LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

June 10, 2019

Individuals with disabilities who may need a modification to participate in a board meeting should contact the superintendent's office as soon as possible in advance of a meeting so that special arrangements may be made.

CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

Lake Washington School District Acronyms

AMO: Annual Measurable Objectives

AMAO: Annual Measurable Achievement Objective in English Language Proficiency

AP: Advanced Placement

AVID: Advancement Via Individual Determination

B/CR: Board/CEO Relationship

CAA: Certificate of Academic Achievement

CADR: College Academic Distribution Requirements

CBA: Classroom-Based Assessments

CDSA: Common District Summative Assessments

CEDARS: Comprehensive Education Data and Research System (CEDARS)

CIA: Certificate of Individual Achievement

CIP: Continuous Improvement Process

CLT: Central Leadership Team

COE: Collection of Evidence

CTE: Career & Technical Education

DIBELS: Dynamic Indicators of Basic Early Literacy Skills

DLT: District Leadership Team (manager level and above, includes both certified and classified)

EL: Executive Limitations (See Policy Governance)

ELL: English Language Learners

ELPA21: English Language Proficiency Assessment for the 21st Century

eMAS: Elementary Mobile Access for Students

EOC: End of Course

ER: End Results (formerly known as ENDs). Goals set forth by the board, including the mission of the district.

ESEA: Elementary and Secondary Education Act

ESSA: Every Student Succeeds Act

GC/CM: General Contractor/Construction Management

GP: Governance Process (Board)

HCP: Highly Capable Program

HSBP: High School and Beyond Plan

KISN: Kindergarten Intensive Safety Net

KPI: Key Performance Indicators

LC: Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary and middle schools that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.

LEAP: Learning Enhancement & Academic Planning

MTSS: Multi-Tiered Systems of Support

MSP: Measurement of Student Progress

NSBA - National School Board Association

OSPI: Office of Superintendent of Public Instruction

PCC: Professional Community & Collaboration

PLC: Professional Learning Community

PLIE: Planning, Learning, Implementation, and Evaluation

Policy Governance: A governance process used by the school board. This sets forth "End Results (ER)" that the superintendent must reach, while abiding by "Executive Limitations (EL)." ER include the district's mission. EL provide the boundaries for how the superintendent and staff can get to the goals. See the board policy section on web site for more information.

Quest: Highly Capable program for students in gr. 2-8

RCW: Revised Codes of Washington

RTI: Response to Intervention

SALT: Strategic Advisory Leadership Team

SEL: Social Emotional Learning

SIOP: Sheltered Instruction Observation Protocol

SBA: Smarter Balanced Assessment

SBE: State Board of Education

SCAP: School Construction Assistance Program

SGP: Student Growth Percentile

sMAS: Secondary Mobile Access for Students

STEM: Science, Technology, Engineering, and Mathematics

WAC: Washington Administrative Codes

WaKids: Washington Kindergarten Inventory of Developing Skills

WaNIC: Washington Network for Innovative Careers

WCAS: Washington Comprehensive Assessment of Science

WCAP: Washington Comprehensive Assessment Program

WELPA: Washington English Language Proficiency Assessment

WSIF: Washington School Improvement Framework

WSSDA: Washington State School Directors Association

June 6, 2019

Siri Bliesner
President, Board of Directors
Lake Washington School District No. 414
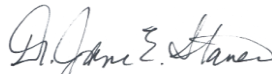Redmond, WA 98052

Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of June 20, 2019 beginning at 7:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

<u>Order of Business</u>

1. Convene, Roll Call

2. Approve Agenda

3. Recognitions

4. Public Comment

5. Consent Agenda

6. Non-Consent Agenda

7. Program Report

8. Superintendent Report

9. Legislative Update

10. Board Follow-Up

11. Future Agenda Items

12. Debrief

13. Board Member Comments

14. Adjourn

Sincerely,

Dr. Jane Stavem
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

June 10, 2019

5:00 p.m.	**Study Session**
	Topic: Budget and Planning Process, Review Draft of Strategic Plan, and
	Review of Governing Culture/Board Superintendent Relationship (GC/BSR) Policies
	Location: Sammamish, Resource Center
6:40 p.m.	**Reception for PTSA Scholarship Recipients, Innovation Program Funding Recipients**
	Location: *Lobby*

Time	**Action**	**Policy**	**Tab**	**Page**
7:00 p.m.	**Convene, Roll Call**			
	Approve Agenda			
	Recognitions			

- ▪ PTSA Scholarships Awards - Scholarship Chair Yumna Green

    LWSD Staff/LW PTSA Scholarships - $500 scholarship
    Emily Rorty – Audubon Elementary
    Jenai Sheffels – Tesla STEM High School

    Perseverance Scholarship - $1,250 college scholarship
    Mira Mahugh - Emerson

    Turn Around Scholarship - $1,250 college scholarship
    Kyle Joseph Raychel - Juanita High School

    Student Scholarships - $1,250 college scholarship
    Angelina LaVerne OkSoon U'ilani Lum – Juanita High School
    Maria Helen Harsvik – International Community School
    Taryn Akemi Chisholm – Lake Washington High School
    Hesed Jung – Lake Washington High School
    Grace Kim – Redmond High School
    Sarah Raza – Redmond High School
    Christine Lee – Tesla STEM High School
    Sonika Tayade – Tesla STEM High School

    LWEA/Karen Bates Scholarship - $1,250 college scholarship
    Samantha Ellis – Juanita High School

    Dr. L.E. Scarr Scholarship - $1,250 college scholarship
    Taylor Rickels – Lake Washington High School

    At Large Scholarship - $1,250 college scholarship
    Hayes Raubacher – Lake Washington High School
    Jillian Rowan Jackson – Eastlake High School
    Godhuly "Priti" Das – Eastlake High School

Time	Action	Policy	Tab	Page

- Feb. 2019 Innovation Program Funding Recipients
  - ❖ *Rush Elementary* – **Building Home to School Connections**
  - ❖ *Ella Baker Elementary* – **Creating Changemakers: Integrated Units of Study Focused on Service Learning**
  - ❖ *Finn Hill Middle School* – **Tools for Creating Models of Science Phenomenon**

- State Board of Education and Office of Superintendent of Public Instruction honors Lake Washington Schools as 'State Recognized Schools' for High Achievement and Closing Gaps

  - ❖ Blackwell Elementary
  - ❖ Discovery School
  - ❖ Environmental & Adventure School
  - ❖ Explorer Community School
  - ❖ Frost Elementary
  - ❖ International Community School
  - ❖ Juanita Elementary
  - ❖ Northstar
  - ❖ Rosa Parks Elementary
  - ❖ Stella Schola
  - ❖ Wilder Elementary

Public Comment   **GP-3** *(Board Job Description)*

Consent Agenda   **GP-8** *(Annual Agenda Planning)*

Action	Tab	Page
Vouchers		
Minutes – {May 20 board meeting and May 20 study session}	1	1
Human Resources Report	2	6
2019-20 Board Meeting Schedule	3	10
Extended Day Program Fees, 2019-20	4	11
School Meal Program Prices, 2019-20	5	12
Emerson Day Care, 2019-20	6	13
Surplus of Books and Equipment Resolution No. 2273	7	15
2019-2024 Six Year Capital Facilities Plan	8	16
Donations	9	17

Non-Consent Agenda

- Approval of Monitoring Reports   **B/CR** *(Monitoring CEO Performance)*
  - ✓ EL-12, Asset Protection   10   18
  - ✓ EL-14, Technology   11   19
  - ✓ ER-1, Mission and Vision   12   20

- Board Policies – Governing Culture & Board/Superintendent   13   21
  Relationship (GC & B/SR)
  First Reading

Program Report

- Facilities Update

Superintendent Report	**EL-3** *(Communication & Council to the Board)*
Legislative Update	**GP-3** *(Board Job Description)*
Board Follow-Up	**GP-3** *(Board Job Description)*
Future Agenda Items	**EL-3** *(Communication & Council to the Board)*
Debrief	**GP-2** *(Governing Style)*
Board Member Comments	**GP-3** *(Board Job Description)*
Adjourn	

Upcoming Board Meetings:

June 24	**5:00 p.m.**	**Study Session**
		Topic: Review Draft of 2019-20 Annual Work Plan and Review of Operational Expectations and Results (OE and R)
		Location: Sammamish, Resource Center
	7:00 p.m.	**Board Meeting**
		Location: Board Room

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
May 20, 2019

The May 20, 2019 study session was called to order by   <u>CALL TO ORDER</u>
President Siri Bliesner at 6:40 p.m.

Members present: Siri Bliesner, Chris Carlson, Mark Stuart,   <u>ROLL CALL</u>
Eric Laliberte, and Cassandra Sage.

Present: Superintendent Jane Stavem.

The topic discussed was: <u>TOPICS</u>

- *Budget & Planning Process and Facility Update*

                                                                    <u>ADJOURNMENT</u>
The meeting was adjourned at 7:30 p.m.

_____
Siri Bliesner, President

_____
Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 20, 2019

The board meeting was called to order by President Siri Bliesner at 5:30 p.m.	CALL TO ORDER
Members present: Siri Bliesner, Mark Stuart, Chris Carlson, Eric Laliberte, and Cassandra Sage.	ROLL CALL
Present: Superintendent Jane Stavem.	
Chris Carlson moved to approve the agenda. Seconded by Eric Laliberte.	APPROVAL OF AGENDA
Motion carried.	
Janet Zins and Amie Weaver noted bargaining with Service Employees International Union (SEIU) have begun and hoped that a desirable wage to recruit/retain staff would be reached.	PUBLIC COMMENT
Carolina Boreggo, Lake Washington Educational Support Professionals (LWESP) President, stated that LWESP has begun bargaining. Teachers throughout the region received double digit salary increases; they hoped that LWESP bargaining would be treated equitably.	
Chris Carlson moved to approve the consent agenda. Seconded by Eric Laliberte.	CONSENT AGENDA
Siri Bliesner, yes; Mark Stuart, yes; Chris Carlson, yes; Eric Laliberte, yes; and Cassandra Sage, yes.	
Motion carried.	
Approved the minutes of May 6 board meeting and study session.	APPROVAL OF MINUTES
Approved May 20, 2019 Human Resources Report.	APPROVAL OF HUMAN RESOURCES REPORT
Approved of the following instructional materials for use in the Lake Washington schools –	INSTRUCTIONAL MATERIALS ADOPTION

Title: **Myers' Psychology for the AP Course**
Author: **Myers, De Walt**
Publisher: **Bedford, Freeman and Worth**
Copyright: **2018**
No. of Copies: **222**
Price: **$136.84**
School Requesting: **District CTE Department**
Classification: **Grade 9**

Title:	**Harbor Me**
Author:	**Jacqueline Woodson**
Publisher:	**Nancy Paulsen Books**
Copyright:	**2018**
No. of Copies:	**50**
Price:	**$14.62**
School Requesting:	**Ella Baker Elementary School**
Classification:	**Grade 4**

Title:	**The Heart is a Lonely Hunter**
Author:	**Carson McCullers**
Publisher:	**Mariner**
Copyright:	**1940**
No. of Copies:	**65**
Price:	**$10.22 per book**
School Requesting:	**Cambridge Program, Juanita High School**
Classification:	**Grade 12**

Adopted Resolution No. 2270 redirecting bond proceeds and matching funds as presented.

REDIRECTING BOND PROCEEDS AND MATCHING FUNDS
<u>RESOLUTION NO. 2270</u>

Adopted Resolution No. 2271 authorizing the superintendent or her designee to approve contract modifications with Lydig Construction, Inc. to proceed with the initial site construction and structural items as identified in Amendment No. 1 or the Lake Washington High School Addition project in the amount of $7,987,263 plus sales tax.

AUTHORIZATION TO PROCEED WITH INITIAL CONSTRUCTION LAKE WASHINGTON HIGH SCHOOL ADDITION (SITE 84)
<u>RESOLUTION NO. 2271</u>

Accepted the donations/grants as identified -

<u>DONATIONS</u>

Acceptance from Elizabeth Blackwell PTSA to Blackwell Elementary School in the amount of $2,400.00 to purchase playground equipment.

Acceptance from Community School Parent/Teacher Group to Community School in the amount of $3,000.00 to support field trips.

Acceptance from Peter Kirk Elementary PTSA to Kirk Elementary School in the amount of $3,015.05 to purchase magazine subscriptions.

Acceptance from Carl Sandburg PTSA to Sandburg Elementary School in the amount of $1,221.93 to purchase art supplies.

Acceptance from Mark Twain PTSA to Twain Elementary School in the amount of $2,500.00 to purchase library chairs.

Acceptance from Laura Ingalls Wilder Elementary PTSA to Wilder Elementary School in the amount of $4,859.00 to provide stipends for Math Olympiad and motor skills enrichment club ($4,834.00); and purchase library books ($25.00).

Acceptance from Evergreen Middle School PTSA to Evergreen Middle School in the amount of $3,000.00 to purchase student agendas ($3,000.00).

Acceptance from Finn Hill Middle School PTSA to Finn Hill Middle School in the amount of $7,260.56 to purchase repair of gym sound system ($575.00) and student agendas ($2,985.56); and support field trip ($1,500.00) and Field Day ($2,200.00).

Acceptance from Simon and Masako Guest to Rose Hill Middle School in the amount of $5,000.00 to purchase 3D printer.

Acceptance from Washington DECA to Eastlake High School in the amount of $2,800.00 to support DECA.

Acceptance from Eastlake Robotics Booster Club to Eastlake High School in the amount of $3,052.22 to support robotics.

Acceptance from International Community School PTSA to ICS in the amount of $32,775.45 to support field trips ($25,000.00) and professional development ($7,775.45).

Acceptance from Lake Washington High School Cross Country/Track Booster Club to Lake Washington High School in the amount of $1,135.00 to purchase track equipment.

Acceptance from Lake Washington High School PTSA to Lake Washington High School in the amount of $2,261.23 to purchase copy supplies ($90.40) and AP textbooks ($802.53); support extracurricular activities ($488.30); and provide classroom enrichment ($880.00).
TOTAL $74,280.44

TRANSFER OF TERRITORY
PETITION –
DEVEREUX/CAMDEN
TRAILS
RESOLUTION NO. 2272

Dr. Stavem noted that on October 29, 2018, the District received notification from Puget Sound Educational Service District (PSESD) that a petition to transfer territory, consisting of 72 parcels of property from the Snoqualmie Valley School District (SVSD) to the Lake Washington School District (LWSD) had been received and that PSESD was gathering appropriate information from King County Elections and Assessor's Office. On January 17, 2019, the District received a letter from PSESD that it had received verification that the petition had been validated, allowing the territory transfer process to begin.

Siri Bliesner, LWSD Board President, was appointed to participate in negotiations regarding the petition in accordance with guidelines for territory transfers. Carolyn Simpson, SVSD Board President, was appointed to represent the Snoqualmie Valley School District in the negotiations. Joining in the negotiations were: **LWSD**: Jane Stavem, Superintendent, and Barbara Posthumus, Associate Superintendent, Business and Support Services and **SVSD:** Rob Manahan, Superintendent.

A joint meeting was held on May 1, 2019 at the Lake Washington School District Resource Center to negotiate the territory transfer petition with SVSD representatives. A report from the negotiating committee was prepared and distributed to board members. The members of the negotiating team considered the factors that guide the territory transfer process and recommend that the territory transfer be denied. She highlighted those areas that were considered.

On May 16, 2019, the Snoqualmie Valley School District Board of Directors voted to deny the transfer of territory petition.

Eric Laliberte moved to approve Resolution No. 2272 to deny the petition for transfer territory from Snoqualmie Valley School District into the Lake Washington School District. Seconded by Chris Carlson.

Motion carried.

Jon Holmen, Deputy Superintendent, presented ER- 1, Mission and Vision. He responded to board members' questions.

MONITOR BOARD POLICY – ER-1, MISSION AND VISION

Siri Bliesner encouraged board members to attend the upcoming May 29 Washington State School Directors Association (WSSDA) Regional Meeting. The focus of the meeting will be on bargaining and the 2019 legislative session.

BOARD MEMBER COMMENTS

Chris Carlson moved to adjourn. Seconded by Eric Laliberte.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 6:30 p.m.

_____
Siri Bliesner, President

_____
Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report
June 10, 2019

Lake Washington
School District

NEW PERSONNEL

Name	Position	Location	Salary/Rate	Start Date	Reason
Akkas, Elif	Special Ed Para Ed/IA	Einstein Elem	$19.40/$16.88	01/14/19	Repl. A. Davis
Burns, Amy P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Carlson, Camas P3	Teacher	Elem Pool	A-0	08/26/19	Budgeted
Chaban, Laura	Special Ed Para Ed	Dickinson Elem	$19.40	09/20/18	Budgeted
Costa, Timothy P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Dennis, Jeff NC	Counselor	Lake Washington HS	C-0	08/26/19	Leave Replacement
Glickert, Georgia NC	Teacher	Alcott Elem	A-0	08/26/19	Leave Replacement
Greenwell, Dennis P3	Teacher	Juanita HS	C-0	08/26/19	Repl C. Lowry
Guthrie, Shelley	Special Ed Para Ed	Redmond HS	$19.40	11/13/18	Budgeted
Hernandez-Correa, Ana	Lead Custodian	Redmond MS	$21.77	01/07/19	Repl. J. Diaz
Kadrmas, Rebecca	Director	Resource Center	$174,535	07/01/19	Repl. H. Sanchez
Kapoor, Rishi	Special Ed Para Ed	Dickinson Elem	$19.40	01/07/19	Budgeted
Kelly, Mackenzie	Special Ed Para Ed	Frost Elem	$19.40	01/09/19	Budgeted
Kerr, Madeline P3	Teacher	Community School	A-0	08/26/19	Repl J. Aleksis
Kubota, Theophile	Custodian	Evergreen MS	$21.28	01/14/19	Budgeted
Lamance, Dawn P3	Counselor	Lake Washington HS	C-0	08/26/19	Repl. C. Miller
Langley, Shaina NC	Teacher	Parks Elem	C-0	08/26/19	Leave Replacement
Lotz, Aaron NC	Teacher	Rush Elem	C-0	08/26/19	Leave Replacement
McLaughlin, Christine P3	Teacher	Explorer Elem	A-0	08/26/19	Budgeted
Miera, Robert P3	Teacher	Finn Hill MS	C-0	08/26/19	Budgeted
Moses, Allie	Special Ed Para Ed	Kirkland MS	$19.40	12/17/18	Repl. M. Vucci
Nguyen, Ken P3	Teacher	Tesla STEM	C-0	08/26/19	Budgeted
Nguyen, Phuoc	Custodian	Eastlake HS	$21.28	01/22/19	Repl. L. Dahn
Phu, Johnny	Director	Resource Center	$174,535	07/01/19	Repl. M. Gillingham
Proctor, Halee	Special Ed Para Ed/IA	Bell Elem	$19.40/ $16.88	01/07/19	Repl. T. Ariel
Ravitch, Christina NC	Teacher	Muir Elem	C-0	08/26/19	Budgeted
Richards, Conner NC	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Rodgers, Timothy P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Skinner, Floyd	Custodian	Smith Elem	$21.28	01/23/19	Budgeted
Taylor, Kimberly	Special Ed Para Ed	Frost Elem	$19.40	10/26/18	Budgeted
Thompson, Grace P3	Teacher	Rose Hill MS	A-0	08/26/19	Repl. A. Thirtyacre

Human Resources Board Report
June 10, 2019

Lake Washington
School District

<u>NEW PERSONNEL - Con't</u>

Name	Position	Location	Salary/Rate	Start Date	Reason
Van Cleemput, Klint P3	.5 Instructional Specialist	Resource Center	C-0	08/26/19	Budgeted
Verrall, Amyann	Special Ed Para Ed	Dickinson Elem	$19.40	09/20/18	Budgeted
Visel, John P3	Teacher	Thoreau Elem	C-0	08/26/19	Budgeted
Visperas, Crystal P3	Teacher	Eastlake HS	A-0	08/26/19	Budgeted
Wilcox, Aaron P3	Teacher	Timberline MS	C-0	08/26/19	Budgeted
Willie, Hannah NC	Teacher	Barton Elem	A-0	08/26/19	Leave Replacement
Yob, Valerie P1	Teacher	Rose Hill MS	D-25	08/26/19	Repl. M. Voet
Zabel, Hayden P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted

RETIREMENTS/RESIGNATIONS/TERMINATIONS

Name	Position	Location	Start	Effective Date	Reason
Abe, Susan	School Secretary	Parks Elem	09/05/00	06/28/19	Resignation
Anderson, Daniel	Teacher	Audubon Elem	10/29/07	06/30/19	Resignation
Andrew, Brenda	School Secretary	Rose Hill MS	08/31/05	08/31/19	Resignation
Benecke, Margaret	School Secretary	Juanita Elem	10/07/83	06/30/19	Retirement
Brain, Emily	Teacher	Bell Elem	09/01/09	06/30/19	Resignation
Croshaw, Melissa	Teacher	Smith Elem	09/26/16	06/30/19	Resignation
Culpepper, Stephen	Teacher	Redmond HS	08/29/16	06/30/19	Resignation
Day, Erin	Teacher	Lake Washington HS	08/26/13	06/30/19	Resignation
Dufault, Kristen	Teacher	Audubon Elem	08/25/14	06/30/19	Resignation
Frandanisa, Rose	Instructional Assist	Sandburg Elem	04/07/75	06/30/19	Retirement
Garcia, Ashleigh	Teacher	Audubon Elem	08/25/14	06/30/19	Resignation
Grau, Steve	Teacher	Lake Washington HS	08/28/17	06/30/19	Resignation
Haase, Jessica	Teacher	Thoreau Elem	08/25/14	06/30/19	Resignation
Harrison, Stacy	Teacher	Redmond MS	08/28/17	06/30/19	Resignation
Hart, Suzanne	Teacher	Rose Hill MS	08/24/05	06/30/19	Resignation
Hawkins, Colleen	Counselor	Baker Elem	08/27/18	06/30/19	Resignation
Headrick, Melissa	Teacher	Lakeview Elem/Redmond MS	08/24/09	06/30/19	.8 Resignation
Hiemstra, Lindsey	Psychologist	Special Services	08/24/10	06/30/19	Resignation
Higbee, Terry	Teacher	Kirkland MS	08/31/78	06/30/19	Retirement

Human Resources Board Report
June 10, 2019

Lake Washington
School District

RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

Name	Position	Location	Start	Effective Date	Reason
Howell, Kate	Special Ed Para Ed	Mann Elem	08/29/18	06/14/19	Resignation
Huehn, Judy	Teacher	Redmond MS	04/17/17	06/30/19	Resignation
Johnson, Erin	Occupational Therapist	Special Services	08/26/13	06/30/19	Resignation
Johnston, Amy	Teacher	Mead Elem	08/25/14	06/30/19	Resignation
Kim, Julie	Occupational Therapist	Special Services	08/27/18	06/30/19	.4 Resignation
Knust, Sunshine	Special Ed Para Ed	Frost Elem	09/01/15	06/30/19	Resignation
Koga, Alexandra	Special Ed Para Ed	Rose Hill MS	09/04/17	06/30/19	Resignation
Kroschel, Stephanie	Teacher	Finn HIll MS	02/09/10	06/30/19	Resignation
Larson, Alexandria	Teacher	Rose Hill MS	08/29/16	06/30/19	Resignation
Lauta, Irena	Instructional Assist	Barton Elem	11/05/18	06/30/19	Resignation
Lindsay, Robin	Teacher	Rush Elem	08/31/18	06/30/19	Resignation
Love, Samantha	Teacher	Redmond HS	05/24/11	06/30/19	Resignation
Maris, Kristin	Teacher	Lake Washington HS	08/29/16	06/30/19	Resignation
Mayeda, Roseanne	School Secretary	Redmond Elem	08/04/17	05/08/19 (rev)	Resignation
McDonald, Susan	Teacher	McAuliffe Elem	11/01/01	06/30/19	Retirement
Miranda Navas, Nadia	Teacher	Int'l Community	08/27/12	06/30/19	Resignation
Moore, Joanna	Teacher	Blackwell Elem	08/29/14	06/30/19	Resignation
Morrison, Elizabeth	Teacher	Muir Elem/Audubon Elem	08/29/16	06/30/19	Resignation
Nash, Meredith	Counselor	Dickinson Elem	08/28/17	06/07/19	Resignation
Nelson, Lana	Special Ed Para Ed	Kamiakin MS	01/02/02	06/30/19	Retirement
O'Leary, Jaclyn	Teacher	Rockwell Elem	01/18/11	06/30/19	Resignation
Onnink, Barbara	Instructional Assist	Keller Elem	10/07/91	06/30/19	Retirement
Palermo, Kasey	Teacher	Juanita Elem	08/26/16	06/30/19	Resignation
Petersen, Shane	Teacher	Rush Elem	08/26/16	06/30/19	Resignation
Pierce, Traci	Director	Resource Center	12/01/94	06/30/19	Resignation
Rooney, Donna	Tech Support Specialist	Computer Center	07/15/15	06/21/19	Resignation
Sait Bawa, Shiffa	Instructional Assist	Redmond MS	11/19/18	06/30/19	Resignation
Stoica, Laura	Special Ed Para Ed	Renaissance	01/07/19	06/30/19	Resignation
Taggart, Karyn	Teacher	Kamiakin MS	11/03/10	06/30/19	Resignation
Taylor, Lisa	Special Ed Para Ed	Transition Academy	10/15/13	06/30/19	Resignation
Vannoy, Katrina	Teacher	Barton Elem	08/27/18	06/30/19	Resignation

RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

Name	Position	Location	Start	Effective Date	Reason
Ward, Sharon	Office Manager	Mead Elem	09/03/08	06/21/19	Resignation
Weaver, Jaime	Teacher	Dickinson Elem/Willows	08/24/09	06/30/19	Resignation
Williams, Elgin	Custodian	Kirkland MS	06/18/04	06/30/19	Retirement
Wilson Bielitz, Karen	Psychologist	Special Services	08/28/13	06/30/19	Resignation

SUPERINTENDENT'S CONTRACT

	Effective Date
Approval of Superintendent's Contract	07/01/19

CHANGE OF POSITION

Name	Old Position	New Position	Effective Date	Reason	New Salary
Blake, William	Safety and Security Supervisor	Security and Safety Supervisor (Admin)	05/01/19	Reorganization	$89,655.00
Potter, Daniel	Laborer	Carpenter	12/17/18	Budgeted	$32.92

CHANGE OF CONTRACTUAL STATUS

Name	Location	Change	Effective Date
Bricker, Megan	Kirkland MS	0.8 P3 to 1.0 P2	08/26/19
Conroy, Kelly	Lake Washington HS	1.0 NC to 1.0 P3	08/26/19
Herrera, Jessica	Special Services	0.8 C to 1.0 C	08/26/19
Kaufman, Daniel	Emerson HS	0.8 P3 to 1.0 P2	08/26/19

2019-20 BOARD MEETING SCHEDULE

June 10, 2019

<u>SITUATION</u>

The board meeting schedule for 2019-20 school year is being submitted for board approval. The schedule has been amended to reflect consistent meeting times with study sessions starting at 5:00 p.m. in Sammamish and board meetings starting at 7:00 p.m. in the board room. All board meeting agendas will include opportunity for public comment.

A copy of the 2019-20 board meeting schedule is attached.

<u>RECOMMENDATION</u>

The Board of Directors approves the 2019-20 board meeting schedule as presented.

Lake Washington School District
2019-20 Board Meeting Dates

May 2019

September 9 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
September 23 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
October 7 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
October 21 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
November 4 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
November 18 -	Study Session – 5:00 p.m., Board Room Board Meeting – 7:00 p.m., Board Room
December 9 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
January 13 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
January 25-	Study Session – 8:30 a.m., Sammamish *{Note: Saturday}*
February 10 –	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
March 9 -	Study Session– 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
March 20-22	Study Session, Sleeping Lady, Leavenworth *(NOTE: Friday, Saturday, and Sunday)*
March 30 –	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room

April 20 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
May 4	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
May 18 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
June 1 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
June 22 -	Study Session – 5:00 p.m., Sammamish Board Meeting – 7:00 p.m., Board Room
August 10 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room
August 24 -	Study Session – 5:00 p.m., Sammamish Board Meeting - 7:00 p.m., Board Room

EXTENDED DAY PROGRAM FEES

June 10, 2019

SITUATION

The Extended Day program currently serves over 600 students and operates at 12 sites. The program cares for students before-and after-school for up to six hours per day during all regularly scheduled school days. On conference weeks, teacher professional, grade prep, and early dismissal days, students are cared for from 6:30 a.m. to 6:30 p.m.

The last fee increase for this program was in 2018-19. The district is working to expand this program to serve more students. To remain a self-supporting program, hire additional staff, and ensure high-quality services to children, it is necessary that the 2019-20 fees be increased. The current and proposed fees are listed on the attached schedule.

Fees will be charged monthly from September through June. Pro-rated fees will be established for those using the program less than full time.

Comparative fees for other Extended Day programs are as follows:
(Fees are for a full ten-month program, before and after school for one child.)

District or Program	2018-19 Fee	Proposed 2019-20 Fee
Lake Washington	$4,700	$5,170
Shoreline	$5,830	$6,350
Bellevue	$5,850	$5,850
Issaquah	$5,650	$5,950
Boys & Girls Club	$7,400	$7,400
YMCA	$7,500	$7,600

RECOMMENDATION

The Board of Directors approves the Extended Day program fees as shown on the attached schedule for the 2019-20 school year.

EXTENDED DAY PROGRAM FEES

	First Child	Second/Third Child
FULL TIME		
Current Fee Schedule		
Monthly Fee (Sept - June)	$470	$376
Proposed Fee Schedule		
Monthly Fee (Sept - June)	**$517**	**$465**

	First Child	Second/Third Child
A.M. or P.M.		
Current Monthly Fee Schedule		
Monthly Fee (Sept - June)	$254	$203
Proposed Fee Schedule		
Monthly Fee (Sept - June)	**$279**	**$251**

	First Child	Second/Third Child
Session Fee**		
Current	$13.75	$11.00
Proposed	**$15.00**	**$12.00**

**One session fee will be charged on Conference and Half Days.
Two session fees will be charged on LEAP Days when school is not in session.
(Specific dates will be provided in the fall parent handbook).

June 10, 2019

SITUATION

In order to remain a self-supporting program and ensure high-quality services to children, it is necessary that the 2019-20 school meal prices be increased. Fees for the lunch program and breakfast program were last increased in 2017-18. The impact of inflation on both food and labor costs make a fee increase necessary. The following price increase is recommended for school meals beginning with the 2019-20 school year:

Breakfast	2018-19	2019-20 Proposed
Elementary	$1.50	$1.75
Secondary	$1.75	$2.00
Adult	$2.50	$2.75

Lunch	2018-19	2019-20 Proposed
Elementary	$3.00	$3.25
Secondary	$3.25	$3.50
Adult	$4.00	$4.25

2018-19 comparative fees for school lunch programs in other school districts are as follows:

Breakfast	Elementary	Middle School	High School	Adult
Bellevue	$2.25	$2.50	$2.75	$3.25
Mercer Island	No Breakfast			
Issaquah	No Breakfast			
Northshore	$1.75	$2.00	$2.00	$2.40
Lake Washington	$1.50	$1.75	$1.75	$2.50

Lunch	Elementary	Middle School	High School	Adult
Bellevue	$3.25	$3.50	$3.75	$4.50
Mercer Island	$3.50	$3.75	$3.75	$4.25
Issaquah	$3.75	$4.00	$4.00	$4.50
Northshore	$3.00	$3.25	$3.25	$4.00
Lake Washington	$3.00	$3.25	$3.25	$4.00

We receive state and federal subsidies for those students who qualify for free and reduced price meals and what they pay is set by the state. Students who qualify for free meals are not charged. Students who qualify for reduced price meals in Grades K-3 also are not charged. Student who qualify for reduced price meals in Grade 4-12 are not charged for breakfast and are charged $0.40 for lunch.

RECOMMENDATION

The Board of Directors approves the 2019-20 School Meal Program Prices as presented.

EMERSON DAY CARE FEES

June 10, 2019

SITUATION

For many years, Emerson High School has operated an on-site day care, licensed by Washington State Department of Health and Human Services (DSHS). The day care is staffed by two Instructional Assistants and overseen by a certificated Career and Technical Education (CTE) teacher. The day care serves both as a day care for infants and toddlers and as a CTE child development course for Emerson High School students. Historically, the day care has served children of Emerson High School students. Over the years, as fewer students at the school need child care, the day care has also served children of staff members and community members. Space availability is limited to 8-11 children per day depending on the age ranges of children served, as determined by DSHS rules, given the current staffing and facility. The table below shows limits based on different scenarios of infant/toddler makeup:

Scenario A	Scenario B	Scenario C	Scenario D	Scenario E
8 infants	4 infants and 7 toddler/preschool	5 infants and 3 toddler/preschool	6 infants and 2 toddler/preschool	7 infants and 1 toddler/preschool

Priority access to the day care is as follows:
1. Children of students
2. Siblings of students
3. Children of Emerson Campus staff
4. Children of LWSD staff
5. Children of community members

The day care serves infants and toddlers from four weeks old to four years old, up to eight hours per day (from 7:00 a.m. to 4:00 p.m.), five days per week. Fees for students with a child or children are reimbursed to the district by DSHS, in accordance with DSHS rates, which are based on an up to 10-hour day:

DSHS Day Care Reimbursement Rates (up to 10-hour day):
- Infant (0-11 months) $49 per day
- Enhanced Toddler (12-17months) $44.80 per day
- Toddler (18-29 months) $44.80 per day
- Preschool (30 months-5 years) $39.80 per day

Fees for non-students are set to be slightly less than the DSHS rates as they are based on an up to 8-hour day. Fees will be charged monthly from September through June. Pro-rated fees will be established for those using the program less than full time.

Non-Student Emerson Day Care 2019-20 Proposed Fees:

	2018-19 Current Fee	2019-20 Proposed Annual	2019-20 Proposed Monthly
Infant (0-11 months)	$6,300	$6,500	$650
Enhanced Toddler (12-17 months)	$5,400	$5,550	$555
Toddler (18-29 months)	$5,400	$5,550	$555
Preschool (30 months-4 years)	$4,500	$4,600	$460

RECOMMENDATION
The Board of Directors approves the 2019-20 Emerson Day Care fees as listed above.

SURPLUS OF EQUIPMENT AND BOOKS
RESOLUTION NO. 2273

June 10, 2019

SITUATION

In the normal course of district operations, materials and equipment become dated, damaged and in many cases, unusable or unsupportable. Our last surplus authorization for equipment was in May 2019. Since that time, we have been accumulating items that are no longer of any use to the schools or departments.

In order to dispose of this equipment and materials, they must be declared surplus to the needs of the district. Resolution No. 2273 has been prepared in order to do so.

Once this property is declared surplus by the board and appropriate public notifications are made, we will offer it for sale/redistribution consistent with the requirements of RCW 28A.335.180. This could include providing technology equipment to economically-disadvantaged students, sales to other private and public schools, sale to the general public and/or disposal. As appropriate, we will use the state surplus warehouse for disposal.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2273 declaring the equipment listed on the attached page as surplus to the needs of the district and authorizing the superintendent to proceed with the distribution, transfer, sale, or disposal of the items listed.

SURPLUS OF EQUIPMENT AND BOOKS

RESOLUTION NO. 2273

WHEREAS, in the course of normal operations, equipment and materials are purchased for use by the various schools and support functions of the district;

WHEREAS, this equipment and these materials have been used and have fulfilled their useful life or have been replaced by other equipment, materials or vehicles which fulfill to a greater degree the needs for which the original equipment, material or vehicles were purchased;

WHEREAS, it is no longer practical or economical to retain these items for possible future use due to cost of storage, handling, and maintenance.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Washington School District, No. 414, declares that the personal property on the attached list is surplus to the needs of the district and that the administration is hereby authorized to dispose of this property in accordance with the regulations of the State of Washington.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 10th day of June 2019.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

_____

_____

_____

Attest: _____

_____
Secretary, Board of Directors

Surplus of Equipment and Books		
Resolution No. 2273		
June 10, 2019		
Quantity	**Unit**	**Description**
1	each	Activboard/ Projector, Promethean
5	each	Artwork, framed
1	each	Band Saw
1	each	Belt Sander
1	lot	Books, Curriculum
1500	each	Chairs, Metal, Folding
23	each	Chair Rack, Small
9	each	Chair Rack, Large
1	lot	Computer Parts (keyboards, components, mice)
1	lot	Computers, Desktop, Assorted
18	each	Computers, Laptops, Assorted
10	each	Computers, Tablet, Assorted
1	each	Cot
1	lot	Digital Camera, Assorted
1	lot	Document Cameras, Assorted
1	each	Disc Sander
1	each	Drill Press
1	each	Flood Scrubber
1	each	Generator
1	lot	Library books
3	each	Lunch Table
1	each	Mailbox
1	lot	Pamphlet Holders
1	each	Paper Folder Sealer, VersaSeal 2030
2	each	Piano
1	each	Planer
2	each	Pressure Washer, with attachments
1	lot	Printers, Assorted
1	lot	Projectors, Assorted
8	each	Recycle Bins
520	each	Science Kits, Foss
2	each	Scroll Saw
1	each	Stage, portable, with ramp
1	each	Statue, Tree
1	each	Table Saw
2	each	Trash Cans, with folding lids
25	each	Wood Clamps

SIX-YEAR CAPITAL FACILITIES PLAN, 2019-2024

June 10, 2019

SITUATION

The State of Washington Growth Management Act permits the collection of impact fees as a means to partially pay for the cost of providing new building capacity to serve students necessitated by new development. As a requirement for the collection of impact fees, the Six-Year Capital Facilities Plan must be updated annually.

The Six-Year Capital Facilities Plan, 2019-2024, includes current enrollment projections and the approved projects included in the April 2016 bond measure and the April 2019 Capital Projects levy measure. It also includes proposed projects from the February 2018 bond. Although this bond measure did not pass, the need for these projects remains. From the approved 2016 bond measure, this plan addresses the need to: construct one new middle school (Timberline Middle School); rebuild and enlarge one high school (Juanita High School); and rebuild and enlarge two elementary schools (Kirk and Mead elementary schools). From the approved 2019 levy measure this plan addresses the need to: construct an addition at one high school (Lake Washington High School); and construct additions at four elementary schools (Carson, Franklin, Rose Hill, and Twain elementary schools). From the proposed 2018 bond measure, this plan addresses the need to construct: one new Choice High School in the Sammamish area; rebuild and enlarge one middle school (Kamiakin, Kirkland); and rebuild and enlarge one elementary school (Alcott Elementary School).

The State Environmental Policy Act (SEPA) requires that the district consider the environmental impacts of this proposal. The Director of Support Services, as the responsible official of the school district as lead agency, has determined that the proposed plan will not have a probable significant adverse impact on the environment. The notice of this determination was published on May 24, 2019 and the comment period ended on June 7, 2019. Comments were received and considered but did not result in any revision to the Six-Year Capital Facilities Plan.

The 2019-2024 Capital Facilities Plan establishes impact fees of $13,633 per single-family unit and $1,388 for each multi-family unit. The single-family fee is an increase of $1,339 and the multi-family fee is an increase of $764 from last year's fees. These increases are due to construction inflation costs and increased student generation factors.

RECOMMENDATION

The Board of Directors adopts the Six-Year Capital Facilities Plan, 2019-2024, as presented.

Six-Year Capital Facilities Plan
2019 - 2024

Margaret Mead Elementary School – To Open Fall 2019

DRAFT: May 24, 2019

Lake Washington School District #414
Serving Redmond, Kirkland, Sammamish, and King County, Washington

Lake Washington School District #414

Serving Redmond, Kirkland, Sammamish, and King County, Washington

SCHOOL BOARD MEMBERS

Siri Bliesner, President

Mark Stuart, Vice President

Christopher Carlson

Eric Laliberte

Cassandra Sage

SUPERINTENDENT

Dr. Jane Stavem

**Lake Washington School District's
Six-Year Capital Facilities Plan
2019-2024**

**For information about this plan, call the District Support Services Center
(425.936.1102)**

TABLE OF CONTENTS

Section

I.   Executive Summary

This Six-Year Capital Facilities Plan (the plan) has been prepared by the Lake Washington School District (the district). It is the organization's primary facility planning document in compliance with the requirements of the State of Washington's Growth Management Act and King County Code 21A.43. It is also used as a basis for requesting the collection of school impact fees. This plan was prepared using data available in the spring of 2019.

King County was the first jurisdiction in the State of Washington to adopt a Growth Management Act school impact fee ordinance in 1991 (with fee collection first becoming effective in 1992). The King County Council adopted the ordinance, including the school impact fee formula, following a stakeholder process that included representatives from school districts and the development community. The adopted formula requires that the calculated fee be reduced by fifty percent. This discount factor was negotiated as a part of the stakeholder process. Most cities in King County (and in other areas) adopted the King County school impact fee formula, including the discount factor, in whole as a part of their school impact fee ordinances.

In order for school impact fees to be collected in the unincorporated areas of King County, the King County Council must adopt this plan. The cities of Redmond, Kirkland and Sammamish have each adopted a school impact fee policy and ordinance similar to the King County model.

Pursuant to the requirements of the Growth Management Act and the local implementing ordinances, this plan will be updated on an annual basis with any changes in the fee schedule adjusted accordingly. See *Appendix B* for the current single-family calculation and *Appendix C* for the current multi-family calculation.

The district's plan establishes a standard of service in order to ascertain current and future capacity. This plan reflects the current student/teacher standard of service ratio and service model for other special programs. Future state funding decisions could have an additional impact on class sizes and facility needs.

I.   Executive Summary *(continued)*

While the State Superintendent of Public Instruction establishes square foot guidelines for funding, those guidelines do not account for the local program needs in the district. The Growth Management Act and King County Code 21A.43 authorize the district to determine a standard of service based on the district's specific needs.

The district's current standard provides the following (see *Section III* for specific information):

Grade Level	Target Teacher-Student Ratio
K-1	20 Students
2-3	23 Students
4-5	27 Students
6-8	30 Students
9-12	32 Students

School capacity is based on the district standard of service and the existing inventory of available classrooms, including both permanent and relocatable (portable) classrooms. As shown in *Appendix A1 and A2*, the district's overall total capacity is 36,252. The total net available capacity is 31,543 including net permanent capacity of 27,541 and 4,002 in relocatables. Student headcount enrollment as of October 1, 2018 was 29,499.

The district experienced actual growth of 417 students in 2018. A six-year enrollment projection, as required for this plan, is shown in *Table 1*. During the six-year window from 2019 to 2024, enrollment is projected to increase by 2,746 students to a total of 32,773. Growth is projected at all levels.

The Lake Washington School District is the fastest growing school district in King County and one of the fastest growing school districts in the state. The district went from being the sixth largest school district in the state to fourth largest in 2015. In 2016, the District became the third largest school district in the state. Enrollment growth has resulted in overcrowding in many district schools.

I.   Executive Summary *(continued)*

In December 2014, a Long-Term Facilities Planning Task Force, comprised of representatives from each of the district's schools and community members, was convened to develop recommendations on long-term facilities planning. From December 2014 to October 2015, this Task Force and a smaller Working Subcommittee met 20 times to learn about and have detailed discussions on topics ranging from construction costs to classroom space usage to facilities funding. In November 2015, the Board of Directors accepted the recommendations of the Task Force.

The recommendations provide a 15-year framework to address growing enrollment, provide needed space to reduce class size and reduce the reliance on relocatables. The recommendations prioritize building new schools and enlarging aging schools to address capacity needs. Subsequent to the work of the Task Force, the district proposed a bond measure for April 2016. Voters approved that bond measure which includes funding for the following projects:

- Timberline Middle School, a new middle school in Redmond Ridge (Site 72) with a permanent capacity for 900 students. The school is scheduled to open in the fall of 2019.
- Rebuilding and expanding Juanita High School from a permanent capacity of 1,325 to 1,829 students (an increase of 504 students). The final phase of this rebuild is scheduled to open in the Fall of 2020.
- Rebuilding and expanding Kirk Elementary School for a permanent capacity of 690 students (an increase of 299). The school is scheduled to open in the fall of 2019.
- Rebuilding and expanding Mead Elementary School for a capacity of 690 students (an increase of 230). The school is scheduled to open in the fall of 2019.
- Remodeling Old Redmond School House for preschool classrooms. The building is scheduled to open in the fall of 2020.
- Clara Barton Elementary School, a new elementary school in North Redmond (Site 28) with a permanent capacity of 690 students. The school is complete and opened in the fall of 2018
- Ella Baker Elementary School, a new elementary school in Redmond Ridge East (Site 31) with a permanent capacity of 690 students. This school is complete and opened in the fall of 2018.

I.   Executive Summary *(continued)*

- Rebuilding Explorer Community Elementary School. The school is complete and opened in the fall of 2017.

In addition, within the six-year window of this plan, the framework of the long term plan included a bond measure proposed for 2018. The following projects were presented to District voters in February 2018:
- A new elementary school in the Lake Washington Learning Community
- An addition at Lake Washington High School
- Rebuild and enlarge Alcott Elementary School
- Rebuild and enlarge Kamiakin Middle School
- A Choice high school in Sammamish
- Property for new schools

The February 2018 bond measure did not receive a sufficient majority to pass. However, the need for these projects still remains. Therefore, projects are presented in this report as occurring within the six-year window of the Lake Washington School District 2019-2024 Six-Year Capital Facilities Plan on a revised timeline.

In April 2019, voters approved a six-year Capital Project Levy measure which incorporated two projects from the 2018 bond as well as additional projects needed to provide for critical capacity needs.Voters approved the Levy measure which included funding for the following projects:
- A 20 classroom addition to Lake Washington High School (Site 84) which will increase permanent capacity by 500. The addition is scheduled to open in the fall of 2020.
- An eight classroom addition to Franklin Elementary School (Site 16) which will increase permanent capacity by 184. The addition is scheduled to open in the fall of 2021.
- An eight classroom addition to Rose Hill Elementary School (Site 15) which will increase permanent capacity by 184. The addition is scheduled to open in the fall of 2021.
- A four classroom addition to Twain Elementary School (Site 14) which will increase permanent capacity by 92. The addition is scheduled to open in the fall of 2021.

I.   Executive Summary *(continued)*

- A four classroom addition to Carson Elementary School (Site 52) which will increase permenent capacity by 92. The addition is scheduled to open in the fall of 2022.

The finance plan shown on *Table 6* demonstrates how the Lake Washington School District plans to finance improvements for the years 2019 through 2024. The financing components include secured and unsecured funding.

II.   Six-Year Enrollment Projection and Long Term Planning

Six-Year Enrollment Projection

The district developed long-term enrollment projections to assess facility capacity needs. Based on these projections the district expects enrollment to increase by over 2,746 students from the 2019 school year through 2024.

The district experienced actual growth of 417 students in 2018. A six-year enrollment projection, as required for this plan, is shown in *Table 1*. During the six-year window from 2019 to 2024, enrollment is projected to increase by 2,746 students resulting in a 9.2% increase over the current student population. Growth is expected to impact all levels.

Student enrollment projections have been developed using two methods: (1) *cohort survival* – which applies historical enrollment trends to the classes of existing students progressing through the system; and (2) *development tracking* – which projects students anticipated from new development. The cohort survival method was used to determine base enrollments. Development tracking uses information on known and anticipated housing development. This method allows the district to more accurately project student enrollment resulting of new development by school attendance area.

Cohort Survival

King County live birth data is used to predict future kindergarten enrollment. Actual King County live births through 2017 are used to project kindergarten enrollment through the 2022-2023 school year. After 2023, the number of live births is based on King County projections. Historical data is used to estimate the future number of kindergarten students that will generate from county births. For other grade levels, cohort survival trends compare students in a particular grade in one year to the same group of students in prior years. From this analysis a cohort survival trend is determined. This trend shows if the cohort of students is increasing or decreasing in size. This historical trend can then be applied to predict future enrollment.

II. Six-Year Enrollment Projection and Long Term Planning
(continued)

Development Tracking

In order to ensure the accuracy and validity of enrollment projections, a major emphasis has been placed on the collection and tracking of data of 86 known new housing developments within the district. This information is obtained from the cities and county and provides the foundation for a database of known future developments, as well as city and county housing growth targets. This assures the district's plan is consistent with the comprehensive plans of the local permitting jurisdictions. Contact is made with each developer annually to determine the number of homes to be built and the anticipated development schedule.

Student Generation Rates

Developments that are near completion, or have been completed, within the last five years are used to forecast the number of students generated by new development. District wide statistics show that each new single-family home currently generates a 0.436 elementary student, 0.182 middle school student, and 0.159 senior high student, for a total of 0.777 school-age child per single family home (see *Appendix B*). New multi-family housing units currently generate an average of 0.082 elementary student, 0.032 middle school student, and 0.025 senior high student for a total of 0.139 school age child per multi-family home (see *Appendix C*). Since 2018 the student generation numbers have increased for single-family developments and for multi-family units. These student generation factors (see *Appendix D*) are used to forecast the number of students expected from the new developments that are planned over the next six years.

Enrollment Projection Scenarios

The district works with a demographer, to review enrollment and projection methodology. The district projections along with a high, medium, and low projection are shown in *Table 1*. King County Code 21A.06 refers to a "standard of service" that each school district must establish in order to ascertain its overall capacity. The standard of service identifies the program year, the class size, the number of classrooms, students and programs of special need, and other factors determined by

III. Current District "Standard of Service"

the district, which would best serve the student population. Relocatables (i.e. portable classroom units) may be included in the capacity calculation using the same standards of service as permanent facilities.

The standard of service outlined below reflects only those programs and educational opportunities provided to students that directly affect the capacity of the school buildings. The special programs listed below require classroom space and as a result reduce the total permanent capacity of the buildings that house them. Newer buildings have been constructed to accommodate some of these programs. Older buildings require additional reduction of capacity to accommodate these programs. At both the elementary and secondary levels, the district considers the ability of students to attend neighborhood schools to be a component of the standard of service.

The district's standard of service, for capital planning purposes, and the projects identified in this plan, include space needed to serve students in All Day Kindergarten. Beginning in the 2016-2017 school year, the State funded All Day Kindergarten for all students.

Standard of Service for Elementary Students

School capacity at elementary schools is calculated on an average class size in grades K-5 of 23; based on the following student/teacher staffing ratios:
- Grades K - 1 @ 20:1
- Grades 2 - 3 @ 23:1
- Grades 4 - 5 @ 27:1

III. Current District "Standard of Service" *(continued)*

The elementary standard of service includes spaces to accommodate:

- Special Education for students with disabilities which may be served in a self-contained classroom
- Music instruction provided in a separate classroom
- Art/Science room in modernized schools
- Resource rooms to serve students in:
    - Safety Net / Remedial programs
    - Special Education programs
    - English Language Learners (EL)
- Gifted education (pull-out Quest programs)
- Special Education, Head Start and Ready Start Preschool

Standard of Service for Secondary Students

School capacity at secondary school is based on the follow class size provisions:
- Class size for grades 6-8 should not exceed 30 students
- Class size for grades 9-12 should not exceed 32 students

In the secondary standard of service model:

- Special Education for students with disabilities may be provided in a self-contained classroom

Identified students will also be provided other special educational opportunities in classrooms designated as follows:

- Resource rooms
- English Language Learners (EL)

Room Utilization at Secondary Schools

It is not possible to achieve 100% utilization of regular teaching stations at secondary schools due to scheduling conflicts for student programs, the

III. Current District "Standard of Service" *(continued)*

need for specialized rooms for certain programs, and the need for teachers to have a work space during their planning periods.

The district has determined a standard utilization rate of 70% for non-rebuilt secondary schools. For secondary schools that have been rebuilt, rebuilt and enlarged, or have been remodeled to accommodate teacher planning spaces, the standard utilization rate is 83%.

IV. Inventory and Evaluation of Current Facilities

As of May, 2019, the district has total classrooms of 1,507, including 1,338 permanent classrooms and 169 relocatable classrooms (see *Appendix A-1)*. These classrooms represent a theoretical capacity to serve 36,252 if all classrooms were only used as general classroom spaces. However, the district's standard of service provides for the use of classrooms for special programs, such as Special Education, English Language Learners and Safety Net programs. These programs serve students at much lower student to teacher ratios than general education classrooms or serve the same students for a portion of the day when they are pulled out of the regular classroom.

As a result, the net capacity of these school buildings is adjusted. A total of 221 classroom spaces are used for special programs as shown in Appendix A-2. The remaining classrooms establish the net available capacity for general education purposes and represent the district's ability to house projected student enrollment based on the Standard of Service defined in Section III, Current District Standard of Service.

After providing space for special programs the district has a net available classroom capacity to serve 31,543 students. This includes 27,061 in permanent regular education capacity, 480 for self-contained program capacity and 4,002 in relocatable (portable) capacity.

Enrollment in 2018 was 29,987 and is expected to increase to 32,733 in 2024 (see *Table 1*)**.**

The physical condition of the district's facilities is documented in the 2017 State Study and Survey of School Facilities completed in accordance with WAC 392-341-025. As schools are modernized or replaced, the State Study and Survey of School Facilities report is updated. That report is incorporated herein by reference. In addition, every district facility (permanent and relocatable) is annually evaluated as to condition in accordance with the State Asset Preservation Program.

V.   Six-Year Planning and Construction Plan

Enrollment projections show that enrollment will increase at all grade spans. Based on the enrollment projections contained in *Table 5*, student enrollment is anticipated to reach 32,733 by 2024. The district current inventory of existing net permanent capacity is 27,541.

To address existing and future capacity needs, the district contemplates using the following strategies:

- Construction of new schools
- Additions for existing schools
- Rebuilding and enlarging existing schools
- Use of relocatables as needed
- Boundary adjustments

Construction of new capacity in one area of the district could indirectly create available capacity at existing schools in other areas of the district through area specific boundary adjustments. Future updates to this plan will include specific information regarding adopted strategies.

Strategies to address capacity needs employed over the prior six-year planning timeline (2013-2018) included:

- Phase II School Modernization (2006-2013) was funded by the voters in February 2006. The approved bond measure funded the modernization/replacement of 11 schools throughout the district. School modernization/replacement projects included the addition of new student permanent capacity, as needed. The Phase II School Modernization projects, within the last six years, included:
  - Bell, Rush, and Community Elementary Schools; Rose Hill Middle School; and International Community School opened in the fall 2013

  Two boundary adjustments were completed: (1) Because of overcrowding at Einstein and Rockwell Elementary Schools a temporary boundary adjustment was conducted to move unoccupied new developments from those schools to Mann Elementary; and, (2) District-wide boundary adjustments were identified in 2014 for implementation in the fall of 2015.

V. Six-Year Planning and Construction Plan *(continued)*

- Four additional relocatables were added to Mann Elementary and to Wilder Elementary in the summer of 2014 to accommodate additional students.
- Twenty-two relocatable classrooms were added at various locations in the summer of 2015 (as identified in *Section VI)* to help relieve capacity issues. Eight additional relocatables were added in 2016 to accommodate enrollment growth.
- A seven-classroom addition was opened at Redmond Elementary School in 2016.
- Ten relocatable classrooms were added in 2018 to five elementary schools.
- The April 2016 Bond funded the construction of three projects:
  - Replacing Explorer Community Elementary with a new modular school that opened in fall of 2017.
  - Ella Baker Elementary School in Redmond Ridge East (King County) and Clara Barton Elementary School in North Redmond (Redmond) opened in fall of 2018.
- Boundary adjustments were identified in 2017 for implementation in Fall 2018 to accommodate the opening of these two elementary schools.
- Ten relocatable classrooms will be added between 2019 through 2020 in the Juanita area to accommodate enrollment growth.

Based on the student enrollment and facility capacity outlined in *Table 5*, the district has funding from the April 2016 bond measure to construct the following projects within the period of this plan:
- Rebuilding and expanding Kirk Elementary School (Kirkland)
- Rebuilding and expanding Mead Elementary School (Sammamish)
- Timberline Middle School in Redmond Ridge (King County)
- Rebuilding and expanding Juanita High School (Kirkland)
- Upgrading Old Redmond School House for Preschool

A bond measure presented to voters in February 2018 did not receive a sufficient majority to pass. However, the need for the projects still remains. The 2018 bond measure included the following projects:
- One new elementary school (Lake Washington Learning Community)

V. Six-Year Planning and Construction Plan *(continued)*

- An addition at Lake Washington High School (Kirkland)
- Rebuilding and expanding Alcott Elementary School (King County)
- Rebuilding and expanding Kamiakin Middle School (Kirkland)
- One new Eastside Choice high school in Sammamish
- Land purchases for new schools

In April 2019, voters approved a Capital Projects Levy measure which incorporated two projects from the 2018 bond as well as additional projects needed to provide required capacity. The district has funding from the 2019 levy measure to construct the following projects within the period of this plan:

- An addition at Lake Washington High School (Kirkland)
- An addition at Franklin Elementary School (Kirkland)
- An addition at Rose Hill Elementary School (Kirkland)
- An addition at Twain Elementary School (Kirkland)
- An addition at Carson Elementary School (Sammamish)

The District may also need to purchase and use relocatables to address capacity needs at sites able to accommodate additional relocatables.

VI.   Relocatable and Transitional Classrooms

The district facility inventory includes 169 relocatables (i.e. portable classroom units). Relocatables provide standard capacity and special program space as outlined in *Section III* (see *Appendix A-1*).

Relocatable classrooms have been used over the prior six-year planning timeline to address capacity needs in the following schools:

- In 2013, four relocatable classrooms were added to Redmond High School to support special education program space needs and two additional relocatable classrooms were placed at Redmond Middle School.
- In 2014 the district placed an additional ten relocatable classrooms needed as a result of enrollment growth. Four relocatables were placed at Mann Elementary School in Redmond and two at Redmond Elementary School. Four relocatables were placed at Wilder Elementary School.
- In 2015 the district added twenty-two relocatables to address enrollment growth. These were placed at various schools throughout the district
  - Six at Lake Washington High School (Kirkland)
  - Four at Redmond Elementary School (Redmond)
  - Three at Alcott Elementary School (King County)
  - Three at Rush Elementary School (Redmond)
  - Two at Evergreen Middle School (King County)
  - One at Audubon Elementary School (Redmond)
  - One at Franklin Elementary School (Kirkland)
  - One at Frost Elementary School (Kirkland)
  - One at Redmond Middle School (Redmond)
- The district added another eight relocatables to schools in the summer of 2016.
  - Four at Lake Washington High School (Kirkland)
  - Two at Evergreen Middle School (King County)
  - One at Alcott Elementary School (King County)
  - One at Keller Elementary School (Kirkland)
- In the summer of 2018, the District added 10 relocatables.
  - Two at Lakeview Elementary School (Kirkland)
  - Two at Muir Elementary School (Kirkland)

VI.   Relocatable and Transitional Classrooms *(continued)*

- o   Two at Rose Hill Elementary School (Kirkland)
- o   Three at Twain Elementary School (Kirkland)
- o   One at Rush Elementary School (Redmond)
- From 2019-2020 the District plans to add 10 relocatables to schools in the Juanita area.

The district's long term plan anticipates providing new and expanded permanent facilities to serve student enrollment. When these permanent facilities are funded and completed, the district may be able to reduce the reliance on relocatables.

For a definition of relocatables and permanent facilities, see *Section 2* of *King County Code 21A.06*.

As enrollment fluctuates, relocatables provide flexibility to accommodate immediate needs and interim housing. Because of this, new school and rebuilt/enlarged school sites are planned for the potential of adding up to four relocatables to accommodate the changes in demographics. The use and need for relocatable classrooms will be balanced against program needs.

VII. Six-Year Classroom Capacities: Availability / Deficit Projection

As demonstrated in *Appendix A-2*, the district currently has permanent capacity (classroom and special education) to serve 13,086 students at the elementary level, 6,626 students at the middle school level, and 7,829 students at the high school level. Current enrollment at each grade level is identified in *Appendix A-2*. Completed projects, as shown in Table 5, would result in an increased permanent capacity for 4,113 students in 2024. Relocatable facilities will be used to address capacity needs that cannot be immediately served by permanent capacity.

Differing growth patterns throughout the district may cause some communities to experience overcrowding. This is especially true in portions of the district where significant housing development has taken place. A strong residential building market, growth, and the number of developments under construction continues to increase. The continued development of north and northwest Redmond, the Sammamish Plateau, the downtown and Totem Lake areas of Kirkland, and in-fill and short plats in multiple municipalities will put additional pressure on schools in those areas.

VIII. Impact Fees and the Finance Plan

The school impact fee formula calculates a proportionate share of the costs of system improvements that are reasonably related to new development. The formula multiplies the per student costs of site acquisition and construction costs for new capacity projects by a student generation rate to identify the share per dwelling unit share of the facilities that are needed to serve new growth. (The student generation rate is the average number of students generated by dwelling unit type – new single family and multi-family dwelling units.) The formula then provides a credit against the calculated costs per dwelling unit for any School Construction Assistance Program funding that the District expects to receive for a new capacity project from the State of Washington and for the estimated taxes that a new homeowner will pay toward the debt service on school construction bonds. The calculated fee (see *Appendix* B and *Appendix* C) is then discounted, as required by ordinance, by fifty percent.

For the purposes of this plan and the impact fee calculations, the actual construction cost data from recently completed projects (Sandburg Elementary School, opened in 2012; Rose Hill Middle School, opened in 2013; and Lake Washington High School, opened in 2011) have been used (see *Appendix E*).

The finance plan shown on *Table 6* demonstrates how the Lake Washington School District plans to finance improvements for the years 2019 through 2024. The financing components include secured and unsecured funding. This plan is based on current and future project approval, securing state construction assistance, and collection of impact fees under the state's Growth Management Act.

IX.   Appendices

Appendices A 1-2:   Calculations of Capacities for Elementary Schools,
                    Middle Schools, and Senior High Schools

Appendix B: Calculations of Impact Fees for Single Family
                    Residences

Appendix C: Calculations of Impact Fees for Multi-Family
                    Residences

Appendix D: Student Generation Factor Calculations

Appendices E 1-3:   Calculation Back-Up

Elementary	Number of Classrooms				Capacity		
	Permanent	Relocatable	Total		Permanent	Relocatable	Total
Schools					23	23	
ALCOTT	26	12	38		598	276	874
AUDUBON	22	3	25		506	69	575
BELL	27	0	27		621	0	621
BLACKWELL	24	3	27		552	69	621
CARSON	23	4	27		529	92	621
CLARA BARTON	34	0	34		782	0	782
COMMUNITY	3	0	3		69	0	69
DICKINSON	23	4	27		529	92	621
DISCOVERY	3	0	3		69	0	69
EINSTEIN	24	1	25		552	23	575
ELLA BAKER	34	0	34		782	0	782
EXPLORER	4	0	4		92	0	92
FRANKLIN	23	3	26		529	69	598
FROST	24	1	25		552	23	575
JUANITA	23	0	23		529	0	529
KELLER	21	1	22		483	23	506
KIRK	22	3	25		506	69	575
LAKEVIEW	22	6	28		506	138	644
MANN	22	4	26		506	92	598
MCAULIFFE	23	7	30		529	161	690
MEAD	25	6	31		575	138	713
MUIR	23	2	25		529	46	575
REDMOND	31	8	39		713	184	897
ROCKWELL	25	5	30		575	115	690
ROSA PARKS	27	10	37		621	230	851
ROSE HILL	24	4	28		552	92	644
RUSH	28	4	32		644	92	736
SANDBURG	25	0	25		575	0	575
SMITH	26	8	34		598	184	782
THOREAU	22	0	22		506	0	506
TWAIN	26	7	33		598	161	759
WILDER	23	8	31		529	184	713
Totals	**732**	**114**	**846**		**16,836**	**2,622**	**19,458**

Middle	Number of Classrooms				Capacity		
	Permanent	Relocatable	Total	Capacity	Permanent	Relocatable	Total
Schools				Percent	(30 x Capacity %)	(30 x Capacity %)	
ENVIRONMENTAL****	5	0	5	83%	125	0	125
EVERGREEN	36	13	49	83%	896	324	1,220
FINN HILL****	28	0	28	83%	697	0	697
INGLEWOOD	55	0	55	83%	1,370	0	1,370
INTERNATIONAL ****	21	0	21	83%	523	0	523
KAMIAKIN	30	7	37	70%	630	147	777
KIRKLAND****	25	0	25	83%	623	0	623
NORTHSTAR	4	0	4	70%	84	0	84
REDMOND ****	37	7	44	83%	921	174	1,095
RENAISSANCE	4	0	4	70%	84	0	84
ROSE HILL ****	41	0	41	83%	1,021	0	1,021
STELLA SCHOLA	3	0	3	83%	75	0	75
Totals	**289**	**27**	**316**		**7,049**	**645**	**7,694**

Senior High	Number of Classrooms				Capacity		
	Permanent	Relocatable	Total	Capacity	Permanent	Relocatable	Total
Schools				Percent	(32 x Capacity %)	(32 x Capacity %)	
EMERSON HIGH	10	2	12	70%	224	45	269
EASTLAKE	93	0	93	83%	2,470	0	2,470
FUTURES	3	0	3	70%	67	0	67
JUANITA	55	8	63	83%	1,461	212	1,673
LAKE WASHINGTON****	59	10	69	83%	1,567	266	1,833
REDMOND ****	73	8	81	83%	1,939	212	2,151
TESLA STEM ****	24	0	24	83%	637	0	637
Totals	**317**	**28**	**345**		**8,365**	**735**	**9,100**

| **TOTAL DISTRICT** | **1,338** | **169** | **1,507** | | **32,250** | **4,002** | **36,252** |

Key:
Total Enrollment on this chart does not iinclude Emerson K-12, contractual, and WANIC students
Self-contained rooms have a capacity of 12
Non-modernized secondary schools have standard capacity of 70%
****Modernized secondary schools have standard capacity of 83%

		SPECIAL PROGRAM CLASSROOMS USED							Number of Classrooms		NET AVAILABLE CAPACITY				ENROLLMENT
		Number of Classrooms													
Elementary	Permanent	Self	Resource	ELL	Pre-	Music	Arts/Sci	Pull-out	Net		Net Permanent	Self Contained	Relocatable	Total	Oct 2018
Schools	Classrooms	Cont.	Rooms	Rooms	School	Rooms	Rooms	Quest	Permanent	Relocatable	23	Classroom	23		
ALCOTT	26	0	2	1	0	2	0	0	21	12	483	0	276	759	675
AUDUBON	22	0	2	1	0	1	1	0	17	3	391	0	69	460	602
BELL	27	0	2	1	4	1	1	0	18	0	414	0	0	414	420
BLACKWELL	24	0	1	1	0	1	0	0	21	3	483	0	69	552	532
CARSON	23	0	1	1	3	1	1	0	16	4	368	0	92	460	448
CLARA BARTON	34	0	2	0	0	1	1	0	30	0	690	0	0	690	526
COMMUNITY	3	0	0	0	0	0	0	0	3	0	69	0	0	69	70
DICKINSON	23	2	3	1	0	2	0	0	15	4	345	24	92	461	377
DISCOVERY	3	0	0	0	0	0	0	0	3	0	69	0	0	69	70
EINSTEIN	24	0	2	1	0	1	0	0	20	1	460	0	23	483	402
ELLA BAKER	34	0	2	0	0	1	1	0	30	0	690	0	0	690	438
EXPLORER	4	0	0	0	0	0	0	0	4	0	92	0	0	92	69
FRANKLIN	23	2	2	1	0	1	1	0	16	3	368	24	69	461	497
FROST	24	2	2	1	0	1	1	0	17	1	391	24	23	438	434
JUANITA	23	0	1	1	2	1	1	0	17	0	391	0	0	391	355
KELLER	21	3	2	1	0	1	1	0	13	1	299	36	23	358	332
KIRK	22	0	3	1	0	1	0	0	17	3	391	0	69	460	606
LAKEVIEW	22	0	1	1	0	1	1	0	18	6	414	0	138	552	545
MANN	22	2	2	0	0	1	1	0	16	4	368	24	92	484	385
MCAULIFFE	23	3	1	1	0	1	0	1	16	7	368	36	161	565	530
MEAD	25	0	2	1	0	2	0	0	20	6	460	0	138	598	646
MUIR	23	0	3	1	1	1	1	0	16	2	368	0	46	414	420
REDMOND	31	2	4	1	0	2	0	0	22	8	506	24	184	714	603
ROCKWELL	25	0	2	1	0	2	0	0	20	5	460	0	115	575	569
ROSA PARKS	27	1	2	1	0	2	1	0	20	10	460	12	230	702	658
ROSE HILL	24	2	1	1	0	1	1	0	18	4	414	24	92	530	485
RUSH	28	0	2	1	1	1	1	0	22	4	506	0	92	598	641
SANDBURG	25	0	3	1	1	1	1	0	18	0	414	0	0	414	469
SMITH	26	0	4	1	0	2	0	0	19	8	437	0	184	621	663
THOREAU	22	0	2	0	0	1	0	1	18	0	414	0	0	414	472
TWAIN	26	2	2	1	0	1	1	0	19	7	437	24	161	622	622
WILDER	23	0	2	0	0	2	0	1	18	8	414	0	184	598	365
Totals	**732**	**21**	**60**	**24**	**12**	**37**	**17**	**3**	**558**	**114**	**12,834**	**252**	**2,622**	**15,708**	**14,926**

Middle		Self	Resource	ELL	Number of Classrooms				Net Permanent	Relocatable	Net Permanent	Self Contained	Relocatable	Total	Oct 2018
Schools		Cont.	Rooms	Rooms					Classrooms	Classrooms	Classrooms	Classroom	Capacity		
ENVIRONMENTAL****	5	0	0	0					5	0	125	0	0	125	141
EVERGREEN	36	2	2	1					31	13	772	24	324	1,120	1,238
FINN HILL****	28	1	1	1					25	0	623	12	0	635	655
INGLEWOOD	55	1	2	0					52	0	1,295	12	0	1,307	1,265
INTERNATIONAL ****	21	0	0	0					21	0	523	0	0	523	433
KAMIAKIN	30	2	1	1					26	7	546	24	147	717	596
KIRKLAND****	25	1	0	0					24	0	598	12	0	610	608
NORTHSTAR	4	0	0	0					4	0	84	0	0	84	90
REDMOND ****	37	1	0	1					35	7	872	12	174	1,058	1,057
RENAISSANCE	4	0	0	0					4	0	84	0	0	84	94
ROSE HILL ****	41	1	2	1					37	0	921	12	0	933	946
STELLA SCHOLA	3	0	0	0					3	0	75	0	0	75	90
Totals	**289**	**9**	**8**	**5**					**267**	**27**	**6,518**	**108**	**645**	**7,271**	**7,213**

Senior High		Self	Resource	ELL	Number of Classrooms				Net Permanent	Relocatable	Net Permanent	Self Contained	Relocatable	Total	Oct 2018
Schools		Cont.	Rooms	Rooms					Classrooms	Classrooms	Classrooms	Classroom	Capacity		
EMERSON HIGH	10	0	2	0					8	2	179	0	45	224	50
EASTLAKE	93	3	5	1					84	0	2,231	36	0	2,267	1,865
FUTURES	3	0	0	0					3	0	67	0	0	67	33
JUANITA	55	2	3	1					49	8	1,301	24	212	1,537	1,384
LAKE WASHINGTON**	59	2	1	1					55	10	1,461	24	266	1,751	1,555
REDMOND ****	73	3	0	1					69	8	1,833	36	212	2,081	1,870
TESLA STEM ****	24	0	0	0					24	0	637	0	0	637	603
Totals	317	10	11	4					292	28	7,709	120	735	8,564	7,360

| TOTAL DISTRICT | 1,338 | 40 | 79 | 33 | 12 | 37 | 17 | 3 | 1,117 | 169 | 27,061 | 480 | 4,002 | 31,543 | 29,499 |

Key:
Total Enrollment on this chart does not iinclude Emerson K-12, contractual, and WANIC students
Self-contained rooms have a capacity of 12
Non-modernized secondary schools have standard capacity of 70%
****Modernized secondary schools have standard capacity of 83%

Estimated School Impact Fee Calculation
Based on King County Code 21.A.43

Single Family Residence ("SFR")

School Site Acquisition Cost:

	Facility Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ SFR
Elementary	10	$0	690	$0	0.4360	$0
Middle	20	$0	900	$0	0.1820	$0
Senior	40	$0	1800	$0	0.1590	$0
					TOTAL	**$0**

School Construction Cost:

	Percent Permanent	Construction Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFR
Elementary	90%	$36,527,220	690	$47,644	0.4360	$20,773
Middle	90%	$57,722,224	900	$57,722	0.1820	$10,505
Senior	90%	$108,343,260	1800	$54,172	0.1590	$8,613
					TOTAL	**$39,892**

Temporary Facility Cost:

	Percent Temporary	Construction Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFR
Elementary	10%	$225,000	23	$978	0.4360	$427
Middle	10%	$225,000	30	$750	0.1820	$137
Senior	10%	$225,000	32	$703	0.1590	$112
					TOTAL	**$675**

State Assistance Credit Calculation:

	Const Cost Allocation	Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ SFR
Elementary	225.97	90.0	28.39%	$5,774	0.4360	$2,517
Middle	225.97	108.0	28.39%	$6,929	0.1820	$1,261
Senior	225.97	130.0	28.39%	$8,340	0.1590	$1,326
					TOTAL	**$5,104**

Estimated School Impact Fee Calculation
Based on King County Code 21.A.43

Single Family Residence ("SFR")

Tax Payment Credit Calculation:

Average SFR Assessed Value	$882,565
Current Capital Levy Rate (2019)/$1000	$1.15
Annual Tax Payment	$1,014.95
Years Amortized	10
Current Bond Interest Rate	4.09%
Present Value of Revenue Stream	$8,195

Impact Fee Summary for Single Family Residence:

Site Acquisition Cost	$0
Permanent Facility Cost	$39,892
Temporary Facility Cost	$675
State Assistance Credit	($5,104)
Tax Payment Credit	($8,195)
Sub-Total	$27,267
50% Local Share	$13,633

SFR Impact Fee	**$13,633**

Estimated School Impact Fee Calculation
Based on King County Code 21.A.43

Multiple Family Residence ("MFR")

School Site Acquisition Cost:

	Facility Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ MFR
Elementary	10	$0	690	$0	0.0820	$0
Middle	20	$0	900	$0	0.0320	$0
Senior	40	$0	1800	$0	0.0250	$0
					TOTAL	**$0**

School Construction Cost:

	Percent Permanent	Construction Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFR
Elementary	90%	$36,527,220	690	$47,644	0.0820	$3,907
Middle	90%	$57,722,224	900	$57,722	0.0320	$1,847
Senior	90%	$108,343,260	1800	$54,172	0.0250	$1,354
					TOTAL	**$7,108**

Temporary Facility Cost:

	Percent Temporary	Construction Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFR
Elementary	10%	$225,000	23	$978	0.0820	$80
Middle	10%	$225,000	30	$750	0.0320	$24
Senior	10%	$225,000	32	$703	0.0250	$18
					TOTAL	**$122**

State Assistance Credit Calculation:

	Const Cost Allocation	Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ MFR
Elementary	225.97	90.0	28.39%	$5,774	0.0820	$473
Middle	225.97	108.0	28.39%	$6,929	0.0320	$222
Senior	225.97	130.0	28.39%	$8,340	0.0250	$208
					TOTAL	**$904**

Estimated School Impact Fee Calculation
Based on King County Code 21.A.43

Multiple Family Residence ("MFR")

Tax Payment Credit Calculation:

Average MFR Assessed Value	$382,400
Current Capital Levy Rate (2019)/$1000	$1.15
Annual Tax Payment	$439.76
Years Amortized	10
Current Bond Interest Rate	4.09%
Present Value of Revenue Stream	$3,551

Impact Fee Summary for Multiple Family Residence:

Site Acquisition Cost	$0
Permanent Facility Cost	$7,108
Temporary Facility Cost	$122
State Assistance Credit	($904)
Tax Payment Credit	($3,551)
Sub-Total	$2,775
50% Local Share	$1,388

MFR Impact Fee	**$1,388**

2019 MITIGATION DEVELOPMENT SUMMARY
STUDENT GENERATION FACTORS
Five Year History

SINGLE FAMILY DEVELOPMENTS	CITY/ COUNTY	# PLANNED	# COMPL.	# OCCUP.	2019 STUDENTS ELEM	MIDDLE	SENIOR	TOTAL	2019 RATIO ELEM	MIDDLE	SENIOR	TOTAL
Ashford Chase	S	38	38	38	21	10	5	36	0.553	0.263	0.132	0.947
Barrington Park	S	44	44	44	24	12	7	43	0.545	0.273	0.159	0.977
Benjamin Estates	K	23	23	23	4	3	0	7	0.174	0.130	0.000	0.304
Bradford Place	S	16	16	16	9	6	1	16	0.563	0.375	0.063	1.000
Brauerwood Estates	S	33	33	33	20	11	9	40	0.606	0.333	0.273	1.212
Brixton	S	32	32	32	24	7	4	35	0.750	0.219	0.125	1.094
Brookside at The Woodlands	R	22	22	22	13	7	3	23	0.591	0.318	0.136	1.045
Canterbury Park	S	115	65	55	24	13	6	43	0.436	0.236	0.109	0.782
Clear Creek	K	19	19	12	5	3	0	8	0.417	0.250	0.000	0.667
Crestview	R	31	28	27	12	2	0	14	0.444	0.074	0.000	0.519
English Landing I	R	50	43	43	20	8	2	30	0.465	0.186	0.047	0.698
English Landing II	S	25	25	25	2	1	3	6	0.080	0.040	0.120	0.240
Glenshire at English Hill Div I	R	28	28	28	12	1	2	15	0.429	0.036	0.071	0.536
Glenshire at English Hill Div II	R	16	16	16	4	3	6	13	0.250	0.188	0.375	0.813
Glenshire at English Hill Div III	R	9	9	9	2	2	3	7	0.222	0.222	0.333	0.778
Gramercy Park	S	28	28	28	22	9	6	37	0.786	0.321	0.214	1.321
Greystone Manor I	R	91	91	91	52	23	13	88	0.571	0.253	0.143	0.967
Greystone Manor II	R	90	43	43	21	8	6	35	0.488	0.186	0.140	0.814
Hawthorne Park	R	38	16	12	2	1	1	4	0.167	0.083	0.083	0.333
Heather's Ridge	K	41	41	41	5	2	2	9	0.122	0.049	0.049	0.220
Hedgewood	R	11	11	11	2	1	4	7	0.182	0.091	0.364	0.636
Hedgewood East	R	15	15	15	5	1	1	7	0.333	0.067	0.067	0.467
Highland Ridge	K	18	18	18	1	1	3	5	0.056	0.056	0.167	0.278
Kirkwood Terrace	KC	12	5	5	1	0	0	1	0.200	0.000	0.000	0.200
Lake Vista	S	18	18	18	8	4	1	13	0.444	0.222	0.056	0.722
Lakeshore Estates	R	17	17	17	5	5	2	12	0.294	0.294	0.118	0.706
Lakeview Lane	K	29	29	29	0	0	1	1	0.000	0.000	0.034	0.034
Marinwood	K	48	44	31	6	0	1	7	0.194	0.000	0.032	0.226
Meritage Ridge	K	36	36	36	4	0	0	4	0.111	0.000	0.000	0.111
Morningside Estates	S	22	22	22	9	4	0	13	0.409	0.182	0.000	0.591
Panorama Estates	K	18	18	18	5	0	0	5	0.278	0.000	0.000	0.278
Park Ridge	R	51	51	51	20	8	6	34	0.392	0.157	0.118	0.667
Pinnacle at Inglewood Hill	S	37	37	37	11	3	1	15	0.297	0.081	0.027	0.405
Preserve at Kirkland	K	35	35	35	6	4	6	16	0.171	0.114	0.171	0.457
Radke	K	20	18	17	1	0	3	4	0.059	0.000	0.176	0.235
Redmond Ridge East	KC	665	665	665	375	167	167	709	0.564	0.251	0.251	1.066
Reese's Run	S	22	22	22	13	8	3	24	0.591	0.364	0.136	1.091
Sagebrook	R	15	15	15	7	2	1	10	0.467	0.133	0.067	0.667
Sammamish Ridge Estates	S	12	6	6	0	0	2	2	0.000	0.000	0.333	0.333
Sequoia Glen	R	52	52	52	27	8	3	38	0.519	0.154	0.058	0.731
Shadow Creek	R	15	15	15	9	1	4	14	0.600	0.067	0.267	0.933
Sheldon Estates / Hillbrooke Crest	R	15	6	5	7	1	0	8	1.400	0.200	0.000	1.600
Stirling Manor	S	16	16	16	8	5	8	21	0.500	0.313	0.500	1.313
Sycamore Park	R	12	12	12	3	0	0	3	0.250	0.000	0.000	0.250

2019 MITIGATION DEVELOPMENT SUMMARY
STUDENT GENERATION FACTORS
Five Year History

SINGLE FAMILY DEVELOPMENTS	CITY/ COUNTY	# PLANNED	# COMPL.	# OCCUP.	2019 STUDENTS ELEM	MIDDLE	SENIOR	TOTAL	2019 RATIO ELEM	MIDDLE	SENIOR	TOTAL
The Retreat	R	14	14	14	2	0	0	2	0.143	0.000	0.000	0.143
The Rise	R	23	23	23	4	1	3	8	0.174	0.043	0.130	0.348
Verona I/Vistas I	R	36	32	32	9	4	4	17	0.281	0.125	0.125	0.531
Vintner's Ridge	K	51	51	51	9	6	7	22	0.176	0.118	0.137	0.431
Willowmere Park	R	53	53	53	16	5	11	32	0.302	0.094	0.208	0.604
Willows Bluff	K	26	26	26	5	0	2	7	0.192	0.000	0.077	0.269
Wisti Lane	K	18	18	18	5	1	3	9	0.278	0.056	0.167	0.500
Woodhaven	KC	62	62	62	28	8	6	42	0.452	0.129	0.097	0.677
TOTALS		2,283	2,122	2,085	909	380	332	1,621	0.436	0.182	0.159	0.777

MULTI-FAMILY DEVELOPMENTS	CITY/ COUNTY	# OF UNITS	% OCCUP/ # COMPL.	# OCCUP.	2019 STUDENTS ELEM	MIDDLE	SENIOR	TOTAL	2019 STUDENTS ELEM	MIDDLE	SENIOR	TOTAL
Allez Apartments	R	148	96%	142	6	1	1	8	0.042	0.007	0.007	0.056
Arete Apartments	K	62	98%	61	5	1	2	8	0.082	0.016	0.033	0.131
Artessa Condos	K	13	13	13	2	0	0	2	0.154	0.000	0.000	0.154
Capri Apartments	K	73	99%	72	4	1	1	6	0.056	0.014	0.014	0.083
Carter on the Park Apartments	R	180	96%	173	3	0	2	5	0.017	0.000	0.012	0.029
Core 83 Apartments	R	120	99%	119	1	3	4	8	0.008	0.025	0.034	0.067
Elan Apartments	R	134	95%	127	1	0	0	1	0.008	0.000	0.000	0.008
Kempin Meadows Condos	KC	58	58	58	21	9	3	33	0.362	0.155	0.052	0.569
Kestrel Ridge Townhomes	S	35	35	35	7	3	1	11	0.200	0.086	0.029	0.314
Kirkland Crossing Apartments	K	185	97%	179	1	0	0	1	0.006	0.000	0.000	0.006
Mile House Apartments	R	177	97%	172	2	1	2	5	0.012	0.006	0.012	0.029
Old Town Lofts Apartments	R	149	98%	146	3	1	1	5	0.021	0.007	0.007	0.034
Pure Apartments	R	105	88%	92	1	0	1	2	0.011	0.000	0.011	0.022
Ravello Apartments	R	20	75%	15	1	0	2	3	0.067	0.000	0.133	0.200
Redmond Ridge East Duplex	KC	26	26	26	1	0	2	3	0.038	0.000	0.077	0.115
Redmond Ridge Apartments	KB	109	94%	103	61	22	20	103	0.592	0.214	0.194	1.000
Rosehaven at Bradford Place Condos	K	16	16	16	0	0	1	1	0.000	0.000	0.063	0.063
Sky Sammamish Apartments	S	159	27%	43	7	4	0	11	0.163	0.093	0.000	0.256
Southeast Village Townhomes	S	75	58	57	10	4	0	14	0.175	0.070	0.000	0.246
State Street Condos	K	27	89%	24	3	1	0	4	0.125	0.042	0.000	0.167
The Luke Apartments	R	208	96%	200	7	2	0	9	0.035	0.010	0.000	0.045
The Rise Duplex	K	38	38	38	5	3	1	9	0.132	0.079	0.026	0.237
The Samm Apartments	S	92	96%	88	3	1	1	5	0.034	0.011	0.011	0.057
The Walk Condos	K	20	20	20	5	1	0	6	0.250	0.050	0.000	0.300
Velocity Apartments	K	58	58	58	8	7	4	19	0.138	0.121	0.069	0.328
Villas @ Mondavia Townhomes	R	84	84	84	18	8	9	35	0.214	0.095	0.107	0.417
Voda Apartments	K	126	80%	101	1	0	0	1	0.010	0.000	0.000	0.010
Waterfront Condos	K	18	18	18	0	0	0	0	0.000	0.000	0.000	0.000
TOTALS		2,515		2,280	187	73	58	318	0.082	0.032	0.025	0.139

Cost		*Sandburg Elementary School*	*Future Elementary School*
		*598 student capacity **	*690 student capacity*
	Construction Cost (bid 2011, actual const. costs)	$21,720,911	
	Projected Construction Cost in 2020 @ 550 student capacity @ 5% per year	$31,657,212	
Size Comparison			
		598 students	690 students (all-day kindergarten, and reduced class size grades k-3)
Capacity Adjustment			
	2011 Construction Cost	$36,323 per student space (based on 2011 construction costs, $21,720,911 / 598 students)	
	2020 Projected Cost (adjusted for capacity difference)	$52,938 per student space (based on 2020 projected costs, $31,657,212/ 598 students)	$52,938 per student space x 690 students = $36,527,220 (based on 2020 projected costs)
Cost Adjustment			
	Construction Cost (bid 2011, actual const. costs)	$21,720,911	
	Projected Construction Cost in 2020 @ 690 student capacity		**$36,527,220**

* Student capacity includes 69 students for Discovery Community School

Cost		*Rose Hill Middle School*	*Future Middle School*
		900 student capacity	*900 student capacity*
	Construction Cost (bid 2012)	$40,793,000	
	Projected Construction Cost in 2020 @ 5% per year	$57,722,224	
Size Comparison			
		900 students	900 students
Capacity Adjustment			
	2012 Construction Cost	$45,325 per student space (based on 2012 construction costs, $40,793,000 / 900 students)	
	2020 Projected Cost (no capacity difference)	$64,136 per student space (based on 2020 projected costs, $57,722,224/ 900 students)	$64,136 per student space (based on 2020 projected costs, $57,722,224 / 900 students)
Cost Adjustment			
	Construction Cost (bid 2012)	$40,793,000	
	Projected Construction Cost in 2020 @ 900 student capacity		**$57,722,224**

	Lake Washington High School	*Future High School*
Cost	*1,567 student capacity*	*1,800 student capacity*
Construction Cost 2009	$61,000,000	
Projected Construction Cost in 2020 @ 5% per year	$94,318,942	
Size Comparison		
	1,567 students	1,800 students
Capacity Adjustment		
2009 Construction Cost	$38,928 per student space (based on 2009 construction costs, $61,000,000 / 1,567 students)	
2020 Projected Cost (adjusted for capacity difference)	$60,191 per student space (based on 2020 projected costs, $94,318,942 / 1,567 students)	$60,191 per student space x 1,800 students = $108,343,260 (based on 2020 projected costs)
Cost Adjustment		
Construction Cost 2009	$61,000,000	
Projected Construction Cost in 2020 @ 1,800 student capacity		**$108,343,260**

X.   Tables

Table 1:   Six-Year Enrollment Projections

Table 2:   Enrollment History

Table 3:   Inventory and Capacities of Existing Schools

Table 4, 4A: Inventory of Undeveloped Land and District Map

Table 5:   Projected Capacity to House Students

Table 6:   Six-Year Finance Plan

Six-Year Enrollment Projections

	2018*	2019	2020	2021	2022	2023	2024
County Live Births**	24,910	25,348	25,487	26,011	25,274	25,674	26,074
change		438	139	524	(737)	400	400
Kindergarten *	2,343	2,368	2,415	2,485	2,428	2,469	2,511
Grade 1 **	2,474	2,512	2,533	2,568	2,633	2,558	2,599
Grade 2	2,599	2,492	2,527	2,537	2,560	2,613	2,541
Grade 3	2,587	2,620	2,504	2,534	2,531	2,543	2,597
Grade 4	2,479	2,607	2,636	2,507	2,529	2,514	2,527
Grade 5	2,479	2,505	2,630	2,652	2,507	2,522	2,507
Grade 6	2,468	2,513	2,507	2,671	2,679	2,555	2,572
Grade 7	2,298	2,475	2,528	2,518	2,674	2,671	2,548
Grade 8	2,303	2,318	2,494	2,541	2,524	2,669	2,665
Grade 9	2,175	2,273	2,279	2,434	2,470	2,438	2,579
Grade 10	2,089	2,191	2,288	2,291	2,441	2,464	2,436
Grade 11	1,851	2,003	2,097	2,181	2,176	2,307	2,323
Grade 12	1,842	1,903	2,049	2,136	2,215	2,202	2,328
Total Enrollment	29,987	30,780	31,487	32,055	32,367	32,525	32,733
Yearly Increase		793	707	568	312	158	208
Yearly Increase		2.64%	2.30%	1.80%	0.97%	0.49%	0.64%
Cumulative Increase		**793**	**1,500**	**2,068**	**2,380**	**2,538**	**2,746**

* Number of Individual Students (10/1/18 Headcount).

** County Live Births estimated based on OFM projections. 2022 and prior year birth rates are actual births 5 years prior to enrollment year.

*** Kindergarten enrollment is calculated at 8.50% of County Live Births plus anticipated developments.

**** First Grade enrollment is based on District's past history of first grade enrollment to prior year kindergarten enrollment.

Six-Year Enrollment Projections
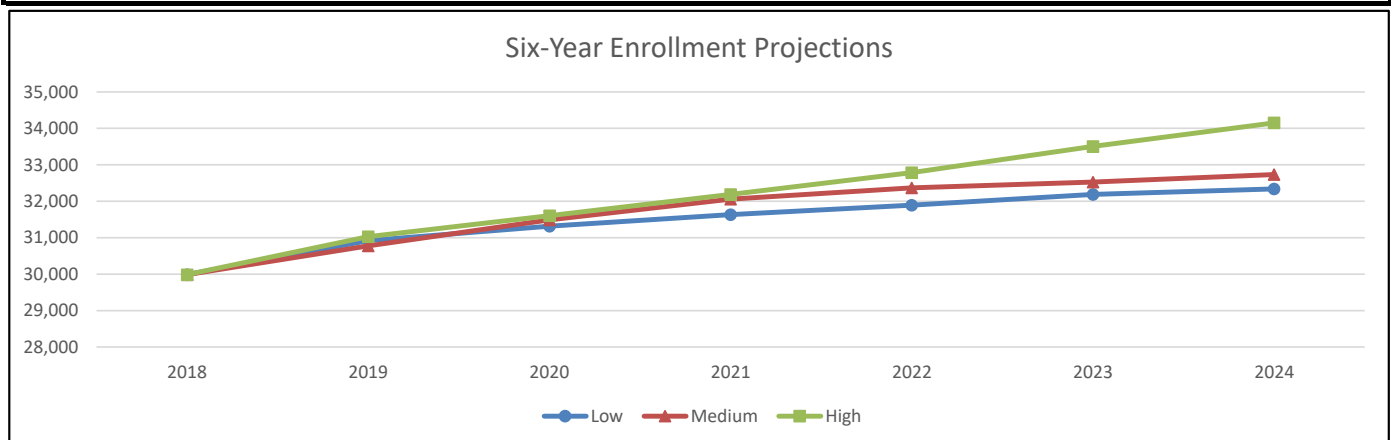
Enrollment History *

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
**County Live Births **	22,874	22,680	24,244	24,899	25,222	25,057	24,514	24,630	25,032	24,910
Kindergarten / Live Birth	8.15%	8.25%	7.87%	7.86%	8.08%	8.02%	8.97%	9.46%	8.93%	9.41%
								Period Average		**8.50%**
Kindergarten	1,865	1,872	1,908	1,957	2,037	2,009	2,198	2,329	2,236	2,343
Grade 1	2,047	2,146	2,121	2,150	2,218	2,292	2,292	2,537	2,503	2,474
Grade 2	1,936	2,108	2,203	2,174	2,228	2,284	2,405	2,414	2,585	2,599
Grade 3	2,036	1,968	2,116	2,207	2,236	2,270	2,363	2,492	2,465	2,587
Grade 4	1,937	2,056	1,986	2,125	2,231	2,258	2,315	2,427	2,536	2,479
Grade 5	1,897	1,936	2,051	2,003	2,137	2,257	2,258	2,349	2,470	2,479
Grade 6	1,838	1,898	1,920	2,002	1,979	2,123	2,213	2,270	2,329	2,468
Grade 7	1,726	1,829	1,857	1,929	2,047	2,023	2,114	2,258	2,301	2,298
Grade 8	1,819	1,734	1,831	1,860	1,924	2,053	2,002	2,121	2,229	2,303
Grade 9	1,660	1,756	1,687	1,802	1,868	1,933	1,999	2,002	2,083	2,175
Grade 10	1,780	1,672	1,740	1,714	1,795	1,853	1,961	2,022	2,023	2,089
Grade 11	1,742	1,798	1,671	1,730	1,649	1,727	1,780	1,896	1,869	1,851
Grade 12	1,802	1,816	1,824	1,742	1,699	1,634	1,930	1,889	1,941	1,842
Total Enrollment	24,085	24,589	24,915	25,395	26,048	26,716	27,830	29,006	29,570	29,987
Yearly Change		504	326	480	653	668	1,114	1,176	564	417

* October 1st Headcount

** Number indicates actual births
   5 years prior to enrollment year.

Average increase in the number of students per year	**656**
Total increase for period	**5,902**
Percentage increase for period	**25%**
Average yearly increase	**2.72%**

2018-19 Inventory and Capacities of Existing Schools

*	Juanita Area	Address	Total Capacity**	Net Avail Capacity**
25	Frost Elementary	11801 NE 140th	575	438
03	Juanita Elementary	9635 NE 132nd	529	391
04	Keller Elementary	13820 108th NE	506	358
26	Muir Elementary	14012 132nd NE	575	414
06	Discovery Community	12801 84th NE	69	69
06	Sandburg Elementary	12801 84th NE	575	414
02	Thoreau Elementary	8224 NE 138th	506	414
60	Environmental & Adventure	8040 NE 132nd	125	125
63	Finn Hill Middle School	8040 NE 132nd	697	635
67	Kamiakin Middle School	14111 132nd NE	777	717
82	Futures School	10601 NE 132nd	67	67
82	Juanita High School	10601 NE 132nd	1,673	1,537
	Kirkland Area			
07	Bell Elementary	11212 NE 112th	621	414
96	Community School	11133 NE 65th	69	69
16	Franklin Elementary	12434 NE 60th	598	461
09	Kirk Elementary	1312 6th Street	575	460
10	Lakeview Elementary	10400 NE 68th	644	552
15	Rose Hill Elementary	8044 128th NE	644	530
18	Rush Elementary	6101 152nd NE	736	598
14	Twain Elementary	9525 130th NE	759	622
96	International Community Scho	11133 NE 65th	523	523
65	Kirkland Middle School	430 18th Avenue	623	610
80	Northstar Middle School	12033 NE 80th	84	84
69	Rose Hill Middle School	13505 NE 75th	1,021	933
61	Stella Schola Middle School	13505 NE 75th	75	75
80	Emerson High	10903 NE 53rd St	269	224
84	Lake Washington High	12033 NE 80th	1,833	1,751
	Redmond Area			
53	Alcott Elementary	4213 228th NE	874	759
19	Audubon Elementary	3045 180th NE	575	460
28	Clara Barton Elementary	12101 172nd Ave NE	782	690
46	Dickinson Elementary	7040 208th NE	621	461
24	Einstein Elementary	18025 NE 116th	575	483
31	Ella Baker Elementary	9595 Eastridge Dr. NE	782	690
46	Explorer Community School	7040 208th NE	92	92
22	Mann Elementary	17001 NE 104th	598	484
23	Redmond Elementary	16800 NE 80th	897	714
21	Rockwell Elementary	11125 162nd NE	690	575
41	Rosa Parks Elementary	22845 NE Cedar Park Crescent	851	702
32	Wilder Elementary	22130 NE 133rd	713	598
74	Evergreen Middle School	6900 208th NE	1,220	1,120
71	Redmond Middle School	10055 166th NE	1,095	1,058
85	Redmond High School	17272 NE 104th	2,151	2,081
73	Tesla STEM High School	400 228th Ave NE	637	637
	Sammamish Area			
54	Blackwell Elementary	3225 205th PL NE	621	552
52	Carson Elementary	1035 244th Ave NE	621	460
57	McAuliffe Elementary	23823 NE 22nd	690	565
58	Mead Elementary	1725 216th NE	713	598
56	Smith Elementary	23305 NE 14th	782	621
77	Inglewood Middle School	24120 NE 8th	1,370	1,307
86	Renaissance	400 228th NE	84	84
86	Eastlake High School	400 228TH NE	2,470	2,267

* Note: See Table 4a for District Map. Locations indicated by numbers stated in this column.

** Note: "Total Capacity" =   Total permanent/portable capacity as constructed

(Total Capacity does not account for space used by special programs)

"Net Available Capacity" =   Total Capacity minus uses for special programs

(Net Available Capacity accounts for space used by special programs)

Inventory of Undeveloped Land

Area	Site #	Address	Jurisdiction	Status
Juanita	None			
Kirkland	None			
Redmond	33	194th NE above NE 116th	King County	No School Use[1]
	75	22000 Novelty Hill Road	King County	In Reserve[2]
	90	NE 95th and 195th NE	King County	No School Use[1]
	91	NE 95th Street and 173rd Place NE	King County	In Reserve[2]
Sammamish	59	Main and 228th NE	Sammamish	In Reserve

Related King County Rural Area Task Force Findings:

Site 33	19.97 acres located 1/4 mile east of Avondale Road - *no school use allowed*; potential conservation value.
Site 75	37.85-acre site located on the north side of Novelty Hill Road & adjacent to south boundary of Redmond Ridge. The District must work with King County to find an alternative site within the UGA. If an alternative site cannot be feasibly located, the District can use the site for a "small [5 acre] environmental school" while placing the remainder of the use into permanent conservation.
Site 90	26.86 acres located 1/4 mile south of Novelty Hill Road and 1/2 mile east of Redmond City Limits - *no school use allowed*.
Site 91	N/A

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[1] Property unable to be used for a school site due to the King County School Siting Task Force recommendations as adopted by the King County Council.

[2] Refers to sites owned by the District that the District does not anticipate constructing school facilities on within the six-years of this plan. The property is being held for the District's long term needs.
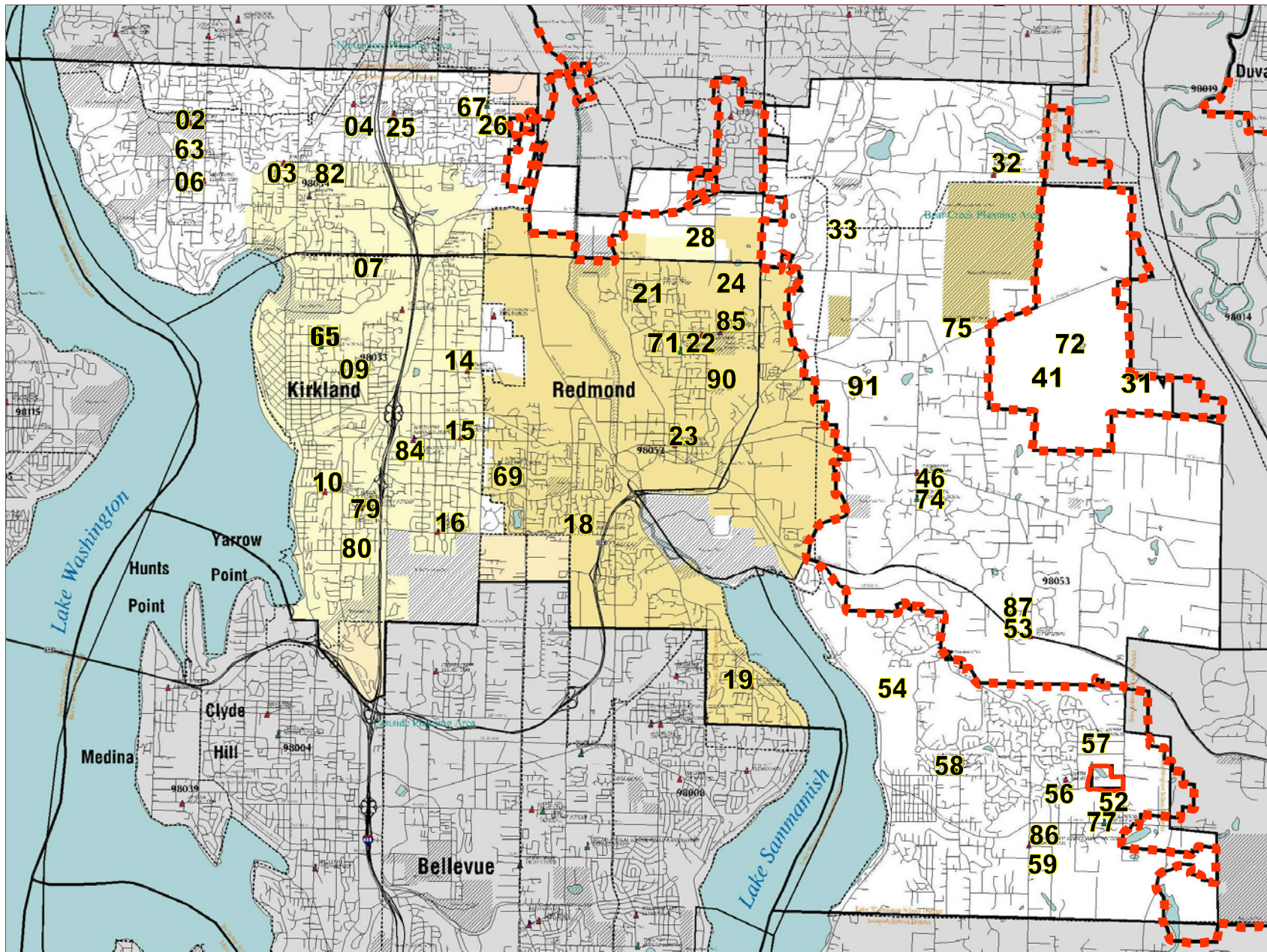
Projected Permanent Capacity to House Students

	2018	2019	2020	2021	2022	2023	2024
Permanent Capacity	27,541						
New Construction:							
Timberline Middle School #72		900					
Lake Washington High School Addition #84			500				
Franklin Elementary School Addition #16				184			
Rose Hill Elementary School Addition #15				184			
Twain Elementary School Addition #14				92			
Carson Elementary School Addition #52					92		
** New Eastside Choice High School in Sammamish							600
Rebuild and Expansion:							
Kirk Elementary School #09		299					
Mead Elementary School #58		230					
Juanita High School #82			504				
** Alcott Elementary School #53						207	
** Kamiakin Middle School #67							321
Permanent Capacity Subtotal	27,541	28,970	29,974	30,434	30,526	30,733	31,654
Total Enrollment	29,987	30,228	30,873	31,329	31,741	32,031	32,337
Permanent Surplus/(Deficit) <u>without unsecured</u> Projects	**(2,446)**	**(1,258)**	**(899)**	**(895)**	**(1,215)**	**(1,505)**	**(1,811)**
Permanent Surplus / (Deficit) <u>with</u> Projects	**(2,446)**	**(1,258)**	**(899)**	**(895)**	**(1,215)**	**(1,298)**	**(683)**

** Projects that are not funded

Six-Year Finance Plan

Fiscal Year *	2019	2020	2021	2022	2023	2024	Total	Est Secured State	Local ^
2016 Bond Projects (voter approved)									
Site 09 **Rebuild/Enlarge - Kirk Elementary**	10,044,822						10,044,822	3,219,061	6,825,761
Site 58 **Rebuild/Enlarge - Mead Elementary**	10,011,916						10,011,916	3,519,496	6,492,420
Site 72 **New - Redmond Area Middle School (Timberline)**	1,335,177						1,335,177		1,335,177
Site 82 **Rebuild/Enlarge - Juanita High School**	39,728,441	9,818,611					49,547,052	16,400,014	33,147,038
2019 Levy Projects (voter approved)									
Site 84 **Addition - Lake Washington High School**	33,169,000	2,378,000	82,000				35,629,000		35,629,000
Site 16 **Addition - Franklin Elementary School**	1,598,200	9,869,800	707,600	24,400			12,200,000		12,200,000
Site 15 **Addition - Rose Hill Elementary School**	1,768,500	10,921,500	783,000	27,000			13,500,000		13,500,000
Site 14 **Addition - Twain Elementary School**	1,100,400	6,795,600	487,200	16,800			8,400,000		8,400,000
Site 52 **Addition - Carson Elementary School**		1,100,400	6,795,600	487,200	16,800		8,400,000		8,400,000
Proposed Projects **									
Site 53 **Rebuild/Enlarge - Alcott Elementary**				10,764,000	29,348,000	5,888,000	46,000,000		46,000,000
Site 67 **Rebuild/Enlarge - Kamiakin Middle School**					52,871,000	26,975,000	79,846,000		79,846,000
Site 59 **New - Eastside Choice High School in Sammamish**					21,195,000	22,500,000	43,695,000		43,695,000
Relocatable Classrooms (as needed)									
Relocatables	3,500,000	3,500,000	1,350,000	1,350,000	1,350,000	1,350,000	12,400,000		12,400,000
Totals									
	$102,256,456	**$44,383,911**	**$10,205,400**	**$12,669,400**	**$104,780,800**	**$56,713,000**	**$331,008,967**	**$23,138,571**	**$307,870,396**

* Fiscal year is from September of the year stated through August of the following year (e.g. "2018" means "September 2018 through August 2019")

** Monies for the major projects above have not been secured but these projects are shown because of the need

^ Includes secured and unsecured local bond funding and impact fees. Impact fees may be applied to growth related capacity projects.

DONATIONS
June 10, 2019

<u>SITUATION</u>

Individuals and/or groups periodically desire to make monetary donations to the school district. Monetary donations which exceed $1,000 are submitted for board approval. Following is a list of those requests for the time period including the individual or group making the request, the amount of donation and the purpose for which the funds are to be used.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Ella Baker PTSA to Ella Baker Elementary School	$1,684.18	To purchase library books.
Robert Frost PTSA to Frost Elementary School	$1,056.00	To support field trips.
Peter Kirk Elementary PTSA to Kirk Elementary School	$53,899.61	To purchase playground equipment.
Margaret Arakawa to Lakeview Elementary School	$5,000.00	To purchase magazine subscription ($148.50) and support field trips ($549.50) and outdoor education ($4,302.00).
Margaret Mead Elementary PTSA to Mead Elementary School	$13,708.30	To provide substitutes for professional development ($7,485.20) and purchase playground equipment ($6,223.10).
Community School Parent/Teacher Group to Community School	$7,182.00	To support outdoor education.
Evergreen Middle School PTSA to Evergreen Middle School	$2,595.00	To support professional development.
Inglewood Middle School PTSA to Inglewood Middle School	$9,032.00	To purchase site licenses for IXL math ($7,032.00) and support extracurricular activities ($2,000.00).
Stella Schola PTO to Stella Schola	$3,300.00	To purchase classroom supplies ($1,500.00) and support field trips ($1,800.00).
First Washington to Lake Washington High School	$3,834.62	To support robotics.
Lake Washington High School Booster Club to Lake Washington High School	$1,859.00	To purchase athletic supplies.
Redmond High School PTSA to Redmond High School	$14,000.00	To purchase common area seating and supplies.
TOTAL	**$117,150.71**	

<u>RECOMMENDATION</u>

The Board of Directors accepts the donations as identified at the June 10, 2019 board meeting.

APPROVAL OF MONITORING REPORT
EL-12, ASSET PROTECTION

June 10, 2019

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-12, Asset Protection, are in compliance, and it is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-12, Asset Protection, to the Board, as presented.

Lake Washington School District

Operational Expectations Monitoring Report
EL-12, Asset Protection
June 10, 2019

SUMMARY OF COMPLIANCE STATUS

CEO CERTIFICATION

With respect to Executive Limitation-12 (EL-12), Asset Protection, the Superintendent certifies the proceeding information is accurate and complete and is:

     __**x**__   **In Compliance**

     _____   **In Compliance, with Exceptions (as noted)**

     _____   **Not in Compliance**

Executive Summary: The attached report evaluates the primary components of EL-12, Asset Protection. The report provides information to the Board on six main areas that focus on how we use and maintain the assets of the district with a little risk as possible. The report addresses: insurance coverage, maintenance strategies, legal protections, storage, and basic descriptions of systems to carry out the assurances.

Signed: _____Date: _____
                  Superintendent

BOARD ACTION

With respect to EL-14, Technology, the Board:

     _____   **Accepts the report as fully compliant**

     _____   **Accepts the report as compliant, with noted exceptions**

     _____   **Finds the report to be non-compliant**

Additional comments based on board action:

_____

_____

_____

_____

Signed: _____ Date: _____
                  Board President

Report Highlights:

Section 1: This section focuses on the insurance coverage maintained by the district for asset protection from theft and casualty losses.

- **In Compliance with No Change** from last year on this section.

Section 2: This section focuses on liability coverage related to staff members.

- **In Compliance with No Change** from last year on this section.

Section 3: This section focuses on bonding of employees who interact with district funds.

- **In Compliance with No Change** from last year on this section.

Section 4: This section covers district protection from legal liability and the strategies in practice that reduce risk.

- **In Compliance with No Change** from last year on this section.

Section 5: This section covers the protection of intellectual property and items that are inventoried and considered tangible or fixed assets.

- **In Compliance with No Change** from last year on this section.

Section 6: This section covers the preservation and disposal of records related to district business in accordance with record retention requirements imposed by the State of Washington.

- **In Compliance with No Change** from last year on this section.

For the 2019-20 school year, the superintendent will conduct a review of existing records that require archival and arrange for appropriate actions.

Lake Washington School District
Executive Limitation Monitoring Report

EL-12 Asset Protection
June 10, 2019

Executive Limitation: The CEO shall ensure assets be protected, adequately maintained, appropriately used, and appropriately risk free.

Accordingly, the CEO shall:

1. Maintain adequate insurance coverage against theft and casualty losses.	In Compliance	◀ ▶

Evidence

The district is a member of the Washington Schools Risk Management Pool, an inter-cooperative group of 75 school districts that provides self-funded and secondary insurance coverage.

The purpose of the pool is to provide its members the ability and authority to jointly purchase property and liability insurance; establish and maintain a reserve to pay for self-insurance coverage; provide a plan of self-insurance; and provide related services, including a cooperative program of risk management to limit liability exposure.

The level of the district's insurance is based on analysis by professional risk managers and underwriters advising the Washington Schools Risk Management Pool (WSRMP). Our insurance has been determined to be adequate to meet our exposure and is considered appropriate for a district of our size. Property losses are subject to a $5,000 deductible with coverage up to $1 billion.

2. Maintain insurance coverage against liability losses to Board members, staff, and the district itself in an amount that is reasonable for school districts of like size.	In Compliance	◀ ▶

Evidence

A no-deductible $40 million liability coverage is provided through the WSRMP for Board members, staff, and the district. The level is based on analysis by professional risk managers and underwriters advising the WSRMP and has been determined to be adequate to meet our exposure and is considered appropriate for a district of our size.

3. Ensure the employees who handle district and school funds are bonded.	In Compliance	◀ ▶

Evidence

The district has a $5,000 bond for the Superintendent as required by RCW 28A.330.060. In addition, a bond of $50,000 for the Accounting Manager, as the district's auditing officer, is in place as required by Administrative Policy.

For other district employees who handle funds, the district is provided coverage for the malfeasance of its employees through a $1,000,000 crime coverage, subject to a $5,000 deductible, provided by the Washington Schools Risk Management Pool.

Executive Limitation: The CEO shall ensure assets be protected, adequately maintained, appropriately used, and appropriately risk free.
Accordingly, the CEO shall:

4. Protect against negligent exposure of the district, the Board, or staff to legal liability.	In Compliance	◀ ▶

Evidence

The district is protected against legal liability through the use of 1) training; 2) on-going risk assessment; 3) screening procedures; 4) contractual provisions; 5) regular consultation with district attorneys; and 6) the annual audit by the State Auditor's Office.

1) **Training** that is provided to reduce our liability include the areas of:

Training that is provided to reduce our liability includes:	When/How Frequently (Annually/Monthly)	Who received the training?	Department Responsible for verification
Employee and Touching	Upon hire (all employees). Annually with all employees by their supervisors.	All new and existing staff, including subs and coaches.	Human Resources
Harassment Training	Same as above	Same as above	Human Resources
Mandatory Reporting of Suspected Abuse	Same as above	Same as above	Human Resources
Driver Safety for Bus and Maintenance Vehicle Drivers	Annually.	Bus Drivers Maintenance Vehicle Drivers	Transportation/ Facilities
Use of Personal Protection Equipment	Upon hire (all employees). Annually by job classification. As needed.	New employees. Employees in identified job classifications. (CTE, Science, Maintenance, Custodial, Transportation)	School/ Facilities/ Transportation
Forklift Training/Lift Training	Forklift Training – recertification every 3 years. Lift Training – as needed	Warehouse, Trades, Mechanics	Facilities/Warehouse Transportation
Fall/Height Protection/Confined Space Training	Annually	Custodians, Trades	Facilities
Pesticide Application	As needed for certification.	Individual grounds positions as needed	Facilities
Hazardous Materials Handling	Annually	Science teachers Custodians	Facilities
Blood-Borne Pathogens	Annually	All employees identified as having exposure.	Risk Management
Athletic Liability for Coaches	Upon hire (new employee orientation with department).	New Coaches	Schools/Athletic Director
Para-educator Liability – upon hire	Upon hire (new employee orientation with department).	New Para educators	Special Education
Safe Lifting	Para educators - as needed by position Custodians, Trades, Warehouse- annually	Para educators, Custodians, Trades, Warehouse	Special Education/ Facilities/Warehouse Transportation
Adult Crossing Guard Procedures	Annually	Instructional Assistants. New employees in applicable job classification and as requested.	Risk Management

Executive Limitation: The CEO shall ensure assets be protected, adequately maintained, appropriately used, and appropriately risk free.
Accordingly, the CEO shall:

4. Protect against negligent exposure of the district, the Board, or staff to legal liability.	In Compliance	◀ ▶

Evidence *{continued}*

Training that is provided to reduce our liability includes:	When/How Frequently (Annually/Monthly)	Who received the training?	Department Responsible for verification
Playground Supervision	Annually	Instructional Assistants. New employees in applicable job classification and as requested.	Risk Management
CPR	Included in First Aid through professional development. Renewed as individual certification expires.	Coaches and bus drivers are mandatory. All employees have access through professional development.	School/ Human Resources/ Transportation
Defibrillator Use	Same as above	Same as above for coaches	Risk Management

2) **On-going risk assessment** is performed by the Risk Management Office to limit district exposure and liability. The risk assessment is performed in the following areas: safe design and operation of playgrounds; environmental health and safety; coordination with city and county jurisdictions for the identification of walk routes for elementary students; review of trip requests involving students for high hazard activities as identified by the Risk Management Pool - procedures require that parents provide written permission for the specific activity and indemnification language is included in agreements with outside agencies as appropriate.

3) **Screening procedures** are in place for employees and district volunteers.
Individuals seeking employment with the district are screened through a state required disclosure process. Applicants are required to complete a disclosure form requiring full disclosure of both employment history as well as any criminal convictions. The district reviews these disclosure forms to determine, based on the disclosed information, whether an applicant should be considered for employment. If offered a position, all new hires are fingerprinted and run through the Washington State Patrol and FBI. The results are accessed through an OSPI data bank. The district compares the employee's disclosure statement to the fingerprint report received from OSPI and any discrepancies are investigated. False or incomplete statements on the disclosure form could result in the employee's immediate termination. In accordance with RCW 28A.400.301, before being hired applicants must sign a statement (known as "Disclosure B Form") authorizing their past employers (including out of state employers) to disclose to Lake Washington School District (LWSD) any incidents the applicant had of sexual misconduct. This statement also authorizes past employers to make available to LWSD copies of all documents of the previous employer's personnel, investigative or other files relating to sexual misconduct by the applicant. Individuals who are contracted to provide services for the district require criminal background clearance as well.

The district screens all volunteers who work in the schools every two years. Volunteers must complete a disclosure form and are screened with the Washington State Patrol in order to check for any criminal record. If there is a criminal record, a determination is made, with advice of counsel, on what limitations, if any, should be placed on their volunteering. The district places a strong emphasis on ensuring that adults who have contact with children do not represent a threat to those students. Volunteers are notified by e-mail before their two-year approval is set to expire. All volunteers complete an online volunteer application.

Executive Limitation: The CEO shall ensure assets be protected, adequately maintained, appropriately used, and appropriately risk free.
Accordingly, the CEO shall:

4. Protect against negligent exposure of the district, the Board, or staff to legal liability.	In Compliance	◄ ►

Evidence {continued}

- Each year, approximately half of our current volunteers are re-screened and new applications are processed. The total number of approved volunteers are:

	2017-18	2016-17
Number of Volunteers	16,413	15,764

4) **Contractual provisions** provide specific language which protects the district against the negligence of others and ensures that adequate insurance is provided when the district employs outside consultants, contractors and vendors. These provisions have been developed in conjunction with and reviewed by district legal counsel.

5) **Regular consultation with district legal counsel** is conducted to protect against negligent exposure and/or legal liability. Given the complex nature of the law in the area of negligence and liability, the district regularly consults with attorneys in both a preventative and defensive manner. The district retains a law firm as our general counsel and when needed, employs other firms for specific expertise.

6) **The State Auditor** each year performs a comprehensive compliance audit of the district. This is done in order to ensure the proper use of public funds and assets and to ensure that appropriate internal controls are in place to prevent loss, fraud, and abuse.
   - In the latest completed audit for the period September 1, 2016 through August 31, 2017, the State Auditor reported that we complied with state laws and regulations and our own policies and procedures in the areas examined and that the financial reports present fairly, in all material respects, the financial position of the district.
   - The district received no audit findings in the 2016-17 audit.

5. Protect intellectual property, information, files, equipment, and fixed assets from loss or significant damage.	In Compliance	◄ ►

Evidence

The district is protected against loss or significant damages through the use of: 1) Contract language; 2) Technology systems and procedures, and 3) Inventory Systems.

1) Contractual provisions with vendors, consultants and contractors contain specific language that establishes ownership of work products and information obtained through the contract and that belongs to the district. Intellectual property rights with respect to certificated employees are addressed in Section 10.17 of the current agreement with the LWEA. Compliance with this provision is not actively monitored but is dealt with on an as needed basis.

EL-12 Asset Protection

Executive Limitation: The CEO shall ensure assets be protected, adequately maintained, appropriately used, and appropriately risk free.
Accordingly, the CEO shall:

5. Protect intellectual property, information, files, equipment, and fixed assets from loss or significant damage.	In Compliance	◀ ▶

Evidence *{continued}*

2) Technology systems provide protection of information for computer storage and access as well as hardcopy. Electronic data is protected through control of user access, firewalls, and hardware security. Computer data on district servers is backed up daily and critical data is stored off-site in order to provide catastrophic recovery capability. The fiber optic Wide Area Network has dramatically reduced data vulnerability due to the centralization of school-based file servers.

3) The district uses Follett Destiny Resource Manager software to track fixed assets. Fixed assets are defined as equipment valued at over $5,000 and theft sensitive equipment such as computers and printers. This system tracks fixed asset equipment from receipt, placement at a site, movement to another site and ultimate disposal. Inventories of fixed assets are performed on a twice every three year rotating basis. When equipment is found to be missing, central office staff works with the school or department to identify the cause and to develop internal controls to prevent future loss.

- Inventory statistics:

	2017-18	2016-17
Units inventoried	5,484	4,595
Value	$4.9 Million	$3.3 Million
Accuracy rate	97.4%	96.4%
Value of discrepancies	$124,073	$128,903

6. Properly preserve and dispose of all records related to affairs of business of the district.	In Compliance	◀ ▶

Evidence

Records are retained in accordance with the state's record retention requirements. These guidelines are broad and cover a variety of documents including both student and business records. The Printing Services Supervisor is responsible for record retention and advises district departments of the requirements. Disposal of records is scheduled and performed in accordance with these requirements including taking the necessary measures needed to insure the privacy of individuals.

I certify the above to be correct as of June 10, 2019.

_____
Dr. Jane Stavem, Superintendent

APPROVAL OF MONITORING REPORT
EL-14, TECHNOLOGY

June 10, 2019

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-14, Technology, are in compliance, and it is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-14, Technology, to the Board, as presented.

Lake Washington School District

Operational Expectations Monitoring Report
EL-14, Technology
June 10, 2019

SUMMARY OF COMPLIANCE STATUS

CEO CERTIFICATION

With respect to Executive Limitation-14 (EL-14), Technology, the Superintendent certifies the proceeding information is accurate and complete and is:

    x   **In Compliance**

            In Compliance, with Exceptions (as noted)

            Not in Compliance

Executive Summary: The attached report evaluates the primary components of EL-14, Technology. The report provides information to the Board on a range of topics related to the systems, applications, and outcomes that are supported by a robust technology infrastructure.

Signed: _____Date: _____
           Superintendent

BOARD ACTION

With respect to Executive Limitation - 14 "Technology," the Board:

            Accepts the report as fully compliant

            Accepts the report as compliant, with noted exceptions

            Finds the report to be non-compliant

Additional comments based on board action:

_____
_____
_____
_____

Signed: _____ Date: _____
           Board President

Report Highlights:

Section 1: This section focuses on the components of the district technology plan which operationalizes the strategic work necessary to support the school district.

- **In Compliance with No Change** from last year on this section.

- Significant work has been completed regarding technology infrastructure and systems.

- Launching the district-wide initiative to streamline the use of digital platforms is a significant item and will allow us to leverage our existing tools more powerfully as well as adding clarity to district expectations for the appropriate use of technology to support instruction.

Section 2: This section focuses on technology infrastructure that supports staff, students, and the community.

- **In Compliance with No Change** from last year on this section.

- The district continues to build out the network to provide the level of coverage needed on a daily basis. This work grows increasingly complex as we also ensure compliance with state and federal regulations and accommodate a growing number of users.

Section 3: This section focuses on aspects of current district data that is accessed for many purposes and must be accessible to appropriate users.

- **In Compliance with No Change** from last year on this section.

Section 4: This section covers descriptions of processes and tools used to ensure a secure user environment in compliance with privacy laws and regulations.

- **In Compliance with No Change** from last year on this section.

- Student data privacy is a primary responsibility of the district, and measures continue to be upgraded and refined. This is an area that requires ongoing monitoring as the attempts to access data by outside users grows. This will be an area that will require ongoing support which may indicate a need for additional staff over time.

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

1. Provide a comprehensive technology plan that directs the priorities and outcomes for the expenditure of technology resources.	In Compliance	◀ ▶

Evidence

Overview
A comprehensive technology plan is developed and implemented in alignment with the 2018 capital technology levy in service to the district mission, vision and goals. The technology plan operationalizes the district's commitment to: keep pace with technology innovation that supports student learning and staff effectiveness; develop and scale support systems and infrastructure to meet the needs of our staff, students, and parent users; and, to ensure consistent, safe and secure network reliability.

During 2018-2019, year one of the technology operations four-year levy plan was executed. Highlights include:

- Completed the implementation of the district-wide network and voice projects and "fine-tuned" areas where quality assurance review indicated. These efforts spanned three years and were funded by the 2014 capital technology levy to increase speed, resilience, access and communication district-wide, including remote access for students and staff from home or offsite locations.
- Completed transition of all sites to network managed services for 24x7 coverage for monitoring, reporting, and threat mitigation.
- Continued with the "rolling" implementation of new SMART interactive panels in all but seven elementary schools and began piloting secondary panels in one middle and one high school. Timberline Middle will be outfitted with new classroom equipment this summer.
- Completed RFI process to identify a new 5th grade one to one student laptop and to update student laptops (for grades 6 and 9) that are more powerful, lighter in weight, and provide digital inking.
  - Piloted 5th grade one to one device and teaching model in four schools – Lakeview, Rockwell, McAuliffe, and Mann and conducted professional development for teachers on mobile teaching.
  - Documented pilot classroom management and teaching guidelines for August LEAP professional development 5th grade classroom roll out in September 2019 based on teachers' and administrators' pilot experiences.
  - Changed brands from Hewlett Packard (HP) to Dell for 6th and 9th grade student laptops as Dell performed better than all other models in the review process and HP had availability challenges that were too risky for meeting start of school requirements.
- Designed bid specifications, conducted RFI, and developed district standards (safety, camera software and equipment), and began implementing middle and choice school security cameras. This also includes converting existing high school systems to the new standard. Implementation of these projects will be completed by end of August 2019.
- Completed the second full year of the district wide Software and Web Application Request Process. The process provides a consistent, trackable, and supportable method for new digital content and instructional tools that are compatible with existing systems, in alignment with standards, and in compliance with student privacy and safety regulations. Added a CTE specialized hardware pilot to this process at the request of the CTE director. The process is in design and will be tested in 2019/20.

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

1. Provide a comprehensive technology plan that directs the priorities and outcomes for the expenditure of technology resources.	In Compliance	◀ ▶

Evidence {continued}

- Completed migration of the staff portal to the FinalSite website platform.

- Provided direct support and project management for the district's new professional learning management system, Cornerstone and handed off on going management to the professional learning department.

- Launched a district-wide initiative to streamline the use of digital platforms for collaborating, sharing content, and accessing information. This initiative, Collaboration, Content and Information Access (CCI) will exploit the powerful functionality of Office 365. It also targets replacement of a waning learning management system, PowerSchool, with a better solution for classroom management, parent and student engagement, and digital content delivery. A derivative of this effort will also be process and workflow analysis, improvement, design, and automation. Completion is targeted for 2020/21.

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.	In Compliance	◀ ▶

Evidence

The goal is to ensure that the Lake Washington technology infrastructure is robust, functional, and comprehensive. Achievement of this goal requires ongoing commitment to stringent technology standards; provision of adequate technical support; and, adherence to a realistic, consistent, and appropriate schedule for upgrading technology equipment through voter approved technology levies.

Network Infrastructure
The district's Wide Area Network (WAN) is segmented between physical and wireless connectivity for endpoints that connect to a fiber-optic network that carries traffic from schools and buildings to the data center and out to the cloud or internet.

Internet Bandwidth
The district's available internet bandwidth was tripled in 2015 to 4 Gigabits (4096 Megabits) per second. The District's burst or short-term capacity is 22 Gigabits per second. Work to make the available bandwidth capacity expandable was completed in September 2015 (expandable up to 22 dedicated Gigabits).

- Average daily used bandwidth in the districtwide, as of March of 2019, was 1.3 Gigabits ongoing, with spikes as high as 2 Gigabits.
- Average used bandwidth increased nearly 15% in the last twelve months and continues to grow as shifts from paper to digital content and business processes continue to increase.
- A multi-year physical network upgrade was completed in the summer of 2018 with additional fine tuning over the 2018/19 school year.

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results. Accordingly, the CEO shall:		

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.	In Compliance	◄ ►

Evidence {continued}

Physical Network (aka Wired Network)
The physical network connects all current sites run on fiber optic cable owned by the district. As of the 2018 there are now 10 (gigabit per second) connections from the Resource Center to all other sites.

The district maintains a Wide Area Network that contains 1,670 network switches and routers, up from 1,260 last year due to growth and network resource demands.

- A capital levy project to update network devices that provide physical connectivity to endpoints and wireless access points was completed last summer. Three remaining schools, JHS, Kirk and Mead will be upgraded with the completion of construction.

Wireless Network
The wireless network currently includes 2,260 wireless access points (WAP) that provide coverage at all locations in the school district. Each classroom/area is outfitted with an access point rated to support 25 devices. Each access point can overlap zones to balance connections.

- A project that began in January 2016 to upgrade all existing wireless access points to a modern cloud-based system was completed in August of 2018. Coverage and capacity is reviewed and adjustments are being made this year.

Data Center Infrastructure
The data center is located at the Resource Center. The data center supports physical and cloud servers as well as other shared technical systems. The district is working to reduce reliance on physical servers and many district servers have been moved to cloud services. The migration of physical servers to cloud services started in 2016 and is scheduled to complete by 2020 along with consolidation efforts. The data center infrastructure includes:

Servers
The district currently maintains 224 servers plus a dozen other network appliances. The goal is for 80% of our servers to be virtualized and/or moved into the cloud to reduce total cost of ownership and improve disaster recovery and survivability.

- Work is continuing toward the goal of 80% virtualization as well as upgrading any at-risk hardware. Currently, 79% of the servers have been virtualized using Microsoft Hyper-V technology and Azure Cloud services.
- Seventeen servers are now hosted on Microsoft Azure hosted cloud space.

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results. Accordingly, the CEO shall:		

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.	In Compliance	◄ ►

Evidence {continued}

Storage

The district has six storage systems deployed in the data center including:
1. A StorSimple device with 10 Terabytes (TB) of on premise tiered storage. Tiered storage provides solid-state fast storage for high-access data, slower storage for intermittently accessed data, and 300TB of cloud storage for archival data. This device is slated to be retired by August 2019.
2. A Hewlett Packard Enterprise Virtual Array (EVA) holds 37 Terabytes (TB) of data and is used primarily for high-access databases and virtual server storage.
3. A Dell network-attached storage with 16 TB of data with planned decommission in 2018-19.
4. An older Hewlett Packard modular smart array with 8 TB with planned decommission tied to the completion of the project to refresh Staff, Student, and Parent portals.
5. A StorSimple 8100 with 18 TB of local storage has built-in deduplication and compression and now connects with to 300TB in the cloud for archives and backups. It automatically replicates to the Microsoft Azure cloud for offsite disaster recovery needs. District, student, and staff personal files were moved to Office 365 cloud storage in 2014.
6. A sixth HP 3Par storage device that holds 100 TB was added to consolidate server and database storage of older storage devices in February 2016.

A consolidation project continues which will reduce reliance on on-premise servers. Completion was planned for Fall 2017, but was delayed as the District develops its Azure cloud strategy and completed its migration to Office 365 of shared department folders and portal modernization. It is now slated for completion in 2019.

Active Directory

Microsoft Active Directory (AD) is the user account authentication authority used in the district computer network. Active Directory accounts provide authorized users access to district technology systems such as email, portals, applications, and web-based resources. Six Windows Server Domain Controllers are deployed to manage the enterprise level technology environment. Following best practice, one of these servers is physical and the others are virtualized. Accounts for every staff member and student in the district are currently supported. In addition, a limited number of accounts for authorized contractors and vendors are managed. Currently 52,027 accounts reside on the lwsd.org domain, compared to 38,654 last year. Parent accounts are maintained in a separate domain. There are currently 44,416 active parent accounts compared to 21,000 last year. Student and parent account provisioning is automated, but staff provisioning remains partially manual due to complexities of individual functions and needs.

• Development work continues to move to Microsoft's Azure Active Directory cloud solution.

E-Mail

The District utilizes Microsoft Office 365 for e-mail. Users can access their e-mail using Outlook online or as a local client on their District computer device. Last year District Exchange Online servers processed close to 39.2 million e-mail transactions, up from 32 million last year.

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.	In Compliance	◀ ▶

Evidence {continued}

Software Provisioning
Increased demand for software titles and the move to mobile devices for students has required changes in how software is provisioned. Previously, much of the software provisioning was done manually or over the wired network and in lab environments. These changes require that most software is either web-based or can be installed over the network. Reconfiguration of Microsoft's System Center Configuration Manager (SCCM) was completed to provision software for endpoint devices.

This system is capable of network-delivered imaging and software deployment. SCCM also assists with license tracking and compliance as well as provides access to software by user role and need. Software can be pushed to devices or provisioned in a manner that enables users to "pull down" available software and install it to their own device through our "Software Center."

In 2016-17, a Software and Web Application Request Process was created and implemented. This year was the second full cycle of the process. Through this effort, in addition to curricular alignment approval by directors, Technology Operations project management logs requests, documents approvals and licenses, develops the computer image(s), and conducts user-testing for software needs. This process and the use of SCCM for provisioning users is particularly important for programs requiring specialized software such as Career and Technical Education (CTE), STEM Courses, Graphic Arts, and State Assessment Secure Exam Browsers. An adaptation to the process is being piloted this year to include hardware approvals for specialized CTE equipment where demand has skyrocketed under the new director of college and career readiness and plans to review and refresh old CTE classroom equipment.

Data Backup & Recovery
School and financial records in the Skyward system are secured by the Washington State Information Processing Cooperative (WSIPC). Local servers and databases, including web pages and the portal, are secured through HP Data Protector and stored on the tape library or local storage. The most critical data is currently being backed up using Microsoft Data Protector which creates backups to disk and then archives them to the cloud. Less critical data is backed up using manual snapshots to disk storage within the data center which could be lost in the event of a disaster.

Core business systems have been migrated to the cloud to provide back-up for critical business systems, such as WSIPC student and fiscal information systems, e-mail and document storage.

Technical Security Infrastructure
Certain technologies are deployed to safeguard the district's network and technology resources from unauthorized access, nefarious activity, and inappropriate content.

Access Security
Microsoft Active Directory is the authentication authority for the district's computer network. All staff and students in grades K-12 are issued accounts.

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results. Accordingly, the CEO shall:		

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.	In Compliance	◀ ▶

Evidence

- Password policy changes were implemented in 2017 in line with current State requirements. These changes are planned as part of the move to Microsoft's Azure Active Directory cloud solution and includes a password self-service portal completed in May 2018. Federal and State guidelines continue to evolve around access security best practices.
- Implemented Microsoft AppLocker to further secure student laptops from intrusion and non-educational use.

Network Intrusion Security/Firewall
The District deploys a defense in depth concept with layers of network security. The network architecture is designed to protect the district's computing network through the use of standard hardware and software. Two Palo Alto Network (PAN) firewalls are used to prevent unauthorized network access from the Internet.

In the winter of 2019, technical operations put Microsoft's Local Administrator Password Solution (LAPS) in place to further secure the Districts computer workstations from intrusion by unauthorized personnel. This is part of the "East-West "security foundation and defense in-depth strategy. This protects intrusion within the district network from spreading across locations internally.

Web Filtering
Two Palo Alto Network appliances are used to filter all network traffic leaving for the internet. These devices support district compliance with Children's Internet Protection Act (CIPA) regulations. Six Direct Access servers support staff laptops and secondary student one to one devices to re-direct web traffic back through the LWSD network so that web content is filtered when student devices are not connected to the district network, making the student experience very similar to being at school.

Malicious Traffic Detection
The Palo Alto Network (PAN) devices also provide deep packet analyzing to detect and filter network packets that are not authorized to pass between our network and the internet. This device blocks malware activities as well as nefarious software, such as illegal file sharing software and security bypass software.

- Microsoft advanced threat protection was deployed in December 2016 to provide protection against known malware and viruses, malicious URLs, and to provide click tracing to help identify sources of attempted nefarious activity. This is the same protection Microsoft Corporation uses internally. Microsoft is the second most attacked entity in the world, next to the federal government.
- PhishHunter was added in 2017 for additional threat protection. It is a set of tools and reports in the Microsoft ecosystem to combat phishing attempts. This assists LWSD technical staff in identifying high priority phishing scams as well as breaches.

Anti-Virus
The district deploys Microsoft Endpoint Protection to all its servers and endpoint devices. This anti-virus protection solution is managed centrally by Microsoft's System Center Configuration Manager (SCCM).

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Accordingly, the CEO shall:

2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.	In Compliance	◀ ▶

Evidence {continued}

Network Access
District staff and students are provided network access through district-owned and configured equipment. Guest users are informed by the web gateway of the Terms and Conditions of use for the guest wireless network and must click to accept the terms before being granted access.

Staff and Student Technology Equipment
A significant amount of technology equipment has been deployed in classrooms to facilitate learning and support district operations. Our staff and student technology consists of the following:

Classroom Projection: A multi-media capable laptop connected to a docking station and other teaching equipment that displays lesson material upon a viewing surface/screen.

Interactive Boards: A wall-mounted device that allows teachers and students to create and display interactive learning content. This device is connected to the docking station and controlled by the teacher laptop, either wired or wirelessly. Students can also connect their district issued laptops wirelessly to the new interactive boards. A multi-year replacement of older interactive whiteboards is under way with targeted completion in all classrooms during the 2018 capital technology levy.

Document Cameras: A digital display device that allows teachers to model processes/procedures and display artifacts, and documents through the interactive board.

Voice Amplification: A sound amplification system that uses either infrared or blue tooth technology to transmit the speaker's voice and amplify it through ceiling or wall speakers.

Elementary Student Computer Devices: Carts of wireless laptops are deployed at either a 3:1 (grades K through 2) or 2:1 (grades 3 through 5) student-to-computer ratio. These shared carts are mobile and can be rolled into classrooms for use by individual students or for work in groups with multiple students accessing a single computer device. Implementation of 5th grade 1:1 laptop program is in a testing pilot program at four elementary schools and will be fully implemented district wide beginning in the 2019-2020 school year. These laptops convert to tablets and have digital inking capabilities.

Secondary Student Computer Devices: Individually-issued wireless laptops are deployed at a 1:1 student-to-computer ratio. These devices provide students access to electronic resources at home and school.

Library and Special Programs Computers: Standard computer allocations for library and special programs (ELL, Safety Net, and Special Education) are:
- 15 student-use computers per elementary libraries
- 2 student-use computers per 7 students for Special Ed (elementary only)
- 1 student-use computer per 10 students for Safety Net (elementary only)
- 4 student-use computers per ELL teacher (elementary only)

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2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.	In Compliance	◄ ►

Evidence {continued}

Special Use Computers: Some programs such as CTE, Graphic Arts, Photography, and STEM use software applications that require more computing power than student issued laptops can provide. These programs budgets fund more powerful cart-based laptops and desktop computer labs.

Substitute Loaner Laptops: Laptops and charging carts were deployed to each school for substitute teachers to use docking stations and wireless/mobile teaching in the classroom. An evaluation of average and highest staff absences from the previous school year assisted in setting the allocations for each school as follows: Elementary Schools - 10; Middle Schools - 15 and High Schools - 20

Staff Computer Devices: All staff are provided access to a high end, laptop/tablet convertible device with a long battery life (upwards of 12 hours), digital inking and wireless projection capabilities; installed with Microsoft Windows 10 and Microsoft Office 365. Printers, email, and internet access are provided for conducting the business of the district. Staff computers are refreshed on a four-year basis.

CTE and Donation-purchased Student Computers

The technology operations department also supports 1,087 CTE program computers and 571 "add-on" student computers purchased through PTSA funds dispersed across several locations. CTE equipment is becoming more specialized and will soon require higher skilled support technicians to maintain the growing and aging of equipment in classrooms. While the generosity of the community is always appreciated, the challenge with PTSA funded student computers is the additional support and repair burden/costs that are unfunded through the donations process, and the community and school expectation that it will be replaced with district funds when the original equipment reaches end of life.

Technical Support

Providing technical support is an important component of an effective technology infrastructure. Technical support includes Technical Support Specialists (TSS), who staff the central-office Help Desk phones and manage the ticketing system and provide on-site support in schools. Current staffing levels provide 21 TSS who work at Helpdesk and in the schools; with secondary schools receiving 4 hours of onsite support each day and elementary schools received 2 hours per day of onsite support. Three Regional Technical Support Coordinators supervise TSS staff. Four Technical Solution Analysts handle tier 2 support, escalation tickets, and/or hardware repair processes. One Technology Messenger handles technology moves throughout the district.

Helpdesk hours are 6:30 a.m. – 5:00 p.m. weekdays during the school year. Hours are adjusted during summer months and school breaks to allow technicians to work together in the schools while staff and students are not in the buildings.

Other technology operations staff maintain and manage the technology infrastructure and networks, data center, applications and provisioning, voice systems, MAS program, onboarding new systems and software, and new technology procurement processes and deployment. Managed services are employed to assist in supporting computer image development and delivery of automated application needs and network management.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

Evidence {continued}		
2. Provide a comprehensive and functional technology infrastructure that addresses needs of staff, students, and community.	In Compliance	◄ ►

Staff/Student and Parent Support
Help Central, an internal staff portal established in 2013-14, provides staff notifications and an alert section for known issues or outages to improve staff user support and promote customer self-service. The alerts for this school year were generally related to vendor supported curricular, classroom management, or third-party events rather than infrastructure issues. Alerts issued for the past several years are as follows:

- 2013-14 – 78 alerts posted
- 2014-15 – 26 alerts posted
- 2015-16 – 17 alerts posted
- 2016-17 – 28 alerts posted
- 2017-18 – 31 alerts posted
- 2018-19 – 28 alerts posted (2018-19 alerts are comprised of 3 Power School Learning issues, 10 third party vendor issues, 2 internet slowness issues, 2 staff and parent portal outages, 2 phone issues, 5 skyward issues and 4 other issues.)

Parent support is provided through email requests to ParentQuestions@lwsd.org. The most active time of the day for parents requesting help is between 5 p.m. and 7 p.m. on most weekdays. The service is provided by a third party for tier one and integrated into the district help ticket system and support model. Monthly volumes range by month. Data for the past four years shows high and low volumes as follows:

- 2015-16   High: 824 September   Low: 70 April
- 2016-17   High: 496 September   Low: 55 January
- 2017-18   High: 809 September   Low: 62 December
- 2018-19   High: 608 September   Low: 115 January

The service requests from parents were generally for information regarding changes in the online payment system, registration, and family access; and reflect improvements in our automation systems and the increase in student and family populations.

The number of help tickets opened by our internal customer base is higher this year and closure rates remained steady. These numbers reflect on site support efforts as technicians worked directly with teachers using docking stations that replaced aging presentation computers in the classrooms. Technical support focused on the new mobile teaching equipment and continued supporting and understanding the customers' end-to-end experience for curricular and business applications-systems to ensure the software is provisioned and functioning correctly.

EL-14 Technology

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results. Accordingly, the CEO shall:

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Help ticket volume and closure rate stats for the past four years are shown in the following table:

Month	Total Opened Tickets				Total Closed by Helpdesk 1st Response*				% Closed			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Sept	5,117	6,174	5,077	5,759	4,254	5,540	4,140	5,136	83%	90%	82%	89%
Oct	3,518	3,915	3,476	4,439	3,213	3,661	3,132	4,246	91%	94%	90%	96%
Nov	2,688	3,277	2,998	3,130	2,512	3,116	2,445	2,985	93%	95%	82%	95%
Dec	2,096	1,916	2,013	3,016	1,984	1,799	1,843	2,649	95%	94%	92%	88%
Jan	2,859	3,537	3,477	3,780	2,722	3,295	2,913	3,437	95%	93%	84%	91%
Feb	2,529	2,367	2,534	2,471	2,365	2,217	2,277	2,252	94%	94%	90%	91%
Mar	3,103	3,459	3,173	3,545	2,598	3,220	2,912	3,113	84%	93%	92%	88%
Apr	2,622	2,328	2,824	3,098	2,355	2,158	2,664	2,902	90%	93%	94%	94%
	24,532	26,973	25,572	29,238	22,003	25,006	22,326	26,720	91%	93%	88%	91%

*number of tickets closed by first response during a month

Customer support levels have remained steady, above the strategic goal of 85% 1st response closure, even with growth and opening new buildings. This is partly due to the addition of one technical support specialist this year to provide support to Barton and Baker elementary schools and Timberline in 2019/20.

3. Provide easily accessible, relevant, and current data to appropriate users to direct school and instructional improvement planning.	In Compliance	◀ ▶

Evidence

Data for district and school continuous improvement planning is provided through the Skyward Student Information System and the district-developed interactive data visualization tool using power BI. This tool was introduced last year to provide district and school level views of disaggregated data for analysis. The Power BI data strategy and service, and a professional learning management system, Cornerstone, were implemented in Spring 2018.

Skyward, a student information system, is accessible to district personnel who interact with student demographic information, student and family contact information, attendance, discipline information, official transcripts, and graduation tracking. All teachers use Skyward's grade book to record student grades and issue report cards. All teachers, office support staff, school administrators, and district administrators have access to the grade book system. The system is open to families, allowing for more timely communication and feedback between teachers, students and parents.

As part of the Microsoft Office 365 suite of applications, Power BI is used to analyze data and share insights. It allows the district to have one data visualization that principals can access through OneDrive. It also allows for quicker response to specific research questions by updating visualizations that may have already been created. District and School Administrators have access to data on CIP, Graduation Rates, Earned Credits, Dual Credit Enrollment, Student Growth Percentiles and more.

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results. Accordingly, the CEO shall:		

3. Provide easily accessible, relevant, and current data to appropriate users to direct school and instructional improvement planning.	In Compliance	◄ ►

Evidence (continued)

OSPI's Education Data System (EDS) is a secure web-based suite of applications accessible to district and building staff who manage assessments to ensure all students meet state requirements. It provides data to building and district staff on graduation data and assessment results for scheduling students and teacher information. Final assessment data in EDS is also imported into Skyward and is accessible to parents through Skyward Family Access.

Since its inception in 2009, the number of state reports dependent on CEDARS has more than doubled. Reports and processes through CEDARS reporting managed by technology data services staff include:

1. Adjusted Cohort Graduation and Dropout Annual Reporting (P210)
2. Annual Behavior and Weapons reporting
3. Annual CTE Student Enrollment Review (P210VOC)
4. Annual Unexcused Student Absence reporting
5. Certificate of Academic Achievement/Certificate of Individual Achievement Status Listing
6. Direct Certification Free Lunch
7. Discipline Summary reporting
8. Dual Credit annual reporting
9. EdFacts Reporting (Federal)
10. Eligibility for State–funded Full Day Kindergarten programs
11. English Language Learners (ELL) Legislative Report
12. Enrollment information used in the allocation of applicable Federal programs
13. Gifted/Highly Capable Program End of Year reporting
14. High Poverty School determination for National Board Certification salary bonus
15. Educator Equity Data report (Formerly Highly Qualified Teacher report)
16. Homeless Children and Youth reports, including McKinney–Vento
17. Homeless End of Year reporting
18. K-3 High Poverty
19. K-4 Literacy
20. LAP Funding Data
21. LAP Program Student Growth and End of Year reporting
22. Medicaid Eligibility Rate
23. November Special Education Federal Child Count Report
24. November Special Education Federal Least Restrictive Environment (LRE) Report
25. October Public School Enrollment Count
26. Online Provider Accountability Data and Reports
27. Principal and Teacher Evaluations
28. Safety Net Application
29. Special Education Federal Allocations based on October Public School Enrollment Count

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

3. Provide easily accessible, relevant, and current data to appropriate users to direct school and instructional improvement planning.	In Compliance	◄ ►

Evidence (continued)

30. State Board Accountability Index
31. Title I Program End of Year reporting
32. Title III Immigrant student eligibility for federal funding
33. Transitional Bilingual reports
34. Updating the MSIS database managed by MSDR for Migrant Reporting
35. Washington State Report Card (via Tableau Server)

4. Provide for a safe and secure computing environment for students and staff that: a. Prohibits the use of technology resources for commercial, political, illegal, or indecent purposes or that disrupts the learning environment of students; b. Prohibits access to personal information about students or staff that does not have an educational purpose or that is not appropriately authorized; c. Prohibits collection of electronic information for which there is no legitimate need; and d. Uses methods of collecting, reviewing, transmitting, or storing information that protect against improper access to the information being elicited.	In Compliance	◄ ►

Evidence

Safety of our students and staff is a high priority. Technologies that provide security are carefully selected to ensure that students and staff are not vulnerable to inappropriate material, fraudulent behavior, and/or malicious activities that inhibit the appropriate use of district resources. These technologies are also selected and updated based on compliance with student privacy law and regulations.

An Acceptable Use Policy (AUP) includes guidelines for internet safety and for the appropriate use of district computer networks. The AUP is included as a component of each school's student handbook. The AUP is reviewed annually with all staff and students. Students must acknowledge responsibility for understanding the AUP every time they log on to a district computer. Students who violate the AUP are subject to the consequences, specified in the AUP and discipline policies.

In 2016-17, the Technology Department further enhanced security and performance by upgrading and adding a second "next generation firewall" that analyzes computer traffic blocking Peer to Peer Applications (BitTorrent) and Internet Anonymizers (proxy avoidance). This upgrade was required to meet the traffic demands of the growing digital footprint and allow enough bandwidth to accommodate several hundred simultaneous state testing sessions without disruption. In 2017-18 additional layers of safety and security were added as follows:

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results. Accordingly, the CEO shall:		

4. Provide for a safe and secure computing environment for students and staff that:
   a. Prohibits the use of technology resources for commercial, political, illegal, or indecent purposes or that disrupts the learning environment of students;
   b. Prohibits access to personal information about students or staff that does not have an educational purpose or that is not appropriately authorized;
   c. Prohibits collection of electronic information for which there is no legitimate need; and
   d. Uses methods of collecting, reviewing, transmitting, or storing information that protect against improper access to the information being elicited.
	In Compliance	◀ ▶

Evidence (continued)

- Cisco Identify Services Engine (ISE) is being deployed in coordination with the network upgrade. When fully deployed, it will provide network access control that helps protect the district network from unauthorized device access. This system detects devices attached to the network and automatically assigns them to the proper virtual network.
- Microsoft AppLocker to further secure student devices from intrusion and non-educational use.
- PhishHunter, a set of tools and reports, to the Microsoft O365/Azure ecosystem to combat phishing attempts.
- Legal reviews of critical processes and software/web application for compliance with student privacy and guidance for staff to screen software requests and web apps for student safety.

The district collects personal information as part of student and human resource applications in Skyward. Personal information about staff or students is only provided to those users that have a legitimate educational need and have appropriate permissions. Employment or current contractual status is verified through the Human Resources Department. Appropriate administrator approval processes are followed prior to granting access to student and/or staff information. Transmission of student information required by the state is done through the Comprehensive Education Data and Research System (CEDARS), which provides for weekly submission of electronic student information through a secure process managed by the Washington School Information Processing Cooperative (WSIPC). Transmission of staff data to the state is also managed by WSIPC.

The district must comply with the Family Educational Rights and Privacy Act (FERPA). The Student Information System contains privacy fields for tracking parent permissions pertaining to the release of student information. District policy is published on the district's website and staff members are trained to use these privacy fields for appropriate data requests and release of student information.

Any external requests for research data, surveys, or other measures that may impact students or teachers must be approved by the Superintendent or designee as described in Policy LC, Relations with Education Research Agencies.

Executive Limitation: The CEO shall establish and maintain technology systems and applications consistent with accomplishment of the Board's End Results.

Accordingly, the CEO shall:

4. Provide for a safe and secure computing environment for students and staff.	In Compliance	◀ ▶

Evidence (continued)

Requests for information under Policy KBA, Public's Right to Know, as well as public disclosure laws are made through the communications department. Staff works with legal counsel when requests include personal information of staff or students.

Security protocols also help protect personal information. Policies are in place to assure that users are given appropriate and necessary access levels to district systems. Employees that resign or are terminated have their access to the LWSD network revoked when their employment ends. All K-12 grade students are provided with individual student log-on identifiers to protect their files from other students. All Internet traffic requires authentication following security protocols (e.g. SSL – Secure Socket Layer) to ensure that information is secure.

I certify the above to be correct as of June 10, 2019.

_____

Jane Stavem, Superintendent

APPROVAL OF MONITORING REPORT
ER-1, MISSION AND VISION

June 10, 2019

At the May 20, 2019 board meeting, ER-1, Mission and Vision, was presented.

Following the presentation of the report, the Board has identified and documented consensus comments with respect to assertions of progress and exceptions. The Board has identified focus/priority areas and presentation comments to provide direction to the superintendent, as specified in Board Policy: Board/CEO Relationship, B/CR-5: Monitoring CEO Performance:

> "The Board will view CEO performance as being identical to organizational performance. CEO job performance will be monitored systematically against the only CEO job expectations: reasonable progress toward organizational accomplishment of the Board's Ends policies, and organizational operation within the boundaries established in the Board's Executive Limitations policies."

Following board discussion, the monitoring report and Assertion of Progress and Exception form for ER-1, Mission and Vision, will be presented for approval.

RECOMMENDATION

The Board of Directors approves the ER-1, Mission and Vision, monitoring report and Assertion of Progress and Exception form as presented, recognizing that reasonable interpretation is aligned with the Ends Policy and represents appropriate targets for outcomes. Further, this monitoring report demonstrates while there was not full achievement of the Ends Policy Interpretation, the Board believes that the evidence demonstrates reasonable partial achievement toward the Ends Policy interpretation.

Board Assertion of Progress and Exceptions: ER-1 Mission and Vision
June 10, 2019

The Board reviewed and discussed Superintendent's Monitoring Report on Ends Result 1: Mission and Vision policy dated May 20, 2019, recognizing the information is aligned with the Ends Policy and represented appropriate targets for outcomes. Further, the Board believes that the evidence in the monitoring report demonstrates reasonable progress with exceptions towards the Ends Policy interpretation.

Assertion of Progress, Exceptions with Evidence	Reasonable progress has been made for the all student group, and some students groups, specifically: - the on-time (4-year) graduation rate for all students is at an all-time high of 93.6% and has increased 3.4% in 5-years; LWSD ranks in the top 5 for similar schools of this size; all subgroups demonstrated a positive 5-year trend - Dual-credit enrollment is 91.4% and demonstrates a positive 5-year trend for all student groups. Special Education, ELL, Low Income, Black/AA and Latino/Hispanic all had increase of over 20% in the five years. - Post-secondary enrollment within 2 years of graduation for all students is at 83.6%, an increase of 3.6% in 4 years. Increased in majority of student groups, with Special education and Latino/Hispanic being over 10% increase. Exceptions to reasonable progress include - With enrollment increasing for dual credit courses, success of earning a B has not shown the same results and has seen some decline in some subgroups. - Overall achievement has opportunity for improvement in relation to ranking, specifically in certain student sub-groups. - Post-secondary has some declines with sub-groups, specifically African American.
Focus/Priority Moving Forward	1) Continue to work with addressing the disparities between all subgroups while increasing the overall % achieved. Programs such as College Bound, 18 to 21 Transition Program, Equity Teams, college and career counselors, re-engagement strategies support this work from a systemwide perspective. 2) Continue work to support data analytical ability at all levels of the organization. Understanding how to use data to inform actions is vital to address these more complex challenges. Ensure that schools understand the overall goals and establish impactful targets to improve student outcomes as related to the school's environment. 3) Evaluate and mitigate barriers that might limit participation in dual credit. With greater disparities as to "earning a B" and with some declining trends, need to consider additional supports required for students taking college-credit bearing courses in high school in order to have a higher success. Low-income demonstrates a flat trend and 1/3 are not succeeding. Important to consider if there are earlier points for intervention to ensure success. 4) Post-secondary enrollment has some declining trends. Important to analyze those now and determine what actions can be taken to address this.

Presentation/ Report/ Indicators/ Comments	Feedback on Indicators
	- This Ends Result defines Future Ready as: 1) Ready for College, 2) Ready for Global Workplace and 3) Ready for Personal Success. The reasonable interpretation defined the approach and evidence supported. Consider how to broaden this to include indicators that address aspects of the whole child. For reasonable interpretation, strengthen interpretation of "Ready for Personal Success" and "Global Workforce" by defining measure that consider "soft skills", "exposure", and "experience." These may be qualitative or from a survey.
	- Separate the dual credit options and disaggregate by sub-groups as well. This would help inform trends in areas that are being sought after.
	Comments
	- With the legislation passed on access to higher education, important to be able to follow the impact in regard to secondary enrollment.

June 10, 2019 Board Meeting
Prepared by Siri Bliesner

Board Member Signatures:

_____   _____
Siri Bliesner, President   Mark Stuart, Vice President

_____   _____
Chris Carlson, Director   Eric Laliberte, Director

_____
Cassandra Sage, Director

End Result (ER) 1: Mission and Vision

Board Monitoring Report
June 10, 2019

Table of Contents

Data Overview Sheet

Student Performance Targets:

- 100% graduation rate
- 95% of students meet all established indicators
- Student performance is comparable to student performance in comparable WA state districts
- Student performance is improving

Key:

Reasonable Progress

Limited Progress

	All	Male	Female	Special Education	ELL	Low Income	White	Asian	Black/ African American	Latino/ Hispanic
On-Time Graduation Rate (4-yr) *Class of 2018*	93.6% Rank 3 ↑ 3.4 (5 yr)	92.4% Rank 4 ↑ 4.2 (5 yr)	94.8% Rank 4 ↑ 2.4 (5 yr)	74.9% Rank 6 ↑ 2.8 (5 yr)	75.0% Rank 13 ↑ 21.8 (5 yr)	85.7% Rank 5 ↑ 12.7 (5 yr)	94.0% Rank 2 ↑ 1.7 (5 yr)	96.5% Rank 2 ↑ 1.9 (5 yr)	84.4% Rank 16 ↑ 14.1 (5 yr)	87.6% Rank 12 ↑ 11.3 (5 yr)
Extended Graduation Rate (5-yr) *Class of 2017*	95.5% Rank 2 ↑ 3.0 (5 yr)	95.3% Rank 1 ↑ 4.9 (5 yr)	95.7% Rank 6 ↑ 0.9 (5 yr)	84.0% Rank 4 ↑ 4.8 (5 yr)	85.2% Rank 8 ↑15.6 (5 yr)	89.8% Rank 5 ↑6.6 (5 yr)	95.1% Rank 6 ↑ 1.9 (5 yr)	97.6% Rank 3 ↑ 1.1 (5 yr)	88.5% Rank 12 ↑ 1.0 (5 yr)	94.2% Rank 2 ↑ 11.0 (5 yr)
11 & 12 Dual Credit Enrollment	91.4% ↑ 12.9 (5 yr)	90.7% ↑ 14.4 (5 yr)	92.1% ↑ 11.2 (5 yr)	68.8% ↑ 25.3 (5 yr)	72.0% ↑ 30.1 (5 yr)	83.6% ↑ 22.8 (5 yr)	91.2% ↑ 11.2 (5 yr)	95.1% ↑ 8.3 (5 yr)	85.5% ↑ 23.4 (5 yr)	86.6% ↑ 24.3 (5 yr)
11 & 12 Dual Credit Students receiving B or above	86.1% ↑ 1.4 (5 yr)	82.6% ↑ 1.9 (5 yr)	89.7% ↑ 0.9 (5 yr)	55.4% ↓ 6.8 (5 yr)	56.7% ↑ 6.7 (5 yr)	63.8% ↓ 3.0 (5 yr)	86.9% ↑ 0.9 (5 yr)	92.8% ↑ 5.0 (5 yr)	69.2% ↑ 10.7 (5 yr)	74.2% ↓ 0.3 (5 yr)
Students taking at least one AP exam	30.7% Rank 3 ↑ 5.0 (5 yr)	29.1% ↑ 5.2 (5 yr)	32.3% ↑ 4.5 (5 yr)	4.2% ↑ 1.9 (5 yr)	5.7% ↑ 3.5 (5 yr)	8.3% ↓ 1.3 (5 yr)	27.3% ↑ 2.2 (5 yr)	49.4% ↑ 9.1 (5 yr)	13.3% ↑ 2.8 (5 yr)	17.3% ↑ 3.4 (5 yr)
AP exam pass rate	82.7% Rank 2 ↑ 3.3 (5 yr)	84.9% ↑ 3.9 (5 yr)	80.3% ↑ 2.5 (5 yr)	82.5% ↑ 12.5 (5 yr)	66.7% No change (5 yr)	56.6% ↓ 1.2 (5 yr)	82.0% ↑ 2.5 (5 yr)	86.2% ↑ 4.2 (5 yr)	48.4% ↑ 21.7 (5 yr)	75.1% ↑ 5.3 (5 yr)
Graduates enrolled in post-secondary institution within 2 years of graduation *Class of 2016*	83.6% ↑ 3.6 (4 yr)	82.5% ↑ 3.0 (4 yr)	84.7% ↑ 4.2 (4 yr)	67.4% ↑ 14.1 (4 yr)	75.0% ↑ 4.2 (4 yr)	74.2% ↑ 3.8 (4 yr)	83.5% ↑ 2.6 (4 yr)	88.1% ↑ 3.9 (4 yr)	68.2% ↓ 2.4 (4 yr)	77.1% ↑ 11.5 (4 yr)
Graduates enrolled in post-secondary institution within 1 year of graduation *Class of 2014-16*	80% Rank 3	78% Rank 3	82% Rank 3	53% Rank 4	51% Rank 12	65% Rank 4	83% Rank 2	85% Rank 8	75% Rank 5	71% Rank 3

3

Data Overview Sheet
Business Rules

Data Business Rules:	**Color Coding Business Rules:**
• *Grad Rate ranking out of districts >6500. For 2017-18, this was out of 49 school districts*	**Dark Green**
	If 85% or higher, then dark green
• *Dual Credit: Dual Credit College Course defined as any AP, College in the HS, Running Start, Tech Prep, Cambridge course. Denominator includes any students with course history grades (non-W) for that given year. For grades, students must have received a B in at least one semester of the school year to be considered B or above. No ranking available due to no public data regarding this indicator for other districts.*	*If negative progress of two (2) or more points, move to light green*
	Or, if rank is > 11, move to light green (rank 11 is the 80th percentile of 49 school districts)
	Yellow
	If 71-84%, then Yellow
	If rank is < 5, move to light green (rank 4 is the 94th percentile of 49 school districts)
	Dark Red
• *AP: Percentages are of students enrolled in 2017-18 as of May 1. Pass is defined as a 3 or above. Rank is only available for "All" students due to no public data regarding this indicator for student groups.*	*If 70% or less, then dark red*
	If rank is < 12, move to light red
	Or, if progress is three (3) or more points, move to light red
• *Post-Secondary: Ranking uses ERDC/OSPI data, which is defined as within 1 year. ERDC/OSPI uses a 3-year rolling average for ranking. Within 2 years defined as enrollment at a post-secondary institution sometime between August 15 of the graduation year and August 14 two years later using National Clearinghouse data.*	

High Level Ends:

Mission
Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Vision
Every Student Future Ready:
- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Part 1: Graduates and Graduation Rates

CEO's Ends Policy Interpretation
Policy criteria; observable conditions; alignment to Ends; targets and rationale; sufficient evidence toward achievement and rationale

Graduates and Graduation Rates
"Graduates" are interpreted as students who have met graduation requirement for their assigned year. Students in Washington are assigned a graduation requirements year for which the student is held accountable for meeting the requirements for graduation, reported in CEDARS District Student File (B), Element B26 – Graduation Requirements Year. The Graduation Requirements Year is set as four years after the student enters grade 9 for the first time, regardless of where the initial grade 9 enrollment occurred. Regardless of the year reported for Expected Year of Graduation, the student is held to the graduation requirements that are defined for the Graduation Requirements Year. Students who take more, or less, time to graduate still must meet the graduation requirements for their assigned graduation year, not the year of actual graduation. Even if special education, transitional bilingual, or migrant students have an adjusted Expected Year of Graduation; they must meet the requirements of their unadjusted Graduation Requirements Year (grade 9, plus 4 years). In other words, students are always held to the graduation requirements in place for their entering grade 9 class.

Throughout their K-12 educational career, students are learning state standards in English Language Arts, Mathematics, Science, Social Studies, Arts, Health, and Physical Education. To graduate, students must earn credit in all required areas, as mandated by the State Board of Education. State graduation requirements are aligned to college entrance requirements. In addition, to graduate, students must demonstrate proficiency for learning the state standards in English Language Arts and Mathematics. These standards (Common Core State Standards) provide clear and consistent learning goals to help prepare students for college, career and life. The standards are:

- Research and evidence based
- Clear, understandable, and consistent
- Aligned with college and career expectations
- Based on rigorous content and the application of knowledge through higher-order thinking skills
- Informed by other top-performing countries to prepare all students for success in our global economy and society

(Common Core State Standards Initiative)

Therefore, I interpret that students who graduate having earned all required credits and having met state graduation requirements are prepared to lead a rewarding, responsible life as a contributing member of our community and greater society and are graduating *Future Ready*.

As such, **observable conditions and targets** for End Results (ER) 1 include:

- 100% on-time graduation rate
- number of non-graduates with reasons and dropout rate, as measured by district data
- 100% extended graduation rate

Our commitment and aspirational goal is a 100% on-time and extended graduation rate. I interpret that there is sufficient evidence toward achievement of the End has been made for each student group when:

- 85% or more students are graduating; if student performance shows and improving three-year trend or no more than a two-percentage point decline three-year trend; and, if district rank is >11 (80th percentile of 49 school districts)
  OR
- 71 – 84% of students are graduating and district rank is <5 (94th percentile of 49 school districts)

Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; Yellow and red-shaded cells denote areas of partial achievement.

Rationale
Given the high aspirational goal of 100% on-time and extended graduation rate, reasonable progress toward achievement of this End is a multi-year effort. Therefore, establishing criteria which includes percentage of students graduating by student group, comparable performance to other districts, and year-to-year improvement, provides sufficient evidence of reasonable progress toward achievement of the End. Any student group meeting partial achievement of the End provides evidence that full achievement of the End has not been accomplished.

Monitoring Results
The overall on-time graduation rate for the Class of 2018 is 93.6%. The All Students group shows positive trends and high rankings among the 49 largest school districts in the State of Washington. The district is ranked third in 4-year graduation rates and second in 5-year graduation rates among the 49 largest school districts in the State of Washington.
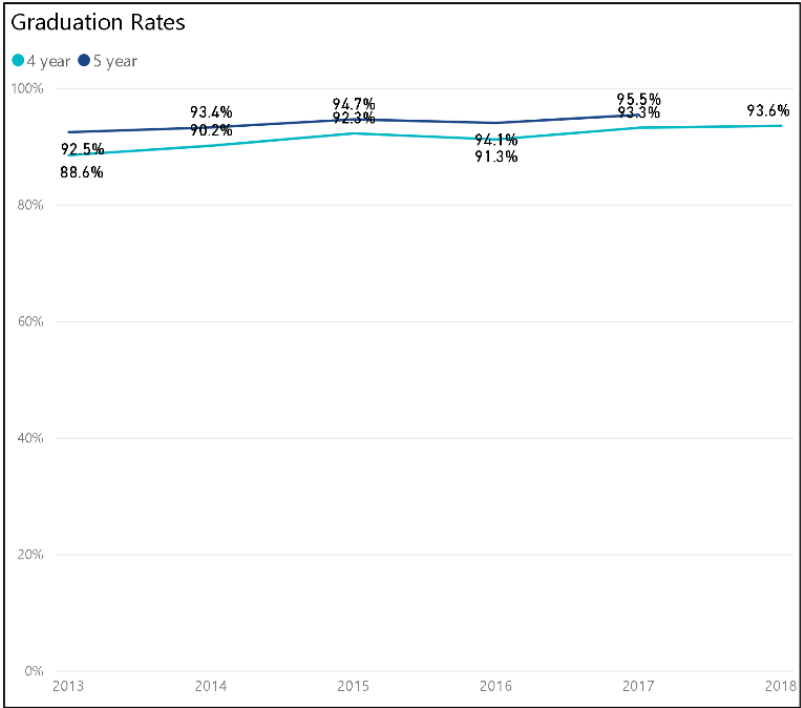
Graduation Rates
● 4 year ● 5 year

Graduation Rates				
Class of	4-Year		5-Year	
	Rate	Total N	Rate	Total N
2013	88.6	1550	92.5	1538
2014	90.2	1592	93.4	1579
2015	92.3	1586	94.7	1591
2016	91.3	1744	94.1	1719
2017	93.3	1743	95.5	1717
2018	93.6	1803		

4-Year Graduation Rates by School District, Class of 2018:

Graduation Rate by District

District	Rate
Everett	95.7
Snoqualmie Valley	93.9
Lake Washington	93.6
Northshore	92.8
Bellevue	92.7
Issaquah	91.8
Sunnyside	90.1
Sumner	89.9
Tahoma	89.8
Mead	89.7
Olympia	89.5
Franklin Pierce	89.3
Tacoma	89.3
Shoreline	89.2
Lake Stevens	89.2
Clover Park	88.6
Central Valley	88.2
Spokane	88.2
Tumwater	88.0
Puyallup	87.9
Peninsula	87.1
Bellingham	87.0
Bethel	86.8
Central Kitsap	86.5
Federal Way	86.2
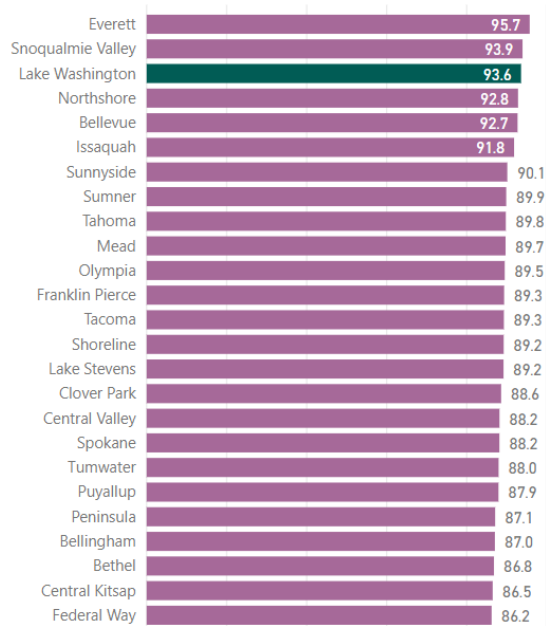
5-Year Graduation Rates by School District, Class of 2017:

Graduation Rate by District
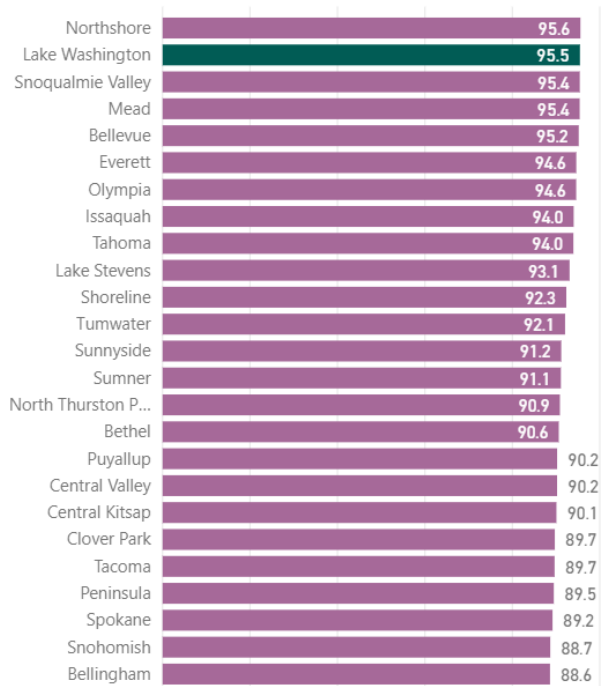
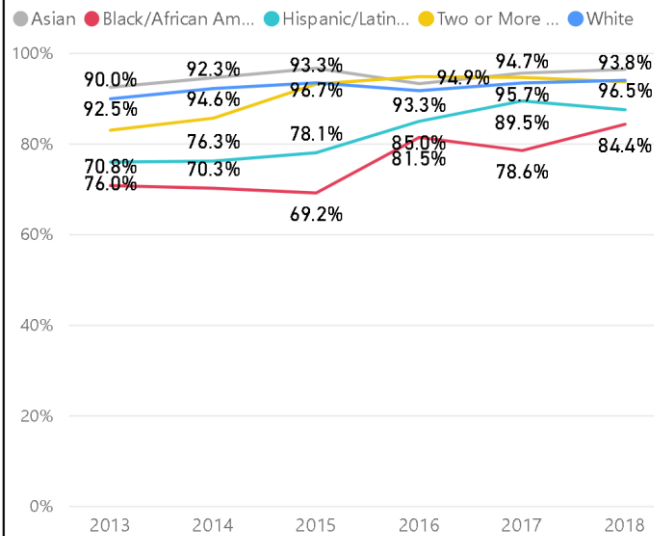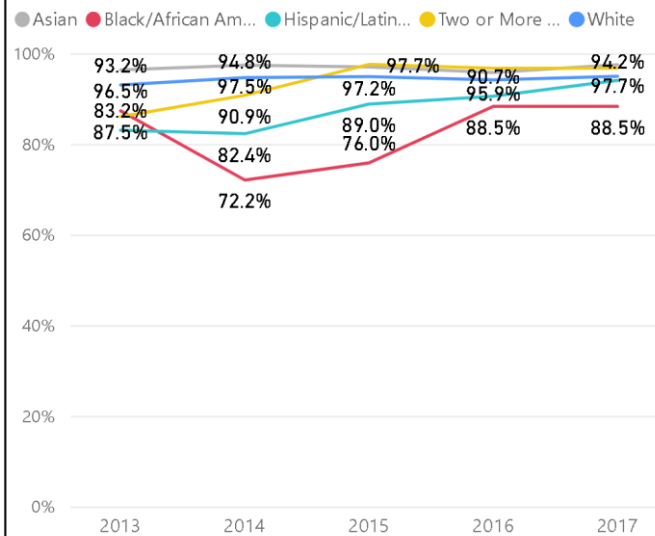| District	Rate
Northshore	95.6
Lake Washington	95.5
Snoqualmie Valley	95.4
Mead	95.4
Bellevue	95.2
Everett	94.6
Olympia	94.6
Issaquah	94.0
Tahoma	94.0
Lake Stevens	93.1
Shoreline	92.3
Tumwater	92.1
Sunnyside	91.2
Sumner	91.1
North Thurston P...	90.9
Bethel	90.6
Puyallup	90.2
Central Valley	90.2
Central Kitsap	90.1
Clover Park	89.7
Tacoma	89.7
Peninsula	89.5
Spokane	89.2
Snohomish	88.7
Bellingham	88.6

Monitoring results show gaps when comparing performance of All students, Asian and White students to performance of Black/African American students and Hispanic/Latino students. Gaps are also present between students not receiving Special Education services and those who are receiving Special Education services, students who are not English Learners and those who are English Learners, and student from non-Low Income households and those who are from Low Income households.

- Black/African American students have an on-time graduation rate of 84.4%, which ranks 16 (increase from 30) among the largest 49 districts in the State of Washington. The trend shows a reducing gap. The extended graduation rates for Black/African American student group is at a five-year high at 88.5% (same as 2017); however, this is the lowest extended graduation rate of the race/ethnicity student groups reported. While Hispanic/Latino students on-time graduation rate dipped slightly to 87.6% (decrease by 1.9% from 2017) the overall trend shows significant growth over the last five years. Additionally, Hispanic/Latino students experienced their highest extended graduation rate in 2018 with a 94.2%.
- Students receiving Special Education services have an on-time graduation rate of 74.9%. Gaps are present for both on-time graduation (20%) and extended graduation (10%), though these gaps have shown some reduction over a five-year trend.
- Students who are English Learners have an on-time graduation rate of 75%, which ranks 13 among the largest 49 districts in the State of Washington.
- Students from Low Income households have an on-time graduation rate of 85.7% (rank 5) with less than a 10% gap with the all student group. Students from low income households have an extended graduation rate of 89.8%, which ranks 5 among the largest 49 districts in the State of Washington. Persistent gaps are present for both on-time graduation and extended graduation, though the gap has reduced for on-time graduation from 18% to 8%. The gap for extended graduation rate has reduced to 7%.

4-year Graduation Rates

Legend: Asian, Black/African Am…, Hispanic/Latin…, Two or More …, White

90.0% 92.3% 93.3% 94.7% 93.8%
92.5% 94.6% 96.7% 94.9% 95.7% 96.5%
76.3% 78.1% 93.3% 89.5%
70.8% 70.3% 85.0% 84.4%
76.0% 81.5% 78.6%
69.2%

5-year Graduation Rates

Legend: Asian, Black/African Am…, Hispanic/Latin…, Two or More …, White

93.2% 94.8% 97.7% 90.7% 94.2%
96.5% 97.5% 97.2% 95.9% 97.7%
83.2% 90.9% 89.0% 88.5% 88.5%
87.5% 82.4% 76.0%
72.2%

4-year Graduation Rates										
Class of	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	Rate	Total N	Rate	Total N	Rate	Total N	Rate	Total N	Rate	Total N
2013	92.5	201	70.8	24	76.0	121	83.1	59	90.0	1138
2014	94.6	205	70.3	37	76.3	139	85.7	77	92.3	1124
2015	96.7	245	69.2	26	78.1	137	93.3	89	93.5	1083
2016	93.3	270	81.5	27	85.0	187	94.9	98	91.8	1158
2017	95.7	300	78.6	28	89.5	191	94.7	132	93.5	1090
2018	96.5	313	84.4	32	87.6	169	93.8	128	94.0	1149

5-year Graduation Rates										
Class of	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	Rate	Total N	Rate	Total N	Rate	Total N	Rate	Total N	Rate	Total N
2013	96.5	201	87.5	24	83.2	119	86.2	58	93.2	1130
2014	97.5	204	72.2	36	82.4	131	90.9	77	94.8	1121
2015	97.2	246	76.0	25	89.0	136	97.7	88	95.0	1090
2016	95.9	270	88.5	26	90.7	183	96.9	96	94.3	1140
2017	97.6	297	88.5	26	94.2	190	96.9	128	95.1	1074

4-year Graduation Rates
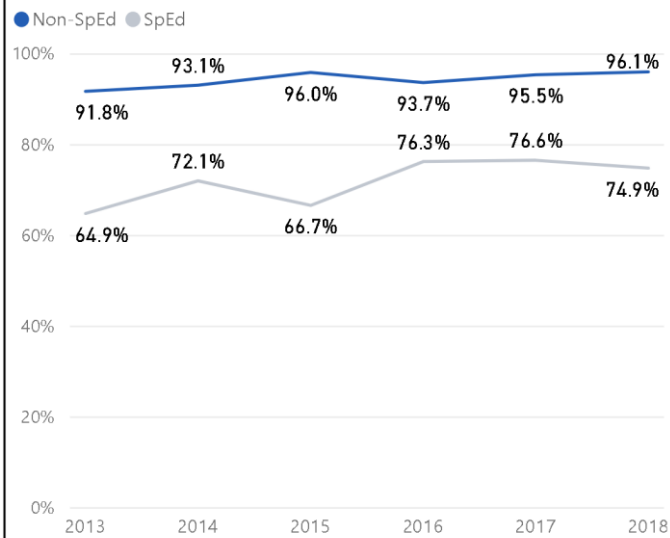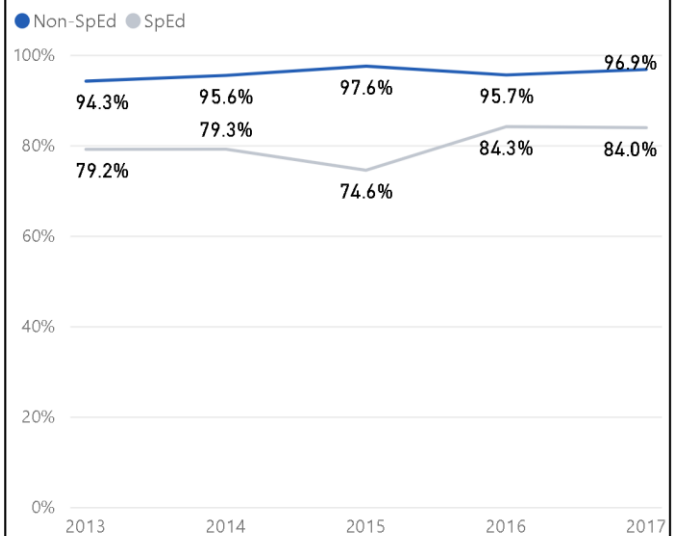
Non-SpEd ● SpEd

Class of	Non-SpEd		SpEd	
	Rate	Total N	Rate	Total N
2013	91.8	1365	64.9	185
2014	93.1	1370	72.1	222
2015	96.0	1388	66.7	198
2016	93.7	1499	76.3	245
2017	95.5	1542	76.6	201
2018	96.1	1588	74.9	215

5-year Graduation Rates

Non-SpEd ● SpEd

Class of	Non-SpEd		SpEd	
	Rate	Total N	Rate	Total N
2013	94.3	1355	79.2	183
2014	95.6	1362	79.3	217
2015	97.6	1390	74.6	201
2016	95.7	1484	84.3	235
2017	96.9	1523	84.0	194
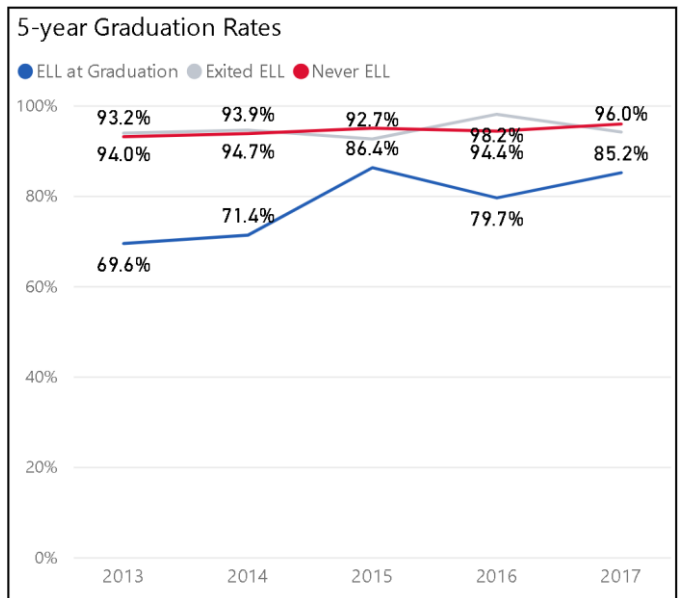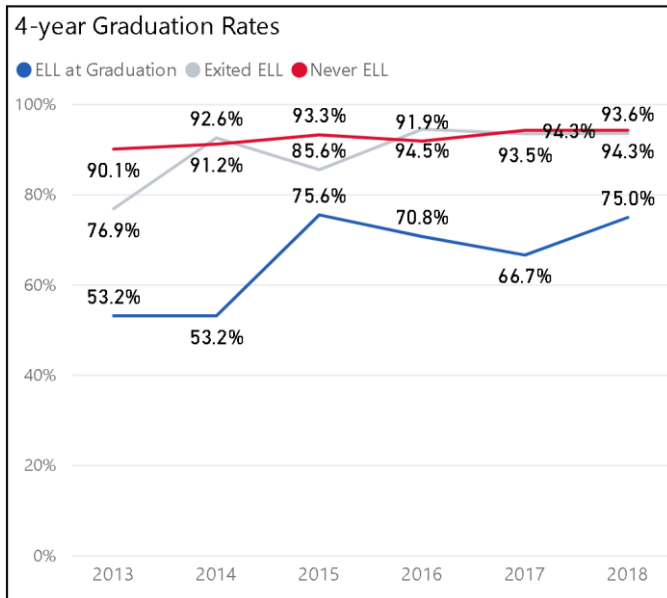
4-year Graduation Rates

ELL at Graduation • Exited ELL • Never ELL

Class of	Never ELL		Exited ELL		ELL at Graduation	
	Rate	Total N	Rate	Total N	Rate	Total N
2013	90.1	1451	76.9	52	53.2	47
2014	91.2	1450	92.6	95	53.2	47
2015	93.3	1444	85.6	97	75.6	45
2016	91.9	1569	94.5	110	70.8	65
2017	94.3	1544	93.5	139	66.7	60
2018	94.3	1618	93.6	125	75.0	60

5-year Graduation Rates

ELL at Graduation • Exited ELL • Never ELL

Class of	Never ELL		Exited ELL		ELL at Graduation	
	Rate	Total N	Rate	Total N	Rate	Total N
2013	93.2	1442	94.0	50	69.6	46
2014	93.9	1443	94.7	94	71.4	42
2015	95.1	1451	92.7	96	86.4	44
2016	94.4	1545	98.2	110	79.7	64
2017	96.0	1517	94.2	139	85.2	61

4-year Graduation Rates

● Non-Low Income ● Low Income

Non-Low Income: 91.9%, 94.3%, 95.3%, 94.3%, 95.2%, 94.9%

Low Income: 73.5%, 73.0%, 77.4%, 79.2%, 84.6%, 85.7%

5-year Graduation Rates

● Low Income ● Non-Low Income

Non-Low Income: 96.3%, 96.6%, 96.4%, 96.7%, 89.8%

Low Income: 83.2%, 80.8%, 85.3%, 84.7%
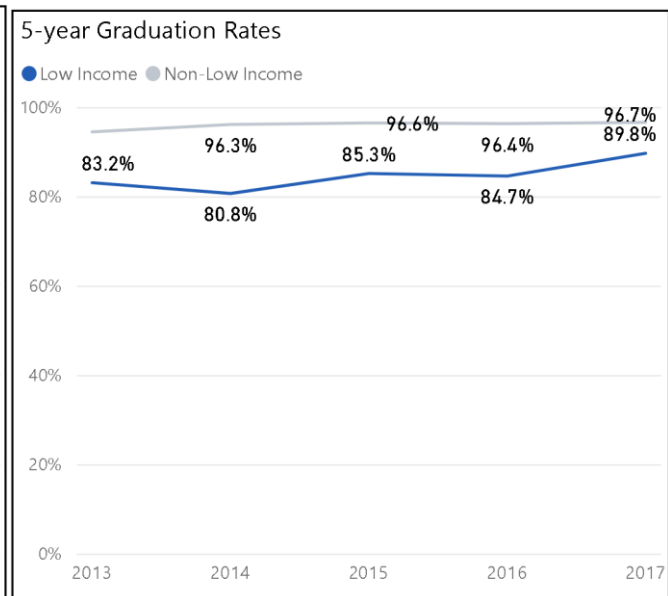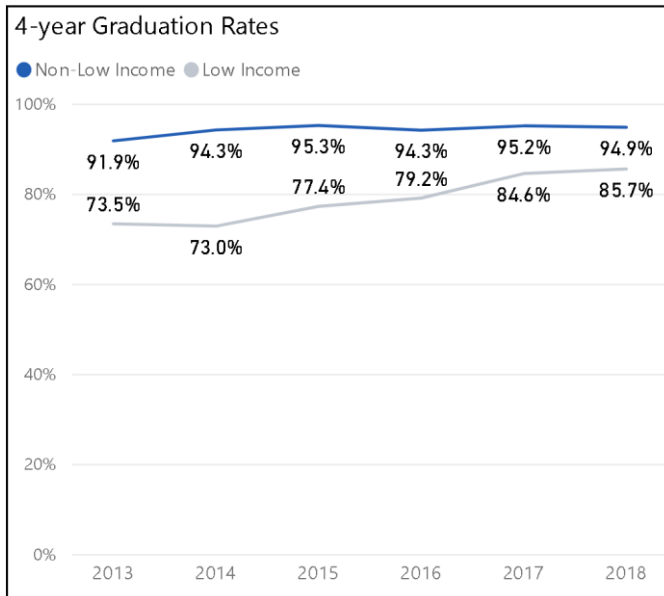
4-year Graduation Rates				
Class of	Non-Low Income		Low Income	
	Rate	Total N	Rate	Total N
2013	91.9	1271	73.5	279
2014	94.3	1285	73.0	307
2015	95.3	1321	77.4	265
2016	94.3	1398	79.2	346
2017	95.2	1424	84.6	319
2018	94.8	1552	85.7	251

5-year Graduation Rates				
Class of	Non-Low Income		Low Income	
	Rate	Total N	Rate	Total N
2013	94.6	1258	83.2	280
2014	96.3	1282	80.8	297
2015	96.6	1326	85.3	265
2016	96.4	1379	84.7	340
2017	96.7	1403	89.8	314

CEO's Ends Policy Interpretation

Reasonable Interpretation: Policy criteria; observable conditions; alignment to Ends; targets and rationale; sufficient evidence toward achievement and rationale

College-level high school course work is interpreted as a "Dual Credit" course. A Dual Credit course is a rigorous course taught in a college or high school that provides students the potential to earn high school and college credit. Dual Credit programs include Advanced Placement, Cambridge International and International Baccalaureate courses with exams, and Career and Technical Education/CTE Dual Credit, College in the High School, and Running Start courses that can result in college course credit. In today's world, two-thirds of all jobs require some post-high school training or education. Taking dual credit is connected to higher high school graduation rates, college enrollment and degree completion.

Therefore, I interpret that students who enroll and demonstrate success in Dual Credit courses show evidence of Future Readiness, especially college preparedness.

As such, **observable conditions and targets** for End Results (ER) 1 include:

- 95% of 11th and 12th grade students enrolled in a dual credit college-level course earning B or above
- 95% of students taking at least one AP exam
- 95% of students passing an AP exam

Our commitment and aspirational goal is for 95% of students to enroll in Dual Credit and take and pass at least one AP exam. I interpret that there is sufficient evidence toward accomplishment of the End has been made for each student group when:

- 85% or more students are enrolled in Dual Credit and taking and passing at least one AP exam; graduating; if student performance shows and improving three-year trend or no more than a two-percentage point decline three-year trend.

Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; Yellow and red-shaded cells denote areas of partial achievement.

Rationale

Given the high aspirational goal of 95% of students enrolled in Dual Credit and taking and passing at least one AP exam, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and year-to-year improvement provides sufficient evidence of reasonable progress toward accomplishment of the End. Any student group not meeting established criteria provides evidence that full achievement of the End has not been accomplished.

Monitoring Results

Overall, Dual Credit enrollment is 91.4% for the All students group, and trend data shows enrollment is increasing over time for every student group. In addition, 86.1% of students enrolled in a Dual Credit course are receiving a B or better. 30% (rank 3) of high school students in the All students group are taking at least one Advanced Placement (AP) exam. However, of the students taking AP exams, 82.7% (up 3% and rank 2) are receiving a passing score, and trend data shows passage rates on AP exams are increasing for student group.
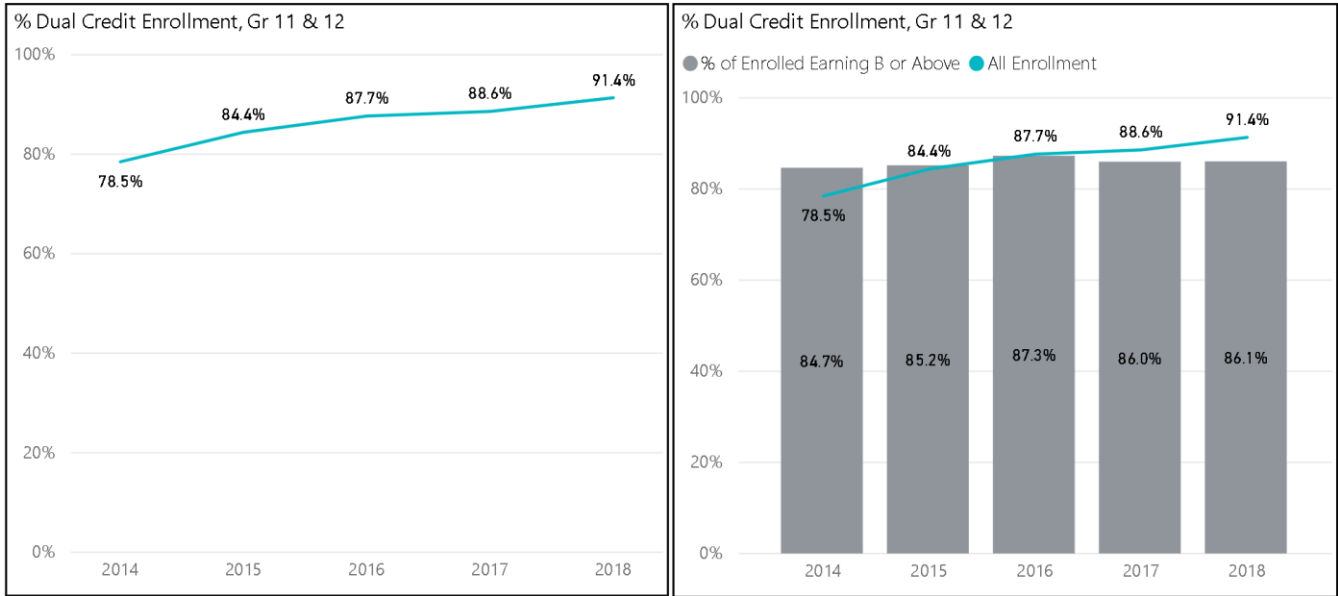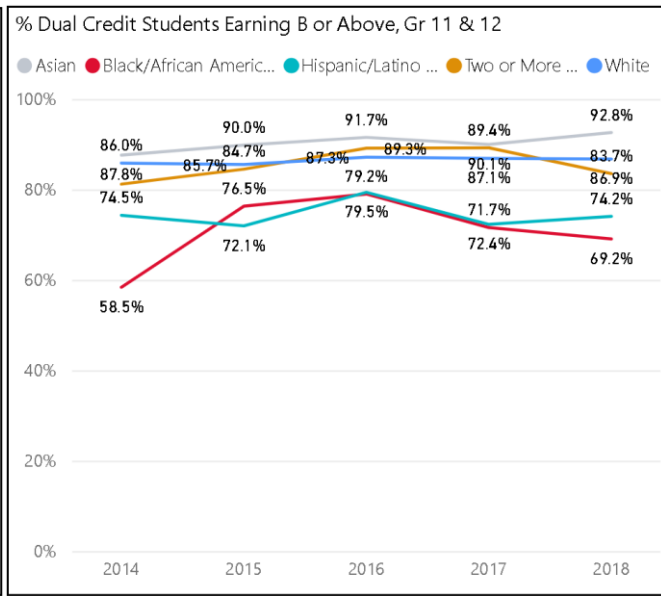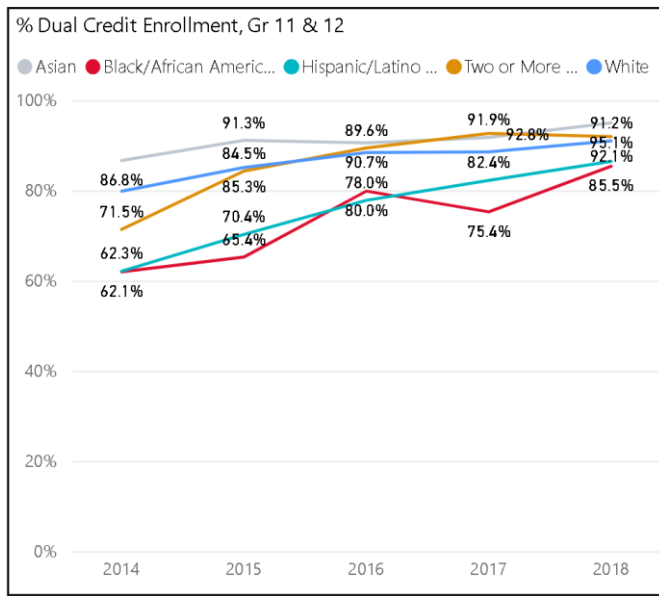

Monitoring results show gaps when comparing performance of All students, Asian and White students to performance of Black/African American students and Hispanic/Latino students. Gaps are also present between students not receiving Special Education services and those who are receiving Special Education services, students who are not English Learners and those who are English Learners, and student from non-Low Income households and those who are from Low Income households. In addition, the percentage of male students taking Dual Credit is slightly lower than female students.

- Black/African American students and Latino/Hispanic students do not participate in Dual Credit courses at the same rate as compared to the All students group. While there is a gap between the Black/African
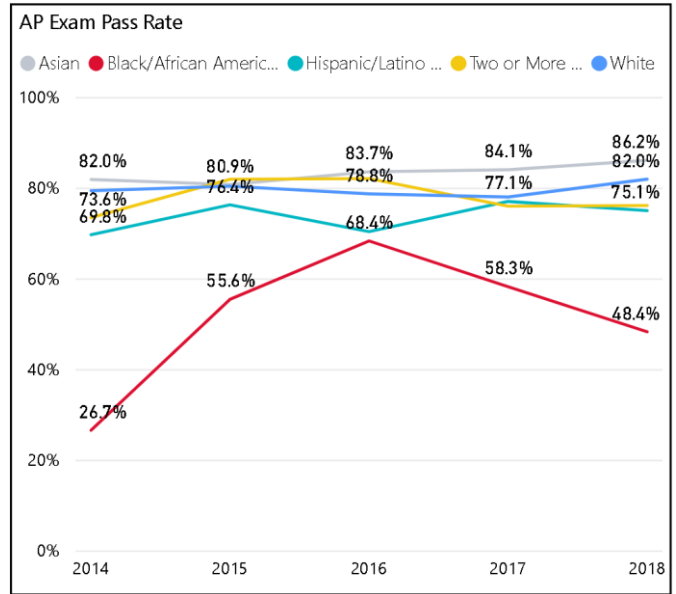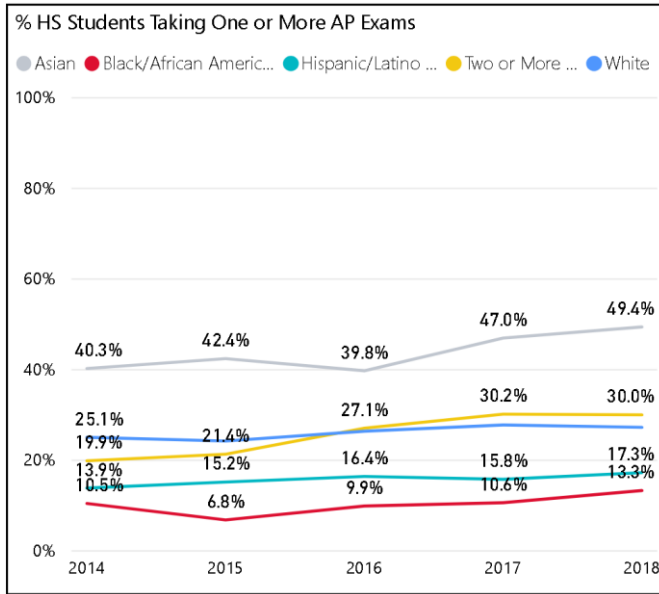
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American and Latino/Hispanic student groups and the Asian and White student groups, participation has increased by about 20% and the gap has reduced to less than 10%. Hispanic/Latino performance in Dual Credit courses has not had significant change over the last five years while Black/African American performance has noticeably decreased over the last three years. Participation in AP has slightly increased over the last five years, but the gap in participation has remained constant over the same time at about 15-20%. AP exam passage rate has decreased over the last five years for Black/African American students and remained constant for Latino/Hispanic students.

- Students who are receiving special education services continue to increase enrollment in dual credit courses while success has continued to decrease over the same period of time. AP enrollment is slightly up while AP exam pass rate regained the upward trend after a one year dip (2017). AP pass rate is at an all time high at 82.7% which is only .2% less than non-special education peers.

- Students who are English Learners do not participate in Dual Credit course at the same rate as compared to the All students group. There is a 20% gap in overall enrollment when compared to the All students group, which has decreased from 40% five years ago. A gap of 30% exists for students earning a B or better in Dual Credit courses. 5.7 % of English Learner students participate in an AP course which is an increase of 4.3% over 2017. Passage rates on AP exams are generally consistent with a one-year dip in 2017. Students who have exited English Learner services demonstrate similar enrollment and performance as compared to the All students group.

- Students from Low Income households do not participate in Dual Credit courses at the same rate as compared to the All students group. While there is a gap between students from Low Income households and the All students group, participation has increased by 24%, and the gap has reduced to less than 10% for the first time. Student performance in Dual Credit courses has decreased over the last five years, and the gap has increased to 25%. Participation in AP has decreased over the last five years, but the gap in participation has increased over the same time period. AP exam passage rate has increased over the last five years with a dip in 2018..
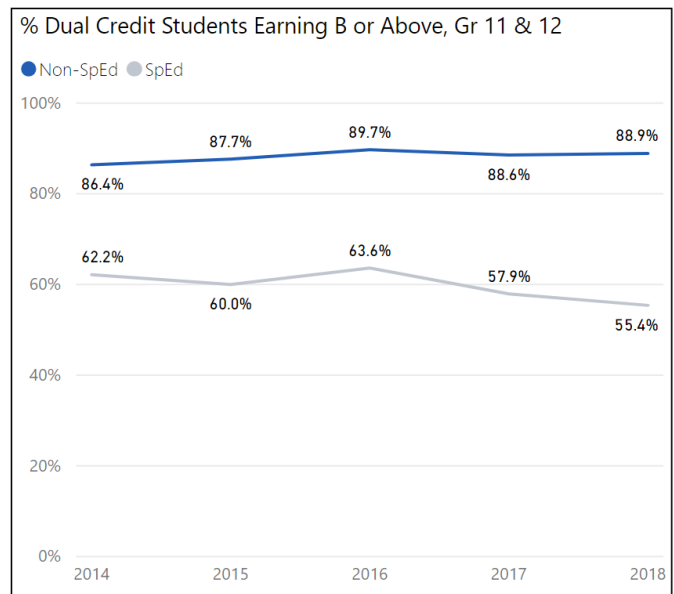
% Dual Credit Enrollment, Gr 11 & 12

% Dual Credit Students Earning B or Above, Gr 11 & 12

% Dual Credit Enrollment, Gr 11-12									
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N
2013-14	86.8	462	62.1	66	62.3	302	71.5	165	80.0	2298
2014-15	91.3	526	65.4	52	70.4	321	84.5	193	85.3	2245
2015-16	90.7	571	80.0	60	78.0	395	89.6	230	88.6	2282
2016-17	91.9	629	75.4	61	82.4	392	92.8	264	88.7	2309
2017-18	95.1	698	85.5	76	86.6	381	92.1	266	91.2	2295

% Dual Credit Students Earning B or Above, Gr 11-12									
School Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% B or Above	Total N	% B or Above	Total N	% B or Above	Total N	% B or Above	Total N	% B or Above	Total N
2013-14	87.8	401	58.5	41	74.5	188	81.4	118	86.0	1838
2014-15	90.0	480	76.5	34	72.1	226	84.7	163	85.7	1914
2015-16	91.7	518	79.2	48	79.5	308	89.3	206	87.3	2021
2016-17	90.1	578	71.7	46	72.4	323	89.4	245	87.1	2048
2017-18	92.8	664	69.2	65	74.2	330	83.7	245	86.9	2092

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% HS Students Taking One or More AP Exams

Asian ● Black/African Americ... ● Hispanic/Latino ... ● Two or More ... ● White

	2014	2015	2016	2017	2018
Asian	40.3%	42.4%	39.8%	47.0%	49.4%
White	25.1%	21.4%			30.0%
Two or More	19.9%	15.2%	27.1%	30.2%	17.3%
Hispanic/Latino	13.9%		16.4%	15.8%	13.3%
Black/African American	10.5%	6.8%	9.9%	10.6%	

AP Exam Pass Rate

Asian ● Black/African Americ... ● Hispanic/Latino ... ● Two or More ... ● White

	2014	2015	2016	2017	2018
Asian	82.0%	80.9%	83.7%	84.1%	86.2%
White	73.6%	76.4%	78.8%	77.1%	82.0%
Two or More	69.8%		68.4%		75.1%
Black/African American	26.7%	55.6%		58.3%	48.4%

% HS Students taking at least one AP Exam									
Exam Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White
	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N
2014	40.3	1048	10.5	124	13.9	656	19.9	392	25.1	4667
2015	42.4	1119	6.8	117	15.2	717	21.4	440	24.3	4662
2016	39.8	1245	9.9	131	16.4	821	27.1	524	26.4	4732
2017	47.0	1413	10.6	141	15.8	822	30.2	583	27.8	4690
2018	49.4	1598	13.3	150	17.3	810	30.0	566	27.3	4641

% AP Exams Passed									
Exam Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White
	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)
2014	82.0	993	26.7	15	69.8	149	73.6	140	79.5	2185
2015	80.9	1150	55.6	9	76.4	139	82.0	178	80.5	2179
2016	83.7	1188	68.4	19	70.5	254	82.2	275	78.8	2189
2017	84.1	1569	58.3	24	77.1	223	76.1	343	78.1	2385
2018	86.2	1848	48.4	31	75.1	249	76.2	324	82.0	2295

% Dual Credit Enrollment, Gr 11 & 12

● Non-Sped   ● SpEd

Non-Sped: 83.6% (2014), 88.2% (2015), 91.2% (2016), 91.7% (2017), 94.2% (2018)

SpEd: 43.5% (2014), 58.4% (2015), 63.3% (2016), 64.8% (2017), 68.8% (2018)

% Dual Credit Students Earning B or Above, Gr 11 & 12

● Non-SpEd   ● SpEd

Non-SpEd: 86.4% (2014), 87.7% (2015), 89.7% (2016), 88.6% (2017), 88.9% (2018)

SpEd: 62.2% (2014), 60.0% (2015), 63.6% (2016), 57.9% (2017), 55.4% (2018)
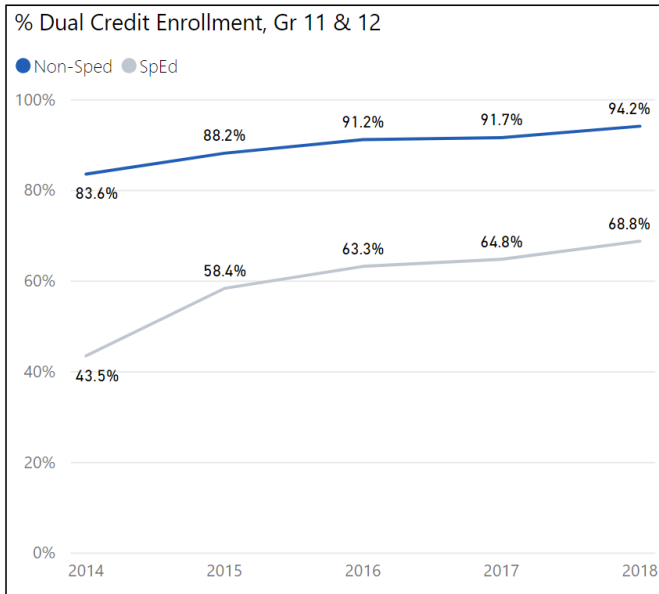
% Dual Credit Enrollment, Gr 11-12				
School Year	Non-SpEd		SpEd	
	% Enrolled	Total N	% Enrolled	Total N
2013-14	83.6	2884	43.5	425
2014-15	88.2	2921	58.4	428
2015-16	91.2	3091	63.3	452
2016-17	91.7	3252	64.8	418
2017-18	94.2	3319	68.8	417

% Dual Credit Students Earning B or Above, Gr 11-12				
School Year	Non-SpEd		SpEd	
	% B or Above	Total N	% B or Above	Total N
2013-14	86.4	2412	62.2	185
2014-15	87.7	2577	60.0	250
2015-16	89.7	2820	63.6	286
2016-17	88.6	2981	57.9	271
2017-18	88.9	3126	55.4	287

% HS STudents Taking One or More AP Exams

● Non-SpEd ● SpEd

Year	Non-SpEd	SpEd
2014	29.1%	2.3%
2015	28.9%	2.8%
2016	30.7%	2.5%
2017	33.2%	3.6%
2018	33.8%	4.2%

AP Exam Pass Rate

● Non-SpEd ● SpEd

Year	Non-SpEd	SpEd
2014	79.4%	70.0%
2015	80.5%	72.7%
2016	78.8%	79.9%
2017	80.0%	66.7%
2018	82.7%	—
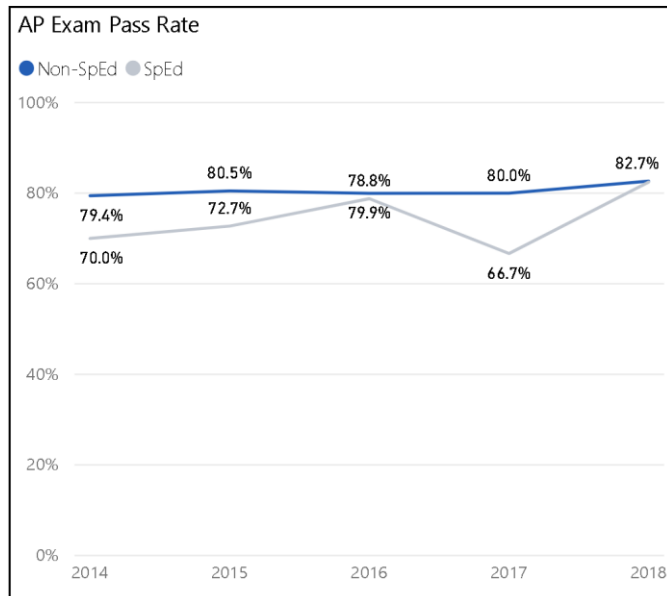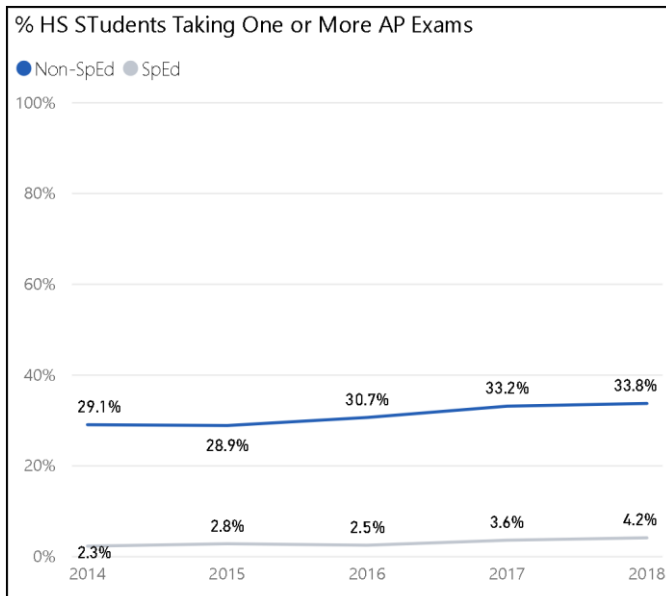
% HS Students taking at least one AP Exam				
Exam Year	Non-SpEd		SpEd	
	% Test Takers	Total N	% Test Takers	Total N
2014	29.1	6049	2.3	863
2015	28.9	6210	2.8	879
2016	30.7	6566	2.5	915
2017	33.2	6823	3.6	855
2018	33.8	6978	4.2	817

% AP Exams Passed				
Exam Year	Non-SpEd		SpEd	
	% Test Passed	Total N	% Test Passed	Total N
2014	79.4	3462	70.0	30
2015	80.5	3657	72.7	32
2016	79.9	3895	78.8	26
2017	80.0	4505	66.7	48
2018	82.7	4698	82.5	57

% Dual Credit Enrollment, Gr 11 & 12

ELL ● Exited ELL ● Never ELL ●

% Dual Credit Students Earning B or Above, Gr 11 & 12

ELL ● Exited ELL ● Never ELL ●
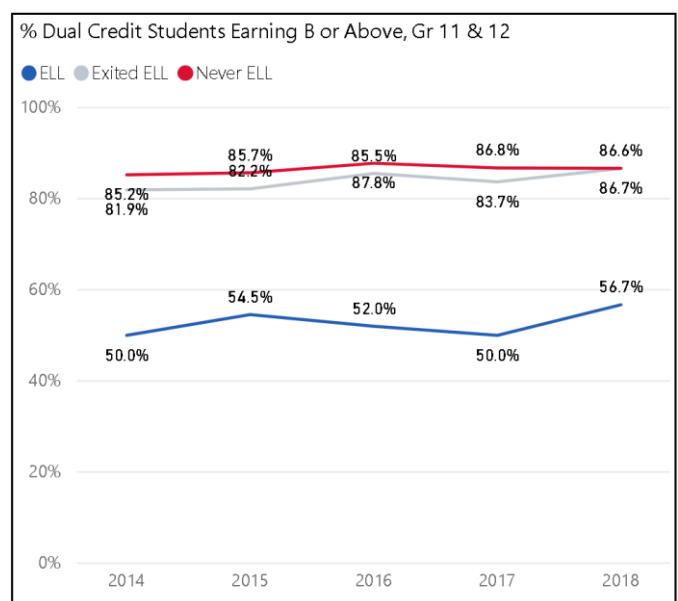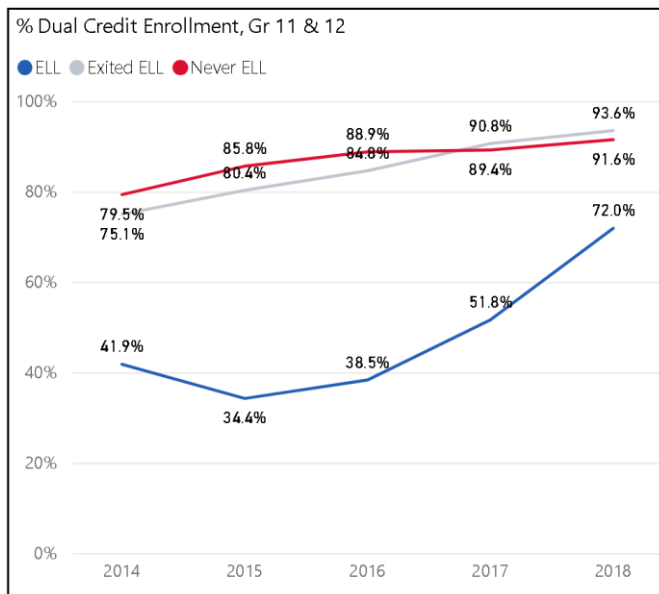
% Dual Credit Enrollment, Gr 11-12						
School Year	Never ELL		Exited ELL		ELL	
	% Enroll	Total N	% Enroll	Total N	% Enroll	Total N
2013-14	79.5	3026	75.1	221	41.9	62
2014-15	85.8	3055	80.4	230	34.4	64
2015-16	88.9	3176	84.8	302	385	65
2016-17	89.4	3281	90.8	304	51.8	85
2017-18	91.6	3251	93.6	392	72.0	93

% Dual Credit Students Earning B or Above, Gr 11-12						
School Year	Never ELL		Exited ELL		ELL	
	% B or Above	Total N	% B or Above	Total N	% B or Above	Total N
2013-14	85.2	2405	81.9	166	50.0	26
2014-15	85.7	2620	82.2	185	54.5	22
2015-16	87.8	2825	85.5	256	52.0	25
2016-17	86.8	2932	83.7	276	50.0	44
2017-18	86.7	2979	86.6	367	56.7	67

% HS Students Taking One or More AP Exams

ELL ● Exited ELL ● Never ELL

	2014	2015	2016	2017	2018
Never ELL	26.7%	26.7%	28.7%	31.6%	32.3%
Exited ELL	14.3%	15.8%	16.6%	23.1%	26.3%
ELL	2.2%	4.2%	2.6%	1.4%	5.7%

AP Exam Pass Rate

ELL ● Exited ELL ● Never ELL

	2014	2015	2016	2017	2018
Never ELL	79.5%	80.5%	79.1%	79.6%	83.6%
Exited ELL	71.9%	77.0%	75.0%	84.3%	
ELL	66.7%	66.7%		33.3%	66.7%
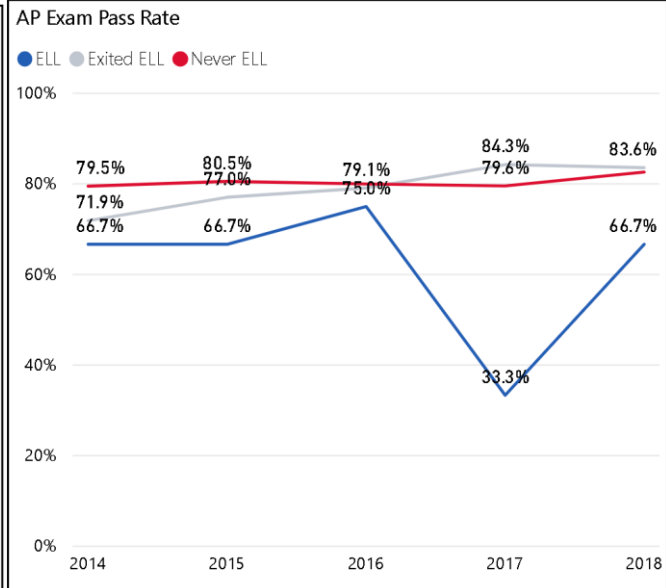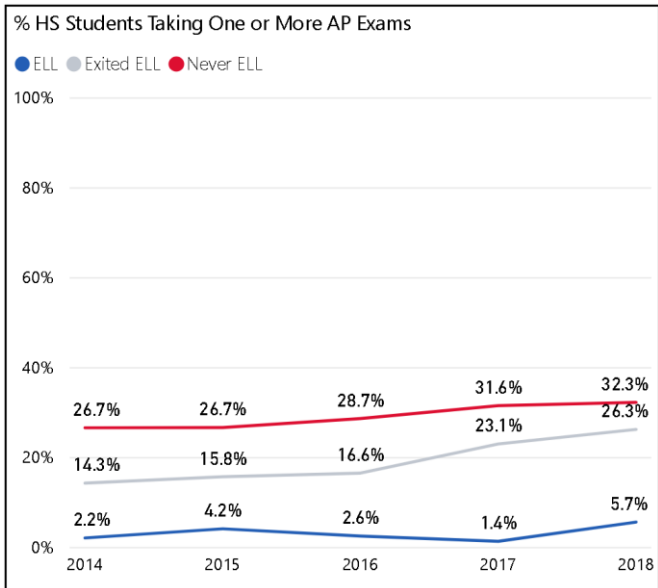
% HS Students taking at least one AP Exam					
Exam Year	Never ELL		Exited ELL		ELL	
	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N
2014	26.7	6529	14.3	244	2.2	SUPPRESSED
2015	26.7	6553	15.8	393	4.2	SUPPRESSED
2016	28.7	6746	16.6	579	2.6	SUPPRESSED
2017	31.6	6681	23.1	785	1.4	SUPPRESSED
2018	32.3	6503	26.3	1046	5.7	246

% AP Exams Passed					
Exam Year	Never ELL		Exited ELL		ELL	
	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)
2014	79.5	1741	71.9	35	66.7	SUPPRESSED
2015	80.5	1751	77.0	62	66.7	SUPPRESSED
2016	80.0	1937	79.1	96	75.0	SUPPRESSED
2017	79.6	2110	84.3	181	33.3	SUPPRESSED
2018	82.6	2101	83.6	275	66.7	14
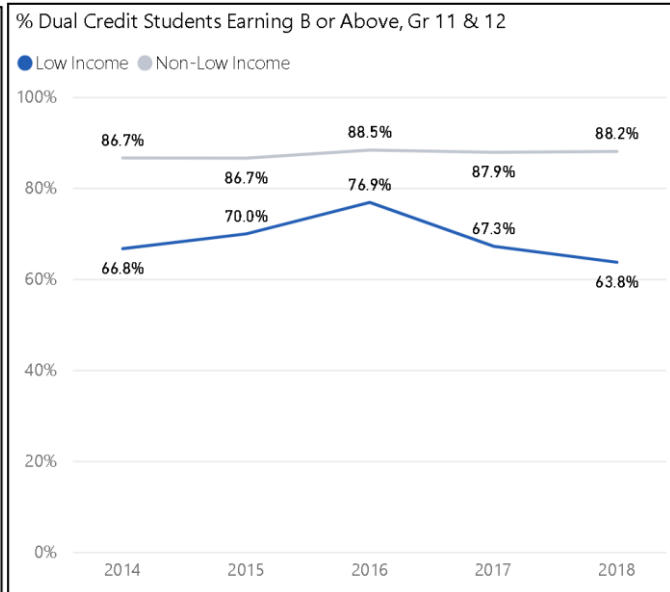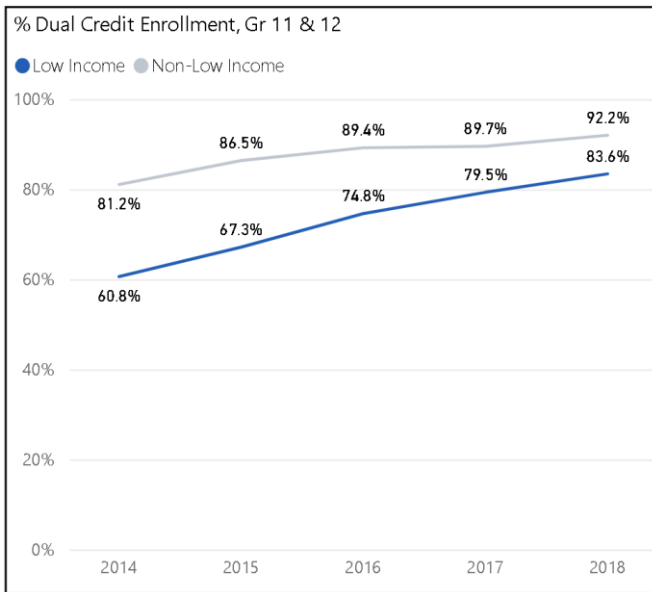
% Dual Credit Enrollment, Gr 11 & 12

● Low Income ● Non-Low Income

	2014	2015	2016	2017	2018
Non-Low Income	81.2%	86.5%	89.4%	89.7%	92.2%
Low Income	60.8%	67.3%	74.8%	79.5%	83.6%

% Dual Credit Students Earning B or Above, Gr 11 & 12

● Low Income ● Non-Low Income

	2014	2015	2016	2017	2018
Non-Low Income	86.7%	86.7%	88.5%	87.9%	88.2%
Low Income	66.8%	70.0%	76.9%	67.3%	63.8%

% Dual Credit Enrollment, Gr 11-12				
School Year	Non-Low Income		Low Income	
	% Enrolled	Total N	% Enrolled	Total N
2013-14	81.2	2868	60.8	441
2014-15	86.5	2982	67.3	367
2015-16	89.4	3131	74.8	412
2016-17	89.7	3285	79.5	385
2017-18	92.2	3389	83.6	347

% Dual Credit Students Earning B or Above, Gr 11-12				
School Year	Non-Low Income		Low Income	
	% B or Above	Total N	% B or Above	Total N
2013-14	86.7	2329	66.8	268
2014-15	86.7	2580	70.0	247
2015-16	88.5	2798	76.9	308
2016-17	87.9	2946	67.3	306
2017-18	88.2	3123	63.8	290

% HS Students Taking One or More AP Exams

● Low Income ● Non-Low Inc

	2014	2015	2016	2017	2018
Non-Low Inc	28.4%	27.9%	29.7%	32.7%	33.3%
Low Income	9.6%	9.6%	9.4%	8.1%	8.3%

AP Exam Pass Rate

● Low Income ● Non-Low Inc

	2014	2015	2016	2017	2018
Non-Low Inc	80.5%	81.3%	80.4%	80.3%	83.3%
Low Income	57.8%	60.6%	67.4%	68.0%	56.6%
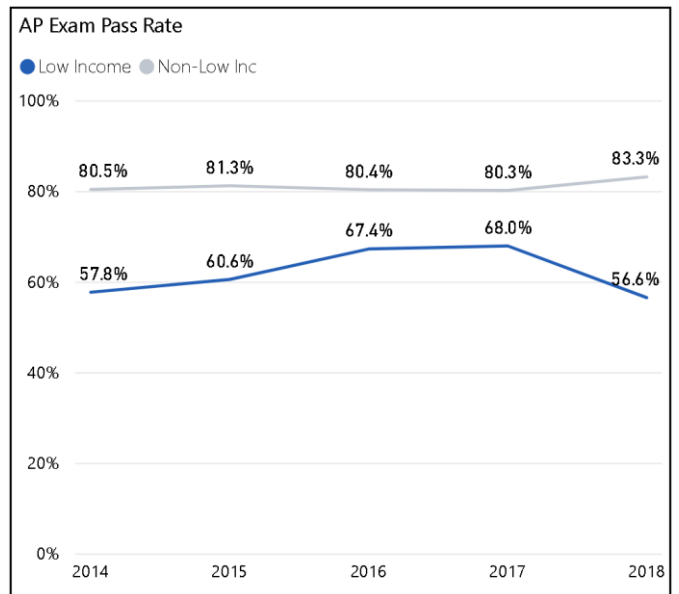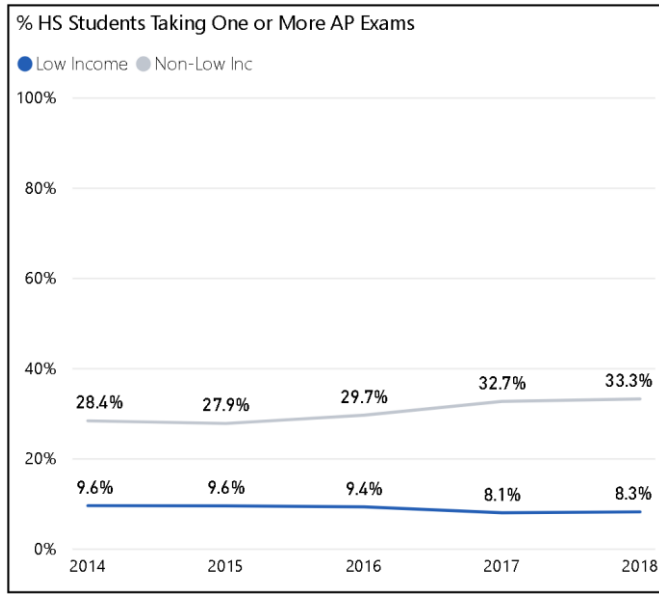
% HS Students taking at least one AP Exam				
Exam Year	Non-Low Income		Low Income	
	% Test Takers	Total N	% Test Takers	Total N
2014	28.4	5916	9.6	996
2015	27.9	6234	9.6	855
2016	29.7	6575	9.4	906
2017	32.7	6785	8.1	893
2018	33.3	6972	8.3	823

% AP Exams Passed				
Exam Year	Non-Low Income		Low Income	
	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)
2014	80.5	3319	57.8	173
2015	81.3	3541	60.6	160
2016	80.4	3784	67.4	144
2017	80.3	4406	68.0	147
2018	83.3	4649	56.6	106

Part 3: Enrollment in a Post-Secondary Institution within Two Years of Graduation

CEO's Ends Policy Interpretation
Policy criteria; observable conditions; alignment to Ends; targets and rationale; sufficient evidence toward achievement and rationale

Post-Secondary enrollment is interpreted as enrollment in a two or four-year public or private technical college, community college, college, or university. Not all jobs require a college education; however, according to the U.S. Bureau of Labor Statistics, unemployment rates are lower and lifetime earnings are higher for college graduates than high school graduates. In addition, college graduates are more likely to receive benefits such as healthcare, from their employer. College also encourage workers to excel in the workplace and gain new knowledge and experience. In general, post-secondary education provides more opportunity for students to experience personal and career success.

Therefore, I interpret that students who enroll in a post-secondary institution within 2 years of graduation show evidence of Future Readiness.

As such, **observable conditions and targets** for End Results (ER) 1 include:

- o   95% of graduates enrolled in post-secondary institution within 2 years of graduation
- o   Student attendance by college type (two-year, four year, public, private)

Our commitment and aspirational goal is for 95% of student to enroll in a post-secondary institution within two years of graduation. I interpret that there is sufficient evidence toward accomplishment of the End has been made for each student group when:

- • 85% or more students are enrolled in a post-secondary institution within two years of graduation
  OR
- • 71 – 84% of students are enrolled in a post-secondary institution within two years of graduation if student performance shows an improving three-year trend

Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; Yellow and red-shaded cells denote areas of partial achievement.

Rationale
Given the high aspirational goal of 95% of students enrolled in post-secondary education within two years of graduation, reasonable progress toward accomplishment of this End is a multi-year effort. Therefore, establishing a minimum threshold of 85% by student group, together with criteria of comparable performance and year-to-year improvement provides sufficient evidence of reasonable progress toward accomplishment of the End. Any student group not meeting established criteria provides evidence that full achievement of the End has not been accomplished.

Monitoring Results

Overall, post-secondary enrollment increased to 83.6% for the All students group and there is a positive trend in post- secondary enrollment for most student groups. The district ranks third in the state for post-secondary enrollment within one year of graduation.
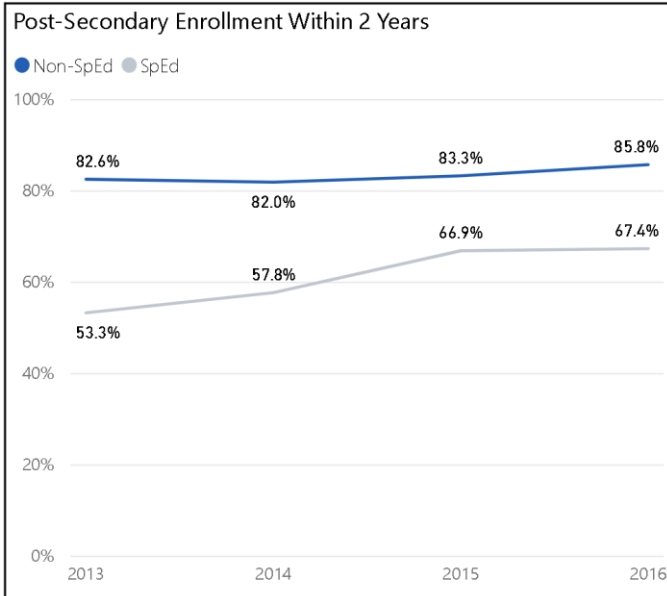

Post-Secondary Enrollment Within 2 Years
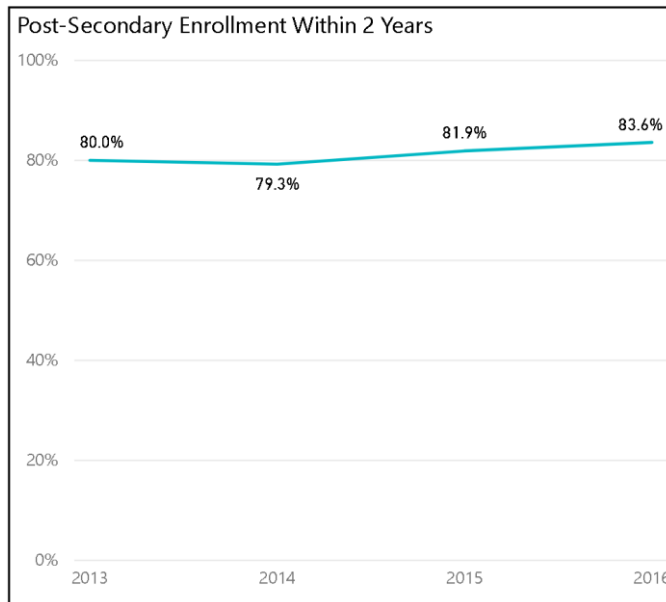
Post-Secondary Enrollment within Two Years		
Class of	% of Graduate	Total N
2013	80.0	1366
2014	79.3	1441
2015	81.9	1447
2016	83.6	1580

Monitoring results show gaps when comparing performance of All students, Asian and White students to performance of Black/African American students and Hispanic/Latino students. Gaps are also present between students not receiving Special Education services and those who are receiving Special Education services, students who are not English Learners and those who are English Learners, and student from non-Low Income households and those who are from Low Income households.

- The rate of post-secondary enrollment has been inconsistent for most race/ethnicity student groups reported. Black/African American and Hispanic/Latino students enroll in post-secondary at lower rates, 68.2% and 77.1% respectively. Hispanic/Latino has increased over the last three years while Black/African American has decreased over the same period of time.
- For students receiving Special Education services, the rate of post-secondary enrollment is 67.4%, but the gap between the All students group has reduced over the past three years. The district ranks fourth for post-secondary enrollment within one year of graduation for students receiving Special Education services.
- For English Learners, the rate of post-secondary enrollment is at 75%, and the gap between the All students group has decreased to less than 10%. The gap between students who have exited English Learner services and the All students group has reduced from 15% to less than 10%.
- For students from Low income households, the rate of post-secondary enrollment is 74.2%; the gap between the All students group has remained constant over the past three years.
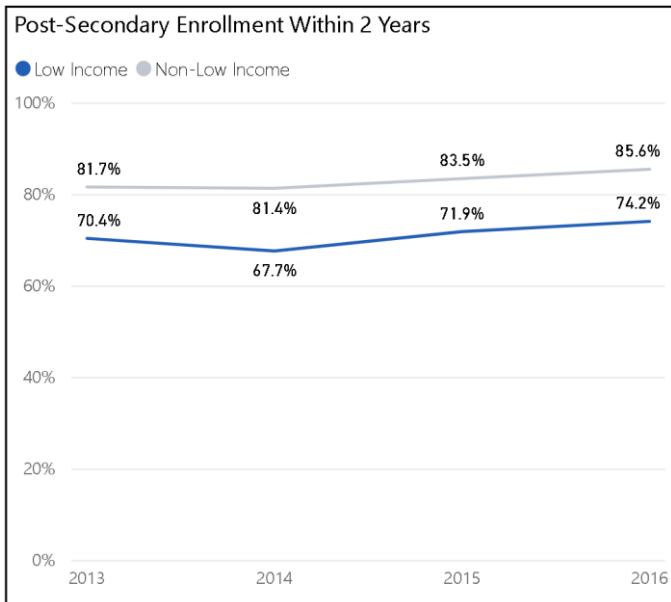
Post-Secondary Enrollment Within 2 Years
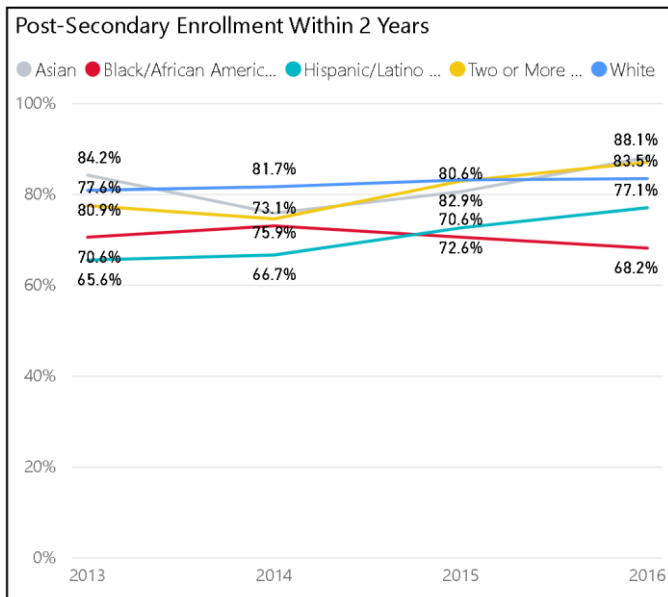
Post-Secondary Enrollment within Two Years										
Class of	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N
2013	84.2	184	70.6	17	65.6	90	77.6	49	80.9	1021
2014	75.9	195	73.1	26	66.7	108	74.6	67	81.7	1038
2015	80.6	237	70.6	17	72.6	106	82.9	82	83.2	999
2016	88.1	253	68.2	22	77.1	157	87.1	93	83.5	1053

Post-Secondary Enrollment Within 2 Years

Non-SpEd ● SpEd ●

	2013	2014	2015	2016
Non-SpEd	82.6%	82.0%	83.3%	85.8%
SpEd	53.3%	57.8%	66.9%	67.4%

Post-Secondary Enrollment within Two Years				
Class of	Non-SpEd		SpEd	
	% of Graduate	Total N	% of Graduates	Total N
2013	82.6	1246	53.3	120
2014	82.0	1280	57.8	161
2015	83.3	1320	66.9	127
2016	85.8	1393	67.4	187

Post-Secondary Enrollment Within 2 Years

ELL ● Exited ELL ● Never ELL ●

	2013	2014	2015	2016
Never ELL	80.6%	80.0%	83.0%	84.4%
Exited ELL		75.0%	72.3%	75.0%
ELL	70.8%	53.8%	62.9%	75.0%
	65.0%			
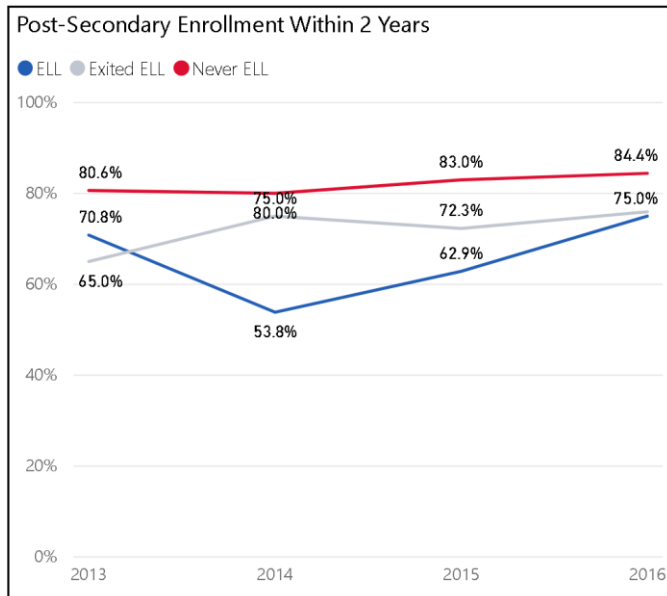
Post-Secondary Enrollment within Two Years						
Class of	Never ELL		Exited ELL		ELL at Graduation	
	% of Graduates	Total N	% of Graduates	Total N	% of Graduates	Total N
2013	80.6	1302	65.0	40	70.8	24
2014	80.0	1327	75.0	88	53.8	26
2015	83.0	1329	72.3	83	62.9	35
2016	84.4	1432	76.0	104	75.0	44

Post-Secondary Enrollment Within 2 Years

● Low Income   ● Non-Low Income

Post-Secondary Enrollment within Two Years				
Class of	Non-Low Income		Low Income	
	% Enrolled	Total N	% Enrolled	Total N
2013	81.7	1163	70.4	203
2014	81.4	1215	67.7	226
2015	83.5	1244	71.9	203
2016	85.6	1309	74.2	271

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Conclusion

Reasonable interpretation includes observable conditions, targets, and rationale that aligns with Ends Policy and represents appropriate targets for outcomes. While sufficient evidence exists to demonstrate that part 1, 2 and 3 of the Ends Policy has been achieved for the All students group and some student groups, evidence demonstrates only reasonable partial achievement toward the Ends Policy interpretation for other identified student groups.

Strategies to Achieve Ends

Many efforts are underway or planned toward achieving the Ends.

Current strategies include:

Building Continuous Improvement Process (CIP) Plans, Data Displays, Data Analysis

- o Each high school sets school level goals to address graduation rates and dual credit participation. When achievement/opportunity gaps are identified, school teams write specific goals for these student groups.
- o Each high school sets school level goals to address graduation rates and dual credit participation. When achievement/opportunity gaps are identified, school teams write specific goals for these student groups.
- o High schools receive monthly progress updates regarding student drop-outs. This information helps to inform next steps to ensure data is accurate and/or continue re-engagement efforts for students.
- o Power BI was populated with relevant data for staff at all levels to monitor student progress. This data system is used to determine which student groups are underperforming in academic and other relevant factors which relate to school and post-secondary success. Power BI allows staff to disaggregate data easily to better inform planning and decisions.

High School and Beyond Plan/Transition Plan

- o All students are required to complete a high school and beyond plan. This helps to plan high school course work and experiences that will help inform post-secondary plans.
- o For students receiving Special Education services, a transition plan is developed with goals for post-secondary plans and makes sure appropriate state/community agencies are part of the student's transition plan.

College Bound Enrollment and Support

- o Middle School counselors work with students that qualify for the College Bound scholarship to ensure enrollment is completed by the end of grade 8.
- o High School counselors work with eligible College Bound students on supporting activities each year to ensure students can access the scholarship for post-secondary enrollment. Activities include college visits, FAFSA completion support, and parent informational/support events.

Equity Efforts

- o As part of the Lake Washington's ongoing strategic improvement efforts, the district continued the implementation of the community and staff District Equity Advisory Team. The team focused on specific district efforts to provide feedback and insight.
- o The district hired a Director of Opportunity, Equity and Inclusion to continue focusing on inequitable system issues, to provide staff training, and collaborate with community members.

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- Schools implemented school-based equity teams. Teams focused on professional learning focused on issues related to equity.

<u>18-21 Transition Program</u>

- In 2017-18, LWSD opened a second 18-21 transition program to provide additional services for students. The program aims to develop independence for students that require school services beyond four years of high school. Students in the program are eligible to receive services from the Department of Developmental Disabilities (DDD) and the Department of Vocational Rehabilitation (DVR) eligible.

<u>7-Period High School Schedule</u>

- The district implemented a 7-period schedule for high school students. This will allow students four additional credit opportunities beyond the current 24 credit opportunities. The additional credit opportunities will all for exploration, acceleration, and remediation.

Strategies being evaluated/planned include:

<u>School Start Times</u>

- Work continued in order to evaluate whether to change high school start times. Research has shown that adolescent sleep patterns would indicate a later school start time could be beneficial. The school start time committee will continue to engage with affected stakeholders given the implications of any change in start times.

<u>Multi-Tiered Systems of Support (MTSS)</u>

- Schools at all grade levels piloted components of MTSS in 2018-19 that will be scaled-up over time.
  - Eleven school leadership teams, including elementary, middle and high schools, received training in Positive Behavior Interventions and Support (PBIS) to establish a culture and climate in each school that is conducive to learning for all students. All remaining schools in the district will receive PBIS training over the next three years. Four student Services Specialists were hired to support this work.
  - Four elementary school leadership teams learned about and will be implementing inclusive academic and behavioral instructional practices next year. These schools will serve as model sites for schools in the district.
  - Twenty-two secondary math and English Language Arts teachers received co-teaching training and support to improve access to core curriculum and instruction for students with disabilities. Teams have now been trained in 3 of 4 of our comprehensive high schools 4 of 7 of our comprehensive middle schools. Additional co-teaching teams will be trained next year at the secondary levels with the goal of each school having teams trained in co-teaching over the next 2 years. We will begin training teams from elementary school in 2019-20.
  - Forty elementary teachers piloted K-5 math screening and progress monitoring assessments. A recommendation on an assessment is scheduled for next year with implementation to begin in 2020-21.

BOARD POLICIES – GOVERNING CULTURE &
BOARD SUPERINTENDENT RELATIONSHIP (GC & BSR)
FIRST READING

June 10, 2019

SITUATION

The following board policies, Governing Culture (GC) and Board/Superintendent
Relationship (B/SR), have been discussed and reviewed at the March 22 and June 10 study
sessions. These policies are being submitted for first reading. Any proposed revisions will
be presented for second reading/adoption at the June 24 board meeting. These policies
will replace the board's current Governance Process (GP) and Board/CEO Relationship
(B/CR) policies.

Governing Culture 1-9 (GC 1-9) - *replacing GP policies*
- GC-1, Board Purpose
- GC-2, Governing Commitments
- GC-3, Board Job Description
- GC-4, Officers' Roles
- GC-5, Board Committees
- GC-6, Annual Work Plan
- GC-7, Board Members' Code of Conduct
  - GC-7E – Handling Requests or Complaints
- GC-8, Board Member Conflict of Interest
- GC-9, Process for Addressing Board Member Violations

Board/Superintendent Relationship 1-5 (B/SR 1-5) - *replacing B/CR policies*

- B/SR-1, Single Point of Connection
- B/SR-2, Single Unit Control
- B/SR-3, Staff Accountability
- B/SR-4, Authority of the Superintendent
- B/SR-5, Superintendent Accountability
  - B/SR-5E –Annual Summative Evaluation of the Superintendent

RECOMMENDATION

The Board of Directors discusses the proposed revisions to the Governing Culture 1-9
(GC 1- 9) and Board/Superintendent Relationship 1-5 (B/SR 1-5) as proposed policy
changes.

Policy Type: Governance Culture

Board Purpose

The Lake Washington School District Board of Directors represents, leads and serves the community and holds itself accountable to them by committing to act in their best interests and by ensuring that all Board and district action is consistent with law and the Board's policies. In the fulfillment of this charge, the Board is committed to rigorous and continual improvement of its capacity to govern effectively, using its policies to define its values and expectations.

The Board's purpose is to assure that the district achieves the results described in the Board's **Results** policies and that it operates according to the values expressed in the Board's **Operational Expectations** policies.

Adopted:

Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually***

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Governing Commitments

The Board will govern lawfully with primary emphasis on results for students; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative issues; observe clear separation of Board and Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.

1. The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board faithfully will make decisions as a group, by formal vote. No officer, individual, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.

2. The Board is responsible for its own performance and commits itself to continuous improvement. The Board will assure that its members are provided with training and professional support necessary to govern effectively. As a means to assure continuous improvement, the Board regularly and systematically will monitor all policies in this section and will assess the quality of each meeting by debriefing the meeting following its conclusion.

3. To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will:

    a.   come to meetings adequately prepared
    b.   speak only when recognized
    c. not interrupt each other
    d. not engage in side conversations
    e. not repeat what has already been said
    f. not "play to the audience" or monopolize the discussion
    g. support the president's efforts to facilitate an orderly meeting
    h. communicate openly and actively in discussion and dialog to avoid surprises
    i. encourage balanced participation of all members
    j. practice respectful body language

4. The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss. All administrative matters delegated to the Superintendent that are required to be approved by the Board will be acted upon by the Board via the consent agenda.

5. An item may be removed from the consent agenda upon request of a member and concurrence of at least one additional member.

6. The Board will direct the district through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Superintendent and staff to achieve those results. Accordingly, individual members will not:

   a. assume responsibility for resolving operational problems or complaints
   b. give personal direction to any part of the operational organization

7. The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being approved at a subsequent Board meeting.

Adopted:

Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually*

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Board Job Description

The Board's job is to represent, lead and serve the community and to govern the district by establishing expectations for district results, expectations for quality operational performance, and monitoring actual performance against those expectations.

 The Board will:

1.   Ensure that the **Results** are the dominant focus of district performance.

2.   Advocate for the district and the students it serves.

3.   Initiate and maintain effective communication with the community and other important stakeholder groups as a means to engage them in the work of the Board and the district.

4.   Develop written governing policies that address:

     a. **Results**: The intended outcomes for the students served by the district;

     b.   **Operational Expectations**: Statements of the Board's values about operational matters delegated to the Superintendent, including both actions to be accomplished and those prohibited;

     c. **Governance Culture**: Definition of the Board's own work, the processes it will employ and conditions within which it will accomplish that work;

     d. **Board/Superintendent Relationship**: The role relationship of the Superintendent and the Board, including the specified authority of the Superintendent and the process for monitoring district and Superintendent performance.

5.   Ensure acceptable Superintendent performance through effective monitoring of **Results** and **Operational Expectations** policies.

6.   Ensure acceptable Board performance through effective evaluation of Board actions and processes.

7. Serve as the independent conscience for the organization by reflecting community values and protecting against bureaucratic indifference through communication and counsel with the Superintendent.

8. Serve as final district-level decision-maker for appeals that are brought to the Board under state or federal law, contract or established district procedure.

9. Assure that the findings of annual independent external financial audits are presented directly to the Board.

Adopted:

Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually***

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Officers' Roles

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by law.

President

The President provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflecting the spirit and intent of the Board's policies, and normally serves as the Board's official spokesperson.

The President has the following specific authority and duties:

1.   Monitor Board actions and behavior to assure that they are consistent with the Board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority;

     a.   Conduct and monitor Board meeting deliberations to assure that Board discussion and action are focused on Board issues, as defined in Board policy (see GC-3);

     b.   Assure that Board meeting discussions are productive, efficient and orderly, but also fair, open and thorough;

     c.   Chair Board meetings using the authority normally vested in the chair as described in *Robert's Rules of Order, Newly Revised;*

     d.   Lead timely Board meeting debriefings and periodic self-assessments to ensure continuous process improvement.

2.   Make all interpretive decisions of Board policies in the *Governance Culture* and *Board/Superintendent Relationship* sections, using reasonable judgment. The President is not authorized to:

     a.   Make any interpretive decisions about policies created by the Board in the *Results* and *Operational Expectations* policy areas. Interpretation of these policies is the responsibility of the Superintendent;

     b.   Exercise any authority as an individual to supervise or direct the Superintendent.

     c.   Serve as a barrier between the Superintendent and the Board.

3.   Assure the compilation of the Board's summative evaluation of the Superintendent.

4.   Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the President, delegating this authority to other Board members when appropriate, but remaining accountable for its use.

5.   Execute all documents authorized by the Board, except as otherwise provided by law.

6.   Appoint members of all Board committees and Board liaisons to other organizations.

7.   On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agendas consistent with the Board's annual calendar.

8.   With Board concurrence, interface with the district's attorney as needed regarding negotiation of the Superintendent's contract.

9.   Assure that all members of the Board are informed about matters of concern to the full Board.

Vice-President

The Vice-President shall serve as President in the event of the President's absence or inability to perform assigned duties.

Adopted:

Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually***

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Board Committees

(This policy exists to be used if a Board committee is created. This policy will only be included in Board annual self-assessment should a committee exist during that year.)

The Board may create committees if they are deemed helpful to the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3, and will never be created or used to assist the Superintendent in any operational area.

1. Board committees and other such entities, by whatever name created by the Board, will not direct, advise, assist or oversee the Superintendent or staff. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over staff, and may exercise demands on staff time and organizational resources only to the extent authorized in this policy.

2. Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Superintendent.

3. All Board committees are considered to be ad hoc, or temporary. The termination date of each committee is listed in this policy. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.

4. Board committees may or may not include members of the Board.

5. All Board committee meetings are subject to the requirements of the public meetings law.

6. All Board committees are listed below:

Board committees:

A. **Name:**

    a. **Purpose/Charge**:
      1)
      2)

    b. **Membership:**
      1)
      2)

    c. **Reporting Schedule:**

    d. **Term:**

    e. **Authority Over Resources:**

B. **Name:**

    a. **Purpose/Charge**:
      1)
      2)

    b. **Membership:**
      1)
      2)

    c. **Reporting Schedule:**

    d. **Term:**

    e. **Authority Over Resources:**

Adopted:

Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually*

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Annual Work Plan

The Board will follow an annual work plan that includes continuing monitoring and review of all policies, engagement sessions with community and stakeholder groups, and activities to improve Board performance.

1. The annual planning cycle will end each year by June 30 to allow the Superintendent to properly align internal operational systems and processes.

2. The Board's annual work plan for the next year will include:

    a. Scheduled engagement sessions with community and stakeholder groups and persons whose viewpoints are considered helpful to the Board.

    b. Governance process improvement activities, including orientation and training of candidates and new Board members in the Board's governance process and other discussions by the Board about means to improve its own performance, especially Board member knowledge and skills.

    c. Scheduled monitoring of all policies.

    d. Other events and activities that are parts of the Board's responsibilities and interests.

Adopted:

Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually***

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Annual Work Plan

MONTH	GC	BSR	OE	RESULTS	ENGAGEMENT	BOARD DEVELOPMENT	OTHER BUSINESS
JAN							
FEB							
MAR							
APR							
MAY							
JUNE							
JULY							
AUG							
SEPT							
OCT							
NOV							
DEC							

Adopted:

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Board Members' Code of Conduct

The Board and its members will conduct themselves lawfully with integrity and high ethical standards in order to model the behaviors expected of staff and students and to build public confidence and credibility.

1. Board members will serve the interests of the residents of the entire school district. Members recognize this responsibility to the whole to be greater than:

    a. Any loyalty a member may have as a result of residing in a sub-part of the district;

    b. Any loyalty a member may have to any other advocacy or interest groups;

    c. Loyalty based upon membership on other boards or staffs;

    d. Conflicts based upon the personal interest of any Board member who is also, a parent of a student in the district;

    e. Conflicts based upon being a relative of an employee of the district.

2. Board members will not exercise individual authority over the organization:

    a. Members will not assume personal responsibility for resolving operational problems or complaints. Complaints will be referred to the Superintendent for investigation and resolution;

    b. Members will not attempt to personally direct any part of the operational organization;

    c. When speaking to the press or otherwise publicly sharing personal opinions, members will respect decisions of the Board and will not undermine those decisions;

    d. Members will not publicly express individual negative judgments about Superintendent or staff performance. Any such judgments of Superintendent or staff performance will be expressed in executive session.

3. To build trust among members and to ensure an environment conducive to effective governance, members will:

   a. Focus on issues rather than personalities
   b. Respect decisions of the full Board
   c. Exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other
   d. Criticize privately, praise publicly
   e. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another
   f. Never embarrass each other or the district

4. Members will exercise personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.

5. Members will maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially those matters discussed in executive session.

6. Board members shall comply with all acceptable use procedures related to technology resources.

Adopted:

Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually***

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Handling Requests or Complaints

A Board member who receives a request or complaint shall observe the following process.

1. The Board member should hear the request or complaint in order to understand the nature of the issue, including the persons involved, date, place, and action being advocated.

2. If necessary, the Board member should verbally restate the issue to confirm understanding.

3. The Board member should exercise discretion in responding to the complaint or request, never committing the Board or the district to a specific remedy or course of action.

4. Board members should refer parents, employees, and others with complaints directly to the responsible individual closest to the situation and also may inform the Superintendent that they have taken such action.

5. If deemed necessary, the request or complaint should be referred to the Superintendent for appropriate action.

6. If a complaint potentially involves a violation of an Operational Expectations policy by the Superintendent, it should be referred to the Board President for appropriate action.

Adopted: 10.24.05
Revised: 09.13.10
           05.21.12

Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually*

Lake Washington School District Board of Directors

Policy Type: Governance Culture

Board Member Conflict of Interest

Board members are expected to avoid conflicts of interest involving all matters considered by the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest.

1.   If a Board member has a personal or private interest in any matter pending before the Board, the member (1) shall disclose such interest to the Board to be noted in the official minutes or similar records, (2) shall not vote on the matter and (3) shall not attempt to influence or attempt to influence the decisions of other Board members.

2.   A member of the Board shall not also be an employee of the district, nor shall a member receive any compensation for services rendered to the district. This provision shall not prohibit members from receiving reimbursement for authorized expenses incurred during the performance of board duties.

3.   The Board shall not enter into any contract with any of its members or with a firm in which a member has a financial interest unless one of the exemptions of state statute apply.

4.   A Board member is expected to avoid conflict of interest in the exercise of the member's fiduciary responsibility. Accordingly, a Board member may not:

   a. Disclose or use confidential information acquired during the performance of official duties as a means to further the Board member's own personal financial interests or the interests of a member of the Board member's friends or immediate family;

   b. Accept, directly or indirectly, any compensation, gratuity or reward in connection with any contract from any other person beneficially interested, or accept any gift which would tend to improperly influence a reasonable person, or which the Board member knows or should know is primarily for the purpose of a reward for official action.

c. Perform an official act which directly confers an economic benefit on a business in which the Board member has a substantial financial interest or is engaged as a counsel, consultant, representative or agent.

Adopted:

Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually**

Lake Washington School District Board of Directors

Policy Type: Governing Culture

Process for Addressing Board Member Violations

The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies. The Board recognizes that its failure to deal with deliberate or continuing violations of its policies risks the loss of confidence in the Board's ability to govern effectively. Therefore, in the event of a member's mistaken, willful and/or continuing violation of policy, the Board ordinarily will seek remedy by the following process:

    a. Conversation in a private setting between the member considered to be in violation and the Board president or other individual member;

    b. Discussion in a private session between the member considered to be in violation and the full Board (if permitted by law);

    c. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;

    d. Censure of the offending member of the Board as a means of separating the Board's focus and intent from those of the offending member.

Adopted:

Monitoring Method: *Board self-assessment*
Monitoring Frequency: *Annually*

Lake Washington School District Board of Directors

Policy Type: Board/Superintendent Relationship

Single Point of Connection

The Superintendent is the Board's sole point of connection to the operational organization. The Board will direct the operational organization only through the Superintendent, functioning as the Chief Executive Officer.

Adopted:

Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually**

Lake Washington School District Board of Directors

Policy Type: Board/Superintendent Relationship

Single Unit Control

The Board will direct the Superintendent only through official decisions of the Board.

1.   The Board will make decisions by formal, recorded vote in order to avoid any ambiguity about whether direction has been given.

2.   The Superintendent is neither obligated nor expected to follow the directions or instructions of individual members, officers or committees unless the Board has specifically delegated such exercise of authority.

3.   Should the Superintendent determine that an information request received from an individual member or from a committee is unreasonable, disruptive or requires a material amount of staff time, the Superintendent is expected to ask the committee or the member to refer such requests to the full Board for authorization.

Adopted:

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Lake Washington School District Board of Directors

Policy Type: Board/Superintendent Relationship

Staff Accountability

The Superintendent is responsible for all matters related to the day-to-day operation of the district, within the values expressed by the Board in policy. All staff members are considered to report directly or indirectly to the Superintendent.

1. The Board will never give direction to any employee other than the Superintendent.

2. The Board will not formally or informally evaluate any staff member other than the Superintendent.

3. Except as required by law, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Superintendent.

Adopted:

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

Lake Washington School District Board of Directors

Policy Type: Board/Superintendent Relationship

Authority of the Superintendent

The Board will provide direction to the Superintendent through written policies that define the organizational results to be achieved for students and define operational conditions and actions to be accomplished or avoided.

1. The Board will develop **Results** policies instructing the Superintendent to achieve defined results for the students served by the district.

2. The Board will develop **Operational Expectations** policies which express the Board's values about operational conditions and actions. Certain of these values will be expressed positively to assure that the stated actions occur and the identified conditions exist, and will be stated as directives. Certain other values represent actions and conditions that are to be avoided, and will be stated prohibitively.

3. As long as the Superintendent uses any reasonable interpretation of the Board's **Results** and **Operational Expectations** policies, the Superintendent is authorized to establish any additional administrative policies or regulations, make any decisions, establish any practices and develop any activities the Superintendent deems appropriate to achieve the Board's **Results** policies. The Superintendent is not expected to seek Board approval or authority for any such decisions falling within the Superintendent's area of delegated authority.

4. The Board may change its **Results** and **Operational Expectations** policies, and in so doing shift the boundary between Board and Superintendent areas of responsibility. The Board will respect and support any reasonable interpretation of its policies by the Superintendent, even though Superintendent decisions may not be the decisions the Board or its members may have made.

Adopted:

Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually**

Lake Washington School District Board of Directors

Policy Type: Board/Superintendent Relationship

Superintendent Accountability

The Board considers Superintendent performance to be identical to district performance. District accomplishment of the Board's *Results* policies, and district operation according to the values expressed in the Board's *Operational Expectations* policies, will be considered successful Superintendent performance. These two components define the Superintendent's job responsibilities, and are the basis for the Superintendent's performance evaluation.

1.   The Board will determine organizational performance based upon its defined systematic monitoring process as outlined in its Annual Work Plan.

2.   The Board will acquire monitoring data on *Results* and *Operational Expectations* policies by one or more of three methods:

   a.   By *Internal Report*, in which the Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;

   b.   By *External Review,* in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies;

   c.   By *Board Inspection*, in which the whole Board, or a committee duly charged by the Board, formally assesses compliance or reasonable progress based upon specific policy criteria.

3.   The consistent performance standard for *Operational Expectations* policies shall be whether the Superintendent has:

   a. Reasonably interpreted the policy;

   b. Complied with the provisions of the Board policy.

4.   The consistent performance standard for *Results* policies shall be whether the Superintendent has:

   a.   Reasonably interpreted the policy;

   b.   Made reasonable progress toward achieving the outcomes defined by the Board's *Results* policies.

5. The Board will make the final determination as to whether the Superintendent's interpretation is reasonable, whether the Superintendent has complied and whether reasonable progress has been made. In doing so, the Board will apply the "reasonable person" standard.

6. All policies that instruct the Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence or method if it is determined by a majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.

7. By May 31 of each year, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data collected and decisions made by the Board during the year related to the monitoring of **Results** and **Operational Expectations** policies. The Board will prepare a written evaluation document consisting of:

   a. A summary of the data derived during the year from monitoring the Board's **Results** and **Operational Expectations** policies;

   b. Conclusions based upon the Board's prior action during the year relative to the Superintendent's reasonable interpretation of each **Results** policy and whether reasonable progress has been made toward its achievement;

   c. Conclusions based upon the Board's prior action during the year relative to whether the Superintendent has reasonably interpreted and operated according to the provisions of the **Operational Expectations** policies.

8. Nothing in this policy is intended to imply the establishment of any personal rights not explicitly established by statute, contract, or Board policy. All employment decisions related to the Superintendent remain the sole discretion of the Board.

Adopted:

Monitoring Method: **Board self-assessment**
Monitoring Frequency: **Annually**

Lake Washington School District Board of Directors

Policy Type: Board-Superintendent Relationship

ANNUAL SUMMATIVE EVALUATION
of the Superintendent

The Board's Policy B/SR-5 provides that:

> By May 31 of each year, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data collected and decisions made by the Board during the year related to the monitoring of **Results** and **Operational Expectations** policies. The superintendent and the Board will review the summative data in executive session at the annual retreat.

The purpose of the annual evaluation of the Superintendent is to summarize the actions previously taken by the Board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.

Operational Expectations Policies:	**Date Monitored:**	**Board Disposition:**
OE-1 Global Operational Expectation		
OE-2 Emergency Superintendent Succession		
OE-3 Treatment of Community Stakeholders		
OE-4 Personnel Administration		
OE-5 Financial Planning		
OE-6 Financial Administration		
OE-7 Asset Protection		
OE-8 Communicating with the Board		
OE-9 Communicating with the Public		
OE-10 Learning Environment		
OE-11 Instructional Program		
OE-12 Facilities		
OE-13 Technology		

Results Policies:	**Date Monitored:**	**Board Disposition:**

Result 2, Academic Performance

Result 3,

Result 4,

Result 5,

Based upon the Board's prior monitoring of these policies and the on-going monitoring of the district's and the Superintendent's performance during the preceding year, the Board reaches the following summary conclusions relative to Superintendent performance:

_____

_____

Following is a summary of the CEO's strengths and weaknesses relative to the Superintendent's operation within the boundaries established by the *Operational Expectations* policies and the Superintendent's progress toward achieving the Board's *Results* policies:

_____

_____

_____

Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

_____

_____

Signed:_____   Date: _____
  President of the Board

Signed:_____   Date: _____
  Superintendent

Adopted:

Monitoring Method: ***Board self-assessment***
Monitoring Frequency: ***Annually***

Lake Washington School District Board of Directors