

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

May 6, 2019

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

CONSENT AGENDA

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

Lake Washington School District Acronyms

AMO: Annual Measurable Objectives	MSP: Measurement of Student Progress
AMAO: Annual Measurable Achievement Objective in English Language Proficiency	NSBA - National School Board Association
AP: Advanced Placement	OSPI: Office of Superintendent of Public Instruction
AVID: Advancement Via Individual Determination	PCC: Professional Community & Collaboration
B/CR: Board/CEO Relationship	PLC: Professional Learning Community
CAA: Certificate of Academic Achievement	PLIE: Planning, Learning, Implementation, and Evaluation
CADR: College Academic Distribution Requirements	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.
CBA: Classroom-Based Assessments	Quest: Highly Capable program for students in gr. 2-8
CDSA: Common District Summative Assessments	RCW: Revised Codes of Washington
CEDARS: Comprehensive Education Data and Research System (CEDARS)	RTI: Response to Intervention
CIA: Certificate of Individual Achievement	SALT: Strategic Advisory Leadership Team
CIP: Continuous Improvement Process	SEL: Social Emotional Learning
CLT: Central Leadership Team	SIOP: Sheltered Instruction Observation Protocol
COE: Collection of Evidence	SBA: Smarter Balanced Assessment
CTE: Career & Technical Education	SBE: State Board of Education
DIBELS: Dynamic Indicators of Basic Early Literacy Skills	SCAP: School Construction Assistance Program
DLT: District Leadership Team (manager level and above, includes both certified and classified)	SGP: Student Growth Percentile
EL: Executive Limitations (See Policy Governance)	sMAS: Secondary Mobile Access for Students
ELL: English Language Learners	STEM: Science, Technology, Engineering, and Mathematics
ELPA21: English Language Proficiency Assessment for the 21st Century	WAC: Washington Administrative Codes
eMAS: Elementary Mobile Access for Students	WaKids: Washington Kindergarten Inventory of Developing Skills
EOC: End of Course	WaNIC: Washington Network for Innovative Careers
ER: End Results (formerly known as ENDs). Goals set forth by the board, including the mission of the district.	WCAS: Washington Comprehensive Assessment of Science
ESEA: Elementary and Secondary Education Act	WCAP: Washington Comprehensive Assessment Program
ESSA: Every Student Succeeds Act	WELPA: Washington English Language Proficiency Assessment
GC/CM: General Contractor/Construction Management	WSIF: Washington School Improvement Framework
GP: Governance Process (Board)	WSSDA: Washington State School Directors Association
HCP: Highly Capable Program	
HSBP: High School and Beyond Plan	
KISN: Kindergarten Intensive Safety Net	
KPI: Key Performance Indicators	
LC: Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary and middle schools that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.	
LEAP: Learning Enhancement & Academic Planning	
MTSS: Multi-Tiered Systems of Support	

May 3, 2019

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

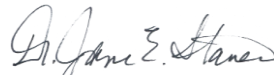
Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of May 6, 2019 beginning at 7:00 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
3. Host School
4. Public Comment
5. Consent Agenda
6. Non-Consent Agenda
7. Program Report
8. Superintendent Report
9. Board Follow-Up
10. Future Agenda Items
11. Debrief
12. Board Member Comments
13. Adjourn

Sincerely,

A handwritten signature in dark ink, appearing to read "Dr. Jane E. Stavem". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Dr. Jane Stavem
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

May 6, 2019

5:00 p.m. **Board Study Session**
Topic: School Start Times

6:00 p.m. **Executive Session** to discuss with legal counsel potential litigation
Location: Sammamish – Resource Center

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
7:00 p.m.	Convene, Roll Call			
	Approve Agenda			
	Host School - <i>Scott Power, Principal, Carson Elementary</i>			
	Public Comment	GP-3 (<i>Board Job Description</i>)		
	Consent Agenda	GP-8 (<i>Annual Agenda Planning</i>)		
	▪ Approval of Vouchers			
	▪ Minutes - {April 22 board meeting, April 22 and 29 study sessions}		1	1
	▪ Human Resources Report		2	7
	▪ Surplus of Property - Portables Peter Kirk Elementary School Rebuild & Enlarge Project and Mead Elementary School Rebuild & Enlarge Project Resolution No. 2267		3	10
	▪ Surplus of Equipment Resolution No. 2268		4	11
	▪ GC/CM Construction Change Order No. 2 Timberline Middle School (Site 72)		5	12
	▪ Authorizing use of Alternative Public Works General Contractor/Construction Manager (GC/CM) Resolution No. 2269		6	14
	▪ Donations		7	15

Non-Consent Agenda

- | | | |
|---|---|----|
| ▪ District Textbook Adoption
K-5 Science | 8 | 16 |
| ▪ Redirecting Bond Proceeds and Matching Funds
Public Hearing
Resolution No. 2270 | 9 | 17 |
| ▪ Approval of Monitoring Report
✓ EL-7, Academic Program | B/CR <i>(Monitoring CEO Performance)</i>
10 | 18 |

Program Report

- Accelerated Programs
- College & Career Readiness / Career & Technical Education
- Legislative Update

Superintendent Report

EL-3 *(Communication & Council to the Board)*

Board Follow-Up Items

GP-3 *(Board Job Description)*

Future Agenda Items

EL-3 *(Communication & Council to the Board)*

Debrief

GP-2 *(Governing Style)*

Board Member Comments

Adjourn

Upcoming Board Meetings:

May 20, 2019	4:00 p.m.	Special Board Meeting for the purpose of conducting the superintendent evaluation <i>Location: Superintendent Conference Room</i>
	5:30 p.m.	Board Meeting <i>Location: Board Room</i>
	5:30 p.m.	Study Session <i>Topic: Strategic Planning and Budget Process</i> <i>Location: Board Room</i>

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
April 22, 2019

The April 22, 2019 study session was called to order by
President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

Members present: Siri Bliesner, Cassandra Sage, Chris
Carlson, and Mark Stuart, and Eric Laliberte.

ROLL CALL

Excused: Eric Laliberte.

Present: Superintendent Jane Stavem.

The topic discussed was:

TOPICS

- *Legislative Update*

The meeting was adjourned at 6:45 p.m.

ADJOURNMENT

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
April 29, 2019

The April 29, 2019 study session was called to order by
President Siri Bliesner at 8:00 a.m.

CALL TO ORDER

Members present: Siri Bliesner, Cassandra Sage, Chris
Carlson, Mark Stuart, and Eric Laliberte.

ROLL CALL

Present: Superintendent Jane Stavem.

The topic discussed was:

TOPICS

- *Policy Governance*

The meeting was adjourned at 5:00 p.m.

ADJOURNMENT

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
April 22, 2019

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

CALL TO ORDER

Members present: Siri Bliesner, Mark Stuart, Chris Carlson, and Cassandra Sage.

ROLL CALL

Excused: Eric Laliberte

Present: Superintendent Jane Stavem.

Chris Carlson moved to approve the agenda. Seconded by Mark Stuart.

APPROVAL OF AGENDA

Motion carried.

HOST SCHOOL

A video depicting the school culture at Lakeview was shown.

LAKEVIEW ELEMENTARY SCHOOL

Heather Frazier, Principal, Lakeview Elementary School, provided an overview of their school. They have 544 students. It is a very diverse school; over the years, they have seen an increase in English Language Learners from 3% to 14%. There are 32 different languages spoken. As the cost of living increases and affordability housing decreases, they have seen the number of low income students decrease from 15% to 10%. They worked in partnership with their PTSA and local businesses to support the needs of students such as pantry packs, school supplies, scholarships, clothing, tutoring, etc. She related that this is the 1st year that they have a school-based equity team and she highlighted the efforts being taken to explore and examine their own bias and celebrate the diversity at their school.

She reviewed student assessment data and the goals described in the Continuous Improvement Plan and shared how differentiated instruction strategies are used to ensure that all students are succeeding.

Trent Neugebauer, Associate Principal, described how the schedule has been modified to support the instructional program. He described how technology is supporting the instructional program. Students without computer access at home are provided with hot spots.

RECOGNITION

The following proclamations were read:

- *Teacher Appreciation Week – May 6-10, 2019; Teacher Day – May 7, 2019*
- *School Nurse Day – May 8, 2019*
- *Arts in Education Month – May 2019*
- *School Nutrition Employee Week – May 6-10, 2019*

Meghna Shankar, Redmond High School student, addressed the need for immediate action to address climate change in order to protect students' future.

PUBLIC COMMENT

Jenna Yuan, Eastlake High School Student, encouraged greater student input, involvement, and engagement in the operation of the school district.

A 10-minute break was taken. The meeting was recessed at 7:40 p.m. and reconvened at 7:50 p.m.

BREAK

Mark Stuart moved to approve the consent agenda. Seconded by Chris Carlson.

CONSENT AGENDA

Siri Bliesner, yes; Cassandra Sage, yes; Mark Stuart, yes, and Chris Carlson, yes.

Motion carried.

The following March 2019 vouchers were approved:

VOUCHERS

General Fund

362307-362579	\$5,512,253.71
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Payroll

2901-2907	\$1,620.05
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Accounts Payable Direct Deposit	\$17,790,815.57
Acquisition Card	1,41,187.52
Deferred Comp	131,109.00
Department of Revenue	11,595.99
Dept. of Retirement Systems	3,403,243.36
Dept. of Retirement Systems	1,025,929.06
DSHS – Division of Child Support	5,648.82
Flex Spending	44,452.38

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
April 22, 2019

American Fidelity HAS	9,600.96
Payroll Direct Deposit	14,266,171.27
Payroll Tax Withdrawal	5,033,144.39
Sodexo	68,204.42
TSA Envoy	349,446.45
VEBA	7,514.35
Vision/Northwest Benefit Network	72,545.55
Key Bank Processing Fees	\$ 4,227.34
	<u>\$43,635,836.43</u>

Capital Projects

700045-700089	\$1,457,227.62
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ASB

63624-63739	\$126,990.23
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Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

3048-3069	\$5,031.62
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Approval of the minutes of the February 2 special board meeting, March 15-17 study session, and March 25 board meeting.

APPROVAL OF MINUTES

Approval of April 22, 2019 Human Resources Report.

APPROVAL OF HUMAN
RESOURCES REPORT

Approval of the following instructional materials for use in the Lake Washington schools -

INSTRUCTIONAL
MATERIALS ADOPTION

Title:	The BFG
Author:	Roald Dahl
Publisher:	Puffin Books
Copyright:	2007
No. of Copies:	60
Price:	\$5.20
School Requesting:	Blackwell Elementary School
Classification:	Grade 3

Title:	To Kill a Mockingbird Graphic Novel
Author:	Harper Lee/Fred Fordham
Publisher:	Harper Collins
Copyright:	1960/2018
No. of Copies:	20
Price:	\$14.66
School Requesting:	Inglewood Middle School
Classification:	Grade 8

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
April 22, 2019

Title: The Disappearing Spoon
Author: Sam Kean
Publisher: Little Brown and Co.
Copyright: 2010
No. of Copies: 60
Price: \$14.45
School Requesting: Eastlake High School
Classification: Grade 9

Title: Psychology: From Inquiry to
Understanding
Author: Lillenfeld, Lynn, Namy, Woolf
Publisher: Pearson Education, Inc.
Copyright: 2014
No. of Copies: 5
Price: Hardcover \$8.71 (used) - \$206.94 (new) on
Amazon
Soft Cover \$6.06 (used) - \$79.99 (new) on
Amazon
School Requesting: Eastlake High School
Classification: Grade 11

Adopts Resolution No. 2265 delegating the authority to control, supervise, and regulate interschool activities to the Washington Interscholastic Activities Association for the 2019-2020 school year.

DELEGATING
AUTHORITY TO
WASHINGTON
INTERSCHOLASTIC
ACTIVITIES
ASSOCIATION, 2019 - 2020
RESOLUTION NO. 2265

Approves Resolution No. 2266 delegating responsibility for post season conference level play to the KingCo Conference.

DELEGATING
AUTHORITY TO KINGCO
CONFERENCE, 2018-19
RESOLUTION NO. 2266

Accepts the donations/grants as identified –

DONATIONS

Acceptance from Lake Washington Schools Foundation to Lake Washington School District in the amount of \$5,154.00 to provide relief to district families with negative lunch account balances.

Acceptance from Audubon Elementary PTSA to Audubon Elementary School in the amount of \$2,804.41 to provide stipends for choir and running club.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

April 22, 2019

Acceptance from Lifetouch National School Studios to Ella Baker Elementary School in the amount of \$2,500.00 to support recess coaching.

Acceptance from Albert Einstein PTSA to Einstein Elementary School in the amount of \$5,795.99 to provide stipends for music, lunch buddy, and outdoor education.

Acceptance from Ben Franklin PTSA to Franklin Elementary School in the amount of \$1,208.48 to provide stipend for Green Team.

Acceptance from Juanita Elementary PTSA to Juanita Elementary School in the amount of \$2,804.00 to provide stipends for outdoor education.

Acceptance from Juanita Schools Foundation to Juanita Elementary School in the amount of \$4,863.98 to support library improvements.

Acceptance from Lakeview Elementary PTSA to Lakeview Elementary School in the amount of \$30,038.71 to provide stipends for math club, choir, and Math Olympiad (\$18,468.47); purchase playground equipment (\$6,108.80), playground supplies (\$1,205.97) and classroom supplies (\$2,573.17); and support student scholarships (\$494.00), Math Olympiad (\$99.00), and assemblies (\$1,089.30).

Acceptance from Rosa Parks PTSA to Rosa Parks Elementary School in the amount of \$3,457.92 to support field trips.

Acceptance from Samantha Smith PTSA to Smith Elementary School in the amount of \$7,837.50 to support recess coaching.

Acceptance from Evergreen Middle PTSA to Evergreen Middle School in the amount of \$1,455.23 to purchase library display case.

Acceptance from Explorer Parent Association to Explorer Community in the amount of \$1,402.20 to provide stipend for outdoor education.

Acceptance from Redmond Middle PTSA to Redmond Middle School in the amount of \$21,000.00 to purchase readerboard.

Acceptance from Rose Hill Middle PTSA to Rose Hill Middle School in the amount of \$7,380.00 to provide stipends for robotics, Where Everyone Belongs, and WA Teen Institute.

Acceptance from Eastlake Track Booster Club to Eastlake High in the amount of \$5,000.00 to purchase pole vault mats.

Acceptance from International Community School PTSA to ICS in the amount of \$7,000.00 to support professional development.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

April 22, 2019

Acceptance from Lake Washington High School Band Booster Club to Lake Washington High in the amount of \$3,718.00 to support band trip.

Acceptance from Redmond High School Dance Team Booster Club to Redmond High in the amount of \$2,417.00 to provide stipend for assistant dance coach.

TOTAL \$115,837.42

PROGRAM REPORT

Mindy Mallon, Associate Director, Teaching and Learning, Integrated Technology, presented a program report on Information and Communication Technology.

INFORMATION AND
COMMUNICATION
TECHNOLOGY

Jennifer Rose, Director, Teaching and Learning, presented a program report on STEM for K-12. Matt Manobianco, Associate Superintendent, Student and Professional Learning Services, indicated the STEM report for CTE would be presented later.

STEM

SUPERINTENDENT
REPORT

Dr. Stavem shared that the Lake Washington School District and Sandburg/Discovery received the Green Ribbon District Award and Green Ribbon School Award for "Environmental and Sustainability."

Siri Bliesner noted that the board received a legislative update during the study session held prior to tonight's board meeting.

LEGISLATIVE UPDATE

Chris Carlson moved to adjourn. Seconded by Cassandra Sage.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 9:00 p.m.

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

May 6, 2019



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Batzel, Stella	Instructional Assist	Frost Elem	\$16.88	09/17/18	Budgeted
Bradley, David P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Brenner, Kimberly	Associate Director	Resource Center	\$158,085.00	07/01/19	Budgeted
Byerly, Courtney P3	Teacher	Elem Pool	A-0	08/26/19	Budgeted
Chaney, Christina	Instructional Assist	Thoreau Elem	\$16.88	11/14/18	Budgeted
DeGraaff, Melissa P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Dillon, Megan P3	Teacher	Elem Pool	A-0	08/26/19	Budgeted
Franke, Erika	Instructional Assist	Int'l Community	\$16.88	11/07/18	Budgeted
Gagnier, Casey	Special Ed Para Ed/Instructional Assist	Audubon Elem	\$19.40/\$16.88	11/06/18	Budgeted
Gagnon, Craig P3	Teacher	Rose Hill MS	A-0	08/26/19	Budgeted
Greer, Shannon P3	Teacher	Bell Elem	D-14	08/26/19	Budgeted
Havir, Tina	Health Room Secretary	Mann Elem	\$22.50	11/13/18	Repl. K. Larsen
Henderson, Emily	Instructional Assist	Extended Day	\$19.98	11/08/18	Budgeted
Jessum, Julie P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Jeyathilak, Shilpa P3	Teacher	Elem Pool	C-0	08/26/19	Budgeted
Kelley, Stacey P3	Teacher	Resource Center	C-0	08/26/19	Budgeted
Korde, Prajakta	Special Ed Para Ed	Finn Hill MS	\$19.40	11/21/18	Budgeted
Lautar, Irena	Instructional Assist/Para Ed	Barton Elem	\$16.88/\$19.40	11/05/18	Budgeted
Mazor, Melissa	Instructional Assist	Einstein Elem	\$16.88	11/09/18	Budgeted
McDonald, John	Special Ed Para Ed	Franklin Elem	\$19.40	11/06/18	Budgeted
Nyberg, Megan P3	Teacher	Elem Pool	C-0	08/26/19	Budgeted
O'Leary, Jamie P3	Teacher	Elem Pool	C-0	08/26/19	Budgeted
Robles, Shelby P3	Teacher	SpEd Pool	A-0	08/26/19	Budgeted
Sait Bawa, Shiffa	Instructional Assist	Redmond MS	\$16.88	11/19/18	Repl. V. Pham-Allison
Sanchez, Lorena P3	Teacher	Elem Pool	A-0	08/26/19	Budgeted
Sharp, Madeline P3	Teacher	Elem Pool	A-0	08/26/19	Budgeted
Smith, Stacey P3	Teacher	Elem Pool	B-5	04/22/19	Budgeted

Human Resources Board Report

May 6, 2019



NEW PERSONNEL - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Snider, Paige P3	Teacher	Elem Pool	C-0	08/26/19	Budgeted
Spain, Connie	Special Ed Para Ed	Mann Elem	\$19.40	11/29/18	Budgeted
Spence, Kristin P3	Teacher	Elem Pool	A-0	08/26/19	Budgeted
Stephens, Krystal P3	Instructional Specialist	Resource Center	C-0	08/26/19	Budgeted
Tovar, Esther P3	Teacher	Einstein Elem	C-0	08/26/19	Budgeted
Van Vegchel, Silvia	Instructional Assist/Para Ed	Rush Elem	\$16.88/\$19.40	11/06/18	Budgeted
Volodina, Uliana P3	Psychologist	Special Services	C-0	08/26/19	Budgeted
Ward, Chloe P3	Teacher	Elem Pool	C-0	08/26/19	Budgeted
Willeman, Emily P3	Teacher	Elem Pool	A-0	08/26/19	Budgeted

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Brandt, Tamara	Bus Driver	Transportation	04/01/93	05/06/19	Termination
Bryant, Jennifer	Teacher	Dickinson Elem	04/11/16	06/30/19	Resignation
Corey, Benjamin	Teacher	Rockwell Elem	08/24/15	06/30/19	Resignation
Cummings, Michael	Teacher	Lake Washington HS	08/31/06	06/30/19	Resignation
Day, Mariah	Teacher	Kirkland MS	01/17/19	05/24/19	Resignation
Ensign, Michael	Custodian	Int'l Community	06/22/04	06/20/19	Retirement
Flutre, Christine	Instructional Assist	Eastlake HS	02/02/18	04/25/19	Resignation
Guatelli, Amy	Teacher	Redmond HS	05/15/12	06/30/19	Resignation
Haddadi, Abdelaziz	Custodian	Eastlake HS	08/28/18	04/30/19	Resignation
Hansen, Michael	Teacher	Tesla STEM	08/27/18	06/30/19	Resignation
Hoge, Marta	Instructional Assist	Int'l Community	12/01/16	06/30/19	Resignation
Holmstead, Emily	Teacher	Tesla STEM	08/27/18	06/30/19	Resignation
Jumper, Kristen	Special Ed Para Ed	Sandburg Elem	09/01/16	06/30/19	Resignation
Labuz, Charles	Teacher	Redmond HS	08/27/18	05/01/19	Resignation

Human Resources Board Report

May 6, 2019



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Larson, Pamela	Teacher	Muir Elem	08/31/89	06/30/19	Retirement
Lum, Marleen	Teacher	Smith Elem	08/28/17	06/30/19	Resignation
Mackay, Kirsty	Special Ed Para Ed	Blackwell Elem	09/03/18	04/26/19	Resignation
McEnery, Thomas	Instructional Assist	Extended Day	05/15/18	05/03/19	Resignation
Neely, Lauren	Special Ed Para Ed	McAuliffe Elem	09/03/18	06/30/19	Resignation
Odom, Keenyn	Psychologist	Special Services	08/25/14	06/30/19	Resignation
Rembold, Eric	Teacher	Evergreen MS	12/15/15	06/30/19	Resignation
Schwartz, Karen	Teacher	Keller Elem	10/04/96	06/30/19	Resignation
Struble, Jeryl	Teacher	Juanita HS	01/22/19	06/30/19	Resignation
Taylor, Lisa	Special Ed Para Ed	Transition Academy	10/15/13	06/30/19	Resignation
Tunnell, Jennifer	Teacher	Int'l Community	10/17/18	06/30/19	Resignation

CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Battle, Crystal	Teacher	Instructional Specialist	08/26/19	Budgeted	D-5
Blomquist, Mark	Associate Principal	Teacher	08/26/19	Budgeted	D-16

SURPLUS OF PROPERTY – PORTABLES
RESOLUTION NO. 2267

May 6, 2019

SITUATION

Peter Kirk and Margaret Mead elementary schools are being rebuilt and enlarged as part of the April 2016 Bond Measure approved by the voters. The current six (6) portable classrooms (No. 195, 214, 215, 278, 290, 299) at Margaret Mead Elementary School and three (3) portable classrooms (No. 207, 208, 333) at Peter Kirk Elementary School must be removed to proceed with the construction projects. These portable classrooms were installed between 1986 and 1995, are in deteriorating condition, and are no longer practical to keep for future use at their location or elsewhere in the District. They will be sold or demolished as serves the best interests of the district.

RECOMMENDATION

The Board of Directors approves Resolution No. 2267 authorizing the disposal of Portables No. P195, P214, P215, P278, P290, P299 at Margaret Mead Elementary School and numbers P207, P208, P333 at Peter Kirk Elementary School.

SURPLUS OF PROPERTY - PORTABLES
RESOLUTION NO. 2267

WHEREAS, in the course of operations, temporary buildings are acquired and placed on school sites for additional space; and

WHEREAS, temporary portable classroom buildings No. P195, P214, P215, P278, P290, P299 at Margaret Mead Elementary School and No. P207, P208, P333 at Peter Kirk Elementary School have served their useful purpose; and

WHEREAS, because of reasons of safety, health, disabled access, deteriorated condition, and operational costs, it is no longer practical to retain portable classroom buildings No. P195, P214, P215, P278, P290, P299, P207, P208, and P333.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors authorize the disposal of portable classrooms No. P195, P214, P215, P278, P290, P299, P207, P208, and P333 in the manner that best serves the interest of the District.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting thereof held on the 6th day of May 2019.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

SURPLUS OF EQUIPMENT
RESOLUTION NO. 2268

May 6, 2019

SITUATION

Due to the rebuild and expansion at Juanita High School, Kirk Elementary School, and Mead Elementary School, we have accumulated materials and equipment at these locations that are dated, damaged, and, in many cases, unusable or supportable.

In order to dispose of the identified equipment and materials, they must be declared surplus to the needs of the district. Resolution No. 2268 has been prepared in order to declare these items as surplus.

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

RECOMMENDATION

The Board of Directors adopts Resolution No. 2268 declaring the equipment listed as surplus to the needs of the district and authorizing the superintendent to proceed with the distribution, transfer, sale, or disposal of the items listed.

SURPLUS OF EQUIPMENT
RESOLUTION NO. 2268

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors declares that the personal property on the attached list is surplus to the needs of the district and that the administration is hereby authorized to dispose of this property in accordance with the regulations of the State of Washington.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 6th day of May 2019.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

Surplus of Equipment		
Resolution No. 2268		
May 6, 2019		
Quantity	Unit	Description
1	each	Air Compressor, Smith 25A
47	each	Activboard, Promethean, Assorted models
1	each	Autoclave, Tuttnauer 2540M
4	each	Band Saw, Assorted
4	each	Belt Sander Assorted
7	each	Bench, Wood
3	each	Bin, Recycle
1	each	Binding machine, GBC
1	each	Blanket, Emergency
7	each	Blender, Assorted
11	each	Blocks, Stage
166	each	Bookcase, Assorted sizes
1	each	Brake, metal, Roper Whitney Co., MBB418
9	each	Bulletin Boards
272	each	Cabinet, Storage, Assorted
27	each	Cafeteria Table, Assorted
7	each	Card Catalog, Assorted
1	each	Carpet Cleaner, Castex SCX-900
219	each	Cart, Assorted
4	each	Cart, Hot Well, Food Service, Assorted
2	each	Casting Machine, Rio Grande, 705190
7	each	Centrifuge, Assorted
2919	each	Chairs, Assorted
1	each	CNC Router
4	each	Container, Flammable, Eagle 10 gal.
3	each	Cooler, Reach-in, Assorted
4	each	Cot
12	each	Couch
1869	each	Desks, Assorted
1	each	Die Set, Ellison
2	each	Dishwasher, Undercounter, Assorted
17	each	Dolly, Assorted
5	each	Drill Press, Assorted
1	each	Dry Mounting Press, Seal 210M
3	each	Dryer, Clothes, Assorted
36	each	Easel
1	each	Etching Machine, Blick 2
1	each	Extruder
57	each	Fan, Assorted
4	each	Fax Machine, Assorted
393	each	File Cabinets
8	each	Food Processor, Assorted
1	each	Forge, McEnglevan F526
3	each	Freezer, Assorted
2	each	Fume Hood, Assorted
1	each	Furnace, Gas, McEnglevan P30
4	each	Golf Bag, Assorted
5	each	Grinder, Assorted
3	each	Hot Plate, Assorted
1	each	Incubator, Quincy Lab 12-140
7	each	Kiln, Assorted
1	lot	Kitchen Small wares
8	each	Ladder, Assorted

1	each	Laminator, Dry-Lam 27-STA
14	each	Lamp, Assorted
4	each	Lathe, Assorted
4	each	Lectern
7	each	Locker, Assorted
16	each	Mail Slot Organizer, Assorted
2	each	Metal Shear, Assorted
39	each	Microwave, Assorted
1	each	Milling Machine, Bridgeport 111141
1	each	Musical Keyboard, Yamaha
1	each	Musical Organ
76	each	Music Stand, Assorted
19	each	Oven, Assorted
1	each	Oven, Double Door
8	each	Paper Cutter, Assorted
2	each	Paper Roll Holder, metal
6	each	Paper Towel Dispenser, Georgia Pacific
11	each	Piano, Assorted
2	each	Planer, Assorted
1	each	Plasma Cutter, L-TEC Welding Cutting, PCM-70
13	each	Podium, Assorted
4	each	Portable Heater, Assorted
10	each	Pottery Wheel, Assorted
2	each	Pressure Washer, Assorted
7	each	Rack, Food Service
39	each	Receptacle, Waste, Assorted
1	each	Recumbent Bike, Precor C846
40	each	Refrigerator, Assorted
13	each	Riser
1	each	Router
1	each	Safe
5	each	Salad Bar, Cambro, Blue
5	each	Shop Saw, Assorted
1	each	Scanner
1	each	Seismograph, Taylor Instruments
1	each	Shredder, Cummins
199	each	Shelving, Assorted
1	lot	Signage, Food Service
1	each	Slab Roller, Brent, SR20
6	each	Soap Dispenser, Assorted
4	each	Spectrometer, Assorted
228	each	Stools, Assorted
29	each	Storage Rack, Assorted
8	each	Study Carrel
910	each	Table, Assorted
2	each	Table, Combo, Hot Well and Serving
1	each	Table, Three Steam Well
1	each	Television
10	each	Vacuum, Assorted
1	each	Vacuum Pump, Welch 1400
3	each	Washer, Clothes, Assorted
2	each	Water Cooler, Assorted
1	each	Water Deionizer, Barnstead Intl. D0800
8	each	Welder, Assorted
118	each	Whiteboard, Assorted

GC/CM CONSTRUCTION CHANGE ORDER NO. 2
TIMBERLINE MIDDLE SCHOOL (SITE 72)

May 6, 2019

SITUATION

On October 2, 2017, the Board of Directors approved the Guaranteed Maximum Price (GMP) for preconstruction and construction services of the Timberline Middle School (the new middle school in Redmond Ridge).

Construction Change Order No. 2 for Timberline Middle School is attached for your review. The change order includes twenty-seven (27) changes to the construction contract for the Timberline Middle School project. The twenty-seven (27) changes are additive costs.

Fifteen (15) Change Order Proposals (COPs) are due to design coordination issues:

- COP 046 modifies duct work in field for maintenance accessibility
- COP 049 adds utility connection to air handling unit
- COP 078 modifies structural field framing at masonry overhangs
- COP 083 modifies structural support framing in field to support window opening at gymnasium
- COP 084 adds supplemental structural steel to brace mechanical plumbing roof penetrations
- COP 095 modifies ceiling fans layout in the gym to accommodate additional clearance
- COP 099 revises electrical plans (post bid) due to revised design and code requirements
- COP 106 modifies in field structural framing at sunshade brackets
- COP 108 adds exterior concrete steps to accommodate revised grading at SE corner of the gym
- COP 130 provides a tree risk assessment
- COP 168 modifies ceilings in locker rooms to ensure the acoustical integrity
- COP 170 modifies fire sprinkler routing in field to accommodate structure
- COP 183 modifies mechanical ducting layout in gym to accommodate a bidder designed basketball backboard structure
- COP 220 modifies infill panels at four stairs to prevent climbing
- COP 222 adds directional striping to the parking lot and student-drop off locations to ensure better traffic flow

Three (3) COPs are due to regulatory agency requirements:

- COP 027 directs Right of Way work to access utilities
- COP 135 adds drainage to the track & field and expands clearing limits per King County requirements/comments
- COP 140 revises insulation attachment per King County field inspector comments

Three (3) COPs are due to unforeseen conditions:

- COP 010 covers overtime costs required to recover the schedule delays due to the Teamsters 174 strike
- COP 028 relocates unearthed boulders
- COP 233 covers overtime costs required to recover the schedule delays due to the Operators Union strike

Five (5) COPs are for owner requested changes:

- COP 038 incorporates bid alternate E-3 into the contract; E-3 provides tunable lighting controls to sensory room 124B
- COP 057 upgrades the inverter for emergency lighting to District preferred manufacturer
- COP 113 modifies kitchen fixtures to ensure accessibility and revises equipment specified due to lack of available features
- COP 187 revises bathroom partitions to meet the new district standard
- COP 259 revises Administrative area layout to better support the operations of the school

One (1) COP is due to bid results:

- COP 146 covers the difference between the signage allowance and bid delta

The total of the change orders for this project is 2.94% of the established construction GMP. The cost of the changes from Change Order No. 2 is within the budget established for this program.

Board Approved Final GMP Construction Contract Amount	\$58,080,575
Current Change Order	
Change Order No. 2	\$1,145,350
Total Change Orders	
Change Orders No. 1 through 2	\$1,705,588
Contract Amount including this Change Order	\$59,786,163

RECOMMENDATION

The Board of Directors authorizes the superintendent or her designee to approve construction Change Order No. 2 with Lydig Construction, Inc. for the Timberline Middle School project in the amount of \$1,145,350 plus sales tax. Approval of this change order results in a revised GMP of \$59,786,163.

**CHANGE ORDER NO.****02**

Project: Timberline Middle School (Site 72 - RRMS)

Contractor: Lydig Construction



Date: 4/22/2019

Project #: 7260

Contract #: 2000400150

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:

COP	CCD		Amount
010		PCIA Foundation & Teamsters 174 Strike + PCIA Structural Steel Permit Delays	\$23,586
027		CE #027 - RFIs #098, #104, #105, #106, #107 - ROW work at NE 99th Pl and NE 102nd St	\$33,822
028		CE #028 - Unforeseen Boulders	\$11,536
038		COP 002 - Alternate E-3 Tunable Lighting	\$4,550
046	CCD-007	CE #046 - CCD-007 Exhaust Fan Changes	\$7,371
049	CCD-006	CE #049 - CCD-006 - Gas Piping Revisions, RFI 136, RFI 179	\$57,893
057		CE #057 - CCD-012 Change Lighting Inverter to Meyers	\$14,013
078		CE #078 - RFIs #192, #197, #198, #211, #228, #237 - Added Deck Support at All Zones	\$48,371
083		CE #083 - RFI #167 - Additional Steel Support at West Gym Window SF38	\$55,285
084		CE #084 - RFIs #201 & #238 - Added Steel Members for Roof Deck Penetrations at MPs	\$42,668
095		#095 - COP-004 Gym Ceiling Fan Change	\$22,161
099		CE #099 - McG Addendum 001 & Addendum 002 Electrical Changes	\$67,877
106		CE #106 - RFI #249 - Sunshade Bracket Connection Revisions	\$28,868
108		CE #108 - CCD 014 - Change Stairs SE Gym	\$12,832
113	CCD-015	CE #113 - CCD-015 - Food Service Accessibility Changes	\$30,935
130		CE #130 - RFI #303 - Tree Risk Assessment Plan	\$10,790
135	CCD-020R CCD-027	CE #135 - Ball Field Drainage & Clearing Limit Revisions	\$211,367
140		CE #140 - RFI #308 - Added Stick Pins at Exterior Wall Insulation per KC Inspector	\$18,626
146		CE #146 - BP-18 - Signage Allowance vs Bid Delta	\$19,904
168		CE #168 - COP-012 - Locker Room Ceiling Revision	\$41,047
170		CE #170 - RFI #351 - Library Fire Sprinkler and Electrical Routing	\$35,966
183		CE #183 - RFI #125 - Gym Duct Routing Conflict	\$14,100
187		CE #187 - RFI #363 - Plastic Toilet & Shower Compartment Model Change Confirmation	\$19,165
220	CCD-032	CE #220 - Stair Stringer Infill Panels @ S01, S02, S04, S05	\$69,265
222	CCD-034	CE #222 - Channelization Striping at Drop-Offs & 102nd Entrance	\$9,339
233		CE #233 - Delays due to Operators Union 302 Strike	\$31,173
259	CCD-036 CCD-038 CCD-050	CE #259 - Administration Area Revisions	\$202,839



CHANGE ORDER NO.

02

Project: Timberline Middle School (Site 72 - RRMS)

Contractor: Lydig Construction



Date: 4/22/2019

Project #: 7260

Contract #: 2000400150

After signature the Contractor is directed to make the following changes in the Contract Amount for pay requests.

This Change Order resolves all issues related to the changes below and any CCDs, COPs referenced below and constitutes full settlement for all known, estimated or foreseeable costs and time adjustments, including all delay and impact costs and direct and indirect damages, including consequential damages regardless of cause, related to the Change.

Individual COP/CCD Description:

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Combined Total: \$1,145,350

Not valid until signed by the Owner. Signature of the Contractor indicates agreement herewith, including any adjustments in the Contract Sum and the Contract time.

The Original Contract Sum was \$113,000

Net Change by previously authorized Change Orders..... CA 01 through CO 02 \$58,527,813

The Contract Sum prior to this Change Order was..... \$58,640,813

The Contract Sum will be increased ~~decreased~~ ~~unchanged~~ by this Change Order..... \$1,145,350

The new Contract Sum including this Change Order is \$59,786,163

The Contract time will be ~~increased~~ ~~decreased~~ unchanged by..... 0 days

The date of Substantial Completion as of the date of this Change Order June 30, 2019

Amounts exclude State Sales Tax.

CONTRACTOR'S ACCEPTANCE

BY: _____
SIGNED: _____
TITLE: _____
DATE: _____

OWNER'S ACCEPTANCE

BY: _____
SIGNED: Brian Buck
TITLE: Director, Support Services
DATE: _____

ARCHITECT'S RECOMMENDATION

BY: _____
SIGNED: _____
TITLE: _____
DATE: _____

PROGRAM MANAGER'S RECOMMENDATION

BY: _____
SIGNED: Stephen Murakami
TITLE: Program Manager
DATE: _____

AUTHORIZING USE OF ALTERNATIVE PUBLIC WORKS
GENERAL CONTRACTOR/CONSTRUCTION MANAGER (GC/CM)
RESOLUTION NO. 2269

May 6, 2019

SITUATION

RCW 39.10 provides a school district the ability to use alternative delivery methods to execute construction projects. Alternative delivery includes General Contractor/Construction Manager (GC/CM), a procurement methodology that allows the district to hire a General Contractor prior to the completion of design. This alternative from the traditional Design-Bid-Build approach allows the district to secure general contractor services during the design to assist with value engineering, constructability, cost studies, buy-out, and scheduling. Authorization to use GC/CM is provided by the Project Review Committee (PRC), a committee that sets policy and evaluates applications. The PRC evaluates requests based on projects' characteristics and ability to meet at least one of the following criteria:

- Schedule or coordination complexity,
- Construction within an existing facility,
- Where GCCM is critical to design,
- Where project has significant technical scope,
- Where the building has historical significance, or
- The project is declared heavy civil/infrastructure.

The PRC also offers districts the opportunity to apply for Public Body GC/CM Certification, a status lasting three (3) years that authorizes districts to self-determine if alternative delivery methods are appropriate for individual projects. In May 2016, the Lake Washington School District received Public Body GC/CM Certification for the period through May 2019; in March 2019, the district's status was extended through May 2022. The State's Capital Projects Advisory Board's (CPARB) letter dated March 28, 2019 authorizing the district's Public Body GC/CM Re-Certification is attached.

The district has evaluated the projects approved in the 2019 Levy and recommends that all five (5) projects utilize GC/CM delivery. This recommendation is based on the criteria used by the PRC, related to schedule complexity, construction on occupied school sites, and budget objectives. The projects proposed for GC/CM include:

- Lake Washington High School Addition
- Carson Elementary School Addition
- Franklin Elementary School Addition
- Rose Hill Elementary School Addition
- Twain Elementary School Addition

RECOMMENDATION

The Board of Directors adopts Resolution No. 2269 approving the use of GC/CM for the five (5) projects listed above.

AUTHORIZING USE OF ALTERNATE PUBLIC WORKS
GENERAL CONTRACTOR/CONSTRUCTION MANAGER (GC/CM)
RESOLUTION NO. 2269

WHEREAS, RCW 39.10.270 authorizes the Lake Washington School District to use the GC/CM procedure for certain school projects after approval by the State of Washington Capital Project Advisory Review Board (CPARB) Project Review Committee; and

WHEREAS, the Lake Washington School District has been certified by CPARB, pursuant to RCW 39.10.270, to use the GC/CM procurement method for certain school projects for three years from the date of CPARB certification; and

WHEREAS, RCW 39.10.270 authorizes the GC/CM procurement method for a specific project after a determination that the use of alternative public works contracting procedure will serve the public interest; and

WHEREAS, Lake Washington School District has determined that the use of the GC/CM procedure meets the requirements of RCW 39.10 and will serve the public interest as the most viable procurement method to meet the quality standards; design requirements; construction means and methods; and delivery schedule for the following projects: Lake Washington High School Addition; Franklin Elementary School Addition; Rose Hill Elementary School Addition; Twain Elementary School Addition; and Carson Elementary School Addition;

NOW, THEREFORE, BE IT RESOLVED that the Lake Washington School District Board of Directors approves use of the GC/CM procurement method for the following projects: Lake Washington High School Addition; Carson Elementary School Addition; Franklin Elementary School Addition; Rose Hill Elementary School Addition; Twain Elementary School Addition; and intends to comply with the requirements as defined in RCW 39.10.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 6th day of May 2019.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors



STATE OF WASHINGTON
Capital Projects Advisory Review Board

March 28, 2019

Mr. Brian Buck, Director
Division of Support Services
Lake Washington School District
15212 NE 95th Street
Redmond, Washington, 98052

Re: Public Body GC/CM Re-Certification Determination

Dear Mr. Buck:

The Capital Projects Advisory Review Board's Project Review Committee has determined that the Lake Washington School District has met the criteria established in RCW 39.10 for public body GC/CM re-certification. As of **March 28, 2019**, Lake Washington School District is authorized to utilize GC/CM contracting procedures for an additional period of three years.

Congratulations on obtain public body GC/CM re-certification and we look forward to successful completion of your projects.

Lake Washington School District's re-certification will extend through **May 26, 2022**. A new application for re-certification will need to be submitted to the Project Review Committee at least three months prior to the above noted expiration date in order to be considered for re-certification.

Under the terms of RCW 39.10.350, you will be required to submit project data to CPARB at the conclusion of the project and for re-certification. Please email CPARB staff person, Nancy Deakins, with your point of contact responsible for providing project information, at Nancy.Deakins@des.wa.gov. She can be reached at (360) 407-9333 if you have any questions regarding this process.

Sincerely,

Janice Zahn, Chair
Project Review Committee

cc: James Dugan, Vice Chair
Nancy Deakins, DES

DONATIONS

May 6, 2019

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>
Robert Frost PTSA to Frost Elementary School	\$1,017.40	To support drama program.
Peter Kirk Elementary PTSA to Kirk Elementary School	\$1,700.00	To support Junior Achievement program.
Lakeview Elementary PTSA to Lakeview Elementary School	\$3,550.00	To purchase digging garden.
Simon and Masako Guest to Rose Hill Elementary School	\$4,500.00	To support extracurricular activities.
Ben Rush PTA to Rush Elementary School	\$15,080.00	To purchase water for portables (\$800.00); and support field trips (\$7,200.00), academic enrichment (\$4,780.00), and extracurricular activities (\$2,300.00).
Horace Mann Elementary PTSA to Mann Elementary School	\$1,800.00	To purchase musical instruments.
Margaret Mead Elementary PTSA to Mead Elementary School	\$3,630.00	To support recess coaching.
H.D. Thoreau Elementary PTA to Thoreau Elementary School	\$1,428.00	To support school assembly.
Mark Twain PTSA to Twain Elementary School	\$1,179.00	To provide stipend for Green Team.
Northstar Community Jr. High and Northstar Parent Fund to Northstar	\$1,690.57	To support field trip.
Tesla STEM PTSA to Tesla STEM High School	\$3,500.00	To support Safe School Ambassador program.
TOTAL	\$39,074.97	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the May 6, 2019 board meeting.

DISTRICT TEXTBOOK ADOPTION

K-5 SCIENCE

May 6, 2019

SITUATION

During the 2018-2019 school years, the K-5 Science Adoption Committee reviewed research and standards and developed rubrics to use for the evaluation of various science curricula. These rubrics included: Best Practice Alignment, Standards Alignment, Assessment Alignment, Organization and Design, and Digital Resources.

This year, the Committee heard presentations from publishers, evaluated curricula for K-5 elementary school science using rubrics, piloted materials in classrooms, and narrowed options to a final recommendation. The district's Instructional Materials Committee reviewed these materials and recommended them for adoption at its May 2 meeting.

An opportunity was provided for public review and comment of instructional materials under consideration for adoption and to give written feedback. Materials were on display outside of the Curriculum Library at the Resource Center from April 4 - May 2. Parents and community members were also able to review and comment on materials online for that time period.

Teachers will have multiple options to participate in professional development in science standards and curriculum materials through optional professional learning session through the summer and in August in the week prior to our LEAP days. Training in the science standards and collaboration time to learn and implement the new materials will be provided throughout the 2019 -20 school year.

Teacher and student materials will be bar-coded and entered into the district textbook inventory system during the summer. The curriculum materials will be implemented in the 2019-20 school year.

Title:	Amplify Science
Author:	Lawrence Hall Science
Publisher:	Amplify
Copyright:	2018
No. of Copies:	2,415 Unit Materials and Licenses (10 year), 700 Materials Kits
Price:	\$244.99 per Unit Materials/Licenses, Average Materials Kit cost is \$876.90
School Requesting:	District K-5 Science Adoption Committee
Classification:	Grades K-5

RECOMMENDATION

The Board of Directors approves the recommendation from the Instructional Materials Committee to adopt Amplify Science for K-5 Science for use in the district.

REDIRECTING BOND PROCEEDS AND MATCHING FUNDS
PUBLIC HEARING
RESOLUTION NO. 2270

May 6, 2019

SITUATION

In November 2005, the Board passed Resolution No. 1969 authorizing a special election on February 7, 2006 in order to propose the issuance of general obligation bonds in the amount of \$436 million. The bonds were to be used for Phase II of the district's modernization program which modernized 11 schools and built one new school (Carson Elementary). The bond election passed, and the district proceeded to sell \$425 million of the bonds over the next six years to complete the projects.

The projects were completed on time and under budget. In October 2014, the Board passed Resolution No. 2196 authorizing the remaining bond proceeds and State Construction Assistance Program (SCAP) funds to be redirected to additional projects to serve the district's growing enrollment. These short-term capacity projects included portables, upgrades to classrooms, an addition, future bond planning, internal building modifications, and property acquisition. After completion of these projects, there is approximately \$20 million of SCAP funds remaining.

In October 2018, the Board passed Resolution No. 2257 authorizing the sale of the remaining \$11 million of the bonds approved by voters in February 2006. Of this combined \$31 million, \$7 million will be used for portables. The remaining \$24 million, plus the \$120 million voter approved April 2019 Capital Projects levy, will be used for the district's critical capacity projects. These projects include an addition to Lake Washington High School; auxiliary gym and commons expansions; classroom additions to Carson, Franklin, Rose Hill, and Twain elementary schools; and district-wide upgrades to building safety and security measures.

In order to redirect the unspent bond funds and unallocated state matching funds on additional projects, it is necessary for the board to hold a public hearing and adopt a resolution modifying the original bond resolution. A public hearing has been scheduled for May 6. Action on the adopting the resolution will be placed on the May 20 agenda. The proposed resolution is attached.

RECOMMENDATION

The Board of Directors holds a public hearing regarding redirecting of bond proceeds and matching funds as outlined in Resolution No. 2270.

RESOLUTION NO. 2270

A RESOLUTION of the Board of Directors of Lake Washington School District No. 414, King County, Washington, further amending Resolution No. 1969 to redirect the use of bond proceeds and matching funds received by the District.

WHEREAS, the Board of Directors (the “Board”) of Lake Washington School District No. 414, King County, Washington (the “District”) adopted Resolution No. 1969 on November 21, 2005, providing for the form of the ballot proposition and specifying certain other details concerning submission to the qualified electors of the District at a special election held on February 7, 2006, of a proposition for the issuance of its general obligation bonds in the principal amounts of \$436,000,000 (“Proposition No. 3”); and

WHEREAS, at the election held in the District on February 7, 2006, the number and proportion of the qualified electors of the District required by law for the adoption thereof voted in favor of Proposition No. 3 authorizing the issuance of \$436,000,000 in unlimited tax general obligation bonds proposed by Resolution No. 1969; and

WHEREAS, at the time of adoption of Resolution No. 1969, the District anticipated receiving \$23,000,000 in state matching funds and, in fact, the District received \$33,000,000 in state matching funds for the projects authorized by Resolution No. 1969; and

WHEREAS, the improvements approved in Proposition No. 3 have been completed under budget and bond proceeds and matching funds remain available for additional capital purposes; and

WHEREAS, the Board adopted Resolution No. 2196 on October 20, 2014 amending Resolution No. 1969 (the “First Amendment”), allowing for the redirection of bond funds and matching funds original received to other purposes; and

WHEREAS, additional teaching facilities of the District require improvement; and

WHEREAS, in order to provide explicit direction for these substantial projects, this second amendment is being approved by the Board; and

WHEREAS, state law provides the Board with the authority to redirect bond funds and matching funds originally received to other purposes; and

WHEREAS, the Board has held a public hearing on the proposed redirection of certain bond proceeds and matching funds as required under RCW 28A.530.020 on May 6, 2019;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF LAKE WASHINGTON SCHOOL DISTRICT NO. 414, KING COUNTY, WASHINGTON, as follows:

Section 1. Amendment of Resolution No. 1969. The Board having held the hearing required by RCW 28A.530.020, regarding the proposed use of unexpended bond proceeds and matching funds, hereby finds that it is in the best interests of the District to further amend Resolution No. 1969, in order to provide for the expenditure of unspent bond proceeds and available matching funds. Accordingly, the first paragraph of Section 2 of Resolution No. 1969, as previously amended by Resolution No. 2196, is hereby further amended to read as follows (additions are underscored, and deletions are stricken through):

Section 2. Capital Improvements. The District shall make the following capital improvements (the “Improvements”):

- Modernize the following schools:
 - a. Lake Washington High School;
 - b. Finn Hill Junior High School;
 - c. Rose Hill Junior High School;
 - d. Bell Elementary School
 - e. Frost Elementary School;
 - f. Keller Elementary School;
 - g. Muir Elementary School;
 - h. Rush Elementary School;
 - i. Sandburg Elementary School;

- j. Community Elementary School;
- k. International Community School;

- Construct and equip a new elementary school;
- Acquire and equip portables/modular classrooms as needed to accommodate student population increases;
- Remodel, upgrade and equip classrooms as necessary for improvements to instructional programs;
- Provide for required bond planning and architect predesign;
- Interior building modifications to increase space utilization;
- Construct and equip an addition to Redmond Elementary School;
- Construct and equip additions to Lake Washington High School classrooms, auxiliary gyms and commons;
- Construct and equip additions to Carson Elementary, Franklin Elementary, Rose Hill Elementary and Twain Elementary schools as necessary;
- Provide for District-wide upgrades to building safety and security measures; and
- Acquire property for future expansion.

Section 2. Confirmation of Resolution No. 1969. Resolution No. 1969, as amended by the First Amendment and this second amendatory resolution, is hereby ratified and confirmed.

Section 3. Effective Date. This resolution shall become effective immediately upon its adoption.

ADOPTED by the Board of Directors of Lake Washington School District No. 414, King
County, Washington, at a regular meeting held on May 20, 2019.

LAKE WASHINGTON SCHOOL DISTRICT
NO. 414, KING COUNTY, WASHINGTON

By _____

Board of Directors

ATTEST:

Secretary, Board of Directors

CERTIFICATE

I, the undersigned, Secretary of the Board of Directors of Lake Washington School District No. 414, King County, Washington (the “District”), and keeper of the records of the Board of Directors (the “Board”), DO HEREBY CERTIFY:

1. That the attached resolution is a true and correct copy of Resolution No. 2270 of the Board (herein called the “Resolution”), duly adopted at a regular meeting thereof held on the 20th day of May, 2019.

2. That said meeting was duly convened and held in all respects in accordance with law, and to the extent required by law, due and proper notice of such meeting was given; that a legal quorum was present throughout the meeting and a legally sufficient number of members of the Board voted in the proper manner for the adoption of said Resolution; that all other requirements and proceedings incident to the proper adoption of said Resolution have been duly fulfilled, carried out and otherwise observed; and that I am authorized to execute this certificate.

IN WITNESS WHEREOF, I have hereunto set my hand this 20th day of May, 2019.

Secretary, Board of Directors

APPROVAL OF MONITORING REPORT
EL-7, ACADEMIC PROGRAM

May 6, 2019

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. All areas of EL-7, Academic Program, are in compliance, except for EL-7.3 and EL-7.5, and it is now being presented for approval.

RECOMMENDATION

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

Lake Washington School District Executive Limitation Monitoring Report

EL-7 Academic Program

May 6, 2019

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:

1. Develop and implement an academic program that specifies: <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; andd. a compelling and realistic vision of technology that specifies:<ul style="list-style-type: none">i. technology use in the learning environment, andii. integration of technology into content areas across all grade levels.	In Compliance	◀ ▶
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Evidence

a) Standards

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.

State standards specify what every student should know and to be able to do. Lake Washington School District Power Standards are prioritized state standards. Power Standards are developed using a process to identify standards that have endurance over time, provide leverage for learning other standards, and provide readiness for the next level of student learning.

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. Washington State adopted the Next Generation Science Standards (NGSS) in 2013. Middle schools transitioned to NGSS in 2017-18, high schools transitioned in 2018-19, and elementary schools will transition in 2019-20.

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:

In
Compliance



Evidence - continued

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
Science K-5	2018-19, in progress	2012-13	2019-20	2017-18	2019-20	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 & Physical Education 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	
Visual Arts K-5	2025	2013-14	2014-15	2015-16	2017-18	2017-18	
HIV/AIDS, Sex Education	2023	2015-16	2017-18	2014-15	2018-19	2018-19	
Technology K-5				Integrated in Curriculum			

Middle School 6 – 8

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Language Arts 6-12	2018-19 in progress	2011-12	2013-14	2006-07	2007-08	2013-14	See Implementation schedule in section 1.c.
Social Studies 6-12	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 & Physical Education 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	
HIV/AIDS, Sex Education 6-8	2023	2015-16	2018-19	2014-15	2018-19	2018-19	
Performing Arts 6-8	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Mathematics 6-8	2025	2011-12	2013-14	2015-16	2016-17	2013-14	
Science 6-8	2025	2012-13	2016-17	2015-16	2016-17	2017-18	
Technology 6-8				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:

In
Compliance



Evidence - continued

High School 9 – 12

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
Language Arts 6-12	2018-19 In progress	2011-12	2013-14	2005-06	2006-07	2013-14	See Implementation schedule in section 1.c.
Social Studies 6-12	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 & Physical Education 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	
HIV/AIDS, Sex Education 9-12	2023	2015-16	2018-19	2014-15	2018-19	2018-19	
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	
Mathematics 9-12	2026	2011-12	2013-14	2016-17	2017-18	2013-14	
Technology 9-12				Integrated in Curriculum			

Evidence of Compliance:

- Provided writing/literacy training for teachers in assessment and differentiation aligned to standards to support full implementation of our new writing curriculum with students.
- Provided training in effective strategies to use to teach Next Generation Science Standards and collaborative work opportunities for 6-12 science teachers, resulting in standards aligned resources and instruction for students.
- Provided initial and ongoing training for K-3 teachers in implementing our newly adopted Handwriting curriculum, with all K-3 students engaging in this curriculum.
- Provided training for all grade 4 and grade 5 classroom teachers and secondary school Health teachers who teach lessons in Sexual Health in order to implement our newly adopted curriculum with students.

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:

In
Compliance



Evidence – continued

b) Curriculum

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) Identify standards and assessments
- 3) Review and select instructional materials
- 4) Adopt instructional materials
- 5) Provide professional development
- 6) Develop Standards Alignment Guides

Evidence of Compliance:

- Evaluated, piloted, and recommended new curriculum materials for K-5 Science adoption.
- Fully implemented new K-5 Visual Arts curriculum aligned with standards and developed standards alignment guides.
- Fully implemented new K-5 Writing curriculum and developed prompts and rubrics aligned with standards.
- Implemented new Sexual Health curriculum for 4th and 5th students and all secondary students.

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:

In
Compliance



Evidence – continued

c) Assessments

Assessments provide evidence of student learning and provide information to teachers to inform instruction. Teachers use the results of both *formative* and *summative* standards-based assessments to gather valuable information about how students are progressing.

- Formative assessments provide frequent, ongoing feedback that informs adjustments to instruction
- Summative assessments help us to document learning and measure students' overall proficiency

The results of formative and summative assessments also help students to fully understand their strengths and areas for growth, giving them a stake in their own academic development. In addition, assessment results provide parents with a clear understanding of how their children are performing academically in relation to the standards.

A balanced assessment system includes:

- a. Annual State Accountability Assessments
- b. Benchmark Assessments
- c. Classroom-Based Assessments

1. **Annual State Accountability Assessments:** Required summative assessments. They provide information about how students, schools and our district are doing in relation to the standards. They provide data for program-level decisions.
2. **Benchmark Assessments:** Available formative and summative assessments. They provide information to individual teachers and teams and serve as a reference point for comparing results. They can provide diagnostic information and evidence of how students are performing in relation to the standards. Examples of benchmark assessments include:
 - Smarter Balanced interim assessments directly aligned to the Common Core State Standards. Items on the interim assessments are developed under the same conditions, protocols and review procedures as the summative Smarter Balanced Assessments. Assessments in ELA and math are available to grades 3-11.
 - 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.
3. **Classroom-Based Assessments:** Teacher/team developed formative and summative assessments. They provide information about how students are progressing in relation to the standards, inform daily instructional decisions, and can be used to provide information for reporting. Curriculum materials typically include resources that can be used by teachers to develop classroom-based assessments. District-developed resources such as proficiency scales are also available for teacher use.

EL-7 Academic Program

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1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

State-and District-Level Summative Assessments

Elementary School Level			
Content Area	Grade Level(s)	Annual State Accountability Assessments	District-Level Available Benchmark Assessments
Social-emotional, Physical, Cognitive, Language, Literacy, Mathematics	K	Washington Kindergarten Inventory of Developing Skills (WaKIDS)	
English Language Arts	K-2	Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) [State requirement is Grade 2, End-of-Year]	<p>DIBELS Next: Three benchmarks each year</p> <p>Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts</p> <p>Fourteen Wonders End of Unit and Benchmark Assessments</p> <p>Reading Foundational Skills Mini-Assessments (five for grade K, four for grade 1)</p> <p>On-Demand Writing Prompts (six for grade K-1, five for grade 2)</p> <p>Four handwriting assessments for grades K-1</p>
	3-5	<p>Smarter Balanced Assessment (SBA)</p> <p>Washington-Access to Instruction and Measurement (WA-AIM): Alternate assessment for students with significant cognitive challenges documented in their Individualized Education Program (IEP)</p>	<p>Eight SBA Interim Block Assessments</p> <p>Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts</p> <p>Fourteen Wonders End of Unit and Benchmark Assessments</p> <p>On-Demand Writing Prompts (five for grade 3, four for grades 4-5)</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.

1. Develop and implement an academic program that specifies:

In
Compliance



Evidence – continued

Elementary School Level			
Content Area	Grade Level(s)	Annual State Accountability Assessments	District-Level Available Benchmark Assessments
Mathematics	K-2	N/A	Three assessments designed to measure pre-algebra proficiency enVision End of Topic assessments (sixteen for grade K, seventeen for grade 1, eighteen for grade 2)
	3-5	SBA WA-AIM	Five SBA Interim Block Assessments Three assessments designed to measure pre-algebra proficiency each year enVision End of Topic assessments (seventeen for grade 3, sixteen for grades 4-5)
Science	K-2	N/A	Three assessments per grade level measuring the LWSD Power Standards
	3-5	Washington Comprehensive Assessment of Science (WCAS) @ Grade 5 WA-AIM @ Grade 5	Three assessments per grade level measuring the LWSD Power Standards
Social Studies	K-5	Civics Classroom-Based Assessment @ Grade 4 or 5	One assessment per grade level measuring the LWSD Power Standards
Music / Arts	K-5	N/A	One assessment for grade 1 and two assessments for grades 2-5 measuring the LWSD Power Standards
Fitness	K-5	N/A	One assessment per grade level (1-5) measuring the LWSD Power Standards
English Language Proficiency	K-5	English Language Proficiency Assessment for the 21 st Century (ELPA21) World-class Instructional Design and Assessment (WIDA) Alternative ACCESS: Alternate assessment for students with significant cognitive challenges documented in their Individualized Education Program (IEP)	

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:

In
Compliance



Evidence – continued

Middle School Level			
Content Area	Grade Level(s)	Annual State Accountability Assessments	District-Level Available Benchmark Assessments
English Language Arts	6-8	SBA WA-AIM	Eight SBA Interim Block Assessments Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	6-8	SBA WA-AIM	Five SBA Interim Block Assessments
Science	6-8	WCAS @ Grade 8 WA-AIM @ Grade 8	
Social Studies	6-8	Civics Classroom-Based Assessment @ Grade 7 or 8	One assessment per grade level measuring the LWSD Power Standards
Arts	6-8	N/A	One assessment measuring the LWSD Power Standards
English Language Proficiency	6-8	ELPA21 WIDA Alternative ACCESS	

High School Level			
Content Area	Grade Level(s)	Annual State Accountability Assessments	District-Level Available Benchmark Assessments
English Language Arts	9-11	SBA @ Grade 10 WA-AIM @ Grade 10	Eight SBA Interim Block Assessments Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts PSAT @ Grade 10
Mathematics	9-11	SBA @ Grade 10 WA-AIM @ Grade 10	Nine SBA Interim Block Assessments PSAT @ Grade 10
Science	11	WCAS WA-AIM	
Social Studies	9-12	Civics Classroom-Based Assessment @ Grade 11 or 12	One assessment per grade level measuring the LWSD Power Standards
Arts	9-12	N/A	One assessment measuring the LWSD Power Standards
English Language Proficiency	9-12	ELPA21 WIDA Alternative ACCESS	

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:

In
Compliance



Evidence – continued

Evidence of Compliance:

- Multiple types of assessments available (see previous tables), across all grade levels.
- Continued to expand use of SBA interims assessments system-wide. 3632 students in grades 3-8 completed at least one interim assessment in ELA (23.7% increase from previous year) and 4324 students in grades 3-8 completed at least one interim assessment in Math (15.2% increase from previous year).
- Six elementary schools piloted math benchmark assessments. Pilot will expand in 2019-20.

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:

In
Compliance



Evidence – continued

d) Technology

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"> Mobile teaching device Teacher docking station and connecting hardware SMART Board, interactive teaching and learning panels Digital document camera Speaker system FrontRow class microphone system Laptops 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"> Microsoft Suite Applications (OneNote, Forms, Word, Excel, PowerPoint, etc.) SMART software (Interactive Lesson Development) SMART Learning Suite Online Dreambox Learning (adaptive math) Clicker 7 (word processor, assistive technology) WeVideo (Video Creation, Collaboration) Dyknow (classroom management) Headsprout (Reading K) DIBELs Next (Reading K-2) Panorama (SEL assessment) Digital Curriculum (envision, TCI, Wonders) EduTyping (Keyboarding) Discovery Education Video Streaming Research Databases 	<ul style="list-style-type: none"> Outlook PowerSchool Learning 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:

In
Compliance



Evidence – continued

Middle School Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Mobile teaching device • Teacher docking station and connecting hardware • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • 1:1 laptops for all students with MS Office Productivity Suite 	<ul style="list-style-type: none"> • Microsoft Suite Applications (OneNote, Forms, Word, Excel, PowerPoint, etc.) • SMART software (Interactive Lesson Development) • ALEKS (Math) • Turnitin (Anti-plagiarism) • Writing Coach • Welnet (Physical Education) • EduTyping (Keyboarding) • Discovery Education Video Streaming • Dyknow (Classroom Management) • WeVideo (Video Creation, Collaboration) • Read and Write 12 (Assistive Literacy Tool) • Research Databases 	<ul style="list-style-type: none"> • Outlook • PowerSchool Learning • Skyward

High School Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Mobile teaching device • Teacher docking station and connecting hardware • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • 1:1 laptops for all students with MS Office Productivity Suite 	<ul style="list-style-type: none"> • Microsoft Suite Applications (OneNote, Forms, Word, Excel, PowerPoint, etc.) • SMART software (Interactive Lesson Development) • Fuel Education (Credit Retrieval) • Turnitin (Anti-plagiarism) • Writing Coach • Welnet (Physical Education) • Discovery Education Video Streaming • Dyknow (Classroom Management) • WeVideo (video creation, collaboration) • Read and Write 12 (Assistive Literacy Tool) • Research Databases 	<ul style="list-style-type: none"> • Outlook • PowerSchool Learning • 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:

In
Compliance



Evidence – continued

Evidence of Compliance:

- Technology Integration Facilitator Program provided differentiated technology integration professional learning to support the acquisition of student skills as outlined in the LWSD Tech Skills Continuum.
- The adaptive technology tool: Dreambox Learning was provided through a large-scale elementary pilot to support differentiated math instruction.
- Professional learning provided to support the implementation and use of SMART Interactive Panels at 21 elementary schools with a focus on increasing student engagement and enhancing instructional delivery.
- 1:1 5th Grade student laptops field tested at four elementary schools; professional learning provided to support the use of student devices to enhance learning experiences for students.
- Fifty-six optional technology workshops and professional learning courses offered to support new software, use of Microsoft tools within instruction, STEM, mobile teaching, assistive technology, and problem-based-learning.
- Librarian Mission/Vision Advisory established to develop program expectations and guiding documents to support consistency in library programing and enhancement of student learning experiences across the district.

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.

<p>2. Develop and implement an instructional program that addresses the needs of all students by:</p> <ul style="list-style-type: none"> 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 Compliance	◀ ▶
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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*. Ensuring academic success for all students entails asking and answering 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: <i>{refer to page 13}</i>	In Compliance	◀ ▶
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Evidence – {continued}

Specific programs and service including: Career and Technical Education; WANIC Skills Center; Preschool; Special Education; English Learner Services; Safety Net; Choice Schools; Highly Capable; Honors; and, Dual Credit provide evidence of instructional program that addresses the needs of all students.

a. Programs for students to develop talents and interests in more specialized areas

Career and Technical Education (CTE)

Career and Technical Education (CTE) is hands-on, career-connected learning that prepares students to be college, career and future ready. CTE courses follow state-approved course frameworks and integrate 21st century skills, professional and technical skills, and core academic knowledge. Some CTE courses provide the opportunity to earn college credit or industry certification. CTE course are designed to prepare students for post-secondary education and a wide range of high-wage, high-skill, and in-demand jobs. CTE courses are offered for students in grades 7-12 in all middle and high schools. Students are required to earn 1.0 CTE credit to graduate.

CTE courses are organized by six different state-approved program areas:

1. Agriculture Education and Science
2. Business and Marketing
3. Family and Consumer Science
4. Health Science
5. Skilled and Technical Science
6. Science, Technology, Engineering and Mathematics (STEM)

CTE courses within each program area align to 16 nationally-recognized career clusters:

1. Agriculture, Food and Natural Resources
2. Architecture and Construction
3. Arts, AV Technology and Communications
4. Business, Marketing and Administration
5. Education and Training
6. Finance
7. Government and Public Administration
8. Health Science
9. Hospitality and Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections and Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering and Mathematics (STEM)
16. Transportation, Distribution and Logistics

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 13}*

In
Compliance



Evidence – {continued}

The Office of the Superintendent of Public Instruction (OSPI) has established a 5-year program approval cycle for district CTE programs and associated courses. The cycle specifies which CTE program districts must submit for OSPI approval each year. Districts must review the specified program and submit the following to OSPI for approval: 1) new individual course frameworks; 2) skills gap analysis of future employment need in the program area; 3) identified Career and Technical student organization or other leadership activities; and, 4) CTE Program Advisory Committee and/or General Advisory Council meeting notes related to the program's courses. The purpose of program approval is to make certain that all CTE courses with the program area:

- Ensure academic rigor
- Align with the state's education reform requirements and CTE program standards
- Help address the skills gap of Washington's economy
- Maintain strong relationships with local CTE advisory councils for the design and delivery of career and technical education

The table below shows the OSPI-established 5-year program approval cycle for LWSD:

2018-19	2019-20	2020-21	2021-22	2022-23
Family and Consumer Science	Business and Marketing	Agriculture Education and Science	Skilled and Technical Science	STEM and Health Science

CTE - Evidence of Compliance:

- In 2018-19, approximately 8,045 students participate in 124 different CTE course options, providing students the opportunity to develop talents and interests in more specialized areas
- In 2018-19, Family and Consumer Science is the CTE program designated for review and approval
 - A new course framework for a second year Teacher Education Academy/TEA(ch) course, has been developed and approved by OPSI. This second-year course prepares students to earn Educational Para Pro certification
 - New AP Psychology textbooks have been submitted to the Instructional Materials Committee for review and recommendation for Board approval
 - Current course frameworks have been locally reviewed based on labor market data and local need and reviewed/approved by the CTE General Advisory Council

Washington Network for Innovative Careers (WANIC) Skill Center

WANIC Skill Center provides advanced-level CTE programs based on rigorous academic and industry standards. Seven districts participate in the WANIC consortium; Lake Washington serves as host district. WANIC prepares students for career and college readiness and successful entry into high-skill, high-demand careers, and employment. WANIC 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 13}*

In
Compliance



Evidence – {continued}

Washington Network for Innovative Careers (WANIC) Skill Center – Evidence of Compliance:

- Students access WANIC programs/courses at satellite and branch campuses in participating districts, providing students the opportunity to develop talents and interests in more specialized areas. The table below shows 2018-19 and historical WANIC enrollment data by headcount and full-time equivalent (FTE):

School District	Skill Center Courses	2014-15 Student HC/FTE*	2015-16 Student HC/FTE*	2016-17 Student HC/FTE*	2017-18 Student HC/FTE*	2018-19 Student HC/FTE*
Bellevue	Automotive Technology	179/107.4	169/101.4	171/102.6	168/100.8	159/78.39
	Cisco Networking					
	Culinary Arts					
Issaquah	Sports Medicine	42/25.2	46/27.6	58/34.8	52/31.2	43/23.22
Lake Washington	Dental Careers	143/85.8	169/101.4	176/105.6	223/133.8	229/122.04
	DigiPen Art & Animation					
	DigiPen Music & Sound Design					
	DigiPen Video Game Design					
	Fire & EMS					
	Health Science Careers					
	Medical Careers					
Northshore	Advance Auto. Tech.	70/42	81/48.6	72/41.04	65/35.75	58/28.84
	Health Science Careers					
Sno. Valley	Culinary Arts	1/.6	0	0	0	0
Summer Programs	Biotechnology CAD 3D Printing Cinematography & Production Computer Science Computer Science & Engineering Culinary Creations DigiPen Art & Animation DigiPen Cyber Security DigiPen Music & Sound Design DigiPen Video Game Dev DigiPen Video Game Prog. Dynamic DNA Financial Planning Freelance Art Green Sustainable Design Health Health Careers Exp. Intro to Fire & EMS Intro to Medical Careers Photography/Video Production Python Radio/TV Broadcasting Welding	398/39.8	665/66.5	807/80.7	1020/102	Not Yet Available

HC/FTE* Head count (HC) and Full-Time Equivalent (FTE)

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	◀ ▶
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Evidence – {continued}

b. Programs that address different learning styles and needs of students of various backgrounds and abilities

Preschool

The preschool program currently includes four types of classrooms: Head Start, Ready Start/Inclusion, Learning Center, and Students Needing Additional Program Supports (SNAPS). Students with IEPs are enrolled in all of these classrooms.

Head Start serves students from families whose income is at or below the poverty level, and to children facing other challenges, including disabilities.

Ready Start/Inclusion and Learning Center classrooms serve all preschool students with special needs. In our ReadyStart/Inclusion model, the classroom supports students with IEPs and those without IEPs in a 50/50 model. Those without IEPs attend the preschool program and either pay tuition or have tuition waived due to low-income status. Within our Learning Center programs, all students receive special education services. Next year, the learning center programs will be discontinued, and all preschool classrooms will have an inclusionary model.

SNAPS services are extended day services for students diagnosed with Autism Spectrum Disorder and modeled after the University of Washington's Project DATA. Evidenced-based strategies are used to teach our students with autism in the SNAPS program. Students who qualify for SNAPS program services attend preschool for half day and attend SNAPS for the other half.

Overall enrollment for early childhood programs continues to grow. Due to space limitations, preschool will move out of Rush next year. Additionally, due to ongoing growth, preschool programs will open at Wilder and Old Redmond Schoolhouse.

Preschool 3-5 year old students	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	422	354	378	409	500

* The March Enrollment number includes 66 fee-based Preschoolers; 29 Ready Start (RS) Preschoolers, 77 Head Start (HS) Preschoolers (this number includes 4 students who qualify for Special Education services), 187 Special Education (RS & HS), and 67 Special Education Learning Center Preschoolers. In addition to the 425 preschool students attending class, there are 53 preschool Itinerant students receiving services throughout the school district.

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 13}</i>	In Compliance	◀ ▶
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Evidence – {continued}

Preschool - Evidence of Compliance:

- During the 2018-19 school year, all preschool students were taught using Creative Curriculum, an evidence-based, rigorous early learning curriculum that is aligned to standards.
- Students in pilot classes were taught using an inclusion model and new curriculum-based assessments were used to monitor student growth and progress. Next year the full inclusion model will be used in all preschool classes.
- Students in the SNAPS program were taught with Applied Behavior Analysis (ABA) strategies and instruction. Dr. Nancy Rosenberg from the University of Washington provided staff training in ABA strategies.
- The most recent Child Outcomes Summary report for OSPI indicates growth in social emotional skill development and positive behaviors and consistent performance in concept development for our students.

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	2015-16	2016-17	2017-18	2018-19
Enrollment *	3,383	3,414	3,433	3,411	3,463

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

Special Education-Evidence of Compliance:

Curriculum and Instruction

- Elementary students in Learning Centers were taught using Styer Fitzgerald (comprehensive program for students in Learning Centers), and Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) (curriculum for students with dyslexia).
- At the secondary level, students were taught using the new Number World supplemental math curriculum, and Family Life and Sexual Health (FLASH) curriculum.

Professional Learning

- Staff participated in professional learning throughout the 2018-19 school year. Areas of focus included: co-teaching, service animals, inclusion, Section 504, Guidance Team, and Mental Health. Paraeducators received two full days of training on a variety of topics.

Assistive Technology

- New assistive technology programs were launched that support students district-wide including Clicker 7 and Read/Write.

Community Engagement

- Special Services created a new parent/community advisory team during the 2018-19 school year. In addition, student focus groups were held at each district high school in order to gain understanding on student experiences in special education. Additionally, collaborative work continued with the Special Needs PTA group, Eastside Pathways and Community Health.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

English Learner Services

English Learners (ELs) are served in general classroom, through co-teaching, through consultative support, and through pull-out programs. Services are provided to students from 83 different language groups. The top five languages are: Spanish, Chinese - all dialects, Russian, Telugu and Japanese.

The English Language Proficiency Assessment for the 21st Century (ELPA-21) determines student eligibility for services. Students are assessed in reading, writing, listening, and speaking knowledge and skills. The ELPA-21 includes a placement test and an annual test. The placement test is used to determine initial student eligibility for 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 services with a placement test. The annual test measures students’ growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive services.

The ELPA-21 results determine the level of student proficiency in English Language proficiency: Emerging, Progressing, or Proficient. Services are provided to students who are Emerging and Progressing. Students who are Proficient are exited from program and are monitored for two years. Enrollment and exited data are shown below:

ELL	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment	1,901	2,328	2,653	3,019	3,235
Exited	25%	34%	32%	35%	34%

English Language Learners – Evidence of Compliance:

- 35% of students exited the EL program while 65% of students remain in the program. 58% of students are identified as Progressing and 7% are identified as Emerging. District English Learner performance exceeds state English Learner performance.
- New curriculum resources were implemented for students at the secondary levels that directly align to state standards and English Language Proficiency Standards.
- Exited EL students who struggled academically were provided with direct and indirect support.
- Use of Sheltered Instruction Observation Protocol (SIOP) was used in classrooms to improved outcomes for EL students. Training was provided to all teachers to support this instructional strategy
- Newly identified EL students were provided academic support through a summer program. The program expanded to five sites.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – *{continued}*

Safety Net

Blended funding from federal, state, and local sources is used to develop programs/courses to support students who are not meeting grade level standards based on performance on state and district assessments. Safety Net enrollment data is shown below:

Safety Net K-12	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment	3,484	2,962	3,322	3,142	3,368

Safety Net – Evidence of Compliance:

- Dyslexia Advisory Team researched, piloted and selected a curriculum tool, Systematic Instruction of Phonics, Phonemic Awareness and Sight Words, to support students with reading difficulties including dyslexia.
- The technology tool, Assessment and Learning in Knowledge Spaces (ALEKS) was used with students needing additional support in math through the Safety Net Math program.
- Four-week summer program for K-4 students in Title I schools and identified K-2 students at non-Title I schools.
- Summer programs for students entering grade 6 were expanded to provide support for students to learn organization, self-advocacy, and study skills. The program is co-taught by an elementary and middle school teacher.
- Burst was used with all K-3 students who scored well-below benchmark.
- Middle school students were screened using the Scholastic Reading Inventory (SRI). This assessment was also used for ongoing progress monitoring.

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 13}*

In
Compliance



Evidence – *{continued}*

c. Programs that encourage innovation or experimentation

Choice Schools

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

Choice Schools Grades 1-12	2014-15	2015-2016	2016-17	2017-18	2018-19
Enrollment *	1,797	1,833	1,834	1,873	2,032

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

Choice Schools – Evidence of Compliance:

- A new elementary dual language choice program was established at Einstein Elementary for the 2018-2019 school year and is currently serving students in grades K-2 who reside within the Lake Washington School District.

District Innovation Program

In 2017-18, a new program was developed to incentivize, support and recognize the development of innovative programs development in all schools. Finn Hill Middle School, Ella Baker Elementary School and Ben Rush Elementary Schools were awarded Innovation Grants for 2018-2019.

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 13}*

In
Compliance



Evidence – {continued}

d. Programs that provide support and encouragement for high achievement

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.

The K-5 Highly Capable program provides math and/or reading enrichment 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.

The table below shows ten years of Quest enrollment data:

Quest Enrollment*	2014-15	2015-16	2016-17	2017-18	2018-19
Total Elementary	852^	843^	1091^	1274^	1552^
Middle**	295	325	345	508	446
Total Program	1,147	1,168	1,436	1,782	1,998

* Gender representation is 54% male and 46% comparable to our district wide ratio. In 2016-17, it was 52% male and 47% female and in 2015-16, 51% male and 48% female

^ Includes K-5HC Services

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

Ethnicity	Total 14-15	Total 15-16	Change from 14-15 to 15-16	Total 16-17	Change from 15-16 to 16-17	Total 17-18	Change from 16-17 to 17-18	Total 18-19	Change from 17-18 to 18-19
Asian	65%	69 %	+4%	72%	+3%	74%	+2%	72%	-2%
Black	.17%	0%	0%	0%	0%	0%	.17%		
Hispanic	1.3%	1%	-.3%	1.5%	+.5%	1.6%	+1%	1.6%	0%
Native Am	>1%	0%	0%	0%	0%	0%	0%	0	0
White	27.19%	23%	-4.18%	20%	-3%	20%	0%	21%	+1%
Other*	5.47%	5%	.47% %	5%	0%	5%	0%	5.5%	+.5%

* now more than one race

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

Highly Capable/Quest – Evidence of Compliance:

- The K-3 Program has been expanded to K-5 for 2018-2019 and includes single domain services in reading and math. This model is now fully subscribed K-5 and serves students at every elementary school in the district.
- The selection process for K-8 Quest programs has been adjusted in compliance with changes in state law to remove the use of report card grades as part of the screening process.
- We continue to screen all first-grade students in their general education classroom each fall.

Dual Credit Programs: Advanced Placement (AP®), College in the High School, Running Start

Advanced Placement

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 table below shows nine years of AP program enrollment data:

AP Enrollment**	2014-2015	2015-16	2016-17	2017-18	2018-19
Total Program	4,339	4,613	5,565	5,466	5,966

* 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 can obtain college credit by passing AP national examinations given in May.

The table below shows AP enrollment, exam participation, and pass rate data:

AP	2013-2014	2014-15	2015-16	2016-17	2017-18
Enrollment *	4,272	4,339	4,613	5,565	5,466
Exams	3,496	3,758	3,934	4,552	4,783
Pass %	80%	80%	80%	80%	83%

* 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.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

The table below shows AP course enrollment* by high school:

High School	2014-2015	2015-16	2016-17	2017-18	2018-19
Eastlake	697	955	982	1,044	1,424
ICS	136	219	262	294	217
Juanita	665	689	852	829	675
Lake Washington	832	737	1,001	903	971
Redmond	1,056	1,053	1,330	1,166	1,392
Tesla STEM	953	960	1,124	1,210	1,317

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

The table below shows the number of individual students taking AP courses by high school and WANIC:

High School	2015-16 number	2015--16 Percent of School Population Comprehensive HS grades 9-12	2016-17 number	2016--17 Percent of School Population Comprehensive HS grades 9-12	2017-18 number	2017--18 Percent of School Population Comprehensive HS grades 9-12	2018-19 number	2018--19 Percent of School Population Comprehensive HS grades 9-12
Emerson	2	3%	2	4%	4	7%	0	0%
Eastlake	588	36%	572	34%	640	36%	751	40%
Emerson K-12	2	10%	3	12%	2	12%	0	0%
ICS	95	40%	116	52%	103	50%	68	37%
Juanita	402	28%	457	31%	500	35%	399	29%
Lake Washington	505	34%	563	36%	512	32%	505	32%
Redmond	531	30%	633	35%	597	34%	617	33%
Tesla STEM	400	71%	414	71%	559	92%	582	96%
WaNIC	34	8%	6	2%	2	.4%	19	5%

From October 1 enrollment reports

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 13}*

In
Compliance



Evidence – {continued}

Ethnic and gender representation for students who have taken AP exams is as follows:

Student Profiles	2015^	District Total 2015*	2016^	District Total 2016*	2017^	District Total 2017*	2018^	District Total 2018*
Male	48%	51.8%	47%	51.7%	50.3%	51.6%	51.3%	51.9%
Female	53%	48.2%	53%	48.3%	49.6%	48.4%	48.6%	48.1%
Ethnicity								
African-American	1.2%	1.6%	.7%	1.6%	.5%	1.7%	.8%	1.8%
Asian	26.17%	20.1%	24%	23.3%	34%	28.2%	37.6%	30.2%
Caucasian	58.54%	61.4%	58%	57%	49%	51.8%	45.5%	49.1%
Hispanic	5.6%	10.2%	8%	10.6%	6%	10.2%	6.3%	10.4%
Native American	.27%	.2%	.1%	.1%	.2%	.2%	.3%	0.2%
Other	5.49%	6.5%	8.2%	7.1%	8%	5%	8%	8.1%
Not Stated	2.75%	N/A	N/A	N/A	N/A	N/A	.1%	N/A%

^ College Board Data

* OSPI website

The chart below shows the AP STEM-related enrollment data for the past five years:

STEM-related AP Course	2014-15 District enrollment	2015-16 District enrollment	2016-17 District enrollment	2017-18 District enrollment	2018-19 District enrollment
AP Biology	228	260	278	313	291
AP Calculus AB	511	489	545	545	536
AP Calculus BC	198	254	240	273	292
AP Chemistry	379	327	346	369	347
AP Comp Science	240	207	301	409	676
AP Environmental Science	350	295	434	344	426
AP Physics	103	126	218	229	256
AP Physics C	127	157	165	217	165
AP Statistics	245	268	385	307	390
Total	2,381	2,383	2,912	3,006	3,379

AP – Evidence of Compliance:

- Total AP course enrollment has increased 8% since 2016-2017.
- Total AP STEM course enrollments have increased by 16% since 2016-2017.
- LWSD was again on the AP Honor Roll for our 2018 83% pass rate and growth in diversity for the sixth time in nine years.
- Common AP program menu in STEM areas at comprehensive high schools are listed above.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

College in the High School

College in the High School courses are college-level courses offered in all our high schools. Students simultaneously earn high school and college credits through this partnership with community colleges and universities. The table below shows 3-year enrollment data for College in the High School:

College in the High School	2016-17	2017-18	2018-19
Enrollment	988	1571	1535

School	College in the High School courses	Number of students enrolled 2016-17	Number of students enrolled 2017-18	Number of students enrolled 2018-19
Eastlake High School	UW Astronomy	16	45	27
	UW Calculus (124)	79	44	39
	UW Composition and Ethnic Lit	78	96	116
	UW Pre-Calculus	112	95	139
	UW Psychology 101	25	53	53
Juanita High School	Japanese III	10	15	13
	Japanese IV		2	5
	French III		30	22
	STEM English 11	33	35	25
	STEM English 12	9	7	12
Lake Washington High School	Calculus I		91	76
	Calculus II		46	43
	Calculus III		45	43
	English Composition		26	27
	Writing in Comparative Literature		27	51
	French 3	58	47	43
	French 4		21	11
	Spanish 2		161	
	Spanish 3	204	100	177
	Spanish 4			74

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	◀ ▶
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Evidence – {continued}

School	College in the High School courses	Number of students enrolled 2016-17	Number of students enrolled 2017-18	Number of students enrolled 2018-19
Redmond High School	AP Computer Science A	88	74	126
	AP Psychology		32	82
Tesla STEM High School	Anatomy & Physiology	45	45	
	AP Computer Science A	127	57	
	Global Warming		101	
	Introduction to Global Health		132	
	Forensic Science	50	49	
	Sustainable Design and Environ Engineering	33	95	82
	UW Pre-Calculus	21	0	
	Introduction to Biology			58

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

College in the High School – Evidence of Compliance:

- Total College in the High School course enrollment has increased 55% since 2016-2017.

Running Start

Running Start provides grade 11 and 12 students the ability to take college-level courses at community and technical colleges. Students simultaneously earn high school and college credits through this partnership with community college systems. Students can enroll in part-time or full-time Running Start. The table below shows 5-year enrollment data for Running Start:

Running Start	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	352	440	485	571	723

Running Start – Evidence of Compliance:

- Total Running Start course enrollment has increased 49% since 2016-2017.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	◀ ▶
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Evidence – {continued}

Honors

Honors courses provide additional challenge to students through deeper examination and more sophisticated analysis of subject matter. All our high schools provide Honors options. The table below shows 5-year enrollment data for Honors:

Honors	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	4,246	4,856	4,864	4,921	5,995

School	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
International Community School	1,126	1,043	905	745	691
Futures School			5		
Lake Washington High School	289	320	432	335	639
Redmond High School	802	831	967	922	1,283
Juanita High School	326	385	322	357	518
Emerson High School	2				
Eastlake High School	506	787	959	1,272	1,628
Tesla Stem High School	1,195	1,490	1,274	1,290	1,236
Total	4,246	4,856	4,864	4,921	5,995

* 5 Year enrollment count for Honors courses, Semester 1

Honors – Evidence of Compliance:

- Total honors course enrollment has increased 41% since 2014-2015.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
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 completed during 2018-2019 indicates that middle schools provide challenge options embedded as part of the core curriculum.

e. Consider 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:

- Ensuring all elementary schools meet state required class size reduction ratios;
- Providing Title 1 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.

With increased state funding for class size reduction, the district has developed an allocation model that has lowered class sizes at all elementary grade levels. The allocation model assures that schools are not forced to use split grade level configurations.

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	Work
August	Large Scale Assessments downloaded into Data Dashboard and made publicly available on the OSPI report card 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 WaKIDS Whole Child Assessment
October	Part 1: Reflection and Analysis due to Directors of School Support
November	Part 2: Building administrators and school staff write goals in the following areas: <ul style="list-style-type: none"> • Academic • School Effectiveness • College and Career Readiness (secondary) • Addressing achievement gaps • Attendance • Discipline Building administrators and school staff determine assessments to monitor progress towards goals throughout the year 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 PLC 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 and submit them in addition to the CIP Plans to the LWSD Board of Directors
January-June	Directors of School Support meet with each building administrator to monitor progress and review implementation of identified strategies
February- March	Principals provide time for faculty and staff to take the "9 Characteristics of Effective Schools" survey (Taken each year to provide direction for developing Perception Goals in the spring)
March-April	Faculties and students participate in state testing

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- {continued}

Evidence of Compliance:

- All schools use Microsoft Power BI data to analyze outcomes to inform CIP processes.
- Directors of School Support and principals work to align goal setting processes for CIP and student growth goals as appropriate.
- Teaching staff have 12 LEAP Wednesdays designated for team collaboration focused on student growth goals and student achievement.
- Directors of School Support continued this year to write a summary of their Learning Community results. Summaries were submitted to the Board.
- Principals provide written information to parents and the community about CIP goals and progress.
- Principals have the school's CIP on the school website.
- Data has been made available through Skyward to parents and students regarding progress and academic success:

Feature	Description
Academic History (added in 2016)	Shows a student's grade history.
Attendance	Shows a student's tardies and absences in a calendar format and in a list format.
Gradebook	Shows a student's current year Gradebook data for all classes.
Health Information	Shows a student's vaccination history.
Schedule	Shows a student's current year and next year schedules.
Student Information	Shows a student's demographic, family and emergency information.
Test Scores (added in 2017)	Shows a student's test scores. Scores for the last three years of state assessments are available in Skyward.

- Additional data views are being evaluated for implementation. Parents were asked about additional data elements that would be beneficial in the 2018 program survey.

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.

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.

4. Ensure that all instructional programs are regularly evaluated and modified as necessary to assure their continuing effectiveness.

In
Compliance



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.

Refer to the tables on pages 2 and 3 for the Curriculum Adoption and Assessment cycles.

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 at this time. *{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 6, 2019.

Dr. Jane Stavem, Superintendent

EL-7 Academic Program
Appendix A: Perception Survey Data
May 2019

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.”

Secondary Students:	2013-14	2014-15	2015-16	2016-17	2017-18
5 - Very Successful	13%	17%	17%	17%	13%
4 – Successful	32%	37%	42%	42%	41%
3 – Neutral	22%	28%	26%	25%	29%
2 – Less than Successful	25%	13%	11%	12%	11%
1 – Not Successful at All	9%	5%	3%	4%	6%
Mean	3.2	3.5	3.6	3.5	3.4
N size	<i>3,449</i>	<i>1,565</i>	<i>2,814</i>	<i>2,844</i>	<i>1,128</i>

Parents:	May 2014	May 2015	May 2016	May 2017	May 2018
5 - Very Successful	17%	20%	26%	18%	32%
4 – Successful	37%	37%	39%	40%	30%
3 – Neutral	33%	27%	23%	34%	29%
2 – Less than Successful	13%	15%	11%	9%	9%
1 – Not Successful at All					
Mean	3.6	3.6	3.8	3.6	3.8
N size	<i>202</i>	<i>228</i>	<i>216</i>	<i>228</i>	<i>207</i>

Staff:	2013-14	2014-15	2015-16	2016-17	2017-18
5 - Very Successful	20%	12%	20%	8%	10%
4 – Successful	50%	54%	53%	54%	51%
3 – Neutral	22%	20%	17%	25%	25%
2 – Less than Successful	7%*	13%	6%	11%	11%
1 – Not Successful at All	1%*	1%	1%	2%	3%
Mean	3.8	3.6	3.8	3.6	3.6
N size	<i>1,533</i>	<i>562</i>	<i>610</i>	<i>740</i>	<i>245</i>

*These numbers were previously reported incorrectly.

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.”

Secondary Students:	2013-14	2014-15	2015-16	2016-17	2017-18
5 - Very Successful	14%	15%	17%	18%	16%
4 – Successful	28%	33%	37%	34%	35%
3 – Neutral	24%	28%	30%	28%	30%
2 – Less than Successful	23%	16%	10%	14%	13%
1 – Not Successful at All	12%	8%	5%	6%	6%
Mean	3.1	3.3	3.5	3.4	3.4
N size	<i>3,449</i>	<i>1,565</i>	<i>2,814</i>	<i>2,844</i>	<i>1,121</i>

Parents:	May 2014	May 2015	May 2016	May 2017	May 2018
5 - Very Successful	21%	20%	23%	17%	31%
4 – Successful	34%	37%	41%	40%	32%
3 – Neutral	31%	27%	25%	25%	29%
2 – Less than Successful	14%	16%	11%	18%	9%
1 – Not Successful at All					
Mean	3.6	3.5	3.7	3.5	3.8
N size	<i>202</i>	<i>228</i>	<i>216</i>	<i>228</i>	<i>207</i>

Staff:	2013-14	2014-15	2015-16	2016-17	2017-18
5 - Very Successful	21%	12%	21%	11%	14%
4 – Successful	51%	54%	53%	54%	49%
3 – Neutral	18%	20%	16%	22%	23%
2 – Less than Successful	8%	13%	9%	12%	12%
1 – Not Successful at All	2%	1%	.5%	1%	3%
Mean	3.8	3.6	3.9	3.6	3.6
N size	<i>1,535</i>	<i>562</i>	<i>612</i>	<i>740</i>	<i>242</i>

The chart below provides parent and community information from March 2014-May 2018 LWSD Community Perception Survey of parents and community members:

Percent Agreement that “Schools create a climate of support and encouragement for high achievement”

Have a Child in LWSD	March – May 2014	March – May 2015	March – May 2016	March – May 2017	March – May 2018
5	31%	33%	34%	34%	49%
4	42%	38%	44%	38%	30%
3	21%	19%	17%	18%	15%
2 or 1	6%	10%	4%	10%	6%
Mean	4.0	3.9	4.1	3.9	4.2

Do Not Have a Child in LWSD	March – May 2014	March – May 2015	March – May 2016	March – May 2017	March – May 2018
5	32%	33%	32%	41%	43%
4	41%	33%	31%	35%	32%
3	19%	24%	30%	15%	16%
2 or 1	8%	10%	8%	9%	10%
Mean	4.0	3.8	3.8	4.1	4.0

Percent Agreement that “My school creates a climate of support and encouragement for high achievement.”

	2013-14	2014-15	2015-16	2016-17	2017-18
Secondary Students	62%	64%	66%	64%	54%
Staff overall	89%	83%	89%	82%	64%
Certificated Staff	90%	88%	91%	84%	82%
Classified Staff	84%	78%	84%	75%	84%