Student Achievement Report	
Points of Prides/Strengths	**Challenges/Opportunities for Improvement**
- The District reported student achievement results aligned to both growth and proficiency - The District commits to continuous improvement - State assessment results reported included the 2019 state IAR results in English Language Arts, Mathematics and Science - State assessment results reported also included the current state KIDS assessment (Kindergarten Readiness) - All students tested in 2019 showed 73% of all Grades 3-8 students met or exceeded state expectations in IAR English Language Arts - IAR cohort data (same students moving from grade to grade) showed improvement or growth each year from 2016-2019 - All students tested in 2019 showed 59% of all Grades 3-8 students met or exceeded state expectations in mathematics - Kindergarten Individual Development Survey showed districts students beginning Kindergarten were significantly more ready than throughout the state - KIDS results showed growth or improvement over three years in Social and Emotional Development, Language and Literacy Development, and Mathematics Development 55% of all Kindergarten students tested in 2020 demonstrated readiness in all three areas - NWEA MAP data in Reading showed fall to fall cohort growth among grade levels tested 3-8 - NWEA MAP data in Reading showed 62% of all students met growth targets a slight increase from previous years. - NWEA MAP data in mathematics showed fall to fall cohort growth among grades 3-4	- There were no spring 2020 assessment results due to the pandemic - All student tested in 2019 showed 27% fell below expectations in IAR English Language Arts - IAR English Language Arts results showed achievement gaps when comparing White students with Hispanic, Low Income and Students with an IEP - IAR English Language Arts data was not reported comparing the district with state averages or comparative districts - All student tested in 2019 showed 41% fell below expectations in mathematics - IAR mathematics results showed achievement gaps when comparing White students with Hispanic, Low Income and Students with an IEP - IAR mathematics cohort data (same students moving from grade to grade) varied in improvement or growth each year from 2016-2019 - IAR state test results showed mathematics results well below English Language Arts results - IAR data was not reported comparing the district with state averages or comparative districts 45% of all Kindergarten students tested in KIDS 2020 did not demonstrate readiness in all three areas - Questions from the team centered around knowing more about the KIDS data (who came from a preschool experience, what demographics apply to this data, who came from an IEP experience) - NWEA MAP data in Reading showed 38% of all students did not meet growth targets

• NWEA MAP data in mathematics showed 44% of all students met growth targets a slight increase from previous years.	• NWEA MAP data in Reading showed fall to fall cohort growth among grade levels tested 3-8 • NWEA MAP data in Mathematics showed fall to fall cohort lack of growth among grades 5-8 • NWEA MAP data in Mathematics showed 56% of all students did not meet growth targets • No data was presented to show how District students performed in 9th grade. There was no high school readiness data.

Culture: Learning and Working Environment Report	
Points of Prides/Strengths	**Challenges/Opportunities for Improvement**
• Student enrollment has been stable last five years • The 2020 school report card stated the most recent recorded enrollment was 1722 • Racial/ethnic diversity has also remained stable last five years. 61% White; 31% Hispanic 2019-2020 • Approximately 5 % of district students are English Learners • The number of English Learners is significantly below state averages. 5 % vs 13% • The number of students with disabilities is 13% below the state average of 18% • The number of students with disabilities by race, ethnicity compares favorably with overall student demographics. • No real concerns were identified when comparing categories of students with disability services with state comparisons. • The percentage of time District students with disabilities are being served within the general ed classroom is high compared to both peer districts and the state averages	• There was a slight decline this year in student enrollment most likely due to the pandemic • In 2021 the enrollment was 1646 • Racial/ethnic diversity has remained mostly unchanged among other groups. 3% Black, 2 % Asian, 2% Two or More Races • The number of low-income students has increased the past two years and is 21-22% compared to the state average of 49% • There has been a slight increase in Hispanic students with disabilities • Staff demographics do not mirror student demographics-lower in Black, Hispanic, Asian; higher in White • No data was presented as to the success of interventions or enrichments • Approximately 11% of students are receiving Tier II and III interventions in Reading at the elementary schools and 2.6% at the middle school

- The number of students with disabilities being served in an out of district facility is low compared to peer districts and the state averages.
- Staff demographics showed 126 Full Time Equivalent Teachers
- Staff retention was at 93% in 2020 compared to 86% state average
- 95% of District teachers have master's degrees.
- 100% of District teachers received a proficient or excellent rating on performance review
- The average class size is low and below state averages. 21 elementary; 23 middle
- The District Multi-Tiered System of Support showed near the expected 80% of all students are succeeding in the general classroom, some with Tier 1 support
- The MTSS does offer Tier II (small group) and Tier III (Individual) intervention support in ELA and mathematics
- The MTSS does offer Tier II enrichment support in ELA and mathematics and Tier III enrichment support in mathematics
- The District has defined criteria for entrance into an intervention or enrichment.
- Approximately 8% of students are receiving Tier II enrichments in Reading at the elementary schools and 19% at the middle school
- Approximately 21% of students are receiving Tier II and III enrichments in mathematics at the elementary schools and 26.5% at the middle school
- The District is offering a vast number of co-curricular activities at both the elementary and middle schools
- 5 Essentials rated high: Involved Families, Ambitious Instruction, Supportive Environment

- Approximately 10% of students are receiving Tier II and III interventions in mathematics at the elementary schools and 5% at the middle school
- The team desired demographic data on students receiving MTSS services
- 5 Essentials rated average: Effective Leaders and Collaborative Teachers
- 5 Essential State Satisfaction Data reported in the most recent survey the following lowest performing areas as reported by teachers:
Teacher-Principal Trust
Teacher Influence
Instructional Leadership
School Commitment
Collective Responsibilities
- The District did get the required 20% of parent participation in the 5Essentials survey but no parent 5E data was presented.
- The District has not consistently used the 5 Essentials Survey data in the past.

- **5 Essential State Satisfaction Data reported in the most recent survey the following highest performing areas as reported by students and teachers:**
  Peer Support for academic work
  Teacher-Parent Trust
  Quality of student discussion
  Parent influence on decisions made at school
  Academic Press

Finance, Facilities and Technology Report	
Points of Prides/Strengths	**Challenges/Opportunities for Improvement**
The District reported on fiscal responsibility and financial ratings, fund accounting and debt in the finance area **The District reported on current status, maintenance and future capital improvement projects in the facilities area** **The operating budget has been balanced or better since 2006** **Operating performance has added to the fund balance since 2010-2011** **The cash on hand, savings, or reserves has exceeded the 40% minimum set in policy since 2010** **The Districts has received the highest rating from the state at a 4.0 out of 4.0 since 2005** **The District has received the Moody's rating Aa1 since 2010 with the highest grade investment** **The current District debt is 6.3% of the legal limit. $2,225,000 out of a possible $35,286,303**	**District revenues are limited by PTELL and the Consumer Price Index.** **The state has a financial crisis** **The state is under discussion of shifting some costs to the local level. Concern raised over shifting costs** **Concern raised over possible changes in revenue predictability** **Concern raised over pandemic costs** **Concern raised over unknown financial surprises** **Some capital projects in Fy20 were postponed** **Concern raised over aging facilities** **Concern raised over unknown surprises** **Concern raised over space issues especially play vs parking.** **There is a need to update the facilities plan** **There are upcoming negotiations with the Riverside Education Council and the Teamsters Custodians Association**

- **The Districts has positive fund balances in all 2019-2020 Operating and Non-operating Funds**
- **Since 2011 operating expenditures have been less than projected revenues**
- **The operating fund balance percent is 71.3%**
- **Current financial projections show revenues to exceed expenditures through 2025**
- **86.1% of revenues come from local property tax, 13.9% come from federal, state and other local.**
- **68.9% of the District budget is salaries and benefits**
- **The operating expense per pupil 2018-2019 was $16,964 ranking the district 9th lowest among 14 local districts**
- **Technology infrastructure has recently been updated**
- **Devices have recently been increased due to remote learning needs**
- **The BrightBytes survey was conducted in 2018**
- **Response and resolution time for support for technology has been adequate**

- **There is a recommendation for an updated building safety assessment and maintenance**
- **There is a constant need to update long term financial projections**
- **There is a need to administer the BrightBytes survey as the data is out of date. (Note this survey is an excellent source of data and information)**
- **There has been an increase of service requests due to remote learning, an increase in student-issued devices in support of an expanded 1:1 device take-home program and remote support of parents and students.**
- **There has been a 270% increase in inbound tickets/incidents over the last 5 months of 2020, compared to the first 6 months of 2020.**
- **While the ticketing system reporting tool indicates a decrease in response and resolution time, this data is skewed due to the two major ticket spikes indicated in the data presented. In both ticket spike instances, the rate at which tickets were being submitted rendered the system unusable by technology staff resulting in 100's of tickets being closed immediately as the issues were addressed globally over a period of several days.**
- **The technology team has identified the need for a new ticketing system to better support remote users while not sacrificing support of traditional onsite users.**