

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

May 18, 2015

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

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

GP: Governance Process (Board)

HCP: Highly Capable Program

HSBP: High School and Beyond Plan

HSPE: High School Proficiency Exam

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 schools and junior highs that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.

LEAP: Learning Enhancement & Academic Planning

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

SIOP: Sheltered Instruction Observation Protocol

SBAC: Smarter Balanced Assessment Consortium

SBE: State Board of Education

sMAS: Secondary Mobile Access for Students

STEM: Science, Technology, Engineering, and Mathematics

WAC: Washington Administrative Codes

WaNIC: Washington Network for Innovative Careers

WELPA: Washington English Language Proficiency Assessment

WLPT: Washington Language Proficiency Test

WSSDA: Washington State School Directors Association

May 14, 2015

Jackie Pendergrass
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

Dear Mrs. Pendergrass:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of May 14, 2015 beginning at 5:30 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
4. Consent Agenda
5. Non-Consent Agenda
6. Board Member Comments
7. Adjourn

Sincerely,



Traci Pierce
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

May 18, 2015

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
5:30 p.m.	Convene, Roll Call			
	Approve Agenda			
	Consent Agenda	GP-8 (<i>Annual Agenda Planning</i>)		
	▪ Minutes – {May 5 study session and board meeting}		1	1
	▪ Human Resources Report		2	7
	▪ Delegating Authority to Washington Interscholastic Activities Association, 2015-16, Resolution No. 2199		3	10
	▪ Delegating Authority to KingCo Conference, 2015-16 Resolution No. 2200		4	11
	▪ Monitor Board Policy	B/CR (<i>Monitoring CEO Performance</i>)		
	✓ EL-7, Academic Program		5	12
	▪ Donations		6	13
	Non-Consent Agenda			
	▪ 2014-15 Budget Extension, Public Hearing and Adoptions Resolution No. 2201		7	14
	Board Member Comments			
	Adjourn			

[NOTE: The May 18 study session will begin immediately following the adjournment of the May 18 board meeting.]

5:30 p.m. **Study Session**
Topic: Quest Program Review

Next Board Meetings:

June 1

5:00 p.m.

Study Session

*Topic: Budget, Capital Planning/Comprehensive
Community Engagement, and Board Processes*

Location: Robert Hughes Room

7:00 p.m.

Board Meeting

Location: Board Room

L.E. Scarr Resource Center

16250 NE 74th Street

Redmond, WA 98052

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
May 4, 2015

CALL TO ORDER

The study session was called to order by President Jackie Pendergrass at 5:20 p.m.

ROLL CALL

Members present: Jackie Pendergrass, Nancy Bernard, Siri Bliesner, Chris Carlson, and Mark Stuart.

Present: Superintendent Traci Pierce.

TOPIC

The topics discussed were:

- *Strategic Planning*
- *Budget Process*

EXECUTIVE SESSION

The board met in executive session at 6:40 p.m. to discuss personnel and reconvened at 6:55 p.m.

ADJOURNMENT

The meeting was adjourned at 6:55 p.m.

Jackie Pendergrass, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 4, 2015

The board meeting was called to order by President Jackie Pendergrass at 7:00 p.m.

CALL TO ORDER

Members present: Jackie Pendergrass, Nancy Bernard, Chris Carlson, Siri Bliesner, and Mark Stuart.

ROLL CALL

Present: Superintendent Traci Pierce.

Nancy Bernard moved to approve the agenda as presented.
Seconded by Siri Bliesner.

APPROVAL OF AGENDA

Motion carried.

Steve Roetcisoender, Principal, Wilder Elementary School, introduced the Wilder choir who performed. He related that Wilder Elementary opened in the fall of 1989. He highlighted their mission statement. Students are responsible for their own learning and behavior. He expressed his praise for the support provided by the Wilder PTSA through field trips, community events and activities, environmental programs such as salmon study program, enrichment activities such as math Olympiad, choir, guitar, karate, Spanish, yoga, etc. He highlighted the many before- and after-school offerings available to students such as Chess for Life, keyboarding, jump rope, play productions, etc. In addition, the student council works hard to give back to the community. For example, they participate in the pantry program by filling 40 backpacks every week, conduct food drives, hold fundraisers, support birthday parties for homeless shelters, etc.

HOST SCHOOL

Steve Roetcisoender continued and highlighted how teachers assess data and use this information to drive instructional strategies and improve student performance.

He noted that seven years ago, Wilder was comprised of 20% minority students and now they are at 40%. They are a very diverse school and learn about families all around the world. He showed a video of Wilder.

Kristin Adams gave accolades to the Transition Academy and the services it provides to students. It opened its doors in 2004 with 12 students and three staff members; today, it services 30 students with 10 staff members. The Academy prepares 18-21 year old students with developmental disabilities for life after school. They help to provide them with the skills and abilities to become independent young adults that work and play in the community. She shared her son's experiences while attending the Transition Academy. He graduated from Redmond High School and is a prep-chef in the Microsoft catering kitchens.

RECOGNITION

She related that an employment counselor works with each new graduate; last year, 100% of their graduates were working in paying jobs. The Academy has earned many awards from local and national organizations; this model is being replicated in other school districts. She thanked the district for their continued support and the dedicated staff who work tirelessly on behalf of these students.

A 5-minute break was taken. The meeting was recessed at 7:40 and reconvened at 7:45 p.m.

BREAK

Several parents and Eastlake wrestlers addressed the board regarding the hiring of a wrestling coach for the upcoming school year. They expressed their support for the current wrestling coach.

PUBLIC COMMENT

Christine Harmon expressed her concern regarding coordination of programming of electives.

Corky Trewin addressed the board regarding the importance of hiring and retaining qualified teachers. He suggested that parents with expertise could help in the vetting process. Schools need to follow established protocols and asked that the district's hiring policies and procedures be reviewed.

Albernaz Marcelo related his concerns regarding overcrowding on school buses.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
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May 4, 2015

Nancy Bernard moved to approve the consent agenda.
Seconded by Siri Bliesner.

CONSENT AGENDA

Jackie Pendergrass, yes; Nancy Bernard, yes; Chris Carlson, aye;
Siri Bliesner, yes; and Mark Stuart, yes.

Motion carried.

The following April 2015 vouchers were approved:

APPROVAL OF
VOUCHERS

General Fund

348454-348696 \$6,205,076.55

Payroll

2372-2378 \$3,202.08

Accounts Payable Direct Deposit \$ 856,998.31

Acquisition Card 933,417.43

Deferred Comp 80,423.00

Department of Revenue 20,209.00

Dept. of Retirement Systems 1,448,587.14

Dept. of Retirement Systems 715,421.37

Flex Spending 47,499.72

Payroll Direct Deposit 8,932,240.26

Payroll Tax Withdrawal 3,233,194.54

Sodexo 65,060.75

TSA Envoy 269,814.24

VEBA 0.00

Vision/(NBN) 42,023.95

Key Bank Processing Fees \$ 3,401.02

\$6,208,278.63

Capital Projects

35439-35460 \$497,643.18

ASB

58531-58642 \$63,837.16

Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

2087-2108 \$4,228.00

Approves minutes of the April 20 board meeting and study
session.

APPROVAL OF MINUTES

Approves May 4, 2015 Human Resources Report.

APPROVAL OF HUMAN
RESOURCES REPORT

Authorizes the superintendent to enter into Interdistrict Cooperation agreements with Bellevue and Northshore school districts for the Indian Education program for the 2015-2016 school year as presented.

INTERDISTRICT
COOPERATIVE
AGREEMENT FOR
AMERICAN INDIAN AND
ALASKA NATIVE K-12
STUDENTS, 2015-2016

Authorizes the superintendent to enter into an interlocal agreement with Lake Washington Institute of Technology for the purposes of providing services to students through the Lake Washington Technical Academy program through 2020.

INTERLOCAL
AGREEMENT FOR
COOPERATIVE
EDUCATIONAL SERVICES
FOR VOCATIONAL-
TECHNICAL AND BASIC
EDUCATION,
LAKE WASHINGTON
TECHNICAL COLLEGE,
2015-2020

Approves the monitoring report for EL-12, Asset Protection, as presented.

APPROVAL OF
MONITORING REPORT
EL-12, ASSET
PROTECTION

Accepts the donations/grants as identified -
Acceptance from Juanita Schools Foundation to Juanita Elementary in the amount of \$5,000.00 to purchase netbooks.

DONATIONS

Acceptance from Robert Frost PTSA to Frost Elementary in the amount of \$2,795.92 to support field trips (\$1,250.00), and provide compensation for before-school sports program (\$1,545.92).

Acceptance from Juanita Elementary PTSA to Juanita Elementary in the amount of \$10,000.00 to purchase netbooks.

Acceptance from Finn Hill Middle School PTSA to Finn Hill Middle in the amount of \$2,200.00 to support field trips.

Acceptance from Inglewood Middle School PTSA to Inglewood Middle in the amount of \$1,200.00 to purchase novels for 6th grade.

Acceptance from Tesla STEM PTSA to Tesla STEM High School in the amount of \$10,000.00 to support Imagine Tomorrow competition.

TOTAL \$ 31,195.92

NON-CONSENT AGENDA

MONITOR BOARD POLICY

Traci Pierce presented EL-7, Academic Program, and highlighted those areas that were in partial compliance. She responded to board members questions.

EL-7, ACADEMIC
PROGRAM

Dr. Pierce related that she attended the Washington Achievement Awards. This year, 24 of our schools earned 41 recognitions in the categories of high progress, reading and math growth, English Language acquisition, and extended graduation rates. There were 12 schools who earned awards for overall excellence.

SUPERINTENDENT
REPORT -

Dr. Pierce noted that May has been designated as National Teacher Appreciation Week, National School Nutrition Employee, and National School Nurse day. There will be many activities recognizing these employees.

She continued and pointed out that one of our district's strategic goals is to recruit, hire, and retain highly effective personnel. The district's Human Resources Department attends many state recruitment fairs and works directly with universities and teacher preparation programs. At all of these recruiting events, a team of building principals, administrators, and specialists work to recruit, screen, and interview candidates; often, they will extend job offers on-site to outstanding candidates. At the Tacoma Career Fair, the team greeted over 300 candidates, conducted 15 interviews, and hired 5 teachers. At the district's Job Fair held on Saturday, March 28, a team of 47 building and district administrators and 4 specialists greeted over 150 teaching candidates, conducted 60 interviews, and hired 31 teachers.

Siri Bliesner provided an update on federal and state legislative activities. At the federal level, both the Senate and the House are considering bills reauthorizing ESEA (Elementary and Secondary Education Act). At the state level, the Washington State Legislature did adjourn and a special session called in order to pass a budget. The main issue is the education budget which will satisfy the Supreme Court that that they will amply fund basic education in accordance with the state constitution.

BOARD COMMENT

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 4, 2015

The House and the Senate will continue to negotiate the budget until an agreement has been reached. Compensation and levy reform are two of the biggest issues that are being discussed and negotiated.

Chris Carlson noted that the school districts are required to have a budget in place by August. It is difficult to hire staff without knowing what the budget looks like, especially with major shifts in the approach of how education is funded. Jackie Pendergrass agreed that this could be problematic especially if there is increased staffing for class size reductions. It will be hard to find enough qualified teachers.

Jackie Pendergrass conveyed that Barbara Martin had been elected to serve as the new Washington State PTSA President.

Nancy Bernard moved to adjourn. Seconded by Chris Carlson .

ADJOURNMENT

Motion carried.

The meeting was adjourned at 9:15 p.m.

Jackie Pendergrass, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

May 18, 2015



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Aguirre, Cody NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Ballod, McKenzie NC	Teacher	Mead Elem	A-1	08/24/15	Leave Replacement
Bixby, Rebecca NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Brandenfels, Christina NC	.6 Teacher	Rose Hill MS	B-3	08/24/15	Leave Replacement
Captain, Samantha Kellee NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Carder, Suzan NC	Teacher	Twain Elem	C-0	08/24/15	Leave Replacement
Carlson, Kristin NC	.8 Teacher	Rose Hill MS	A-2	08/24/15	Leave Replacement
Carlton, Kelsie NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Chun, Justine NC	Teacher	Redmond HS	C-1	08/24/15	Leave Replacement
Clear, Catherine NC	Teacher	Einstein Elem	C-9	08/24/15	Leave Replacement
Cushman, Anne NC	Teacher	Rosa Parks Elem	D-7	08/24/15	Leave Replacement
Davis, Florinda NC	Teacher	Mann Elem	D-8	08/24/15	Leave Replacement
Degenstein, Michelle NC	Teacher	Wilder Elem	A-4	08/24/15	Leave Replacement
Donaldson, Kathlyn NC	Teacher	Elem Pool	B-10	08/24/15	Leave Replacement
Eagar, Morgan NC	.2 Teacher	Lake Washington HS	C-1	08/24/15	Leave Replacement
Emiliusen, Lindsey	Teacher	Juanita Elem	C-8	08/24/15	Leave Replacement
Fuhrman, Launa NC	SLP	Special Services	D-2	08/24/15	Leave Replacement
Gasperini, Natalie NC	SLP	Special Services	D-0	08/24/15	Leave Replacement
Goble, Ruth NC	Teacher	Muir Elem	C-8	08/24/15	Leave Replacement
Gregory, Alexandra NC	Teacher	Einstein Elem	A-1	08/24/15	Leave Replacement
Haney, Lindsay NC	Teacher	Lake Washington HS	C-7	08/24/15	Leave Replacement
Hanson, Chera	Special Ed Para Ed	Juanita HS	\$16.21	11/11/14	Repl. E. Mackey
Hettinger, Cathey NC	Teacher	Twain Elem	D-16	08/24/15	Leave Replacement
Ives, Lauren NC	Teacher	Mann Elem	A-1	08/24/15	Leave Replacement
Jin, Xiaoxi NC	Teacher	SpEd Pool	C-0	08/24/15	Leave Replacement
Johnson, Carrie NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
MacDonald, Danielle NC	.5 Teacher	Rose Hill MS	C-0	08/24/15	Leave Replacement

Human Resources Board Report

May 18, 2015



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
McClung, Susan	Instructional Assist	Juanita HS	\$13.74	10/15/14	Repl. T. Hill
McDonagh, Meredith NC	Teacher	Twain Elem	C-4	08/25/15	Leave Replacement
Medsker, Megan NC	Teacher	Redmond MS	C-2	08/25/14	Leave Replacement
Merry, Kelly NC	Teacher	Rosa Parks Elem	C-1	08/25/14	Leave Replacement
Moore, Stacey	Admin Sec II	PIO	\$19.10	11/19/14	Repl. C. Robison
Montzingo, Megan NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Partlow, Sara NC	Teacher	Kamiakin MS	C-1	08/24/15	Leave Replacement
Phipps, Debra NC	Teacher	Elem Pool	C-0	08/24/15	Leave Replacement
Reed, Laura NC	Teacher	Rose Hill MS	D-3	08/24/15	Leave Replacement
Romo, Arianna NC	Teacher	SpEd Pool	A-0	08/24/15	Leave Replacement
Ross-Clarke, Ann NC	Teacher	Mann Elem	B-10	08/24/15	Leave Replacement
Sattler, Gretchen NC	Teacher	Rosa Parks Elem	C-5	08/24/15	Leave Replacement
Schaeftbauer, Tamara NC	Teacher	Inglewood MS	D-9	08/24/15	Leave Replacement
Schilaty, Lindsay	Associate Principal	Redmond HS	\$116,030.00	07/01/15	Repl. J. Larson
Schock, Rebecca NC	Teacher	Elem Pool	C-0	08/24/15	Leave Replacement
Sidel, Hannah NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement
Simon, John NC	Teacher	Bell Elem	C-10	08/24/15	Leave Replacement
Stoker, Sarah NC	Teacher	Rosa Parks Elem	A-1	08/24/15	Leave Replacement
Strickland, Danielle NC	Teacher	Audubon Elem	C-0	08/24/15	Leave Replacement
Thomson, Paige NC	.6 Teacher	Carson Elem	A-0	01/07/15	Leave Replacement
Thoreson, Sigrid NC	Teacher	Audubon Elem	A-0	08/24/15	Leave Replacement
Tusler, Samantha NC	Teacher	Alcott Elem	C-5	08/24/15	Leave Replacement
Utley, Alanna NC	Teacher	Elem Pool	C-0	08/24/15	Leave Replacement
Villeneuve, Tim	Teacher	Transportation	\$21.78	09/02/14	Budgeted
Vitellaro, Darcy NC	.5 Teacher	Blackwell Elem	A-5	08/24/15	Leave Replacement
Walker, Tamara NC	Teacher	Smith Elem	C-0	08/24/15	Leave Replacement
Werner, Taylor NC	Teacher	Elem Pool	A-0	08/24/15	Leave Replacement

Human Resources Board Report

May 18, 2015



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Weber, Lucianna NC	Teacher	Lake Washington HS	C-0	08/24/15	Leave Replacement
Young, Amy NC	.4 Teacher	Lake Washington HS	C-7	08/24/15	Leave Replacement

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Adler, Aubrey	Teacher	Redmond HS	10/05/11	06/17/15	Resignation
Barone, Timothy	Associate Principal	Lake Washington HS	07/01/04	06/30/15	Resignation
Becker, Carol	Teacher	Mead Elem	09/05/95	06/17/15	Retirement
Boone, Kirsten	Teacher	Environmental	08/28/06	06/17/15	.4 Resignation
Deen, Lisa	Associate Director	Special Services	08/01/14	06/30/15	Resignation
Herzberg, Jeremiah	Teacher	LOA	08/24/15	06/17/15	Resignation
Hotes, Peggy	Teacher	Sandburg Elem	08/27/01	06/17/15	Retirement
Jones, Janet	Teacher	Inglewood MS	08/27/12	06/17/15	Resignation
Kovach, Megan	Teacher	Eastlake HS	08/25/14	06/17/15	Resignation
Malloy, Cathy	Teacher	Juanita Elem	08/24/05	06/17/15	Retirement
O'Brien, Maren	Special Ed Para Ed	Finn Hill MS	11/13/89	06/17/15	Retirement
Schneider, Simone	Teacher	LOA	08/28/06	04/30/15	Resignation
Wellington, Nicholas	Teacher	Redmond HS	08/27/12	06/17/15	Resignation
Yasui, Ann	Office Manager	Wilder Elem	09/05/89	08/27/15	Retirement
Young, Jennifer	Admin Sec III	WaNIC	01/27/10	08/31/15	Resignation

WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION
ENROLLMENT, 2015-16
RESOLUTION NO. 2199

May 18, 2015

SITUATION

RCW 28A.600.200 authorizes each school district Board of Directors to delegate control, supervision, and regulation of interschool athletic activities and other interschool extracurricular activities. Lake Washington School District delegates these duties to the Washington Interscholastic Activities Association (WIAA). This delegation needs to be voted on annually by the Board of Directors.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2199 delegating the authority to control, supervise, and regulate interschool activities to the Washington Interscholastic Activities Association for the 2015-16 school year.



SCHOOL BOARD RESOLUTION

Electronic form available at: wiaa.com/resolution.aspx
Return by the **second Friday in June** annually.

Public School District: Lake Washington School District -- OR -- **Private School(s):**

Resolution # (optional): 2199 **Date:** May 18, 2015

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board Of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools via classification rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities authorized and offered by School Board approval and listed on the school's WIAA membership form.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Traci Pierce Signature: _____

School Board President (if applicable): Jackie Pendergrass Signature: _____

School Board Members (list WIAA Contact as first school board member):

1. Jackie Pendergrass Signature: _____

2. Nancy Bernard Signature: _____

3. Siri Bliesner Signature: _____

4. Christopher Carlson Signature: _____

5. Mark Stuart Signature: _____



DELEGATING AUTHORITY TO KINGCO CONFERENCE, 2015-16
RESOLUTION NO. 2200

May 18, 2015

SITUATION

RCW 28A.600.200 authorizes school district board of directors to control, supervise, and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreation nature for students in the district. RCW28A.600.200 further authorizes school district boards of directors to delegate such responsibilities to a voluntary not for profit entity. Lake Washington, like most districts in the state, has traditionally delegated such responsibilities for athletics to the Washington Interscholastic Athletic Association. The WIAA staff administers Association policies, rules, and regulations and provides other assistance and service to member schools. This includes rules regarding coaching, eligibility, residence, and program requirements; school transfers; season length and practice regulations; etc. The WIAA coordinates state level playoff events.

In addition to WIAA, the district works closely with KingCo for the coordination of regular season games and officials as well as the organization and logistics of post season conference level playoffs. KingCo is an organized not for profit organization. KingCo follows the rules and regulations of the WIAA.

Several years ago, a working group of Superintendents and their designees, along with KingCo representatives met to discuss the formal relationship between the school districts and KingCo. Recommendations were developed related to the governing structure of KingCo. These recommendations were incorporated by KingCo into their organizational charter and by-laws. The changes include the development of an advisory governing board made up of superintendent designees from each of the KingCo school districts. This board will be asked to review and approve high level policy, budgets, and compensation for the not for profit organization. In addition, the recommendation was made to distinguish the "KingCo Conference" as the not for profit organization responsible for the organization, management, and financial supervision of the end of the season play-off events and for the collection and sharing of any broadcast revenues from KingCo League play. "KingCo League" will be used to define the intra district work that occurs in order to provide activities and athletics outside of the league playoff responsibilities of the "KingCo Conference" not for profit organization.

In addition the work group determined that a formal delegation resolution, like that done with WIAA should be done. Such a resolution has been prepared and is attached for board action.

RECOMMENDATION

The Board of Directors approves Resolution No. 2200 delegating responsibility for post season conference level play to the KingCo Conference, a not for profit organization.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
DELEGATING AUTHORITY TO KINGCO CONFERENCE

RESOLUTION NO. 2200

WHEREAS, RCW 28A.600.200 grants legal authority to each school district board of directors to control, supervise, and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, recreational nature for students in the district;

WHEREAS, RCW 28A.600.200 further authorizes school district boards of directors to delegate control, supervision, and regulation of such activities to any voluntary not for profit entity and to compensate any such entity for services provided, subject to certain limits set forth in said statute;

WHEREAS, the KingCo Conference is a Washington State not for profit corporation that meets the requirements of RCW 28A.600.200 and the Board of Directors desires to delegate to that corporation that portion of its authority over such interschool activities for end of season KingCo League play-off events and sharing of League and play-off broadcast revenues, as set forth herein;

NOW, THEREFORE, the Board of Directors of the Lake Washington School District resolves:

1. For the period of September 1, 2015 through August 31, 2016, the Board delegates to the KingCo Conference pursuant to RCW 28A.600.200 and subject to the limits therein, its authority for the organization, management and financial supervision of the end of year play-off events for high schools in the District participating in the KingCo League, including the collection of revenue from these events, payments to officials working the events, and subsequent distribution of the remaining proceeds to the members of the KingCo Conference, and the receipt and distribution of broadcast revenues for League and end of season play-off events for the District's teams participating in the KingCo League.
2. The Board further accepts membership in the KingCo Conference and appoints the Superintendent or his or her designee to serve as a member of the Board of Directors of the KingCo Conference pursuant to the Bylaws of the KingCo Conference not-for-profit corporation.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 18th of May 2015.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

APPROVAL OF MONITORING REPORT
EL-7, ACADEMIC PROGRAM

May 8, 2015

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. EL-7, Academic Program, was presented at the May 4 board meeting and those areas that were in partial compliance were discussed. EL-7, Academic Program, is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-7, Academic Program, as presented.

Lake Washington School District Executive Limitation Monitoring Report

EL-7 Academic Program

May 18, 2015

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

Accordingly, the CEO shall:

<p>1. Develop and implement an academic program that specifies:</p> <ul style="list-style-type: none"> a. academic content and technology standards that meet or exceed state and nationally-recognized model standards; b. curriculum aligned with and designed to enable students to meet or exceed the established standards; c. assessments that will adequately measure each student’s progress toward achieving the standards; and d. a compelling and realistic vision of technology that specifies: <ul style="list-style-type: none"> i. technology use in the learning environment, and ii. integration of technology into content areas across all grade levels. 	<p>In Partial Compliance</p>	<p>◀ ▶</p>
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Evidence

Overview

The Lake Washington School District Student Profile specifies the knowledge, skills, and attributes that every student needs to be Future Ready. The Interdisciplinary Content Knowledge of the Profile specifies the content areas and broad knowledge and skills for each content area. The Standards, Curriculum, and Assessments for these content areas are identified in the Teaching and Learning Framework.

The tables below show the timelines for the development and implementation of district standards, curriculum, and assessments for all content areas. The District adoption cycle is designed to ensure that standards, curriculum, and assessment for all content areas are routinely reviewed and renewed. This work is focused on ensuring that we provide clarity regarding critical questions 1 & 2: *What is it that we expect our students to learn? How will we know if they have learned it?*

The column labeled “Next cycle” indicates the next cycle each content area will be reviewed.

Elementary K – 5

Content Area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Visual Arts K-5	2015	2002-03	2002-03	2002-03	2002-03	2012-13	See Implementation schedule in section I.c.
Science K-5	2017	2012-13	2016-17	2004-05	2004-05	2016-17	
Social Studies K-5	2020	2007-08	2009-10	2008-09	2009-10	2009-11	
Mathematics K-5	2021	2011-12	2013-14	2009-10	2010-11	2013-14	
Music K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Health & Fitness K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Language Arts K-5	2023	2011-12	2013-14	2012-13	2013-14	2013-14	
Technology K-5				Integrated in Curriculum			

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
{Refer to page 1}

In Partial
Compliance



Evidence - continued

Middle School 6 – 8

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Mathematics 6-8	2015	2011-12	2013-14	2004-05	2005-06	2013-14	See Implementation schedule in section 1.c.
Science 6-8	2015	2012-13	2016-17	2002-03	2003-04	2016-17	
Language Arts 6-8	2019	2011-12	2013-14	2006-07	2007-08	2013-14	
Social Studies 6-8	2019	2007-08	2008-09	2007-08	2008-09	2010-11	
French, Japanese 8	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Visual Arts 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Health & Fitness 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Spanish 8	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
Performing Arts 6-8	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Technology 6-8				Integrated in Curriculum			

High School 9 – 12

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Mathematics 9-12	2016	2011-12	2013-14	2004-05	2005-06	2013-14	See Implementation schedule in section 1.c.
Language Arts 9-12	2018	2011-12	2013-14	2005-06	2006-07	2013-14	
Social Studies 9-12	2019	2007-08	2008-09	2007-08	2008-09	2009-11	
French, Japanese 9-12	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 9-12	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Visual Arts 9-12	2022	2002-03	2002-03	2011-12	2012-13	2012-13	
Health & Fitness 9-12	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Spanish 9-12	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
Performing Arts 9-12	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Science 9-12	2025	2012-13	2016-17	2014-15*	2015-16	2016-17	
Technology 9-12				Integrated in Curriculum			

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
{Refer to page 1}

In Partial
Compliance



Evidence - continued

		Standards		Curriculum		Assessment	
Curriculum area	Next cycle	Developed	Implemented	Developed	Implemented	Developed	Implemented
CTE: Skilled and Technical Sciences and STEM Career Cluster	2014	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
CTE: Family and Consumer Science Career Cluster	2015	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
CTE: Business and Marketing Career Cluster	2016	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
CTE: Agriculture Career Cluster	2017	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
CTE: Skilled and Technical Sciences and STEM Career Cluster	2018	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

a) academic content and technology standards that meet or exceed state and nationally-recognized model standards

States standards identify the essential, core standards that clearly identify what every student should know and to be able to do as a result of learning. Lake Washington School District Power Standards are prioritized to state standards. Power Standards are developed using a national process conceptualized by Douglas Reeves whereby standards are prioritized for endurance over time, provide leverage for learning other standards, and provide student readiness for the next level of learning. Power Standards are developed for each of the content knowledge areas of the Student Profile.

Standards development work occurs as part of the Curriculum Adoption & Assessment Cycle. Once Power Standards are identified, Proficiency Scales are written for each standard. These scales, or progressions of learning, describe what students are able to do at each benchmark level, 1-4: 1) not at standard; 2) approaching standard; 3) at standard; and, 4) exceeding standard.

Washington State adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics for K-12. CCSS were implemented in 2013-14. CCSS replaced District Power Standards K-12 in these content areas.

The Office of Superintendent of Public Instruction (OSPI) requires that Career and Technical Education (CTE) submit a framework for all courses offered under each career cluster every four years. The framework aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work, and Thinking Skills. The framework specifies standards for the course.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
{Refer to page 1}

In Partial
Compliance



Evidence - continued

Highlights for 2014-15 include:

- Next Generation Science Standards (NGSS) training was provided for 6-12 science teachers, addressing major shifts with the new standards.
- The 6-8 Math and Science Adoption Committees developed screening tools that will be used to assess the alignment of new materials with CCSS and NGSS content standards.
- The 9-12 Science Adoption Committee assessed the alignment materials to the NGSS standards.
- In the fall of 2014, based on feedback from the field, the Secondary Technology Proficiency Scales for Technology Standards 1-8 were aligned across grades 6-12 to demonstrate a clear and precise progression of learning.
- In 2014-15, Professional Development focused on deepening system-wide understanding of the Technology Proficiency Scales and the learning progression for Technology Standards 1-8 in grades K-12. Newly aligned Proficiency Scales for Technology Standards 1-8 were shared with principals and teachers and staff determined the scope and sequence for learning technology skills.
- In 2014-15, a Technology Skills Continuum was developed based on the Technology Standards and the learning progressions from the Technology Proficiency Scales in grades K-12. The Technology Skills Continuum identifies six categories of skills students need to acquire to achieve proficiency on the Technology Standards. These will be introduced in the 2015-2016 school year.
- The CTE department completed development of frameworks standards for all our Agricultural Career Cluster and related Health Sciences Cluster and some Skilled and Technical Sciences.
- OSPI approved standards for:
 - Environmental Sciences
 - Natural Science Worksite Learning
 - Biotechnology
 - Sustainable Design and Technology
 - Engineering Design
- OSPI also approved frameworks in:
 - Natural Resources/ Conservation (Environmental Science and AP Environmental Science, Worksite Experience)
 - Biotechnology Research and Development (Biotechnology)
 - Financial Math (AP Statistics)
 - Engineering and Technology (Green Sustainable Design and Technology)
 - Science and Mathematics (Engineering Design and Development, Engineering Design 3)

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
{Refer to page 1}

In Partial
Compliance



Evidence - continued

b) curriculum aligned with and designed to enable students to meet or exceed the established standards

Our Curriculum Adoption & Assessment cycle work entails a deliberate and thoughtful process to ensure that we develop and implement a curriculum aligned with and designed to enable students to meet or exceed the established standards regardless of the varied learning styles, backgrounds, or abilities of students.

Representative groups of teachers and administrators engage in the steps of this cycle, which include these phases: 1) research best practice; 2) develop power standards & proficiency scales; 3) develop leveled assessments and scoring guides; 4) adopt instructional materials; 5) provide professional development; and, 6) implement instructional materials.

Highlights for 2014-15 include:

- The 9-12 Science Adoption Committee recommended new instructional materials for adoption. McGraw Hill *Physical Science with Earth Science*, Houghton Mifflin *McDougal Biology*, McGraw Hill *Chemistry Matter and Change*, and Pearson Walker, *Physics 1e* were selected.
- The 6-8 Math and 6-8 Science Adoption Committees researched best practice, standards, and assessment, and created screening tools that will be used to review materials in 2015-16.
- Performing Arts and Visual Arts materials for grades 6-12, adopted in 2013-14, were implemented.
- The CTE department developed curriculum for all our Agricultural Career Cluster and related Health Sciences Cluster, and some Skilled and Technical Sciences. Materials were submitted to IMC for AP Statistics, AP Environmental Science, and for Green Sustainable Design. Six new computer labs and software were purchased. Equipment for environmental science labs was also purchased.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
{Refer to page 1}

In Partial
Compliance



Evidence – continued

c) assessments that will adequately measure each student's progress toward achieving the standards

A key factor in addressing individual student needs is the LWSD System of Proficiency, which allows teachers to assess students' benchmark levels: 1) not at standard; 2) approaching standard; 3) at standard; and, 4) exceeding standard, and take action based on results. Differentiating next steps for student learning is a key factor and is the main purpose of the System of Proficiency. The System of Proficiency is made up of five parts:

1. Standards: What the students should know and be able to do
2. Proficiency Scales: Clear descriptions of each standard by benchmarks levels 1-4
3. Leveled Assessments: Assessments that assess each level of the proficiency scale
4. Scoring Guides: Documents that use conversion tables and cut scores to keep scoring consistent across the district
5. Reporting systems: Electronic grading systems that monitor progress over time and allow anytime, anywhere access for parents

Three kinds of assessment data is used to adequately measure each student's progress toward achieving the standards:

- 1) State level: Large scale summative assessments
- 2) District-level: Leveled, Common District Summative Assessments (CDSAs)
- 3) Classroom-Level: Curriculum-based formative and summative assessments of student learning

1) State-level: Large scale summative assessments

Large-scale summative assessments are used to measure the progress of students toward the achievement of educational standards. In order to have accurate and fair measures of progress, all students are included in the assessment system and assessments are monitored to ensure that student test performance is a valid and reliable measure of their knowledge and skills.

2) District-level: Leveled, Common District Summative Assessments (CDSAs)

Leveled, Common District Summative Assessments (CDSAs) allow teachers to clearly understand current student performance against the state standards as each assessment question is aligned to a level of proficiency on the proficiency scales. The combination of proficiency scales, leveled assessments, and scoring guides gives teachers precise evidence of students' current performance as measured against the Power Standards. The tables below show current state-level and district-level assessments for all content areas and grade levels.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
{Refer to page 1}

In Partial
Compliance



Evidence – continued

State-Level and District-Level Summative Assessments

Elementary Level			
Content Area	Grade Level	State-Level Assessments	District-Level Available Assessments
Reading	K-2	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) [State reading assessment in grade 2 only]	DIBELS <i>*LWSD administers DIBELS K -2</i> Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
	3-5	Smarter Balanced Assessment (SBA)	
Writing	K-2	N/A	Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
	3-5	SBA	Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	K-2	N/A	Three assessments designed to measure pre-algebra proficiency each year (Number and Operations and Algebra strands at grades 5 and 6)
	3-5	SBA	Three assessments designed to measure pre-algebra proficiency each year (Number and Operations and Algebra strands at grades 5 and 6)
Science	K-2	N/A	Three End of Module assessments measuring the LWSD Science Power Standards
	3-5	Measurement of Student Progress (MSP) @ Grade 5	Three End of Module assessments measuring the LWSD Science Power Standards
Social Studies K-5	K-5	Civics Classroom-Based Assessment @ Grade 5	One assessment per grade level measuring the LWSD Social Studies Power Standards

Middle School Level			
Content Area	Grade Level	State Level Assessments	District-Level Available Assessments
Reading	6-8	SBA	
Writing	6-8	SBA	Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	6-8	SBA End of Course Exams (EOC) Algebra, Geometry	Grade 6: 3 assessments designed to measure pre-algebra proficiency each year (Number and Operations and Algebra strands at grades 5 and 6) Grades 7 & 8: CMP Two CDSAs - one per semester in preparation for State EOC
Science 6-8	6-8	MSP @ Grade 8	Three End of Module assessments measuring the LWSD Science Power Standards
Social Studies	6-8	Civics Classroom-Based Assessment @ Grade 7	One assessment per grade level measuring the LWSD Social Studies Power Standards
Arts	6-8	N/A	One assessment per grade level measuring the LWSD Power Standards
Physical Fitness	6-8	N/A	One assessment per grade level measuring the LWSD Power Standards

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
{Refer to page 1}

In Partial
Compliance



Evidence – continued

High School Level			
Content Area	Grade Level	State Level Assessments	District-Level Available Assessments
Reading	10-12	SBA	
Writing	9	N/A	Three writing prompts given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Writing	10-12	SBA	Level 5 Essays: Literary Analysis, Persuasive, and Cause & Effect or Compare/Contrast
Mathematics	9-12	End of Course Exams (EOC) Algebra, Geometry	Level 5 Problem-Solving and Reasoning Task
Mathematics	11	SBA	
Science	9-12	End of Course Exam (EOC) Biology	Level 5 Formal Lab Report Grade 9 physical science Two Biology CDSAs: One per semester Two Chemistry CDSAs: One per semester Five Physics End-of-topic assessments
Social Studies	9-12	Civics Classroom-Based Assessment @ Grade 11	One assessment per grade level measuring the LWSD Social Studies Power Standards
Arts	9-12	N/A	One assessment per grade level measuring the LWSD Power Standards
Physical Fitness	9-12	N/A	One assessment per grade level measuring the LWSD Power Standards

3) Classroom-Level: Curriculum-based formative and summative assessments of student learning
Curriculum-based formative and summative assessments of student learning are included in all published curricula. Each curriculum comes complete with a curriculum-based assessment strand. Curriculum-based assessment materials typically include a variety of end-of-unit assessments, quizzes, black-line masters, and a variety of performance assessments that teachers may use to assess how students are progressing as they move through any given unit of study. These are used to inform student grades. Curriculum-based assessment materials also come with a digital strand of assessments that allow teachers to assess students on-line or to use ActiVotes to determine how students are progressing through any given unit of study. Teachers also use a variety of teacher-created formative and summative assessments to help inform their understanding of how students are progressing toward meeting standards.

Highlights for 2014-15 include:

- Refinement work for grades four and five was completed. Changes were made to proficiency scales, CDSAs, and curriculum alignment guides for social studies, math, and science.
- Algebra and geometry proficiency scales were drafted in 2013-14.
- Proficiency scales were developed for middle school electives in 2013-14.
- OSPI approved CTE performance assessments to be used to measure standards attainment in the CTE frameworks submitted this year.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
Refer to page 1}

In Partial
Compliance



Evidence – continued

- **EL 7.1.c is in partial compliance as we shift our current assessment strategy to a comprehensive balanced assessment system, including large scale state assessments, district interim assessments, and classroom/curriculum-based formative and summative assessments. Since the state Smarter Balanced Interim assessments were delayed this year and were released later than anticipated, we plan to bring this into compliance in 2015-2016 as we begin piloting the Interim Assessments.**
- d) a compelling and realistic vision of technology that specifies:**
 - i. technology use in the learning environment; and,
 - ii. integration of technology into content areas across all grade levels.

The Student Profile specifies the knowledge, skills, and attributes that every student needs to be Future Ready. The *Guiding Principles* describe the learning environments which are required to foster every student’s ability to learn the knowledge, skills, and attributes.

Our desired outcome for Technology Integration is twofold:

- 1) to use technology to support students’ acquisition of the knowledge, skills, and attributes in our Student Profile; and,
- 2) to use technology to support teachers’ creation of the learning environments described in our Guiding Principles

The tables below show the technology hardware and software provided in the learning environment at each level to help enable appropriate integration of technology into content areas across all grade levels:

Elementary Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Teacher computer workstation • Computer with a DVD drive dedicated to a ceiling mounted LCD projector • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • Interactive feedback devices (ActiVotes) • Netbooks in carts at a ratio of 3:1 (grades K-2) or 2:1 (grades 3-5) with MS Office Productivity Suite 	<ul style="list-style-type: none"> • enVision (Math) • TCI (Social Studies) • FossWeb (Science) • Tinkerplots (Math) • Headsprout (Reading K-2) • DIBELs Next (Reading K-2) • Type to Learn (Keyboarding) • Discovery Education Video Streaming 	<ul style="list-style-type: none"> • Outlook • Haiku • Skyward

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:
Refer to page 1}

In Partial
Compliance



Evidence - continued

Middle School Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Teacher computer workstation • Computer with a DVD drive dedicated to a ceiling mounted LCD projector • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • Interactive feedback devices (ActiVotes) • 1:1 laptops for all students with MS Office Productivity Suite 	<ul style="list-style-type: none"> • My Access (Writing) • Turnitin (Anti-plagiarism) • Logger-Pro (Science) • Starry Night (Science) • Sketchpad (Math) • Tinkerplots (Math) • Fathom (Math) • Cognitive Tutor (Math Intervention) • Type to Learn (Keyboarding) • Discovery Education Video Streaming 	<ul style="list-style-type: none"> • Outlook • Haiku • Standard Score

High School Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Teacher computer workstation • Computer with a DVD drive dedicated to a ceiling mounted LCD projector • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • Interactive feedback devices (ActiVotes) • 1:1 laptops for all students with MS Office Productivity Suite 	<ul style="list-style-type: none"> • My Access (Writing) • Turnitin (Anti-Plagiarism) • Logger-Pro (Science) • Starry Night (Science) • Sketchpad (Math) • Tinkerplots (Math) • Fathom (Math) • Cognitive Tutor (Intervention) • Type to Learn (Keyboarding) • Discovery Education Video Streaming 	<ul style="list-style-type: none"> • Outlook • Haiku • Standard Score

Highlights for 2014-15 include:

- **EL 7.1.d is in partial compliance because we have developed a Technology Integration Framework that includes technology standards and proficiency scales integrated into content areas. In 2014-15, we developed the Technology Skills Continuum. This Framework defines good instructional use and practice; specifies what technology standards and skills students should learn at each grade level; and how teachers can leverage technology, specific systems, resources, and instructional strategies to help students demonstrate proficiency on content standards and interdisciplinary skills and attributes. We plan to bring this area into full compliance in 2015-16 by introducing the Technology Skills Continuum to teachers. This information will be incorporated into a more complete *Parent Guide to Technology*.**

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by:
- a) providing an instructional program, which includes opportunities for students to develop talents and interests in more specialized areas;
 - b) providing an instructional program that addresses the different learning styles and needs of students of various backgrounds and abilities;
 - c) encouraging innovative or experimental programs, carefully monitoring and evaluating the effectiveness of all such programs and informing the Board annually about their effectiveness;
 - d) ensuring a climate that is characterized by support and encouragement for high achievement; and
 - e) considering the class size and organization as important components of the instructional program.

In Partial
Compliance



Evidence

Overview

Our mission is to ensure our students graduate and our goal of academic success for every student is key to fulfilling our vision of *Every Student Future Ready*. When we talk about academic success for students, we ask four critical questions:

- 1) What is it we expect our students to learn?
- 2) How will we know if each student has learned it?
- 3) How will we respond when some students do not learn it?
- 4) How will we respond when some students already know it?

In the 2008-2009 school year, the Lake Washington School District *Guiding Principles* was developed. The *Guiding Principles* define the learning environments we expect in our classrooms and schools. Specifically, six *Guiding Principles* are organized around the themes of *Connection*, *Value*, and *Challenge* for every student:

Connection	Value	Challenge
<p>Interconnected Learning Experiences Students learn best when programs of study are integrated and interconnected and when learning builds upon previous learning experiences and prior knowledge.</p>	<p>Student Ownership & Engagement Students learn best when they are actively engaged in authentic learning, when work is personally relevant, and when both teachers and students are able to articulate what students are learning, why it is important, and how students are progressing in their learning.</p>	<p>Challenging & Meaningful Curriculum Students learn best when curriculum is rigorous, relevant, specifies standards for both content and student performance, and when those content and performance standards are made explicit to students.</p>
<p>Personalization & Individual Attention Students learn best when they are known well by adults in the school, and when the instruction and support they receive meets their specific needs as learners and individuals.</p>	<p>Equity & Cultural Responsiveness Students learn best in a culturally responsive environment that is equitable, honors diversity, promotes democratic ideals and good citizenship, and where mutual respect exists between and among students and staff.</p>	<p>High Expectations & Quality Instruction Students learn best in an environment where the prevailing belief is that intelligence, talent, and ability is created by effort, where adults expect every student to succeed with effort, and where high quality instruction reflects educational best practice and results in student performance.</p>

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



Evidence – {continued}

The LWSD instructional program focuses on answering critical question 3 & 4, and aligning learning environments with our *Guiding Principles*.

a) providing an instructional program, which includes opportunities for students to develop talents and interests in more specialized areas;

At the elementary level, students are provided opportunities to develop their talents and interests through specialist programs (music, physical education, library, and art) and through supplemental programs offered at each individual school. Specialization is also accomplished in each classroom through the use of projects in the core content area. We currently do not have good measures for the use of projects as an instructional strategy.

At the secondary level, students have opportunities to develop talents and interests in more specialized areas through elective programs in middle school and through the culminating project at each high school. Electives provide a broad range of opportunities for students including opportunities in language, technology, art, science, business, etc.

Secondary students are also provided opportunities to develop their talents and interests through curricular programs (AP, music, physical education, library, and arts and drama) and through co-curricular and extracurricular programs offered at each individual school.

The following survey data shows secondary students, staff, and parent perceptions of how well our instructional program is at providing opportunities to develop talents and interests in more specialized areas (5 is very successful and 1 is not successful at all). The data shows overall positive perceptions.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

Lake Washington School District Perception Survey Data

Question: “In your opinion, how successful has Lake Washington School District been in efforts to... provide opportunities for students to develop talents and interests in more specialized areas.”

SEC. STUDENTS	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
5 very successful	13%	15%	12%	9%	13%	17%	14%
4 successful	32%	40%	39%	39%	35%	36%	33%
3 neutral	22%	26%	28%	30%	32%	27%	28%
2 less than successful	25%	13%	15%	16%	14%	14%	16%
1 not successful at all	9%	5%	6%	6%	7%	7%	9%
mean	3.2	3.5	3.4	3.3	3.3	3.4	3.3
<i>N size =</i>	<i>3,449</i>	<i>2,230</i>	<i>1,990</i>	<i>1,405</i>	<i>2,528</i>	<i>3,512</i>	<i>1,658</i>

PARENTS	May 2014	May 2013	May 2012	May 2011	May 2010	May 2009	May 2008
5 very successful	17%	21%	19%	20%	16%	19%	18%
4 successful	37%	44%	37%	32%	43%	43%	40%
3 neutral	33%	25%	31%	37%	31%	29%	26%
1 & 2 less than and not successful at all	13%	9%	12%	11%	10%	10%	16%
mean	3.6	3.7	3.6	3.6	3.6	3.7	3.5
<i>N size =</i>	<i>202</i>	<i>189</i>	<i>223</i>	<i>197</i>	<i>205</i>	<i>200</i>	<i>233</i>

STAFF	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
5 very successful	20%	14%	14%	10%	11%	12%	6%
4 successful	50%	52%	52%	46%	48%	45%	36%
3 neutral	22%	23%	23%	27%	27%	26%	33%
2 less than successful	8%	10%	10%	17%	13%	14%	23%
1 not successful at all	20%	2%	1%	1%	2%	2%	3%
mean	3.8	3.7	3.7	3.5	3.5	3.5	3.2
<i>N size =</i>	<i>1,533</i>	<i>1,017</i>	<i>1,353</i>	<i>1,131</i>	<i>938</i>	<i>1,471</i>	<i>987</i>

Highlights of the Data:

- Secondary student agreement with this item has fallen to its lowest level in years. This trend may be connected to the reduction in the number of electives among the graduation credit requirements. This year, three of the four classes in high school have four electives among their 22 credit requirement whereas the class of 2015 and previous classes had six.
- Staff ratings indicate a steady increasing trend for the district’s efforts in this area while parent agreement remains at about the same level.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 10}</i>	In Partial Compliance	◀ ▶
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Evidence – {continued}

b) providing an instructional program that addresses the different learning styles and needs of students of various backgrounds and abilities

The District has in place a variety of programs to meet the needs of students with different learning styles, backgrounds, and abilities. Some of these programs are designed to respond to critical question #3: *How will we respond when some students do not learn it?* District programs include Special Education, Safety Net, Title, and English Language Learners (ELL).

The following survey data shows secondary students, staff, and parents’ perceptions of how well our instructional program is catering to different learning styles and need of students with various abilities interests (5 is very successful and 1 is not successful at all). Perception data has remained relatively stable over time.

Lake Washington School District Perception Survey Data

Question: “In your opinion, how successful has Lake Washington School District been in efforts to cater to different learning styles and needs of students with various abilities.”

SEC. STUDENTS	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
5 very successful	14%	16%	15%	11%	13%	17%	15%
4 successful	28%	36%	35%	37%	33%	34%	34%
3 neutral	24%	28%	28%	32%	31%	28%	29%
2 less than successful	23%	14%	14%	14%	14%	14%	14%
1 not successful at all	12%	6%	8%	7%	8%	7%	9%
mean	3.1	3.4	3.4	3.3	3.3	3.4	3.3
<i>N size =</i>	3,449	2,226	1,982	1,405	2,528	3,513	1,657

PARENTS	May 2014	May 2013	May 2012	May 2011	May 2010	May 2009	May 2008
5 very successful	21%	23%	15%	20%	22%	18%	15%
4 successful	34%	35%	40%	31%	28%	40%	39%
3 neutral	31%	26%	30%	33%	28%	31%	32%
1 & 2 less than and not successful at all	14%	16%	15%	15%	23%	11%	13%
mean	3.6	3.6	3.5	3.5	3.4	3.6	3.5
<i>N size =</i>	202	189	223	197	205	200	233

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 10}</i>	In Partial Compliance	◀ ▶
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Evidence – {continued}

STAFF	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
5 very successful	21%	15%	17%	11%	15%	14%	8%
4 successful	51%	53%	52%	50%	48%	45%	40%
3 neutral	18%	19%	20%	22%	23%	24%	28%
2 less than successful	8%	10%	10%	15%	12%	13%	21%
1 not successful at all	2%	2%	1%	1%	2%	3%	2%
mean	3.8	3.7	3.8	3.5	3.6	3.5	3.3
N size =	1,535	1,016	1,355	1,131	938	1,471	986

Highlights of the Data:

- Student agreement with this item also was lower this year.
- Staff ratings also show a general increasing trend over the last six years.

English Language Learners

Settings for the Lake Washington School District’s English Language Learners (ELL) program range from general classroom services, to consultative support, to pull-out programs. We currently serve students from sixty-nine different language groups. The top five languages are: Spanish, Chinese - all dialects, Russian, Japanese, and Vietnamese.

The Washington English Language Proficiency Assessment (WELPA) determines student eligibility for English Language Development (ELD) services. This assessment tests reading, writing, listening, and speaking knowledge and skills. The WELPA consists of two tests: the placement test and the annual test. The placement test is used to determine initial student eligibility for English language development (ELD) services. The placement test is given to all students whose families answer “yes” to question #2 on the Home Language Survey: “Is your child’s first language a language other than English?” The annual test is given to all students who qualified for ELD services with a placement test. It measures students’ growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive ELD services.

The WELPA results determine the level of student proficiency in English Language, the four levels are: Beginning/Advanced Beginning (L1), Intermediate (L2), Advanced (L3) and Transitional (L4). Our program directly serves students who are L1, L2, and L3. Students who are L4 are exited from our program and are monitored for two years.

ELL	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
Enrollment	1,901	1,634	1,431	1,429	1,256	1,235	1,108	1,018	1,004
Exited	25%	28%	24%	35%	33%	33%	29%	23%	24%

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 10}</i>	In Partial Compliance	◀ ▶
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Evidence – {continued}

Annual Measurable Achievement Objectives (AMAO) - Title I and Title III of the Elementary and Secondary Education Act (ESEA), include English Language Learners (ELL) in the state accountability system and require states to set performance targets referred to as Annual Measurable Achievement Objectives (AMAOs) for English language proficiency. The AMAO's for English language proficiency must include:

- AMAO-1: Annual increases in the number or percentage of children making progress in learning English.
- AMAO-2: Annual increases in the number or percentage of children attaining English proficiency.
- AMAO-3: The number or percentage of students meeting AMO targets in the reading and math on the MSP ELL cells.

Each district must inform parents of English Language Learners (ELLs) participating in the State Transitional Bilingual Instructional Program (STBIP) and/or Title III if the district did not meet one or more of the AMAO targets for each school year. Notices are to be communicated in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

		AMAO-1 Making Progress			AMAO-2 Attainment of English Proficiency							AMAO-3			
	Met All 3 AMAOs	Students matched	Making progress	Met AMAO 1 target (67.2%)	Unscored	Levels				Total students	% Transitioning	Met AMAO 2 target (7.1%)	Met Reading Proficiency/ Participation	Met Math Proficiency / Participation	Met AMAO 3
						1	2	3	4						
2013-2014	No	1095	77.6%	Yes	16	69	387	953	476	1,901	25.0%	Yes	No	No	No
2012-2013	No	944	81.4%	Yes	7	45	337	792	453	1,634	27.7%	Yes	No	No	No
2011-2012	No	841	80.5%	Yes	16	31	335	706	343	1,431	24.0%	Yes	No	No	No
2010-2011	Yes	787	85.8%	Yes	9	21	269	655	504	1,458	34.6%	Yes	Yes	Yes	Yes

ELL Highlights for 2014-15 include:

- Based on the annual Washington English Language Proficiency Assessment (WELPA), Lake Washington School District met Annual Measurable Achievement Objectives (AMAO) 1 and 2. AMAO 1 results indicate 78% of our ELL students are making progress. AMOA 2 results indicate 25% of English Language Learners (ELL) students scored a Level 4 and exited the ELL program. It is cause for celebration that we are exceeding state expectations with our ELL students.
- The Intervention Program Department is continually researching best practices for English Language Learning, which included appropriate curriculum resources to support our students with core academic classes. New curriculum resources were added to the ELL program at the elementary schools that are directly aligned with the core literacy program, Wonders.
- Due to the continued increase in the number of students who qualify for the ELL program, elementary center programs were added at Wilder, Mead, Smith, Carson, McAuliffe, Blackwell, Sandburg, and Thoreau.
- OSPI adopted new English Language Proficiency Standards (ELPS) correlated with the Common Core State Standards to be used in English Language Learner and general education classes. In spring 2013-14, a team of ELL and Curriculum and Assessment attended professional development on the use of these standards. Throughout the 2014-15 school year, the ELL teachers were introduced to the ELPS to learn how these standards can be applied during ELL instruction.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

ELL Highlights for 2014-15 (continued):

- New state requirements and funding provided exited ELL students who were struggling academically with additional support, before, during and after school. Five Level Four Facilitators were hired to work across all level and learning communities to support these specific children.

Safety Net

Lake Washington School District uses a blended funding from federal, state, and local monies to support students who are not at standard as measured by the state MSP, HSPE, and End of Course (EOC) assessment in grades four through twelve. The DIBELS assessment is used to identify students in kindergarten through third grades. Learning plans are mandated by the state for 8th grade students not meeting standards in reading, writing, and math. The district requires learning plans for all students enrolled in district Safety Net programs for literacy and math.

Safety Net K-12	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment	2,962	3,484	2,102	2,746	2,880	2,885	2,917	3,056	2,537

Safety Net Highlights for 2014-15 include:

- Significant professional development continued with the elementary Safety Net teachers over the course of the last two years and focused on the teaching of reading using the newly adopted Wonderworks curriculum materials in correlation with continued professional development using *CORE Sourcebook* which includes both a research-informed knowledge base and practical sample lesson models. It teaches the key elements of an effective reading program—phonemic awareness, decoding, vocabulary development, fluency, and comprehension—in a practical hands-on teacher’s guide. *The Comprehension Tool Kit* provides teachers with an explicit framework and strategies for teaching reading comprehension to students.
- Language Arts and mathematics Safety Net teachers at the elementary and middle school level worked to examine the Common Core State Standards to build success criteria. Success criteria will be used to show students what specific skills are expected to attain proficiency on each of the standards taught during Safety Net classes.
- The Kindergarten Intensive Safety Net (KISN) Program was expanded to include Bell, Keller, Dickinson, Lakeview, and Juanita elementary schools. The program continues to focus on closing the learning gap for students by providing them with prescriptive and diagnostic reading instruction via the use of BURST. BURST is a program that uses progress monitoring results every ten day to adjust the learning outcomes for students based on individual performance data.
- Each summer, we continue to offered a four-week summer program that extends the school year for students in Title 1 schools, students who were below or well-below benchmark on middle of the year (MOY) DIBELS in grades one and two and for elementary ELL students. We expanded the use of BURST during Summer Literacy Camp because of the positive achievement data in the KISN programs.
- Due to the increased student performance of students who were using the BURST program in the KISN program, students who scored well-below benchmark at most schools spent time each receiving instruction outlined in the BURST program.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

Safety Net Highlights for 2014-15 (continued):

- Middle and high school Safety Net teachers piloted screening and progress monitoring tools in reading and mathematics. This spring, we will bring the selected tools to IMC for approval. Safety Net teachers in middle and high school will use these progress monitoring tools with students in the fall.
- Middle and high school Language Art Safety Net teachers received professional development and coaching throughout the school year on phonic, phonemic awareness, fluency, vocabulary and comprehension. This professional development provided teachers with more strategies and skills to meet the needs of the students they serve.
- **EL 2.1.b is in partial compliance because processes for tracking how we define Safety Net and count enrollment have varied across time. We plan to have this in full compliance by 2015-16 by developing a better system to identify and track students in and out of Safety Net services.**

Special Education

Special education services are offered to students with disabilities in various settings, including the general education classroom, pull-out services, self-contained classrooms, and in some cases non-public agency school settings. All special education students have an Individualized Education Program (IEP).

Special Ed Preschool - 21	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment *	3383	3379	3250	3186	3,108	2,885	2,751	2,591	2,439

* Enrollment numbers based on October 1st P-223 enrollment reports (Birth – 21).

Preschool 3-5 year old students	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment	422	452	451*	423*	364	333	334	346	381

* Enrollment number includes 55 fee-based Preschoolers; 31 Ready Start (RS) Preschoolers, 96 Head Start (HS) Preschoolers, 170 special education (RS& HS), and 70 special education Learning Center Preschoolers.

Preschool

District Preschool currently includes three programs: Ready Start, Head Start, and Special Education. Head Start is for at-risk children based on poverty factors. Ready Start has space available for students on the Head Start waiting lists. Students on an IEP are enrolled in Head Start, Ready Start, or self-contained Learning Centers. The overall enrollments in both Ready Start and Head Start Programs are limited by space availability and funding limitations. Fee-based enrollment opportunities exist for parents who would like their children to participate in an enriched, diverse preschool program at any of our preschool sites.

The overall enrollment capacity for preschool is relatively flat over the last several years due to the limitations of space and funding.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



Evidence – {continued}

Preschool Highlights for 2014-15 include:

- The 2014-15 school year is the second year of the implementation of the new preschool curriculum we adopted along with the elementary Wonders Literacy curriculum. During the 2013-14 school year, teachers focused on planning and learning the implementation of the Language Arts and Math components of this new curriculum, which is Opening the World of Learning (OWL) curriculum. This school year, all Ready Start and Head Start preschool classrooms are fully implementing the language arts and math curriculum.
- Several teachers initiated planning and learning of OWL science and social studies curriculum. These teachers are developing plans for professional development and pacing guides for social studies curriculum, with input from pilot teachers to be implemented in the 2015-16 school year.
- Our Preschool Learning Center teachers, self-contained programs for preschool students with significant needs, are continuing to implement planning and learning work on the OWL literacy and math curriculum modifications, with planning and pacing guides tailored to the unique needs of the district’s Preschool Learning Center Programs to be implemented in the 2015-16 school year.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

- c) **encouraging innovative or experimental programs, carefully monitoring and evaluating the effectiveness of all such programs and informing the Board annually about their effectiveness**

The district encourages and monitors innovative and experimental programs and informs the Board regarding their progress.

Choice Schools

Twelve choice schools offer parents and students options of schooling. Choice school characteristics may include: small learning environments, multi-age instruction, international education, environmental education, classical education, and/or STEM education.

Choice Schools Grades 1-12	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment *	1,721	1,418	1,259	1,389	1,471	1,465	1,398	1,309

* Enrollment numbers based on October 1st P-223 enrollment reports

Highlights for 2014-15 include:

- The Choice Schools continued to use the common application for the 2013-14 school year. The application was available in both English and Spanish. Tesla STEM is now fully subscribed with grades 9 -12.

STEM Signature Programs

Each of our high schools offers STEM-focused Signature courses and/or Signature programs unique to the school. A Signature course is a one period class where students earn 1 credit. A Signature program is a 2-3 period block of classes where students earn 2-3 credits. Students enrolled in Signature Courses or Signature Programs:

- Earn academic credit required for graduation (1-3 credits);
- Learn through a thematic, interdisciplinary curriculum connected to a career pathway;
- Engage in problem-based learning and industry-based projects; and,
- Learn from both teachers and professionals in the field through community and business-based partnerships.

Washington Network for Innovative Careers Skill Center (WaNIC)

WaNIC provides advanced-level Career and Technical Education programs based on rigorous academic and industry standards. WaNIC prepares students for career and college readiness and successful entry into high-skill, high-demand careers, and employment. The skills center programs provide dual credit opportunities (both high school and college credit) and/or lead to industry certification.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



Evidence – {continued}

WaNIC Skills Center programs are delivered through a system of satellite and branch campuses in six of our seven participating districts. Lake Washington School District serves as the host district.

School District	Skill Center Courses	High School Location	2014-15 Student FTE	2013-14 Student FTE	2012-13 Student FTE	2011-12 Student FTE
Bellevue	Automotive Technology	Bellevue High School	179	171	165	167
	Cisco Networking	Newport High School				
	Culinary Arts	Newport High School				
Issaquah	Sports Medicine/ Athletic Training	Issaquah High School	42	38	33	0
Lake Washington	Dental Careers	LWIT	143	169	161	128
	DigiPen Animation	DigiPen				
	DigiPen Draft	DigiPen				
	DigiPen Video Game Design	DigiPen				
	Fire & EMS	LWIT				
	Health Science Careers	LWIT				
Medical Careers	LWIT					
Mercer Island	International Entrepreneurship	Mercer Island High School	0	28	27	17
Northshore	Advance Auto. Tech. Composites Health Science Careers	Bothell High School	70	37	17	23
Snoqualmie Valley	Culinary Arts	Mt. Si High School	1	0	2	8

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



Evidence – {continued}

Integrated Honors

Prior to reconfiguration to 6-8 middle schools, junior high schools had varying approaches for providing honors curriculum for students. Some schools offered a standalone Honors Language Arts/Social Studies class for 30 students. Some schools offered Honors curriculum through an integrated approach whereby all students could opt-in to Honors curriculum offered in the general Language Arts/Social Studies classroom setting. One school did not offer any Honors curriculum. During planning for reconfiguration to 6-8 middle schools, the decision was made to shift all middle schools to the Integrated Honors approach in Language Arts/Social Studies.

An evaluation of integrated honors will take place during the 2014-15 school year to determine the level of implementation and whether adjustments needs to be made to the middle school Honors program.

Highlights for 2014-15 include:

- STEM Signature courses and programs are being implemented in all of our high schools
 - Emerson - Food and Sustainability
 - ICS – Engineering Grand Challenges
 - Juanita High School - Global Health
 - Lake Washington High School – Engineering: Design Your World
 - Redmond High School - Global Health: Policies, Problems, and Solutions
 - TESLA STEM High School
 - Environmental Engineering and Sustainable Design
 - Forensics/Psychology
 - Biomedical Engineering
 - Advanced Physics / Global Engineering
- A STEM-focused grant from Lake Washington Schools Foundation supported continued development of each high school’s STEM Signature program as well as paid for a three-day session of Problem-Based Learning (PBL) facilitated by the Illinois Institute of Science and Mathematics (IMSA). In 2013-14, approximately 20 high school teachers participated in this learning. PBL is a key aspect of teaching and learning in STEM-focused programs of study.
- Currently, there are 91 total middle school students earning an Honors distinction in LA/SS on their report card.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

d) ensuring a climate that is characterized by support and encouragement for high achievement

Overview

Lake Washington School District has in place a variety of programs to meet the needs of students by ensuring a climate that is characterized by support and encouragement for high achievement. These programs have one strategy designed to respond to critical question #4: *How will we respond when some students already know it?* District programs include Quest, Advanced Placement (AP), and Running Start.

Parent and Community Data:

The charts below provide parent and community information from the December 2009-February 2013 LWSD Community Perception Survey of parents and community members:

% agreement that “Schools create a climate of support and encouragement for high achievement”						
Community phone survey		5	4	3	2 or 1	Mean
3/09-5/10	Have a child in LWSD	25	47	21	6	3.9
	Don't have child in LWSD	25	48	14*, ^	13	3.8
3/11-5/11	Have a child in LWSD	38*, ^^	32*, ^^	24	6	4.0
	Don't have child in LWSD	39*, ^^	28	25	8	3.9
3/12-5/12	Have a child in LWSD	28	47	21	4	4.0
	Don't have child in LWSD	28	39	25	8	3.8
3/13-5/13	Have a child in LWSD	31^	41	18	9	3.9^
	Don't have child in LWSD	28	45^	19	8	3.9^^
3/14-5/14	Have a child in LWSD	31	42	21	6	4.0
	Don't have child in LWSD	32^^	41	19*	8	4.0*, ^^

* = Significant difference vs. January 2005
 **= Significant difference vs. those who have a child in LWSD
 ^ = Significant difference vs. preceding survey
 ^^ = Significant difference vs. March 2006
 N= 189 in 2014, 189 in 2013, 215 in 2012, 213 in 2011, 194 in 2010

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

Highlights of the Data:

- Results were directionally improved in this area. There seems to be a trend toward higher levels of agreement among those who don't have a child in LWSD.

<i>Annual Web Surveys</i>	% agreement that “My school creates a climate of support and encouragement for high achievement.^”					
	2014	2013	2012	2011	2010	2009
Secondary Students	62%	63%	60%	56%	56%	56%
Staff overall	89%	89%	88%	88%	89%	90%
Certificated staff	90%	92%	93%	90%	91%	91%
Classified staff	84%	81%	84%	81%	88%	87%

^% giving one of top two answers – agree or strongly agree (4 or 5 on a scale of 1-5).

Student n=1,880 in 2008; 3,513/2009; 2,528/2010; 1,405/2011; 2,002/2012; 2,213/ 2013; 3,449/2014

Staff overall n=1,128 in 2008; 1,471/2009; 938/2010; 1,110/2011; 1,377/2012; 1,025/2013; 1,522/2014

Certificated staff n=773/2008; 1,040/2009; 677/2010; 772/2011; 1,017/2012; 729/2013; 1127/2014

Classified staff n=355/2008; 432/2009; 261/2010; 320/2011; 335/2012; 230/ 2013; 395/2014

Highlights for 2014-15 include:

- Staff results are generally unchanged while there may be a general upward trend for student agreement with this item.

Highly Capable/Quest

The Highly Capable/Quest Program for grades K-8 is designed to meet the learning styles and needs of highly capable students who have been assessed to have exceptional intellectual, academic, and creative ability. Enrollment numbers are from OSPI Highly Capable End of Year Report.

The K-1 Highly Capable program provides math enrichment in the areas of number sense, problem-solving, and logical reasoning through challenging activities that encourage divergent and creative thinking. The Elementary Quest Full Time program accelerates the curriculum in literacy and math and enriches the curriculum in science and social studies. The Elementary Quest Enrichment Pull-out Program enhances the curriculum with an emphasis on higher-level thinking skills.

The Middle School Quest Program enhances the curriculum by providing high academic challenge, greater breadth and depth of learning, and raising expectations for student achievement.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

The chart below reflects nine years of Quest enrollment data:

Quest Enrollment*	2014-15	2013-14	2012-13	2011-12	2010--11	2009-10	2008-09	2007-08	2006-07
Total Elementary	852 [^]	593	587	802	834	842	830	731	669
Middle**	295	276	245	165	191	175	155	118	135
Total Program	1,147	869	832	967	1,025	1,017	985	849	804

* Gender representation in 2013-14 is 51% male and 48% female compared to 2011-12 53% male and 47% female)

** Was formerly junior high school

[^] Includes K-1HC Services

Ethnic representation in the Quest Program for the past three years is as follows:

Ethnicity	Change from 11-12 to 13-14	Total 13-14	Total 12-13	Total 11-12	Middle School 13-14	Middle School 12-13 [^]	Junior High 11-12	Grade 2-5 [^] 13-14	Grade 2-5 [^] 12-13	Grade 1-6 11-12
Asian	+8%	61%	56%	53%	56%	56%	48%	63%	56%	54%
Black	0%	>1%	>1%	>1%	>1%	0%	0%	>1%	>1%	>1%
Hispanic	-1%	>1%	>2%	>2%	1%	>2%	>2%	1%	>1%	2%
Native Am	0%	>1%	>1%	>1%	>1%	>1%	>1%	>1%	>1%	>1%
White	-11%	32%	37%	43%	32%	37%	49%	32%	38%	43%
Other*	+3%	4%	6%	n>1%	7%	6%	n/a	4%	5%	1%

* now more than one race

[^] now Grades 2-5 and Grades 6-8

Highlights for 2014-15 include:

- Services for Kindergarten and Grade 1 Highly Capable students began
- We continue to test all first grade students for Quest, and it appears we have eliminated the underrepresentation of females in Quest programs with universal testing. Ethnic data continues to show overrepresentation of Asian students when compared to our general population.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

Advanced Placement (AP®)

Courses provide students the opportunity to take high school courses consistent with the requirements of post-secondary institutions and to earn credit or advanced placement at most of the nation’s colleges and universities. AP® courses are taught by specially trained high school teachers who follow rigorous course guidelines that are developed, published, and audited by the College Board. Enrollment continues to go up. Pass rates continue to remain high. Enrollment numbers are from October class counts.

The chart below displays nine years of AP program enrollment data:

AP Enrollment**	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Total Program	4,339	4,272	3,777	3,670	3,177	2,966	2,694	2,396	2,358

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course or student may take an exam and not the AP course

Students enrolled in AP courses have the opportunity to obtain college credit by passing AP national examinations given in May.

The chart below displays eight years of AP enrollment, exam participation, and pass rate data:

AP	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment *	4,272	3,777	3,470 [^]	3,177	2,966	3,157	2,696	2,358
Exams	3,496	3,104	2,803	2,731	2,599	2,406	2,060	1,669
Pass %	80%	76%	79%	77%	80%	78%	80%	81%

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course, or student may take an exam and not the AP course. [^] Data entry error corrected from spread sheet to report - last year listed this number as 3,670.

The chart below displays nine years of AP course enrollment* by high school:

High School	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Eastlake	697	729	669	669	618	544	539	567	476
ICS	136	207	236	291	279	203	199	233	188
Juanita	665	772	686	662	614	558	731	479	429
Lake Washington	832	896	823	728	595	764	697	741	548
Redmond	1,056	1,120	1,169	1,120	1,071	897	991	677	717
Tesla STEM	953	570	194						

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

The chart below shows numbers of individual students taking AP courses by high school and WaNIC:

High School	2013-14 number*	2013-14 Percent of School Population Comprehensive HS grades 9-12	2012-13 Number*	2012-13 Percent of School Population Comprehensive HS grades 9-12	2011-12 Number*	2011-12 Percent of School Population Comprehensive HS grades 9-12
Emerson			1		1	-
Eastlake	359	24%	259	16%	390	30%
Emerson K-12			6	-	2	-
ICS	69	33%	89	24%	117	33%
Juanita	292	22%	280	22%	383	41%
Lake Washington	370	27%	372	27%	351	38%
Redmond	415	23%	320	18%	506	35%
Tesla STEM	246	57%	138	58%	-	-
WaNIC	31		52	-	35	-

* June 2013 disaggregation of AP for OCR purposes; AP enrollment data 2012.13 and 2013.14

Through recruitment and teacher recommendation, efforts are being made to address the under-representation of certain minority populations. Ethnic and gender representation for students who have taken AP exams is as follows:

Student Profiles	District Total 2014*	2014^	2013^	2012^	2011	2010	2009	2008	2007	2006
Male	51.8%	48%	48.1%	46%	47%	48%	48%	47%	53%	51%
Female	48.2%	52%	51.9%	54%	53%	52%	52%	53%	47%	49%
Ethnicity										
African-American	1.6%	1.4%	1.2%	1.6%	2%	2%	1%	1%	1%	0%
Asian	20.1%	24.7%	28.3%	21.3%	17%	22%	23%	22%	21%	20%
Caucasian	61.4%	61.1%	60.6%	67.8%	73%	66%	65%	66%	69%	68%
Hispanic	10.2%	4.8%	4.6%	3.6%	5%	4%	5%	3%	3%	3%
Native American	0.2%	0.6%	0.6%	0%	1%	0%	0%	0%	0%	0%
Other	6.5%	5.8%	3.8%	4.5%	N/A	3%	5%	4%	4%	6%
Not Stated	N/A	1.4%	0.7%	1%	N/A	3%	2%	3%	2%	3%

^ College Board Data

* OSPI website

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

Enrollment in STEM-related AP courses

We continue to see an increase in enrollment in STEM-related AP courses. The chart below shows the AP STEM-related enrollment data for the past four years:

STEM-related AP Course	2014-15 District enrollment	2013-14 District enrollment	2012-13 District enrollment	2011-12 District enrollment
AP Biology	228	299	195	152
AP Calculus AB	511	498	357	389
AP Calculus BC	198	143	137	138
AP Chemistry	379	279	311	287
AP Comp Science	240	106	97	91
AP Environmental Science	350	336	434	296
AP Physics	103	56	26	26
AP Physics C	127	57	49	98
AP Statistics	245	240	233	183
Total	2,381	2,014	1,839	1,660

Highlights for 2014-15 include:

- Total AP course enrollment has increased 15% since 2011-12
- Total AP STEM course enrollments have increased by 44% since 2011-12
- LWSD was on the AP Honor Roll for our 2014 80% pass rate and growth in diversity
- Common AP program menu in STEM areas at comprehensive high schools are listed above. This year exceptions were AP Biology and AP Computer Science at JHS and both will be added at JHS next year.
- New textbooks for AP Biology, AP Chemistry, AP Physics 1& 2, AP Physics C, AP Statistics, and AP Environmental Science were adopted.

Running Start

This program provides 11th and 12th grade high school students with the opportunity to take college-level courses at participating community, technical and state colleges, and universities. As an alternative way for students to transition from high school to college, Running Start offers a challenging option for students who may perform better in a college setting than in that of a traditional high school. Additionally, flexibility in scheduling allows Running Start students to meet a variety of other commitments for their education, including employment and family responsibilities.

Running Start	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
Enrollment *	304	299	315#	324	287	287	281	259

* Enrollment numbers based on October 1st P-223 enrollment reports

Number corrected for 2011-12. Originally reported as 299

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial
Compliance



Evidence – {continued}

College in the High School

Through the College in the High School Program, students complete and earn college credit in their high school classrooms and with their high school teachers. Students and teachers use college curriculum, activities, texts, tests, and grading scales. Students earn a final grade over time. Students receive recognition for their college work at most public institutions and many private institutions. There is a fee for earning credits in these courses, but it is reduced from the cost of taking equivalent courses at a college.

School	College in the High School courses	Number of students enrolled 2013-14
Eastlake	UW Astronomy	33
	UW Calculus (124)	30
	UW Composition and Ethnic Lit	42
	UW CSE 142	10
	UW Pre-Calculus	84
	UW Psychology 101	33
Juanita	Japanese 3	7
	STEM English 11	4
	STEM English 12	11
Lake Washington	AP Calculus AB	42
	AP C Calculus BC	4
	AP Literature & Composition	48
	UW Composition and Environ Lit	11
Redmond	AP Computer Science-JAVA	76
Tesla STEM	AP Psychology	15
	Computer Science	133
	Forensic Science	44
	Sustain Design and Enviro Engineer	49
	UW Pre-Calculus	125

* Secondary Grade File

- **EL 2.1.b is in partial compliance because all of the recommendations from the Highly Capable Program Review have not yet been fully implemented. We plan to have this in full compliance by 2015-16.**

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 10}*

In Partial Compliance



Evidence – {continued}

e) considering the class size and organization as important components of the instructional program.

The district has in place a staffing formula that drives class sizes across the system. The staffing formula applies to all schools and represents priorities that have been established. These priorities include:

- Reducing K-1 class size across all schools to support early learning;
- Providing Title I resources to support schools with the highest academic needs. These resources provide staffing to reduce class size during core academic instructional time which is generally accomplished through regrouping for like instructional needs. This has been targeted at literacy and math;
- Using other class size reduction efforts to assist students performing below standard. For these students, reading and writing instruction is provided in much smaller groups than our regular classes. Class sizes grow as students become older;
- Addressing special education class sizes and caseloads to provide an equitable and manageable case load for staff; and,
- Making class configuration decisions at the elementary level by the building principal to best balance class size issues.

Although we have experienced significant reductions in funding from the state, we have maintained priorities for our class size ratio through local budget reductions and local revenue increases.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

3. Develop and implement a process for continuous improvement of every school, classroom, and individual student.

In Partial
Compliance



Evidence

The Continuous Improvement Process (CIP) Plan and the related district, building and classroom level efforts focus on student learning improvement in every school. Each school develops their CIP Plan with measurable goals. The table below highlights CIP-related efforts by month:

Month	Efforts
August	Large Scale Assessments downloaded into Data Dashboard.
	Building staffs begin to review data prior to the start of school to finalize student placement into support or enrichment programs.
September	Building staffs reflect and analyze previous year's goals and action plans against the Large Scale State Assessment results.
	Buildings staffs use Learning Enhancement and Academic Planning (LEAP) Wednesdays to meet in grade level/content teams to write reflection and analysis for Continuous Improvement Process (CIP) plans. Schools use the Data Dashboard to access student achievement data to reflect on progress goals that are specific, measureable, achievable, realistic, and timely (SMART).
September- May	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing.
October	Part 1: Reflection and analysis due to Directors of School Support.
November	Part 2: Building staffs use LEAP Wednesdays to write SMART goals for 2013-14 year using.
	Part 2: Current CIP goals due to Directors of School Support.
December- June	Building staffs continue to use LEAP Wednesdays to meet in content or grade level teams in order to: write unit/lesson plans, develop common assessments, and examine student work/outcomes/results.
January	Directors of School Support write a summary of their Learning Community results CIP Plans and Learning Community summaries are submitted to the Board.
January-June	Directors of School Support meet with each building administrator and leadership team to discuss progress towards meeting CIP goals, which leads to evaluation in June.
February- March	Staffs complete the "9 Characteristics of Effective Schools" survey. (Taken each year to provide direction for developing Perception Goals in the spring).
March-April	Students participate in state testing.
May	Using the last full day LEAP, staffs review the work of the year and begin setting goals for the following year. In addition, staffs review preliminary 9 Characteristics results to set goals for the following year.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

3. Develop and implement a process for continuous improvement of every school, classroom, and individual student.	In Partial Compliance	◀ ▶
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Evidence- {continued}

Highlights for 2013-14 include:

- Directors of School Support and principals work to align goal setting processes for CIP and student growth goals as appropriate.
- Directors of School Support continued this year to write a summary of their Learning Community results. Summaries were submitted to the Board.

EL.7.3 is in partial compliance because we have not yet fully developed and implemented parent and student data views as part of the overall CIP efforts. Given the interdependencies of this effort with our overall technology infrastructure improvement efforts, a concrete timeline for bringing EL.7.3 into full compliance is yet to be established.

4. Ensure that all instructional programs are regularly evaluated and modified as necessary to assure their continuing effectiveness.	In Compliance	◀ ▶
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Evidence

As part of the regular Curriculum Adoption & Assessment Cycle work, all curricular content areas undergo a review process. In addition, we review district programs as part of state and/or federal program reviews or when our review of data gives cause for review.

Highly Capable/Gifted (Quest and AP) Programs Review

In 2012-13, as part of the district strategic plan, a program review of Highly Capable Program began. Efforts continue in this area.

Career and Technical Education (CTE) Program Review

Every offering is reviewed once every four years as required by OSPI.

Intervention Programs Review

In 2012-13, as part of our district strategic plan, a program review of Intervention Programs, ELL, Safety Net, and Title I began. Efforts continue in this area.

Preschool Program Review

In 2012-13, as part of our district strategic plan, a program review of Preschool was conducted. Efforts continue in this area.

Special Services Program Review

In 2014-15, a program review of Special Education and 504 services began. Efforts continue in this area.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

5. Ensure that the instructional program includes all legally required courses and programs.

In Partial
Compliance



Evidence

Programs are monitored on an annual basis to ensure compliance with district and state requirements. Currently, all programs are in compliance with the exception of Physical Education minutes. The legal references for this requirement include:

- WAC 180-16-200 Total Instructional Offerings
- WAC 180-16-210 K-3/4-12 Student to Classroom Teacher Ratio
- WAC 180-16-210 Minimum 180-Day School Year
- WAC 180-50-115 Mandatory areas of study in the common school.
- RCW 28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate granting institutes.
- WAC 392-170-080 Educational program for highly capable students.
- WAC 392-172-160 Individualized education programs
- RCW 28A.250.050 Student access to online courses and online learning programs

The legal requirement for Physical Education is 100 minutes. LWSD provides 60 minutes for elementary students. There are no plans to address this issue due to resource constraints. *{See note below.}*

We complete an annual Basic Education Report to ensure compliance with district and state requirements.

NOTE:

According to RCW 28A.230.040, every pupil attending grades one through eight of the public schools shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction: PROVIDED, That individual pupils or students may be excused on account of physical disability, religious belief, or participation in directed athletics. WAC 392-410-136 further specifies that an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8).

LWSD provides sixty minutes of physical education per week for grades 1-5, and provides approximately 250 minutes of physical education per week, for a semester each year, for grades 6, 7 and 8. Therefore, LWSD meets and exceeds the one hundred minute average for grades 6, 7 and 8, but due to inadequate funding from the state, we are not able to fully meet this one hundred minute requirement for elementary grades.

- **EL.7.5 is in partial compliance because WAC 180-50-135 requires that K-6 students receive the average of 100 minutes per week of instruction in PE each year. Currently, our K-5 students receive an average of 60 minutes per week. We have no plans at present to bring this into compliance.**

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

6. Ensure that the Board is informed of any deletions of, additions to, or significant modifications of any instructional programs.

In
Compliance



Evidence

The Board has been informed in deletions of, additions to, or significant modifications to any instructional program. This includes informing the Board of a significant change in major curricula, adoption, or major program offerings. This does not include increases or decreases in offerings in one or several buildings due to enrollment changes or registration changes.

I certify the above to be correct as of May 18, 2015.

Traci Pierce, Superintendent

2014-15 BUDGET EXTENSION
PUBLIC HEARING AND ADOPTION
RESOLUTION NO. 2201

May 18, 2015

SITUATION

Through the adoption of the 2014-15 Debt Service Fund Budget, the Board of Directors established an expenditure authorization of \$50,790,400. On April 20, 2015 the board authorized the district to refund bonds in order to take advantage of favorable interest rates and save the taxpayers money. A portion of the bonds being refunding are current refunding's and a portion are advanced refundings. Accounting methodology requires districts to treat the current refunding as revenue (other financing sources) and expenditures in the debt service fund. While advanced refundings are treated as revenue (other financing sources) and other financing uses. In order to properly account for these changes in revenues and expenditures the 2014-15 Debt Service Fund budget has been revised. These changes do not impact to the projected ending fund balance.

Through the adoption of the 2014-15 Capital Projects Fund Budget, the Board of Directors established a Capital Projects Fund expenditure authorization of \$48,353,344. After the budget was adopted, the board approved the district's short-term capacity projects which included additions, remodeling and purchase of portables. The board also approved a land purchase for a future middle school site. In addition, the technology levy purchases for the Mobile Access for Students (MAS) program is higher than planned due to purchases for the next school year. While the 2014-15 budget had some contingency, it did not have enough for these newly planned projects. Adequate revenues exist within the fund to accommodate the additional expenditures. The previously adopted Capital Projects Fund Levy remains unchanged.

Resolution No. 2201 has been prepared in accordance with state law increasing the 2014-15 Debt Service Fund budget from \$50,790,400 to \$83,790,400 and the 2014-15 Capital Projects Fund budget from \$48,353,344, to \$59,996,576.

Included are detailed budget changes for each fund in the required state format for budget extensions.

State statutes require the board to hold a public hearing on the extension of budgets and to adopt the revised budgets by resolution.

RECOMMENDATION

The Board of Directors adopt Resolution No. 2201 authorizing the superintendent to increase the 2014-15 Debt Service Fund budget from \$50,790,400 to \$83,790,400 and to increase the Capital Projects Fund budget from \$48,353,344 to \$59,996,576.

2014-15 BUDGET EXTENSION

Resolution No. 2201

WHEREAS, WAC 392-123-071 through 392-123-074 and WAC 392-123-078 and 392-123-079 allows a district to file an increase of the amount of appropriation from any fund; and

WHEREAS, the Debt Service Fund of the Lake Washington School District No. 414 has additional expenditures in the 2014-15 school year as a result of a bond refinancing which will require an increase in appropriation of \$33,000,000; and

WHEREAS, the Capital Projects Fund of the Lake Washington School District No. 414 has additional expenditures in the 2014-15 school year as a result of additional approved projects which will require an increase in appropriation of \$11,643,232; and

WHEREAS, the Capital Projects Fund beginning fund balance plus anticipated revenues is sufficient to provide for the additional expenditures.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Lake Washington School District, King County, Washington, hereby petition OSPI to increase the 2014-15 Debt Service Fund appropriation amount from \$50,790,400 to \$83,790,400 and the 2014-15 Capital Projects Fund appropriation amount from \$48,353,344 to \$59,996,576.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 18th of May 2015.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

DONATIONS

May 18, 2015

SITUATION

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>
Rachel Carson PTSA to Carson Elementary	\$ 2,089.00	To provide stipends for after school program and intramurals.
Redmond Elementary PTSA to Redmond Elementary	\$ 2,000.00	To support lunch buddy program.
Rosa Parks PTSA to Rosa Parks Elementary	\$ 1,387.49	To support field trips.
Stella Schola PTO to Stella Schola Middle	\$ 1,375.00	To support field trips.
TOTAL	\$ 6,851.49	

NOTE:

A donation by Tesla STEM PTAS submitted to the board for approval at the May 4 board meeting is being rescinded. It was subsequently determined that the funds are to support a project that will remain a PTSA activity.

RECOMMENDATION

The Board of Directors accepts the donations as identified at the May 18, 2015 board meeting and rescinds the May 4 donation by Tesla STEM PTSA to Tesla STEM High School in the amount of \$10,000.

Lake Washington School District No. 414

Summary of Certified Excess Levies for 2015 Collection

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
A. Excess levy amount approved by voters for 2015 collection	63,000,000			
B. Rollback mandated by school district Board of Directors 1/	0			
C. Excess levy amount for 2015 collection after rollback	63,000,000	37,700,000	42,100,000	0

1/ Rollbacks of levies need to be certified pursuant to RCW 84.52.020. Please do not include such resolutions as part of this document.

Lake Washington School District No.414
SUMMARY OF DEBT SERVICE FUND BUDGET

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
REVENUES AND OTHER FINANCING SOURCES			
1000 Local Taxes	37,565,949	0	37,565,949
2000 Local Nontax Support	57,394	0	57,394
3000 State, General Purpose	0	0	0
5000 Federal, General Purpose	2,038,000	0	2,038,000
9000 Other Financing Sources	7,058,125	184,000,000	191,058,125
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	46,719,468	184,000,000	230,719,468
EXPENDITURES			
Matured Bond Expenditures	27,210,000	31,000,000	58,210,000
Interest on Bonds	23,480,400	2,000,000	25,480,400
Interfund Loan Interest	0	0	0
Bond Transfer Fees	100,000	0	100,000
Arbitrage Rebate	0	0	0
Underwriter's Fees	0	0	0
B. TOTAL EXPENDITURES	50,790,400	33,000,000	83,790,400
C. OTHER FINANCING USES--TRANSFERS OUT (G.L.536)	0	0	0
D. OTHER FINANCING USES (G.L.535)	0	151,000,000	151,000,000
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER / (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	-4,070,932	0	-4,070,932
BEGINNING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.830 Restricted for Debt Service	12,207,233	222,727	12,429,960
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0
F. TOTAL BEGINNING FUND BALANCE	12,207,233	222,727	12,429,960
G. G.L.898 PRIOR YEAR CORRECTIONS OR RESTATEMENTS (+OR-) ENDING FUND BALANCE	XXXXX	XXXXX	XXXXX
G.L.810 Restricted for Other Items	0	0	0
G.L.830 Restricted for Debt Service	8,136,301	222,727	8,359,028
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0

Lake Washington School District No. 414
SUMMARY OF DEBT SERVICE FUND BUDGET

G.L.890 Unassigned Fund Balance
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G)

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
	0	0	0
	8,136,301	222,727	8,359,028

Lake Washington School District No.414
 DEBT SERVICE FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
LOCAL TAXES			
1100 Local Property Taxes	37,565,906	0	37,565,906
1300 Sale of Tax Title Property	0	0	0
1400 Local in lieu of Taxes	0	0	0
1500 Timber Excise Tax	43	0	43
1600 County-Administered Forests	0	0	0
1900 Other Local Taxes	0	0	0
1000 TOTAL LOCAL TAXES	37,565,949	0	37,565,949
LOCAL SUPPORT NONTAX			
2300 Investment Earnings	57,394	0	57,394
2700 Rentals and Leases	0	0	0
2900 Local Support Nontax, Unassigned	0	0	0
2000 TOTAL LOCAL NONTAX SUPPORT	57,394	0	57,394
STATE, GENERAL PURPOSE			
3600 State Forests	0	0	0
3900 Other State General Purpose, Unassigned	0	0	0
3000 TOTAL STATE, GENERAL PURPOSE	0	0	0
FEDERAL, GENERAL PURPOSE			
5200 General Purpose Direct Federal Grants, Unassigned	0	0	0
5300 Impact Aid, Maintenance and Operation	0	0	0
5400 Federal in lieu of Taxes	0	0	0
5500 Federal Forests	0	0	0
5600 Qualified Bond Interest Credit - Federal	2,038,000	0	2,038,000
5000 TOTAL FEDERAL, GENERAL PURPOSE	2,038,000	0	2,038,000
OTHER FINANCING SOURCES			
9100 Sale of Bonds	0	0	0
9200 Sale of Real Property	0	0	0
9600 Sale of Refunding Bonds	0	184,000,000	184,000,000
9900 Transfers	7,058,125	0	7,058,125
9000 TOTAL OTHER FINANCING SOURCES	7,058,125	184,000,000	191,058,125
TOTAL REVENUES AND OTHER FINANCING SOURCES	46,719,468	184,000,000	230,719,468

Lake Washington School District No. 414

REVENUE WORK SHEET--DEBT SERVICE FUND--LOCAL EXCESS LEVIES AND TIMBER EXCISE TAX

Local property tax collections (Account 1100) should include revenue anticipated to be received in cash during the fiscal year. Estimation for the Timber Excise Tax collection (Revenue Account 1500) is necessary to estimate the Net Excess Levy Collection. The Net Excess Levy equals the Excess Levy Amount minus the sum of the Timber Levy.

PART I: LOCAL PROPERTY TAX COLLECTIONS

	(1) Excess Levy Amount	(2) Est. Timber Levy	(3) Net Levy Amount (Col.1 - Col.2)	(4) Collection % 1/ Collection %	(5) Amount Budgeted (Col.3 x Col.4)
Fall 2014	37,800,000	44	37,799,956	46.91	17,731,959
Spring 2015	37,700,000	43	37,699,957	52.61	19,833,947
1100 TOTAL LOCAL TAXES:					37,565,906

PART II: TIMBER EXCISE TAX

	(1) Timber Assessed Valuation	(2) \$ Per Thousand /2	(3) Est Timber Levy (Col.1 x Col.2)	(4) Collection %	(5) Amount Budgeted (Col.3 x Col.4)
Fall 2014	42,812	1.020	44	0.00	XXXXX
Spring 2015	42,812	1.000	43	100.00	43
1500 TIMBER EXCISE TAXES:					43

1/ The fall and spring collection percentages should be based on the most recent three-year history of tax collection percentages.

2/ Dollars per thousand is same as dollars per thousand used for excess levy (use a three-decimal rate).

Lake Washington School District No.414
 SUMMARY OF CAPITAL PROJECTS FUND BUDGET

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
REVENUES AND OTHER FINANCING SOURCES			
1000 Local Taxes	38,379,674	0	38,379,674
2000 Local Nontax Support	2,775,900	1,000,000	3,775,900
3000 State, General Purpose	0	0	0
4000 State, Special Purpose	374,000	-374,000	0
5000 Federal, General Purpose	0	0	0
6000 Federal, Special Purpose	0	0	0
7000 Revenues from Other School Districts	0	0	0
8000 Revenues from Other Entities	0	0	0
9000 Other Financing Sources	0	0	0
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	41,529,574	626,000	42,155,574
EXPENDITURES			
10 Sites	2,743,000	16,135,305	18,878,305
20 Buildings	36,788,160	-6,437,279	30,350,881
30 Equipment	8,112,184	1,915,206	10,027,390
40 Energy	710,000	0	710,000
50 Sales and Lease Expenditures	0	0	0
60 Bond Issuance Expenditures	0	30,000	30,000
90 Debt Expenditures	0	0	0
B. TOTAL EXPENDITURES	48,353,344	11,643,232	59,996,576
C. OTHER FINANCING USES--TRANSFERS OUT (G.I.536) 1/	14,970,945	0	14,970,945
D. OTHER FINANCING USES (G.I.535) 2/	0	0	0
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	-21,794,715	-11,017,232	-32,811,947
BEGINNING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.825 Restricted for Skill Center	0	0	0
G.L.830 Restricted for Debt Service	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.861 Restricted from Bond Proceeds	18,977,652	1,848,788	20,826,440
G.L.862 Committed from Levy Proceeds	-5,917,777	3,782,872	-2,134,905
G.L.863 Restricted from State Proceeds	26,939,634	5,267,167	32,206,801

Lake Washington School District No. 414
 SUMMARY OF CAPITAL PROJECTS FUND BUDGET

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
G.L.864 Restricted from Federal Proceeds	0	0	0
G.L.865 Restricted from Other Proceeds	0	0	0
G.L.866 Restricted from Impact Fee Proceeds	3,252,165	15,464	3,267,629
G.L.867 Restricted from Mitigation Fee Proceeds	143,798	-141,694	2,104
G.L.869 Restricted from Undistributed Proceeds	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	1,855,080	-70,042	1,785,038
G.L.890 Unassigned Fund Balance	0	0	0
F. TOTAL BEGINNING FUND BALANCE	45,250,552	10,702,555	55,953,107
G. G.L.898 PRIOR YEAR CORRECTIONS OR RESTATEMENTS (+ OR -)	XXXXXX	XXXXXX	XXXXXX
ENDING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.825 Restricted for Skill Center	0	0	0
G.L.830 Restricted for Debt Service	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.861 Restricted from Bond Proceeds	12,085,958	-12,085,958	0
G.L.862 Committed from Levy Proceeds	-2,668,401	1,754,728	-913,673
G.L.863 Restricted from State Proceeds	6,185,509	11,858,931	18,044,440
G.L.864 Restricted from Federal Proceeds	0	0	0
G.L.865 Restricted from Other Proceeds	0	0	0
G.L.866 Restricted from Impact Fee Proceeds	5,627,098	-1,485,917	4,141,181
G.L.867 Restricted from Mitigation Fee Proceeds	252,688	-187,659	65,029
G.L.869 Restricted from Undistributed Proceeds	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	1,972,985	-168,802	1,804,183
G.L.890 Unassigned Fund Balance	0	0	0
H. TOTAL ENDING FUND BALANCE (B+F, +OR-G) 3/	23,455,837	-314,677	23,141,160

1/ G.L. 536 is an account that is used to summarize actions for other financing uses--transfers out.

2/ G.L.535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer resources to the DSF.

Lake Washington School District No. 414
SUMMARY OF CAPITAL PROJECTS FUND BUDGET

3/ Line H must be equal to or greater than all restricted fund balances.

Lake Washington School District No.414

CAPITAL PROJECTS FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
LOCAL TAXES			
1100 Local Property Tax	38,379,626	0	38,379,626
1300 Sale of Tax Title Property	0	0	0
1400 Local in lieu of Taxes	0	0	0
1500 Timber Excise Tax	48	0	48
1600 County-Administered Forests	0	0	0
1900 Other Local Taxes	0	0	0
1000 TOTAL LOCAL TAXES	38,379,674	0	38,379,674
LOCAL SUPPORT NONTAX			
2200 Sales of Goods, Supplies, and Services, Unassigned	0	0	0
2300 Investment Earnings	212,900	88,000	300,900
2400 Interfund Loan Interest Earnings	0	0	0
2500 Gifts and Donations	0	0	0
2600 Fines and Damages	0	0	0
2700 Rentals and Leases	0	0	0
2800 Insurance Recoveries	0	0	0
2900 Local Support Nontax, Unassigned	2,563,000	912,000	3,475,000
2910 E-Rate	0	0	0
2000 TOTAL LOCAL NONTAX SUPPORT	2,775,900	1,000,000	3,775,900
STATE, GENERAL PURPOSE			
3600 State Forests	0	0	0
3900 Other State General Purpose, Unassigned	0	0	0
3000 TOTAL STATE, GENERAL PURPOSE	0	0	0
STATE, SPECIAL PURPOSE			
4100 Special Purpose, Unassigned	0	0	0
4130 State Matching Funding Assistance, Paid Direct to Districts	374,000	-374,000	0
4230 State Matching Funding Assistance, Paid Direct to Contractors	0	0	0
4300 Other State Agencies, Unassigned	0	0	0
4330 State Matching Funding Assistance - - Other	0	0	0
4000 TOTAL STATE, SPECIAL PURPOSE	374,000	-374,000	0
FEDERAL, GENERAL PURPOSE			
5200 General Purpose Direct Federal Grants, Unassigned	0	0	0
5300 Impact Aid, Maintenance and Operation	0	0	0
5400 Federal in lieu of Taxes	0	0	0

Lake Washington School District No.414

CAPITAL PROJECTS FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
5500 Federal Forests	0	0	0
5600 Qualified Bond Interest Credit-Federal	0	0	0
5000 TOTAL FEDERAL, GENERAL PURPOSE	0	0	0
FEDERAL, SPECIAL PURPOSE			
6140 Impact Aid-Construction	0	0	0
6200 Direct Special Purpose Grants	0	0	0
6240 Impact Aid-Construction	0	0	0
6300 Federal Grants Through Other Agencies, Unassigned	0	0	0
6340 Impact Aid-Construction	0	0	0
6000 TOTAL FEDERAL, SPECIAL PURPOSE	0	0	0
REVENUES FROM OTHER SCHOOL DISTRICTS			
7100 Program Participation, Unassigned	0	0	0
7000 TOTAL REVENUES FROM OTHER SCHOOL DISTRICTS	0	0	0
REVENUES FROM OTHER ENTITIES			
8100 Governmental Entities	0	0	0
8500 Nonfederal ESD	0	0	0
8000 TOTAL REVENUES FROM OTHER ENTITIES	0	0	0
OTHER FINANCING SOURCES			
9100 Sale of Bonds	0	0	0
9200 Sale of Real Property	0	0	0
9300 Sale of Equipment	0	0	0
9400 Compensated Loss of Fixed Assets	0	0	0
9500 Long-Term Financing	0	0	0
9900 Transfers	0	0	0
9000 TOTAL OTHER FINANCING SOURCES	0	0	0
TOTAL REVENUES AND OTHER FINANCING SOURCES	41,529,574	626,000	42,155,574

Lake Washington School District No. 414

REVENUE WORK SHEET--CAPITAL PROJECTS FUND--LOCAL EXCESS LEVIES AND TIMBER EXCISE TAX

Local property tax collections (Account 1100) should include revenue anticipated to be received in cash during the fiscal year. Estimation for the Timber Excise Tax collection (Revenue Account 1500) is necessary to estimate the Net Excess Levy Collection. The Net Excess Levy equals the Excess Levy Amount minus the sum of the Timber Levy.

PART I: LOCAL PROPERTY TAX COLLECTIONS

	(1) Excess Levy Amount	(2) Est. Timber Levy	(3) Net Levy Amount (Col.1 - Col.2)	(4) Collection % 1/ Collection %	(5) Amount Budgeted (Col.3 x Col.4)
Fall 2014	34,600,000	40	34,599,960	46.91	16,230,841
Spring 2015	42,100,000	48	42,099,952	52.61	22,148,785
1100 TOTAL LOCAL TAXES:					38,379,626

PART II: TIMBER EXCISE TAX

	(1) Timber Assessed Valuation	(2) \$ Per Thousand /2	(3) Est Timber Levy (Col.1 x Col.2)	(4) Collection %	(5) Amount Budgeted (Col.3 x Col.4)
Fall 2014	42,812	0.930	40	0.00	XXXXXX
Spring 2015	42,812	1.110	48	100.00	48
1500 TIMBER EXCISE TAXES:					48

1/ The fall and spring collection percentages should be based on the most recent three-year history of tax collection percentages.

2/ Dollars per thousand is same as dollars per thousand used for excess levy (use a three-decimal rate).

Lake Washington School District No.414
 CAPITAL PROJECTS FUND--PROJECT DESCRIPTION FOR FY 2014-2015

Project Description	(10) Sites	(20) Buildings	(30) Equipment	(35) Instruction Technology	(40) Energy	(50) Sales and Lease Expenditure	(60) Bond Issuance Expenditure	(90) Debt
Bell Elementary	0	135,900	0	0	0	0	0	0
Capacity Projects	734,250	11,258,500	244,750	0	0	0	0	0
Finn Hill Middle School	0	67,000	0	0	0	0	0	0
ICS/ Community	0	30,000	0	0	0	0	0	0
Land Purchase	15,000,000	0	0	0	0	0	0	0
Muir Elementary	0	32,000	0	0	0	0	0	0
Operations	0	2,293,160	0	0	0	0	0	0
Portables Projects	30,055	460,843	10,018	0	0	0	0	0
Pre-Design Projects	21,000	1,270,878	0	0	0	0	0	0
Reserve for Future Projects	0	5,000,000	0	0	0	0	0	0
Rose Hill Middle School	0	16,500	0	0	0	0	0	0
Rush Elementary	0	244,100	0	0	0	0	0	0
Sandburg Elementary	0	82,000	0	0	0	0	0	0
Site/ Building Improvements	2,043,000	9,460,000	0	0	710,000	0	0	0
Technology	1,050,000	0	4,772,622	5,000,000	0	0	30,000	0
TOTAL EXPENDITURES	18,878,305	30,350,881	5,027,390	5,000,000	710,000	0	30,000	0

Lake Washington School District No. 414
 SALARY EXHIBIT -- CERTIFICATED EMPLOYEES

PROGRAM CP - Capital Projects

ACTIVITY CODE	TITLE OF POSITION	FTE 1/	3/ RATE	HIGH ANNUAL RATE	LOW ANNUAL RATE	AVERAGE ANNUAL RATE	TOTAL ANNUAL SALARY 2/
CP-CP-130	OTHER DISTRICT ADMINISTRATOR	0.700		165,165	151,255	164,704.29	115,293
ACTIVITY CODE CP TOTAL		0.700					115,293
PROGRAM TOTAL		0.700					115,293

- 1/ The number of full-time days per contract year is determined by the district, with a minimum of 180 days. The length of a full work day is determined by the district. To determine partial FTE, divide the part of the day worked by the full day as determined by the district and then multiply the result by the ratio of work days contracted for to 180. No employee can be more than 1.000 FTE. Include state institutions staff.
- 2/ Except for subtotals and totals, total annual salary must equal FTE times average annual salary rate.
- 3/ Use three decimal places.

Lake Washington School District No.414

SALARY EXHIBIT -- CLASSIFIED EMPLOYEES

PROGRAM CP - Capital Projects

ACTIVITY CODE	TITLE OF POSITION	FTE 1/, 3/	NUMBER OF HOURS	HIGH HOURLY RATE	LOW HOURLY RATE	AVERAGE HOURLY RATE	TOTAL ANNUAL SALARY 2/
CP-CP-005	OTHER SALARY ITEMS	0.000	0.00	0.00	0.00	0.00	17,808
CP-CP-940	OFFICE/CLERICAL	4.944	10,283.00	23.22	19.10	22.06	226,796
CP-CP-960	PROFESSIONAL	7.570	15,745.60	26.01	26.01	36.55	575,556
CP-CP-980	TECHNICAL	3.367	7,033.95	23.05	22.05	22.59	158,867
CP-CP-990	DIRECTOR/SUPERVISOR	4.200	8,754.00	67.04	40.29	56.49	494,517
ACTIVITY CODE CP TOTAL		20.081					1,473,544
PROGRAM TOTAL		20.081					1,473,544

1/ A full-time equivalent is considered to be 2080 hours. When less than 2080 hours, divide the amount of hours by 2080 to determine FTE. No employee can be more than 1.000 FTE. Include state institutions and vocationally-technical staff.

2/ Except for subtotals and totals, total annual salary must equal the number of hours times the average hourly rate of pay.

3/ Use three decimal places.

Lake Washington School District No.414
 CAPITAL PROJECTS FUND - LONG-TERM FINANCING - CONDITIONAL SALES CONTRACTS AND NOTES 1/

A. Assets Purchased by CONDITIONAL SALES CONTRACTS (RCW 28A.335.200) in prior years	(1)	(2) Length of Contract (months)	(3) Outstanding Balance at Sept 1, 2014	(4) Principal Payments in FY 2014-2015	(5) Interest Payments in FY 2014-2015	(6) Outstanding Balance at Aug 31, 2015 (Col.3-Col.4)
TOTAL	0		0	0	0	0
B. Assets to be purchased by CONDITIONAL SALES CONTRACTS AND NOTES in new FY		(2) Length of Contract (months)	Amount of Contract Purchase less Down Pmts 2/	Prin. Pmts. in FY 2014-2015	Interest Payments in FY 2014-2015	Long-Term Financing Rev. Acct 9500 (Col.3)
TOTAL			0	0	0	0
C. TOTAL for Both Sections (A+B)				0	3/	0

- 1/ Please refer to the Accounting Manual for School Districts, Chapter 3, page 24 for further information.
- 2/ Budget expenditure(s) in appropriate expenditure type on Page CP6.
- 3/ Budget as part of Expenditure (90) - Debt on Page CP6.
- 4/ Budget as Other Financing Source in Revenue Account No. 9500 on CP3.