district will be 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 by the fall of 2017.

Increase in Support for District Levies & Bonds	Unit of Measure	CVSD 2009	CVSD 2011	CVSD 2015	2018 Strategic Target	Results Compared to:	
						CVSD Prior Year	Progress Toward Target
Increase Support for Levy Passage	Voter Support	62.0%		68.6%	65.2%		
Pass Bond to Improve Facilities			46.7%	64.8%	60.0%		
							105.2%
							108.0%


## CURRENT ENROLLMENT, 2018 CAPACITY AND PROJECTED ENROLLMENT

As a growing school district, capacity is a challenge for us and this voter-approved bond allows us to address our capacity issues at the elementary level. However, the district is over capacity at our secondary level, which will need to be addressed in the future.





## 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.

Increase Number of Portable Devices to Support Student Learning	Unit of Measure	CVSD 2014/15	CVSD 2015/16	CVSD 2016/17	Results Compared to: CVSD Prior Year		
Additional iPads in K-3 Classrooms	# of Units Added	1,250		1,610			
Additional ChromeBooks in 4-12 Classrooms		788	2,275	4,750			
Additional Science Probe Sensors & Software			190				
Additional iPads to Teachers for Professional Development				175			
Additional Chromebooks to Teachers for Professional Development				111			
Total Devices			2,038	2,465	6,646		

## ON-LINE & 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 on-line and blended learning with limited offerings.

Expand the Use of Technology for Integrated Learning Opportunities	Unit of Measure	CVSD 2015/16	CVSD 2016/17	Results Compared to: CVSD Prior Year		
Student Enrollment	Enrollment	60	165			
Course Enrollment		85	211			



"Class **assignments that we can turn in on-line** are preparing us for what our world is becoming—we're in such a technology advanced world. We're utilizing Chromebooks—teaching us little ways to just get farther ahead in life."

– MARLA, 2016 GRADUATE

"CVSD has these awesome Chromebooks. That's pretty amazing to have that **technology at your fingertips** and to be able to do research in class and not have to always be in a computer lab."

– KYLEE, 2016 GRADUATE

"I like the **different choices** CVSD gives us to help explore what we are going to do. This is the next step for what we are going to be doing in our life ahead of us."

– TRISTAN, 2016 GRADUATE

# 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 more than 13,500 students attending 23 schools and three 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 2015 Student Count		13,402
May 2016 Student Count		13,509
Gender (October 2015)		
Male	7,007	52.3%
Female	6,395	47.7%
Race/Ethnicity (October 2015)		
American Indian/Alaskan Native	113	0.8%
Asian	200	1.5%
Black/African American	227	1.7%
Hispanic/Latino of any race(s)	959	7.2%
Native Hawaiian/Other Pacific Islander	89	0.7%
White	11,234	83.8%
Two or More Races	580	4.3%
Special Programs (May 2016)		
Free or Reduced-Price Meals	5,110	37.8%
Special Education	1,932	14.3%
Transitional Bilingual	431	3.2%
Migrant	2	0.0%
Section 504	594	4.4%

# 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



CENTRAL VALLEY  
SCHOOL DISTRICT

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**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) 228-5442 or [rdoehle@cvsd.org](mailto:rdoehle@cvsd.org)
- Section 504/ADA Coordinator: Assistant Superintendent of Learning & Teaching, (509) 228-5420 or [tvanderwegen@cvsd.org](mailto:tvanderwegen@cvsd.org)