

Resources

KSDE's Data Central

Performance Accountability Report	Demographics, Postsecondary Success Preparation & Effectiveness, STAR Recognition status, Graduation/Success/Effective Rate, Attendance & Dropout Rate, Chronic Absenteeism, ESSA Expenditures per Pupil, Academic Success by Demographics and ACT Performance. <i>*Data is available at district level and building level.</i>
Longitudinal Achievement Report	State Assessments Longitudinal Performance Level. <i>*Data is available at district level and building level.</i>
Public Report Card	Information for Social-Emotional, Kindergarten Readiness, Individual Plans of Study, Graduation, Civic Engagement, Postsecondary Success, IDEA State Performance Plan, Comparative Performance & Fiscal System (Budget data), Teacher Licensure, Dropout, Attendance, Performance Level Reports, ACT Scores, and National Assessment of Educational Progress. <i>*Data is available at district level and most, but not all, is also available at building level.</i>
Kansas K-12 Reports	Attendance Rate, Building Dates of Construction, Building Schedule, Inclement Weather & Inservice Dates, Concurrent High School Enrollment, Lunch Headcount (Free & Reduced), Headcount Enrollment, & Personnel by Type (Certified & Non-Certified) <i>*Data is available at district level and most, but not all, is also available at building level.</i>
Data Central (School Finance Reports)	
Financial Accountability Report	FTE Enrollment, Expenditures for Fund 06 & 08, 16, 62 & 63, All Other Funds and Total of All Funds, State Aid for all weighting categories and Virtual, Total Expenditures for Fund 11, 13, 14, 15, 30, 34, and 51, Fund 08 Transfers, Article 6, Section 6 Constitutional Challenge Expenditures, General Obligation Bonded Indebtedness, and Demographic Headcount. <i>*Data is available at district level only.</i>
Budget Documents	Budget At-a-Glance, Profile, Form 150, Summary and Budget Codes. <i>*Data is available at district level only.</i>
Comparative Performance & Fiscal System (CPFS)	Budget data by fund. <i>*Data is available at district level only.</i>
CPA Reports	Payments made to each organization by County. <i>*Data is available at district level only.</i>
School Finance Reports Warehouse	Bond Proceed Projects, State Foundation (General State) Aid/Supplemental General State Aid, Transportation Data, Transportation Costs (Report), Cash Balances, Current Operating Expenditures, Expenditures per Pupil, Total Expenditures, Meal Pricing Data, Headcount Enrollment (Public & Private, Accredited), Personnel Reports (Certified & Non-Certified), Pupil-Teacher Ratio, Kindergarten Formats (Building & District), Bonded Indebtedness, Salary Reports (Principals, Superintendents & Teachers), Mill Rates, Assessed Valuation <i>*Data is available at district level only unless specified.</i>

KSDE's Web Applications

AMOSS - Academic Measures of Student Success	
Dropout/Graduation Summary Report	
EDCS (Licensed Personnel Report)	

Resources	
Kansas Education Systems Accreditation (KESA)	
Kansas Integrated Accountability System (KIAS)	
LCP System	
Pathways	
Principals Building Report (PBR)	
SPEDPro	
Star Recognition	
Superintendent's Organization Report (SO66)	
Local	
MAPP	
NAEP	
Other Local Assessments	
MTSS data	
KansaStar (if applicable)	
ASQ (Kindergarten Readiness Survey)	
Early Childhood Programs	
Social/Emotional Measures	
Civic Engagement Programs	
Curriculum	
Bullying Prevention	
Career and Technical Education (CTE)	
Child Nutrition and Wellness Programs	
Evidence Based At-Risk Practices/Programs	
Graduation Requirements	
Individual Plan of Study Program	
Professional Development Plans	
Parent Engagement	
Community Engagement	
Title I Programs	
Other:	
Other:	
Other:	
Other:	

Budget Fiscal Year	2025		USD #	USD Name	USD Home County		2022-2023 Building List
Needs Assessment Year	2024		337		Jackson		
State Assessment Review Year	2023		USD #	USD Name	USD Home County	Bldg #	Building Name
			337	Royal Valley	Jackson	3916	Royal Valley Elementary
			337	Royal Valley	Jackson	3918	Royal Valley High
			337	Royal Valley	Jackson	3921	Royal Valley Middle School

Fill in light yellow cells to populate dates and names throughout document.

District: <u>337 Royal Valley</u>	Bldg #	Grades Served:
School: <u>Royal Valley Elementary School</u>	<u>3916</u>	<u>PK-4</u>

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2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District: 337 Royal Valley	Bldg #	Grades Served:
School: Royal Valley Middle School	3918	5-8

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount	240	
b. Percentage of students with an active IEP	16%	39 out of 240
c. Percentage of students enrolled in English Language Learner (ELL) services	0%	
d. Percentage of students identified as At-Risk (Free lunch)?	49%	118 out of 240
e. Pupil-Teacher Ratio Average	15.5 to 1	
f. Pupil-Teacher Ratio Median	15 to 1	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	No	Foster care student still make up a large proportion of our SEL and behavior issues as well as our attendance concerns. More work needs to be done on behalf of our social worker
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	around 60% of non-Native students are low risk or college pathway on the Fastbridge math and reading. While around 40% of Native American students are also low risk or college pathway
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Revising Scope and Sequence to align with state standards and the current curriculum
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes	Students are met with individually to review
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	SAEBRS	
b. What are the targets/goals related to social/emotional growth?	We have a Tiered Triangle report that is used to review and determine needs	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarten)		
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarten)		
e. How are successes of Individual Plans of Study being measured?	We use the data from KESA in regards to post-secondary success	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)		
g. How are you ensuring students are civically engaged?	We have STUCO as well as come classes have civic engagement activities such as roadside trash pick-up and Veterans Day celebration	
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	We have an after school program for homework support, an after school STEM program (Starbase 2.0), and we offer a summer camp with enrichment opportunities	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
a. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)		
c. Is every child in your school provided at least the following capacities?	Yes	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	Yes	
b. How many classified support staff are currently employed?	5	
c. How many classified support staff are needed?	6	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?	Staff need to continue their work with aligning their instructional materials with the state standards. Teachers need training and support on formative assessment creation and the follow-up data review after a formative assessment.	
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No	
c. Are additional School Buses needed or any additional Routes needed?	No	
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?	None	
c. Do you have an active Site Council?	Yes	
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	
e. What types of communication exists with families? Is it adequate?	Phone calls, emails, monthly newsletters, frequent text reminders on calendar events and Parents have access to Powerschool and Schoology	
f. What types of communication/social media exists with your community? Is it adequate?	District Facebook	
SECTION 8: School Data		Notes
a. Building Attendance Rate	93.6%	
b. Building Chronic Absenteeism Rate	17.9%	
c. District Chronic Absenteeism Rate		
d. District Graduation Rate		
e. District Dropout Rate		
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate		
b. What is our building dropout rate?		
c. What is our average comprehensive ACT score?		
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?	Attendance continues to be an issue along with student apathy in regards to completing work and studying	
1. Can these be achieved with additional resources?	2 teachers in the building prove that relationships and motivating students can lead to success. We had two classroom teachers excel on the state assessment and those two teachers also had the fewest amount of office discipline referrals.	
2. Why or why not?	It comes down to teacher personalities and their level of motivation and patience	
b. Additional building unique items:		

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2023-2024 School Year Building Needs Assessment for 2024-2025 Budget Considerations

District: 337 Royal Valley	Bldg #	Grades Served:
School: Royal Valley High School	3921	9-12

Please consider the following questions as you complete the needs assessment for your building.

SECTION 1: Student Needs		Notes
a. Student Headcount	216	
b. Percentage of students with an active IEP	10.19%	
c. Percentage of students enrolled in English Language Learner (ELL) services	0.00%	
d. Percentage of students identified as At-Risk (Free lunch)?	35.65%	
e. Pupil-Teacher Ratio Average	1:9	
f. Pupil-Teacher Ratio Median	1:9	
g. Are the needs of Foster Care Students being met? If no, what supports are needed?	Yes	
h. Are there gaps in student success among race/ethnicity student subgroups?	Yes	Native American Student Achievement
i. Is there a tiered system of support to target reading growth?	Yes	
j. Is there a tiered system of support to target math growth?	Yes	
k. Are there local assessments to measure reading growth?	Yes	
l. Are there local assessments to measure math growth?	Yes	We have implemented a 'Math Lab' course that uses WL and build the skills for the current math enrollment
m. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?	Yes	Before and after school tutoring
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Yes	Tutoring options before and after school, focus PD on clarity of standards, PLC meetings to determine needs for student progress.
o. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	No	We set goals and targets through local
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognition plans/rubrics)		Notes
a. How is social/emotional growth being measured?	SAEBRS Teacher Screener: Review of attendance, SAEBRS, Grades and Discipline	Each Trimester
b. What are the targets/goals related to social/emotional growth?	Each grade level reviews Tiered Triangle Reports. Goals are set based on expected growth and improvements during the year	
c. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)	N/A	
d. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)	N/A	
e. How are successes of Individual Plans of Study being measured?	IPs are measured and evaluated by seminar teachers and present to parents during student lead conferences. We look for local post-secondary success data.	
f. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	Post secondary completion/attendance goals are directly tied to our KESA Goals. By the end of the 2025-26 school year, USD 337 will have increased its post-secondary success rate to 80% as measured by post-secondary plans at the point they graduate from high school and 1 year follow up on implementation of those plans.	
g. How are you ensuring students are civically engaged?	Yes	Students participate in daily conversation and tasks about their community and work. Students have in class and out of class opportunities for community service. Royal Valley has 17 different student organizations which all involve civic engagement opportunities.
SECTION 3: Curriculum Needs		Notes
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before and after school tutoring; Summer Credit Recovery and Club meetings before and after school	
b. Are there appropriate and adequate instructional materials?	Yes	
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes	
SECTION 4: Educational Capacities (pursuant to K.S.A. 72-3218)		Notes
b. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grade 12)	Yes	
c. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes	
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Yes	
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Yes	
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes	
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes	
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes	
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes	
SECTION 5: Staff Needs		Notes
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an educator who is certified in the content area being taught in said classroom, and meet the goals of the school?	No	We have two staff members that are part of a transition to teaching program that are working to complete their licenses
b. How many classified support staff are currently employed?	17	
c. How many classified support staff are needed?	20	
d. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?	Yes	
e. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?	Yes	
f. What staff development is necessary for teachers to support student success and meet the school improvement goals?		Staff needs time to work together to analyze data, and student needs to develop plans for student success. We have one day a month for PD where we focus on curriculum standards and instruction, relationship building, and PD related to our school goals. Teachers also have the opportunity to request to attend a professional development session during year through our PD council as long as the PD meets the goals of the school. Next year we will continue working on strategies for improving attendance, student engagement, and post secondary success, as well as clarity of learning expectations.
SECTION 6: Facility Needs		Notes
a. Is there adequate space for student learning?	Yes	We have a new addition that includes spaces for CTE, Art and Music classes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	Yes	We have a maintenance list we organize for the BOE bi-annually. Please refer to this list
c. Are additional School Buses needed or any additional Routes needed?	Yes	We need additional regular drivers and sub drivers.
SECTION 7: Family Needs/Community Relations		Notes
a. Do you have regular events to engage parents with teachers?	Yes	Parent-Teacher Conferences, Student-Led Conferences, CTE Advisory Meetings
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		RVHS has various parent nights throughout the school year. FATSA Family Night, College Visits, Freshman Welcome and Orientation, Seniors Night.
c. Do you have an active Site Council?	Yes	Meets at least 4 times a year
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	Booster Club, After-Prom, CTE Pathways
e. What types of communication exists with families? Is it adequate?		Phone calls, text, weekly principal newsletters, powerschool parent portal, Schoology LMS
f. What types of communication/social media exists with your community? Is it adequate?		School Weekly parent newsletter, social media blasts, email blasts, phone calls, text messaging system
SECTION 8: School Data		Notes
a. Building Attendance Rate	94.3%	2023-2024 School Year
b. Building Chronic Absenteeism Rate	17.0%	2023-2024 School Year
c. District Chronic Absenteeism Rate		
d. District Graduation Rate	91.4%	Class of 2024
e. District Dropout Rate		
SECTION 8A: High School Needs (buildings with grades 10 through 12 only)		Notes
a. What is our building graduation rate	93.4%	Class of 2024
b. What is our building dropout rate?	2.1%	From Accountability Report 2023
c. What is our average comprehensive ACT score?	19.0	From Accountability Report 2023
SECTION 9: Other Data		Notes
a. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Attendance, motivation and time
1. Can these be achieved with additional resources?	Yes	Additional resources allocated to building relationships with families and community could improve these areas. Time can only be improved by additional staffing or additional time added into the negotiated agreement.
2. Why or why not?		
b. Additional building unique items:		

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2022-2023 State Assessments Review for 2024-2025 Budget Considerations

District: 337 Royal Valley

Based upon your schools Needs Assessment and State Assessment results, please identify the following:

- (A) The barriers that must be overcome for each student to achieve grade level proficiency on assessments
- (B) The budget actions that should be taken to address and remove those barriers
- (C) The amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Light yellow cells are intended to be filled in and this should have a line for each building in the USD.

May add or remove rows as necessary.

L. Boone Smith	8/12/2024
Board President	Date

School	Grades Served	(A) Barriers Related to Student Needs	(B) Budget Actions	(C) Time for students to Achieve	Board Rationale/Comments
Royal Valley Elementary School	PK-4	Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges in our School District include: High percentage/number of free and reduced students and increased poverty rate Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study) Lack of or limited access to community health services and mental health services Special Education funding shortfall has limited supports of our highest need students Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss High numbers or increasing numbers of single parent families High levels or an increase in absenteeism among our student population An increasing level of social emotional challenges and needs of students Lack of, limited, or difficulties in engaging parents in the educational process We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.	Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include: Increased salary to recruit and retain high quality certified and classified staff Additional staff members hired to meet the individual learning and SEL needs of all students Increased funding and time for staff development Additional substitute teachers for teacher release time Increase paraeducator support in special education classrooms Increased funding to expand extended school year and summer school programs for students Maintain low teacher/pupil ratio for greater individualized instruction Increase funding for Pre-K programs Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues	While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include: Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency. The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria. Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.	We increased base salary to \$48,000 this year. We have set a goal to increase substitute teacher pay as well as recruit new substitute teachers We have worked to keep appropriate student:teacher ratios at all grade levels by adding staff as needed. We also closed down our non-resident student acceptance in many elementary grades to control this. We have hired a consultant to work with elementary staff for the upcoming year on trauma informed responses.
Royal Valley Middle School	5-8	Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges at this school include: High percentage/number of free and reduced students and increased poverty rate Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind High or increased levels of homeless students and families and foster care families High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study) Special Education funding shortfall has limited supports of our highest need students High numbers or increasing numbers of single parent families High levels or an increase in absenteeism among our student population An increasing level of social emotional challenges and needs of students We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.	Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include: Additional staff members hired to meet the individual learning and SEL needs of all students Additional substitute teachers for teacher release time Increase paraeducator support in special education classrooms Maintain low teacher/pupil ratio for greater individualized instruction Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues	There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as: While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.	We increased base salary to \$48,000 this year. We have set a goal to increase substitute teacher pay as well as recruit new substitute teachers We have worked to keep appropriate student:teacher ratios at all grade levels by adding staff as needed. We also closed down our non-resident student acceptance in 5th and 7th grades to control this. We have implemented a GEI intervention team to work on trauma-informed responses in the school.

Royal Valley High School	9-12	There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to: Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning High percentage/number of free and reduced students and increased poverty rate Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind High or increased levels of homeless students and families and foster care families Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study) Lack of or limited access to community health services and mental health services Special Education funding shortfall has limited supports of our highest need students High numbers or increasing numbers of single parent families High levels or an increase in absenteeism among our student population An increasing level of social emotional challenges and needs of students It is difficult to encourage a student's highest performance on an assessment that does not impact their future. Lack of, limited, or difficulties in engaging parents in the educational process We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.	Our students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include: Increased salary to recruit and retain high quality certified and classified staff Additional staff members hired to meet the individual learning and SEL needs of all students Additional substitute teachers for teacher release time Increase paraeducator support in special education classrooms Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues	We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include: Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency. The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria. Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.	We increased base salary to \$48,000 this year. We have set a goal to increase substitute teacher pay as well as recruit new substitute teachers We have worked to keep appropriate student:teacher ratios at all grade levels by adding staff as needed.

District: 337 Royal Valley	Bldg #	Grades Served:
School: Royal Valley Elementary	3916	PK-4

Light yellow cells are intended to be filled in.

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges in our School District include:

High percentage/number of free and reduced students and increased poverty rate

Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind

High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)

Lack of or limited access to community health services and mental health services

Special Education funding shortfall has limited supports of our highest need students

Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss

High numbers or increasing numbers of single parent families

High levels or an increase in absenteeism among our student population

An increasing level of social emotional challenges and needs of students

Lack of, limited, or difficulties in engaging parents in the educational process

We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

Increased salary to recruit and retain high quality certified and classified staff

Additional staff members hired to meet the individual learning and SEL needs of all students

Increased funding and time for staff development

Additional substitute teachers for teacher release time

Increase paraeducator support in special education classrooms

Increased funding to expand extended school year and summer school programs for students

Maintain low teacher/pupil ratio for greater individualized instruction

Increase funding for Pre-K programs

Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Use steps below to copy this tab in order to create a separate needs assessment for other buildings:

1. Right click this tab at the bottom of the Excel window (originally named "Bldg 1 State Assessments Review", but may have been renamed).
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3. Check "Create a Copy" box.
4. Select this tab (originally named "Bldg 1 State Assessments Review", but may have been renamed) in order to place the copy to the left of this tab.
5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

District: 337 Royal Valley	Bldg #	Grades Served:
School: Royal Valley Elementary	3916	PK-4
While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include: Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency. The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria. Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.		

Light yellow cells are intended to be filled in.

District: 337 Royal Valley	Bldg #	Grades Served:
School: Royal Valley Middle School	3921	5-8

Light yellow cells are intended to be filled in.

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges at this school include:

High percentage/number of free and reduced students and increased poverty rate

Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind

High or increased levels of homeless students and families and foster care families

High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)

Special Education funding shortfall has limited supports of our highest need students

High numbers or increasing numbers of single parent families

High levels or an increase in absenteeism among our student population

An increasing level of social emotional challenges and needs of students

We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

Additional staff members hired to meet the individual learning and SEL needs of all students

Additional substitute teachers for teacher release time

Increase paraeducator support in special education classrooms

Maintain low teacher/pupil ratio for greater individualized instruction

Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

There is no way to accurately predict how children will respond to our interventions because we cannot fix the daily challenges they face. Many factors impact students' academic achievement, such as:

While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency

Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

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5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

District: 337 Royal Valley	Bldg #	Grades Served:
School: Royal Valley High	3918	9-12

Light yellow cells are intended to be filled in.

(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning

High percentage/number of free and reduced students and increased poverty rate

Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind

High or increased levels of homeless students and families and foster care families

Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire

High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)

Lack of or limited access to community health services and mental health services

Special Education funding shortfall has limited supports of our highest need students

High numbers or increasing numbers of single parent families

High levels or an increase in absenteeism among our student population

An increasing level of social emotional challenges and needs of students

It is difficult to encourage a student's highest performance on an assessment that does not impact their future.

Lack of, limited, or difficulties in engaging parents in the educational process

We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

(B) Identify the budget actions that should be taken to address and remove those barriers.

Our students face a growing number of barriers to success and our district continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

Increased salary to recruit and retain high quality certified and classified staff

Additional staff members hired to meet the individual learning and SEL needs of all students

Additional substitute teachers for teacher release time

Increase paraeducator support in special education classrooms

Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.

Use steps below to copy this tab in order to create a separate needs assessment for other buildings:

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5. Click OK and the new tab will appear, ready to edit.
6. Right-click the new tab & Click "Rename" to edit the name.

District: 337 Royal Valley	Bldg #	Grades Served:
School: Royal Valley High	3918	9-12
We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include: Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency. The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria. Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency Similar to how other professionals, such as doctors, lawyers, etc, cannot ensure 100% success due to a variety of factors and obstacles, we will be unable to achieve 100% proficiency Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.		

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