

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

May 20, 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

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

May 16, 2019

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

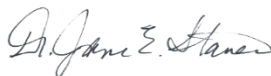
Dear Ms. Bliesner:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of May 20, 2019 beginning at 5:30 p.m. in the Board Room of the Resource Center, 16250 NE 74<sup>th</sup> Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
5. Public Comment
6. Consent Agenda
7. Non-Consent Agenda
8. Board Member Comments
9. Adjourn

Sincerely,

A handwritten signature in cursive script, appearing to read "Dr. Jane E. Stavem".

Jane Stavem  
Superintendent

# LAKE WASHINGTON SCHOOL DISTRICT

## Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

May 20, 2019

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### 4:00 p.m. Special Board Meeting

**Executive Session** for the purpose of conducting the superintendent's evaluation and to discuss with legal counsel representing the agency matters relating to agency enforcement actions, or to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the agency.

*Location: Superintendent Conference Room*

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<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
5:30 p.m.	Convene, Roll Call			
	Approve Agenda			
	Public Comment	GP-3 (Board Job Description)		
	Consent Agenda	GP-8 (Annual Agenda Planning)		
	▪ Minutes {May 6 study session and board meeting}		1	1
	▪ Human Resources Report		2	9
	▪ Instructional Materials Adoption		3	14
	▪ Redirecting Bond Proceeds and Matching Funds Resolution No. 2270		4	15
	▪ Authorization to Proceed with Initial Construction Lake Washington High School Addition Project (Site 84) Resolution No. 2271		5	16
	▪ Donations		6	17

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
	<b>Non-Consent</b>			
	<ul style="list-style-type: none"> <li>Transfer of Territory Petition – Devereux/Camden Trails Resolution No. 2272</li> <li>Monitor Board Policy <ul style="list-style-type: none"> <li>✓ ER-1, Mission and Vision</li> </ul> </li> </ul>	B/CR-5 (Monitoring CEO Performance)	7 8	18
	<b>Board Member Comments</b>			
	<b>Adjourn</b>			

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**5:30 p.m. Study Session**  
*Topic: Budget & Planning Process and Facility Update*  
*Location: Sammamish – Resource Center*

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**Upcoming Board Meeting:**

**June 10 5:00 p.m. Study Session**  
*Topic: Strategic Planning and Budget Process, Draft of Strategic Plan, Facility Update, & Review of GC/BSR Policies*  
*Location: Sammamish – Resource Center*

**7:00 p.m. Board Meeting**  
*Location: Board Room*

**L.E. Scarr Resource Center**  
**16250 NE 74<sup>th</sup> Street**  
**Redmond, WA 98052**

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Study Session  
May 6, 2019

The May 6, 2019 study session was called to order by  
President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

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

ROLL CALL

Excused: Cassandra Sage.

Present: Superintendent Jane Stavem.

The topic discussed was:

TOPICS

- *School Starting Times*

The meeting was recessed into executive session at 6:00  
p.m. to discuss with legal counsel potential litigation and  
reconvened at 7:00 p.m.

EXECUTIVE SESSION

The meeting was adjourned at 7:00 p.m.

ADJOURNMENT

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

OFFICIAL MINUTES  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414  
Board of Directors' Meeting  
May 6, 2019

The board meeting was called to order on May 6, 2019 by President Siri Bliesner at 7:05 p.m.

CALL TO ORDER

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

ROLL CALL

Excused: Cassandra Sage.

Present: Jane Stavem, Superintendent

Siri Bliesner requested that the May 6 agenda be amended so that the program reports for Accelerated Programs and College & Career Readiness be moved prior to the approval of EL-7, Academic Program, is presented.

APPROVAL OF AGENDA

Eric Laliberte moved to approve the May 6 agenda as modified. Seconded by Chris Carlson.

Motion carried.

HOST SCHOOL

A video depicting the culture at Carson Elementary School was shown.

CARSON ELEMENTARY  
SCHOOL

Scott Power, Principal, Carson Elementary School, provided an overview of the school. This school opened in 2009. He reviewed the school's demographics - 474 students, 12% in special education and 9% receiving ELL services. He reviewed achievement data and strategies to improve instruction. The Falcons embrace a culture of kindness and compassion and he described activities and events to create a positive learning environment. He thanked the PTSA and community for their continued support.

Zach Benzaoui, Sustainability Ambassador, shared information on upcoming sustainability activities where students and the community can come together to discuss solutions to climate issues that are being faced today.

PUBLIC COMMENT

Rodney Thornley, Rose Hill Middle School teacher, distributed a letter to the board.

Bob Yoder noted that recent legislation requires each school district to have a point of contact for homeless students.

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Chris Carlson moved to approve the consent agenda. Seconded by Eric Laliberte. CONSENT AGENDA

Siri Bliesner, yes; Mark Stuart, yes; Chris Carlson, yes; and Eric Laliberte, yes.

Motion carried.

The following April 2019 vouchers were approved:

APPROVAL OF  
VOUCHERS

General Fund

362580-362897 \$6,640,752.27

Payroll

2908-2913 \$1,623.62

Accounts Payable Direct Deposit \$ 25,350,626.07

Acquisition Card 1,497,974.24

Deferred Comp 135,134.00

Department of Revenue 11,997.51

Dept. of Retirement Systems 3,426,048.93

Dept. of Retirement Systems 1,040,812.32

Flex Spending 44,452.38

American Fidelity HAS 9,800.96

DSHS - Division of Child Support 5,587.79

Payroll Direct Deposit 14,594,614.38

Payroll Tax Withdrawal 5,174,086.11

Sodexo 71,400.08

TSA Envoy 358,466.39

VEBA 5,535.78

Vision/(NBN) 78,227.48

Key Bank Processing Fees \$13,280.09

\$51,818,044.51

Capital Projects

700090-700129 \$1,008,406.44

ASB

63740-63827 \$82,089.83

Transportation Vehicle Fund

Private Purpose Trust Fund

3070-3091 \$6,091.85



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Approves minutes of the April 22 board meeting, April 22 and April 29 study sessions.

APPROVAL OF MINUTES

Approves May 6, 2019 Human Resources Report.

APPROVAL OF HUMAN  
RESOURCES REPORT

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

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

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.

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

Adopts Resolution No. 2269 approving the use of GC/CM for the five (5) projects listed: Lake Washington High School Addition; Carson Elementary School Addition; Franklin Elementary School Addition; Rose Hill Elementary School Addition; and Twain Elementary School Addition

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

Accepts the donations/grants as identified –

DONATIONS

Acceptance from Robert Frost PTSA to Frost Elementary School in the amount of \$1,017.40 to support drama program.

Acceptance from Peter Kirk Elementary PTSA to Kirk Elementary School in the amount of \$1,700.00 to support Junior Achievement program.

Acceptance from Lakeview Elementary PTSA to Lakeview Elementary School in the amount of \$3,550.00 to purchase digging garden.

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Acceptance from Simon and Masako Guest to Rose Hill Elementary School in the amount of \$4,500.00 to support extracurricular activities.

Acceptance from Ben Rush PTA to Rush Elementary School in the amount of \$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).

Acceptance from Horace Mann Elementary PTSA to Mann Elementary School in the amount of \$1,800.00 to purchase musical instruments.

Acceptance from Margaret Mead Elementary PTSA to Mead Elementary School in the amount of \$3,630.00 to support recess coaching.

Acceptance from H.D. Thoreau Elementary PTA to Thoreau Elementary School in the amount of \$1,428.00 to support school assembly.

Acceptance from Mark Twain PTSA to Twain Elementary School in the amount of \$1,179.00 to provide stipend for Green Team.

Acceptance from Northstar Community Jr. High and Northstar Parent Fund to Northstar in the amount of \$1,690.57 to support field trip.

Acceptance from Tesla STEM PTSA to Tesla STEM High School in the amount of \$3,500.00 to support Safe School Ambassador program.

**TOTAL \$39,074.97**

NON-CONSENT AGENDA

DISTRICT TEXTBOOK  
ADOPTION - K-5 SCIENCE  
COMMITTEE

Dr. Jen Rose, Director, Teaching and Learning, related that during the 2018-2019 school year, 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

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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.

Members of the Committee shared their perspective on the proposed curriculum, Amplify Science, and responded to board members questions.

Chris Carlson noted that some kits must be taught at certain times of the year, such as Monarch butterflies in the spring, so additional kits may need to be purchased so that these types of kits can be rotated during a certain time span.

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

Chris Carlson moved approval of the recommendation from the Instructional Materials Committee to adopt Amplify Science for K-5 Science for use in the district. Seconded by Eric Laliberte.

Motion carried.

Barbara Posthumus, Associate Superintendent, Business and Support Services, stated that 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.

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

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.

Action on the adopting the resolution will be placed on the May 20 agenda.

Chris Carlson noted that the district is annually audited by the Washington State Auditor's Office.

Siri Bliesner opened the public hearing.  
Siri Bliesner entered a letter received from Susan Wilkins.  
No other person stepped forward; Siri Bliesner closed the public hearing.

#### PROGRAM REPORTS

Heather Sanchez, Director, Accelerated Programs, Choice, and Innovation, presented a program report on Accelerated Programs. She shared enrollment and achievement data for Quest, AP courses, College in the High School, Running Start, and Honors.

ACCELERATED  
PROGRAMS

COLLEGE & CAREER  
READINESS/CAREER &  
TECHNICAL EDUCATION

Dr. Traci Pierce, Director, College and Career Readiness, presented program reports on College & Career Readiness and Career & Technical Education.

#### APPROVAL OF MONITORING POLICY

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

EL-7, ACADEMIC  
PROGRAM

Eric Laliberte moved to approve the monitoring report for EL-7, Academic Program, to the Board, as presented. Seconded by Mark Stuart.

Motion carried.

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PROGRAM REPORT

Barbara Posthumus provided a recap of the 2019 legislative session.

LEGISLATIVE UPDATE

Eric Laliberte noted the Washington State School Directors Association was seeking legislative platforms for the upcoming session.

Dr. Stavem thanked the community for their support of the passage of the 2019 levy in order to address critical needs in the district. This will help the district to continue to move forward.

SUPERINTENDENT  
REPORT

Chris Carlson moved to adjourn. Seconded by Eric Laliberte.

ADJOURNMENT

Motion carried.

The meeting was adjourned at 10:30 p.m.

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Siri Bliesner, President

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Jane Stavem, Superintendent

Diane Jenkins  
Recording Secretary

# Human Resources Board Report

## May 20, 2019



### NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Bakhach, Mercedes	Instructional Assist	Twain Elem	\$16.88	12/03/18	Repl. N. Leardi
Barnhart, Natasha NC	Teacher	Dickinson Elem	A-1	01/07/19	Repl. J. Jones
Boyd, James P3	Teacher	Tesla STEM	C-0	08/26/19	Budgeted
Brenengen, Christopher	Director	Resource Center	\$174,535.00	07/01/19	Budgeted
Camilleri, Laura	Special Ed Para Ed	Juanita Elem	\$19.40	11/29/18	Budgeted
Carney, Jason P3	Psychologist	Special Services	C-0	08/26/19	Budgeted
Chheng, Por	Custodian	Eastlake HS	\$21.28	12/17/18	Repl. J. King
Clifford, Kurtis	Bus Driver	Transportation	\$25.57	11/21/18	Budgeted
Coskey, Isabeau P3	Teacher	McAuliffe Elem	C-0	08/26/19	Budgeted
Curry, Sean P3	Teacher	Eastlake HS	A-0	08/26/19	Budgeted
Duke, Jacob P3	Instructional Specialist	Resource Center	C-0	08/26/19	Budgeted
Freitas Gordon, Rosemary	Admin Sec II	Resource Center	\$23.52	12/26/18	Repl. M. Heilweil
Gee, Vicky	Instructional Assist	Audubon Elem	\$16.88	11/27/18	Budgeted
Gharai, Betty	Instructional Assist	Barton Elem	\$16.88	01/07/19	Repl. A. Sparkuhl
Glass, Jasmine	Special Ed Para Ed	Redmond HS	\$19.40	11/16/18	Budgeted
Green, Carl P3	Teacher	Lake Washington HS	C-0	08/26/19	Repl. L. Haney
Gunawan, Atinna	Special Ed Para Ed	Community	\$19.40	10/23/18	Budgeted
Harrington, Charlene P3	Teacher	Explorer Elem	C-0	08/26/19	Repl. D. Leviten
Hughes, Claire P3	Teacher	Elem Pool	C-0	08/26/19	Budgeted
Judd, Susannah P3	Teacher	Blackwell Elem	A-0	08/26/19	Budgeted
Larsen, Dana P3	Teacher	Tesla STEM	C-0	08/26/19	Budgeted
LoDolce, Debbie	Special Ed Para Ed	Dickinson Elem	\$19.40	09/03/18	Budgeted
Manlapaz, Esther P3	Occupational Therapist	Special Services	C-0	08/26/19	Budgeted
McDonald, Barbara P3	Teacher	Muir Elem	A-0	08/26/19	Budgeted
McEvers, Anna P3	Teacher	SpEd Pool	C-0	08/26/19	Budgeted
McVicker, Lindsey	Instructional Assist/Para Ed	Kirk Elem	\$16.88/\$19.40	11/14/18	Budgeted
Oje, Vy	Special Ed Para Ed	Bell Elem	\$19.40	09/12/18	Budgeted
Pokorski, Anne-Cecile	Special Ed Para Ed	Twain Elem	\$19.40	12/04/18	Budgeted
Richards, Ida P3	Teacher	SpEd Pool	C-0	08/26/19	Budgeted
Rollofson, Nicole P1	Teacher	SpEd Pool	C-5	08/26/19	Budgeted

# Human Resources Board Report

## May 20, 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>
Rose, Jonelle	Para Ed/Instructional Assist	Twain Elem	\$19.40/\$16.88	12/03/18	Budgeted
Squire, Cathleen P3	Teacher	Eastlake HS	C-0	08/26/19	Budgeted
Stauffer, Megan P3	Teacher	Elem Pool	D-11	08/26/19	Budgeted
Stultz, Sharon P3	Teacher	SpEd Pool	C-0	08/26/19	Budgeted
Suhas Gowri, Renu	Instructional Assist	Barton Elem	\$16.88	01/22/19	Repl. A. Serra Aleman
Tom, Katherine P3	Psychologist	Special Services	C-0	08/26/19	Budgeted
Wildman, Rebecca	Special Ed Para Ed	Dickinson Elem	\$19.40	11/30/18	Budgeted
Wilson, Molly P3	Teacher	Eastlake HS	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>
Abdus-Salam, Tahirah	Special Ed Para Ed	Eastlake HS	02/09/18	06/30/19	Resignation
Ahrens, Michael	Teacher	Redmond HS	08/27/18	06/30/19	Resignation
Alderman, Mari	Special Ed Para Ed	Dickinson Elem	01/17/17	05/10/19	Resignation
Apley, Todd	Teacher	Juanita HS	08/29/16	06/30/19	Resignation
Bakken, Jeannette	Associate Director	Resource Center	07/01/15	06/30/19	Resignation
Baladhandayutham, Oksana	Special Ed Para Ed	Rose Hill MS	08/30/17	06/30/19	Resignation
Basi, Baljinder	Teacher	Eastlake HS	08/27/18	06/30/19	Resignation
Bearden, Azumaomot	Teacher	Kamiakin MS	08/23/16	06/30/19	Resignation
Bennett, Cynthia	Teacher	Dickinson Elem	08/31/89	06/30/19	Resignation
Berkeihiser, Christopher	Teacher	Twain Elem	09/11/15	06/30/19	Resignation
Bernicchi, Megan	Teacher	Rush Elem	08/26/13	06/30/19	Resignation
Carroll, Sara	School Secretary	Lake Washington HS	01/10/18	08/30/19	Resignation
Dootson, Cynthia	School Secretary	Alcott Elem	12/02/91	08/30/19	Resignation
Dopker, Vanessa	Speech Language Path	Special Services	08/24/15	06/30/19	Resignation
Dryden, Kathryn	Counselor	Muir Elem	09/07/94	06/30/19	Retirement
Egan, Ryan	Tech Support Specialist	Resource Center	01/22/19	05/09/19	Resignation
Elizondo, Alicia	Teacher	Rose Hill MS	08/27/18	06/30/19	Resignation
Ellis, Debbie	Teacher	Audubon Elem	10/22/98	06/30/19	Retirement
Frank, Sharon	Teacher	Thoreau Elem	08/27/08	06/30/19	Resignation



# Human Resources Board Report

## May 20, 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>
French, Denice	Instructional Assist	Redmond MS	08/29/18	06/30/19	Resignation
Frix, Ashleigh	Teacher	Redmond MS	08/28/17	06/30/19	.2 Resignation
Gahnberg, Linda	Teacher	Lakeview Elem	11/14/94	06/30/19	Retirement
Gay, Michelle	Teacher	Juanita Elem	08/28/17	06/30/19	Resignation
Gunawan, Atinna	Special Ed Para Ed	Community	10/23/18	06/30/19	Resignation
Hartford, Marie	Teacher	Wilder Elem	09/03/96	06/30/19	Retirement
Higginbotham, Ryan	Bus/Truck Mechanic	Bus Shop/Admin	02/19/13	05/14/19	Resignation
Kauffman, Deyja	Readystart Teacher	Sandburg Elem	09/26/16	06/30/19	Resignation
Lednicky, Kendra	Teacher	Tesla STEM	08/27/18	06/30/19	Resignation
Lewis, Michelle	Office Manager II	Baker Elem	08/14/15	06/30/19	Resignation
Lilley, David	Music Tutor	Dickinson Elem	11/06/18	06/30/19	Resignation
Lindsay, Robin	Teacher	Rush Elem	08/31/18	06/30/19	Resignation
Lowery, Scott	Teacher	Eastlake HS	08/28/06	06/30/19	Resignation
Mahfooz, Daisy	Special Ed Para Ed	Redmond MS	09/04/17	05/08/19	Resignation
Mansoor, Madeeha	Teacher	Kirk Elem	08/27/18	06/30/19	Resignation
Martin, Valerie	Health Services Specialist	Special Services	08/25/16	08/30/19	Resignation
Mayeda, Rosanne	School Secretary	Redmond Elem	08/04/17	05/08/19	Resignation
McEnroe, Elsie	Health Services Specialist	Special Services	09/04/18	06/30/19	Resignation
Mead, Lauren	Teacher	Rose Hill MS	05/21/08	06/30/19	.5 Resignation
Miller, Jan	Teacher	Muir Elem	09/05/89	06/30/19	Retirement
Morris, Stefanie	Special Ed Para Ed	Eastlake HS	09/07/16	06/30/19	Resignation
Morrison, Martha	Instructional Assist	Evergreen MS	09/08/05	06/30/19	Resignation
Nash, Meredith	Counselor	Dickinson Elem	08/28/17	06/07/19(REV)	Resignation
Palmer, Kathryn	Teacher	Redmond MS	08/29/16	06/30/19	Resignation
Peterson, Carrie	Teacher	Stella Schola MS	08/29/16	06/30/19	Resignation
Potter, Carson	Instructional Assist	Redmond MS	08/29/18	08/30/19	Resignation
Rakel, Shelby	Special Ed Para Ed	Dickinson Elem	09/25/15	08/02/19	Resignation
Reina, Lillian	Teacher	Evergreen MS	08/28/17	06/30/19	Resignation
Reitz, Amara	Teacher	Mead Elem	08/28/17	06/30/19	Resignation
Ruhnke, Catherine	Teacher	Inglewood MS	08/27/18	06/30/19	Resignation
Shannon, Lucas	Special Ed Para Ed	Dickinson Elem	02/20/18	06/30/19	Resignation

# Human Resources Board Report

## May 20, 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>
Springer, Joy	Occupational Therapist	Special Services	12/03/18	06/30/19	Resignation
Tamashiro, Cene	Instructional Assist	Redmond HS	12/17/18	06/30/19	Resignation
Thornton, Julie	Special Ed Para Ed	Carson Elem	09/15/16	06/30/19	Resignation
Trace, Kelly	Instructional Assist	Baker Elem	08/29/18	06/30/19	Resignation
Vannoy, Katrina	Teacher	Barton Elem	08/27/18	06/30/19	Resignation
Wagner, Diana	School Secretary	Bell Elem	08/20/18	05/03/19(REV)	Resignation
Weaver, Mary	Teacher	LOA	11/01/99	06/30/19	Retirement
Whealy, Cody	Teacher	Redmond HS	08/24/15	06/30/19	Resignation
Wiese, Cynthia	Teacher	Finn Hill MS	08/27/18	06/30/19	Resignation
Wildman, Rebecca	Special Ed Para Ed	Dickinson Elem	11/30/18	06/30/19	Resignation
Wilt, Margaret	Headstart Teacher	Dickinson Elem	09/04/18	06/30/19	Resignation

### CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Adent, Deborah	Kirkland MS	.9P2/.1NC to 1.0P2	08/26/19
Ammon, Michaela	Kirk Elem	1.0NC to 1.0P3	08/26/19
Bennett, Tania	Lake Washington HS	1.0NC to 1.0P3	08/26/19
Borneheimer, Heather	Bell Elem	.5 P2 to .5 P2/.3NC	04/29/19
Braswell, Andrew	Audubon Elem	1.0NC to 1.0P3	08/26/19
Brown, Jared	Inglewood MS	.8 P1 to 1.0C	08/26/19
Bunyard, Katie	Redmond HS	1.0NC to 1.0P1	08/26/19
Buoy, Richele	Rose Hill MS	1.0NC to 1.0P3	08/26/19
Chalmers, Colleen	Mann Elem	1.0NC to 1.0P3	08/26/19
Dwyer, Michael	Transition Academy	1.0NC to 1.0P3	08/26/19
Erickson, Taylor	Eastlake HS	.5NC to .5P3	08/26/19
Fiebig, Suzanne	Audubon Elem	.9C/.1NC to 1.0C	08/26/19
Fleming, Kathleen	Rush Elem	1.0NC to 1.0P1	08/26/19
Flintoff, Carley	Alcott Elem	1.0NC to 1.0P3	08/26/19
Fox, Stephanie	Eastlake HS	1.0NC to 1.0P3	08/26/19
Freshour, Kellie	Barton Elem	1.0NC to 1.0P3	08/26/19

# Human Resources Board Report

## May 20, 2019



### CHANGE OF CONTRACTUAL STATUS - Con't

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Grasst, Iris	Bell Elem	1.0NC to 1.0P1	08/26/19
Hammad, Tahani	McAuliffe Elem	1.0NC to 1.0P3	08/26/19
Hines-Yates, Moya	Rush Elem	1.0NC to 1.0P1	08/26/19
Komlodi, Joleen	Rockwell Elem	1.0NC to 1.0P1	08/26/19
Lalas, Nikole	Redmond HS	.5P2 /.5NC to 1.0P2	08/26/19
MacLean, Leyla	Parks Elem	1.0NC to 1.0P3	08/26/19
McClung, Susan	Redmond HS	1.0NC to 1.0P3	08/26/19
Miller, Trisha	Evergreen MS	.4C /.2NC to .6C	08/26/19
O'Brien, Kasey	Muir Elem	1.0NC to 1.0P3	08/26/19
Oleynikova, Alexandra	Dickinson Elem	.5 P2 to .5 P2/.2NC	04/29/19
Reebs, Alisa	Audubon Elem	1.0NC to 1.0P3	08/26/19
Romero, Cathryn	Rush Elem	1.0NC to 1.0P3	08/26/19
Rummel, Casey	Lake Washington HS	1.0NC to 1.0P3	08/26/19
Schneider, Laura	Sandburg Elem	1.0NC to 1.0P3	08/26/19
Spichak, Andrey	Eastlake HS	.8C/.2NC to 1.0C	08/26/19
Stevens, Christina	Eastlake HS	1.0NC to 1.0P3	08/26/19

## INSTRUCTIONAL MATERIALS ADOPTION

May 20, 2019

### SITUATION

RCW 28A.320.230 and the SPI Bulletin No. 191-67 establish that each school district shall maintain an Instructional Materials Committee to assist in recommending instructional materials to be used in the respective schools of the district and that the final approval of such material is the responsibility of the Board of Directors.

The following books have been recommended by the Instructional Materials Committee for district-wide adoption. The items recommended for adoption are:

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

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

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

### RECOMMENDATION

The district's Instructional Materials Committee has reviewed a series of instructional materials as to their instructional purpose, readability level, and treatment of minorities and gender. The above instructional materials satisfy the selection criteria as cited in the local administrative policy IIAA-R and it is recommended that the instructional materials be adopted for use in the Lake Washington schools.

REDIRECTING BOND PROCEEDS AND MATCHING FUNDS  
RESOLUTION NO. 2270

May 20, 2019

SITUATION

In November of 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 was held at the May 6, 2018 board meeting. The proposed resolution is attached.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2270 redirecting bond proceeds and matching funds as presented.

## 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.

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Secretary, Board of Directors

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

May 20, 2019

SITUATION

On May 6, 2019, the Board of Directors adopted Resolution No. 2269 which approved the use of a General Contractor/Construction Management (GC/CM) procedure for the Lake Washington High School Addition project. RCW 39.10.380 outlines the process the GC/CM shall use to solicit and receive subcontractor bids packages in any determined order as presented by the GC/CM and approved by the District.

In-lieu of a single bid in the traditional design-bid build model, the GC/CM and District have worked to establish subcontractor bids in amendments to the primary contract. These amendments make up a portion of the Guaranteed Maximum Price (GMP) or total construction cost.

Lydig Construction, Inc. is the selected GC/CM contractor for the Lake Washington High School Addition project and has entered into a pre-construction and construction services agreement with the district.

The following table summarizes the scope of work included in the proposed Amendment No. 1 to the current preconstruction and construction services contract:

Scope of Work	Amendment No. 1
Stormwater Vaults and Ground Improvements	\$525,000
Earthwork & Utilities	\$2,626,020
Structures (Concrete, Steel, Elevators)	\$3,695,000
Negotiated Support Services	\$531,091
Specified General Conditions	\$106,003
General Contract Fee	\$332,999
Contingency Allowance	\$171,150
<b>Total Amendment No. 1 (plus sales tax)</b>	<b>\$7,987,263</b>

Amendment No. 1 will be incorporated into the GC/CM contract and final GMP. Approval for these initial items will facilitate maintaining the schedule for completion of the project.

Amendment No. 1 when combined with the preconstruction services agreement, establishes a current contract amount of \$8,465,963.

RECOMMENDATION

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

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

WHEREAS, the Board of Directors approved Resolution No. 2269 on May 6, 2019 authorizing the use of the General Contractor/Construction Management (GC/CM) procedure for the Lake Washington High School Addition; and

WHEREAS, Lydig Construction, Inc. has been selected to serve as the GC/CM for the Lake Washington High School Addition project; and

WHEREAS, RCW 39.10.380 authorizes the GC/CM to solicit and receive subcontractor bids in packages and in any determined order as presented by the GC/CM and approved by the District; and

WHEREAS, District staff recommends that the first phase of the project including stormwater vault and ground improvements, earthwork and utilities, structural steel, elevator procurement and concrete work commence this summer in advance of establishing the Guaranteed Maximum Price (GMP) for the project;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors authorizes the Director, Support Services, to approve an amendment to the pre-construction services agreement with Lydig Construction, Inc. for the scope of services detailed in Amendment No. 1 for the Lake Washington High School Addition project in the amount of \$7,987,263, plus sales tax.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 20<sup>th</sup> day of May 2019.

BOARD OF DIRECTORS  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attest:

\_\_\_\_\_  
Secretary, Board of Directors

## DONATIONS

May 20, 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>
Elizabeth Blackwell PTSA to Blackwell Elementary School	\$2,400.00	To purchase playground equipment.
Community School Parent/Teacher Group to Community School	\$3,000.00	To support field trips.
Peter Kirk Elementary PTSA to Kirk Elementary School	\$3,015.05	To purchase magazine subscriptions.
Carl Sandburg PTSA to Sandburg Elementary School	\$1,221.93	To purchase art supplies.
Mark Twain PTSA to Twain Elementary School	\$2,500.00	To purchase library chairs.
Laura Ingalls Wilder Elementary PTSA to Wilder Elementary School	\$4,859.00	To provide stipends for Math Olympiad and motor skills enrichment club (\$4,834.00); and purchase library books (\$25.00).
Evergreen Middle School PTSA to Evergreen Middle School	\$3,000.00	To purchase student agendas (\$3,000.00).
Finn Hill Middle School PTSA to Finn Hill Middle School	\$7,260.56	To purchase repair of gym sound system (\$575.00) and student agendas (\$2,985.56); and support field trip (\$1,500.00) and Field Day (\$2,200.00).
Simon and Masako Guest to Rose Hill Middle School	\$5,000.00	To purchase 3D printer.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Washington DECA to Eastlake High School	\$2,800.00	To support DECA.
Eastlake Robotics Booster Club to Eastlake High School	\$3,052.22	To support robotics.
International Community School PTSA to ICS	\$32,775.45	To support field trips (\$25,000.00) and professional development (\$7,775.45).
Lake Washington High School Cross Country/Track Booster Club to Lake Washington High School	\$1,135.00	To purchase track equipment.
Lake Washington High School PTSA to Lake Washington High School	\$2,261.23	To purchase copy supplies (\$90.40) and AP textbooks (\$802.53); support extracurricular activities (\$488.30); and provide classroom enrichment (\$880.00).
<b>TOTAL</b>	<b>\$74,280.44</b>	

### RECOMMENDATION

The Board of Directors accepts the donations as identified at the May 20, 2019 board meeting.

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

May 20, 2019

SITUATION

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

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

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

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

RECOMMENDATION

The Board approves Resolution No. 2272 to deny the petition for transfer territory from Snoqualmie Valley School District into the Lake Washington School District.

**Recommendation of the Negotiating Teams From  
Lake Washington School District and Snoqualmie Valley School District  
Regarding the Petition for Transfer of Territory  
Dated July 13, 2018 (the "Property")**

Snoqualmie Valley School District and Lake Washington School District separately received a letter dated January 10, 2019 from John Welch, Superintendent for Puget Sound Educational Service District ("PSESD") regarding a proposed transfer of territory from Snoqualmie Valley School District to Lake Washington School District. The letter stated that PSESD had received from King County verification of the petition as well as assessed value of the proposed transfer area. The letter stated that the process for transfer of territory can begin. Both districts requested and were granted by the Educational Service District Superintendent one 30-day extension in order to appoint negotiating teams, schedule, and to try to reach agreement.

On May 1, 2019, Siri Bliesner, President and Member of the Lake Washington School Board, Jane Stavem, Superintendent of Lake Washington School District, and Barbara Posthumus, Associate Superintendent of Business and Support Services of the Lake Washington School District, met with Carolyn Simpson, President/Member of the Snoqualmie Valley School Board, and Rob Manahan, Superintendent of the Snoqualmie Valley School District at the Lake Washington School District Resource Center to negotiate the transfer of territory petition signed by more than 51% of registered voters residing in the territory. The Board and the District representatives were guided by the criteria set forth in RCW 28A.315.205(4), RCW 28A.315.015(2), and WAC 392-340-00701. Based on these criteria, the data, and information received and discussed by the negotiating teams, and the relevant policy and equitable considerations, the negotiating teams recommend that the petition by the registered voters for transfer of territory be denied for the following reasons.

**1. Student Educational Opportunities:** The educational opportunities and academic performance of Lake Washington and Snoqualmie Valley are comparable as illustrated by the similarities in the district-wide student performance in academic proficiency on state assessments. Both districts outperform the state average in all academic categories. These include the Smarter Balance English Language Arts (ELA), the Smarter Balance Mathematics, and the Washington Comprehensive Assessment of Science. The graduation rates were comparable in the 93-95% rates. See **Appendix A**. Both districts have seen increasing enrollment over the past years and in Snoqualmie Valley it has enabled it to increase and diversify its course offerings, extracurricular activities and other school sponsored activities. Both Fall City Elementary and Chief Kanim Middle school operate Highly Capable programs for gifted students and both have active Parent-Teacher-Student Associations and parent volunteer programs. Mt. Si High School has extensive Advanced Placement and College in the High School course offerings that are commensurate with those of Eastlake High School in the Lake Washington School District. According to the petition, the proposed territory has 8 elementary, 4 middle, and 3 senior high school age students. The territory has an assessed valuation of \$54,087,000.00. The transfer would negatively impact the fiscal health of Snoqualmie Valley



because it would erode the tax base used to finance the district. The erosion of the tax base is unfair to the remaining residents of Snoqualmie Valley whose services would suffer and who would be left to assume a greater share of funding the district's services.

**2. Safety and Welfare of Students:** The negotiating teams found no significant differences in safety and welfare of students getting to and from school, or the climate and environment of the schools. In its 2018 Healthy Youth Survey, Snoqualmie Valley surveyed its 8<sup>th</sup> and 10<sup>th</sup> grade students to determine their experiences and attitudes about safety and welfare issues, such as smoking, alcohol and drug use, weapons, and their attitudes toward school. Snoqualmie Valley, on average, reported comparable or lower percentages of students than the state average in the areas of marijuana use, cigarette and tobacco use, alcohol use, substance abuse at school, and carrying weapons at school. Snoqualmie Valley students reported on average feeling safer at school, being more physically active, watching less television, and rated their enjoyment of school higher than the state-wide average. According to OSPI data, the number of weapons-related incidents, as well as expulsions and suspensions in Snoqualmie Valley and Lake Washington were, proportionate to population, almost the same. In terms of travel related safety and welfare issues, the Petition focuses on the length of time students spend traveling on the bus and accident rates. However, those travel times would likely remain somewhat similar if the students were to attend Lake Washington schools, as additional stops added to Lake Washington buses would increase the travel times for all Lake Washington students.

**3. History and Relationship of Affected Property:** The territory in this petition has historically been a part of Snoqualmie Valley School District. Portions of the property were only recently annexed into the city of Sammamish. However, the city of Sammamish boundaries do not coincide with the boundaries of Lake Washington. The petition area is not part of a master plan community. The petitioner area is in the Urban Growth Boundary area. There has been significant growth in the northwest corridor of Snoqualmie Valley School District, especially in platted property as opposed to unplatted property. The platted property has a significant increased value over the unplatted area in the northwest corridor. If the petition is approved, Snoqualmie Valley anticipates that it could receive other transfer requests and could face the potential loss of additional territory, particularly in the northwest corridor. Concern about potential petitions is not purely speculative, over the past 10 years, Snoqualmie Valley has received petitions from other residents who live near the boundaries of Lake Washington seeking to have their property transferred into that neighboring district. There are other subdivisions that are located closer to the schools in Lake Washington or Issaquah School Districts that have similar arguments in support of changing district boundaries. There is the history of this area to consider. The potential petitions, if approved, will erode Snoqualmie Valley's territorial integrity. Furthermore, they will prevent the growth in the number of students in the critical mass needed to construct Snoqualmie Valley schools in this area. . When the petitioners purchased their homes, they understood that the homes were located in Snoqualmie Valley's boundaries, not within Lake Washington's. The residents made the decision to live within the boundaries of Snoqualmie Valley and Snoqualmie Valley is the public school system serving this area. The service area boundaries between the two districts are long-standing and there is no basis to disrupt these well-established borders. Snoqualmie Valley's boundary is logical and consistent with other rural/suburban districts that have portions of their populations residing in

suburban neighborhoods, as well as in the rural area. Changing well-established borders would not benefit either District. Lake Washington would be required to serve additional students in some schools that face capacity challenges, and Snoqualmie Valley would lose students to its neighboring district. A reduction in the assessed valuation would have greater implications for a smaller district with a lower assessed valuation than for a larger district with a higher assessed valuation. The stability of both districts' boundaries is of concern to the other residents residing in this area who have a vested interest in continued growth in this part of the District. In considering the history and relationship of the proposed transfer of territory, the negotiating teams considered the needs of those residents and petition area that send their children to Snoqualmie Valley schools. The negotiating teams also considered the likelihood that similarly-situated developments could file petitions and request a transfer out of Snoqualmie Valley. The negotiating teams weighed the impacts of such potential transfers on the students and residents remaining in the District.

**4. Geographic Accessibility and Travel Times:** There are no significant geographic or physical barriers between the petition area and the schools these students attend in Snoqualmie Valley. The students residing in the petition area travel to schools along safe, primarily rural roads. Based on the current route information for both school districts, the bus travel times from the petition area to Snoqualmie Valley schools are longer than the projected travel times from the petition area to Lake Washington schools that are located near the petition area. The negotiating representatives acknowledged that this represents some problems for the families in the petition territory. See **Appendix B**. Although petitioners contend that they are geographically closer to a number of Lake Washington schools, they do not take into account whether those schools have the capacity to serve the students in the areas sought to be transferred. The primary increased additional financial and operational burden to Lake Washington would be for increased transportation costs due to added route time and potentially increase the number of routes at the high school level. Carson Elementary School is the elementary that would serve the transfer area. It is currently 80 students over its permanent capacity and 12 under total capacity, including portables. It is projected to be 110 students over permanent capacity and 18 over total capacity, including portables, in 2019-2020, with 143 students over permanent capacity and 51 over total capacity, including portables, in 2023-2024. The proposed territory includes 72 parcels and the number of students generated in the proposed area has the potential to increase in the future thereby creating additional burdens on capacity. See **Appendix C**.

**5. Funding Sources and Equalization of Tax Burdens:** The proposed transfer would decrease both the assessed valuation and the basic education apportionment received by Snoqualmie Valley and would increase these funding sources for Lake Washington. Snoqualmie Valley's current per pupil assessed valuation is smaller than Lake Washington's (\$1,393,450.00 compared to \$2,190,013.00). It would not reduce capital disparities between the districts, but would increase the disparities. The assessed valuation of the property located in the proposed transfer area is \$54,087,000.00. The proposed territory transfer would result in an annual tax increase to Snoqualmie Valley residents of approximately \$13.45 per the average resident, and a decrease to Lake Washington residents of \$1.41. Currently, Snoqualmie Valley's assessed valuation is only 15% of Lake Washington's assessed valuation. Even translated into a per pupil figure, Snoqualmie Valley's per pupil asserted valuation is only 64% of Lake Washington's per pupil

figure. The transfer of territory would reduce Snoqualmie Valley's assessed valuation and increase Lake Washington's thereby increasing the disparities between the two districts. It would also require that the levy and bond burden be distributed over time among the remaining residents in Snoqualmie Valley. If the transfer is approved, Snoqualmie Valley's per pupil assessed valuation would be reduced by \$4,845.00, and Lake Washington's would be increased by \$704.00. See **Appendix D**. Thus, the transfer would increase the funding disparities between the two Districts and erode Snoqualmie Valley's tax base, while it would adversely affect the financial health of the District. Lake Washington representatives did not support taking assessed valuation from the smaller district since it would increase the financial burden for the remaining citizens in Snoqualmie Valley.

**6. Equitable Considerations and Other Factors:** Based on its capacity and enrollment analysis, Lake Washington projects that the elementary and middle school that could serve this area will not have adequate capacity to serve the area based on school enrollment projections. The middle school and high school will be near capacity and over capacity by 2023-2024 school year. Thus, if the area is transferred, Lake Washington may be required to spend capital projects funds to increase capacity to serve these students. The Lake Washington board representative could not support the petition because it could increase the financial burden for existing Lake Washington taxpayers.

The representatives of both school boards considered the potential impacts on a regional and state-wide basis, and determined that denying this petition is in the best interests of the districts and the region as a whole. In considering the transfer petition, the representatives also considered the potential ramifications from future petitions. From past experience, other neighborhoods in Snoqualmie Valley would consider filing petitions. Potential future transfer petitions could destabilize school district boundaries and could involve a number of different school districts in this region.

The members of the negotiation teams from Lake Washington and Snoqualmie Valley jointly recommend that the transfer of territory petition be denied.

DATED as of May 1, 2019.

## Appendix A

### Academic Factors

Performance on state assessments as published by OSPI for 2017-18 for Lake Washington SD and Snoqualmie Valley SD are listed below.

**Table 1. 2017-18 Academic Proficiency on State Assessments**

Assessment	Grade	LWSD % Proficient	SVSD % Proficient
Smarter Balanced English Language Arts (ELA)	3	81.1	77.2
	4	82.2	81.8
	5	84.4	76.2
	6	80.6	77.1
	7	82.4	76.9
	8	82.3	75.0
	10	88.8	84.5
Smarter Balanced Mathematics	3	79.8	76.2
	4	79.9	75.5
	5	75.7	64.4
	6	80.1	77.8
	7	77.3	72.8
	8	75.0	70.5
	10	72.2	62.5
	5	81.9	75.9
	8	78.4	74.2

Washington Comprehensive Assessment of Science	11	31.1*	12.0*
--	----	-------	-------

\*A high rate of 11<sup>th</sup> graders did not attempt the WCAS in 2017-18. These refusals are counted as not proficient.

**Table 2. 2017-18 Graduation Rates**

	LWSD %	SVSD %
Class of 2018 4-year 'on time' rate	93.6	93.9
Class of 2017 5-year 'extended' rate	95.5	95.4

**Table 3. 2017-18 Drop Out Rates**

	LWSD %	SVSD %
Class of 2018	3.2	4.7

**Table 4. 2017-18 Other Academic Measures**

Academic Measure	LWSD	SVSD
Percent of 9 <sup>th</sup> Graders Passing all Courses	89.4	85.0
Percent of HS Students Completing a Dual Credit Course	75.1	75.1
Median Student Growth Percentile on ELA State Assessment	56	53
Median Student Growth Percentile on Math State Assessment	59	58

Data Source: Washington State Report Card, < <https://washingtonstatereportcard.ospi.k12.wa.us>>, Accessed 4/24/19.

## Appendix B

### Transportation and school bus considerations

In order to estimate the potential impact of the territory transfer on LWSD transportation an analysis of current and projected routes was completed. Attached are copies of the current routes.

Following are transportation issues identified in this analysis or in the boundary petition.

#### School bus capacity:

- Current bus capacity is available to handle the estimated number of additional students at the elementary level. Capacity could be impacted by projected enrollment growth in the area.

#### School transportation costs:

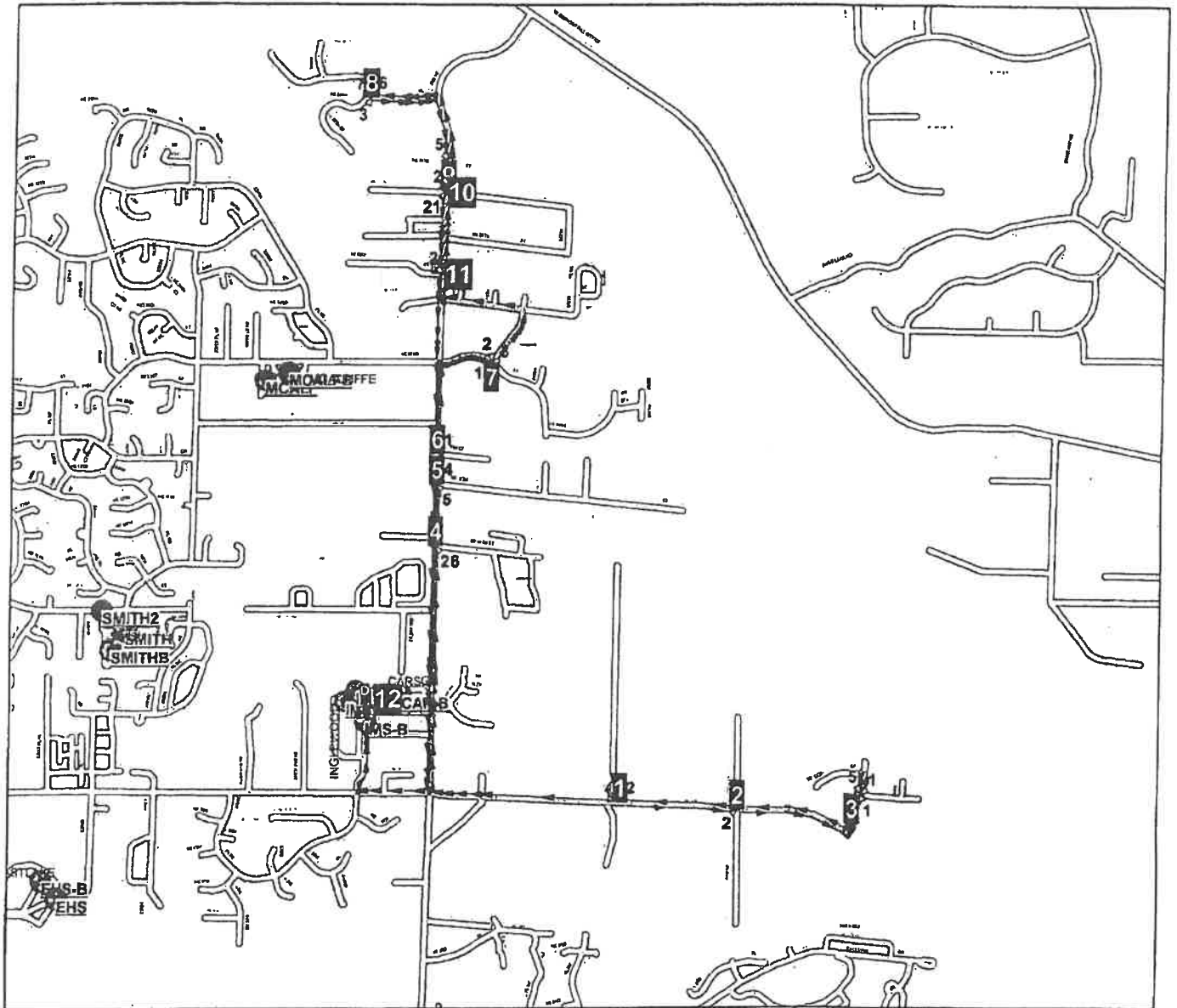
- Modifications to the current bus routes would be needed at all levels to handle the transfer territory.
  - New elementary stops would be added between Stops 7 and 8 requiring the routes to start 4 minutes earlier in the a.m. and be extended by 4 minutes in the pm.
  - New middle stops would be added between stops 4 and 5 in the a.m. requiring the route to start 4 minutes earlier. New stops would be added between stops 7 and 8 in the p.m. adding 4 minutes to the route time.
  - At the high school level, modifications may be needed to more than one route to maintain the greatest level of efficiency. Estimated route times would be 10 to 30 minutes.

#### Length of school bus ride:

- The attached routes show the current one-way transportation times for buses that would serve this area. Route times will increase if stops are added to handle the transfer of territory:
  - Carson Elementary School
    - AM bus route time 26 minutes
    - PM bus route time 19 minutes
  - Inglewood Junior High
    - AM bus route time 18 minutes
    - PM bus route time 19 minutes
  - Eastlake High School
    - AM bus route time 34 minutes
    - PM bus route time 11minutes

4/25/2019 6:43:32 AM

# Lake Washington School District Route Map

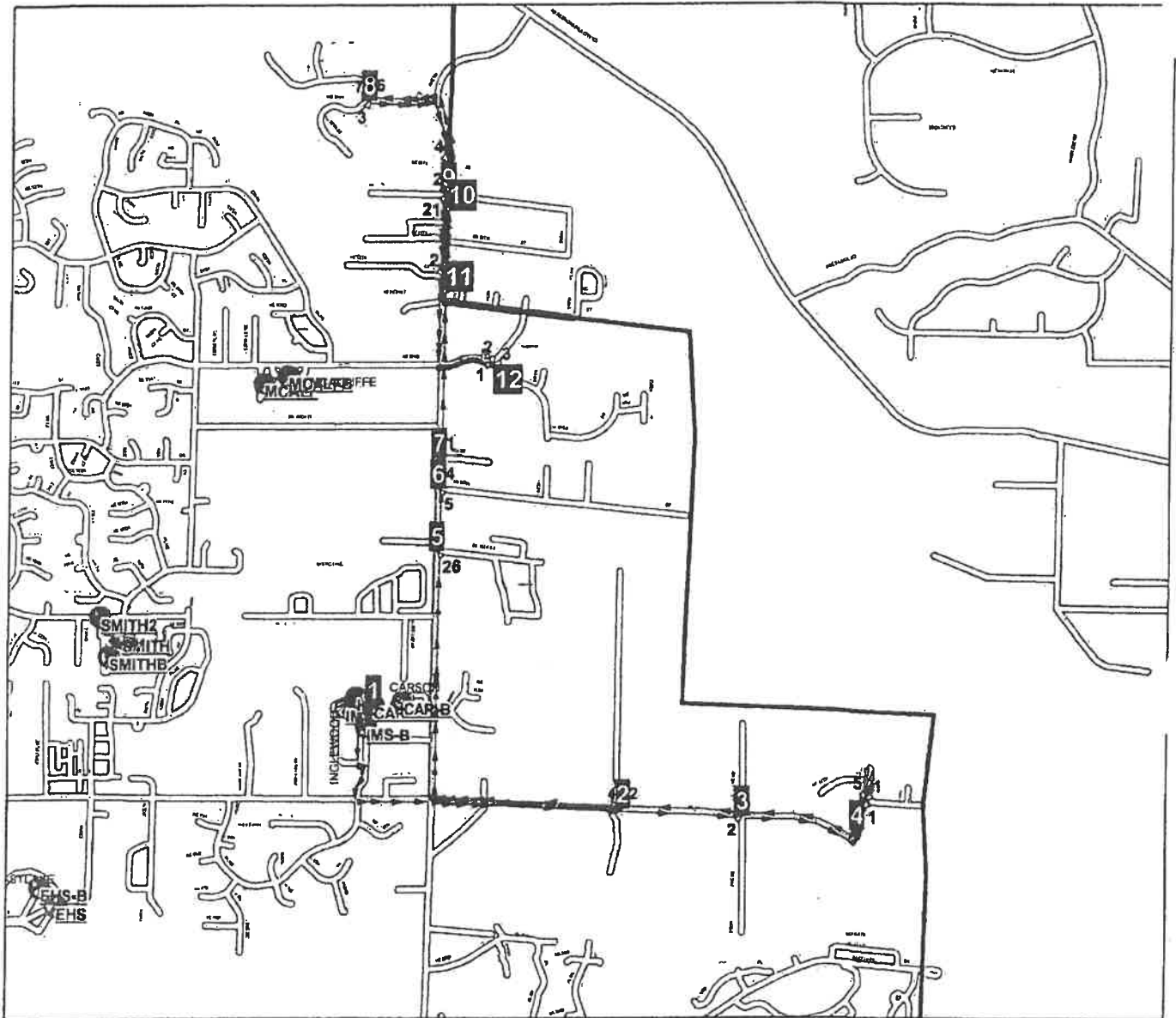


Route: **6ACAR**  
Vehicle: **131**  
Anchor: **CARSON**  
Start Time: **8:07 AM**  
Pickups: **103**  
Distance: **5.37 mi.**

Desc: **RED**  
Driver:  
Max Load: **103**  
Arrival Time: **8:33 AM**  
Transfers On: **0**  
Transfers Off: **0**  
Days: **MTWHF** Display Day:M

4/25/2019 6:45:27 AM

# Lake Washington School District Route Map



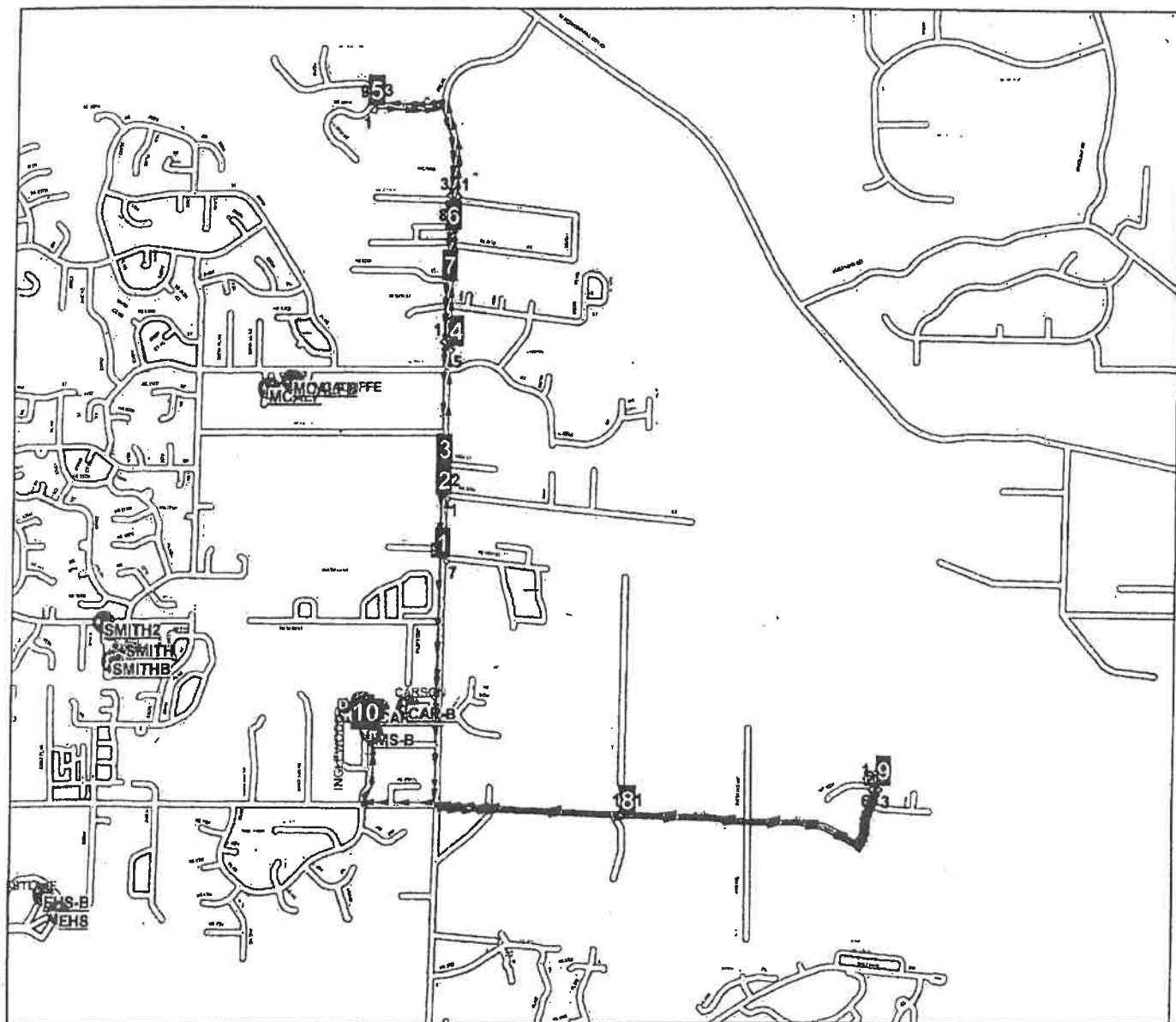
Route: **10PCAR**  
Vehicle: **97**  
Anchor: **CARSON**  
Depart Time: **3:27 PM**  
Dropoffs: **102**  
Distance: **4.82 mi.**

Desc: **RED**  
Driver:  
Max Load: **102**  
End Time: **3:46 PM**  
Transfers On: **0**  
Transfers Off: **0**  
Days: **MTWHF Display Day:M**



4/25/2019 6:41:58 AM

# Lake Washington School District Route Map

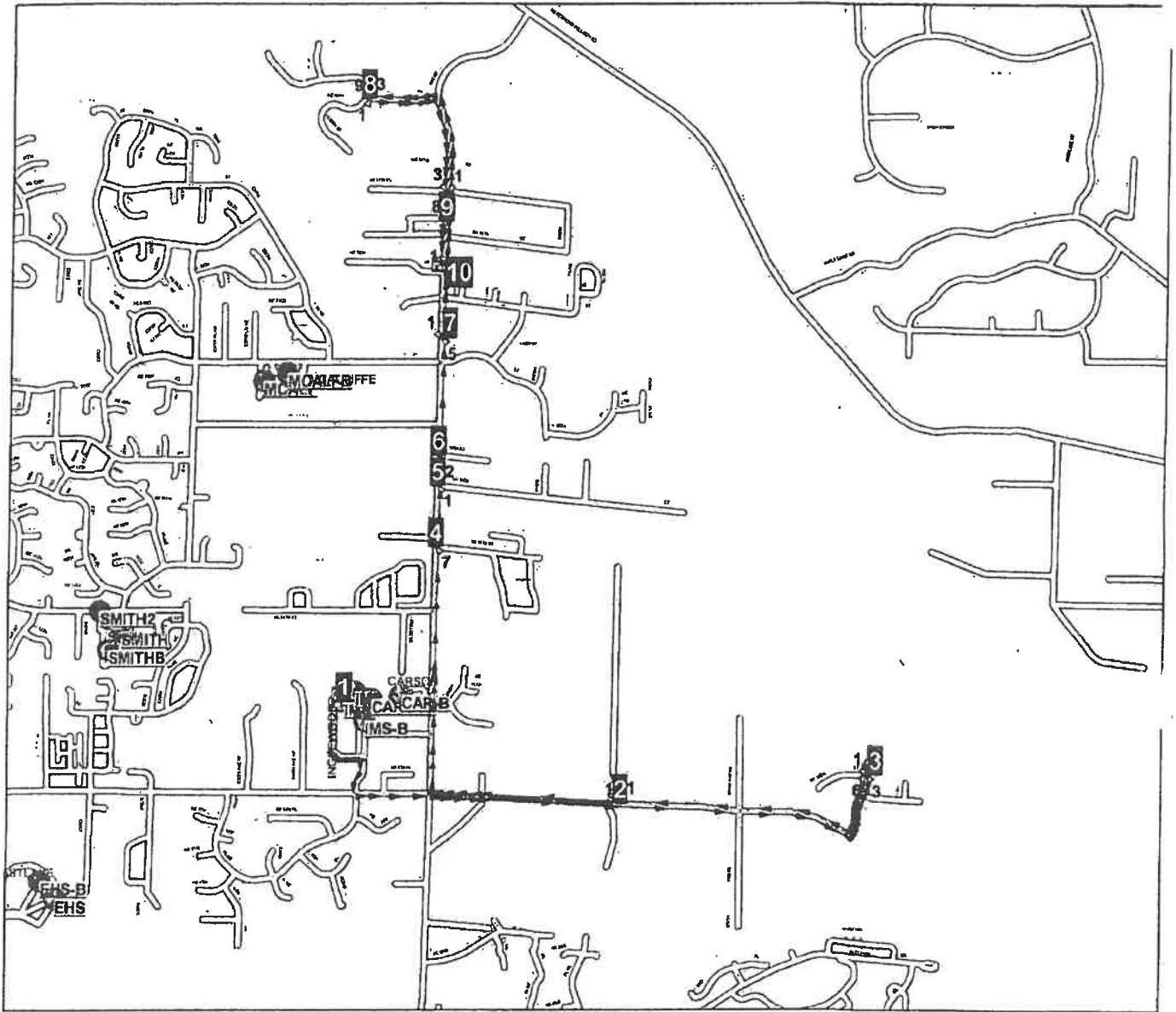


Route: **4AIMS**  
Vehicle: **118**  
Anchor: **IMS**  
Start Time: **7:10 AM**  
Pickups: **53**  
Distance: **5.11 mi.**

Desc: **RT 4**  
Driver:  
Max Load: **53**  
Arrival Time: **7:28 AM**  
Transfers On: **0**  
Transfers Off: **0**  
Days: **MTWHF Display Day:M**

4/25/2019 6:42:45 AM

# Lake Washington School District Route Map

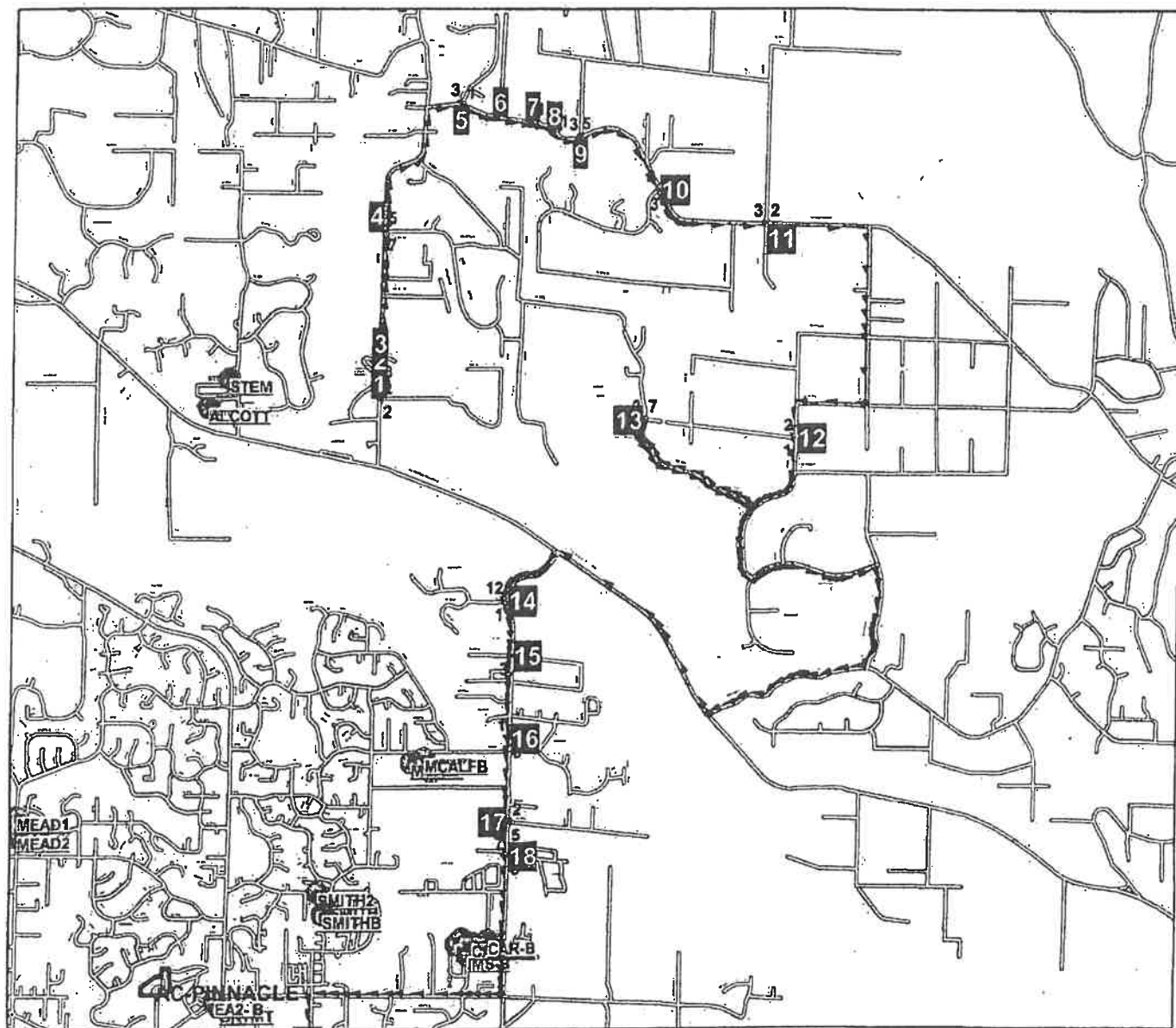


Route: **4PIMS**  
Vehicle: **118**  
Anchor: **IMS**  
Depart Time: **2:27 PM**  
Dropoffs: **54**  
Distance: **4.53 ml.**

Desc: **PARKING STALL #9 - RT 4**  
Driver:  
Max Load: **54**  
End Time: **2:46 PM**  
Transfers On: **0**  
Transfers Off: **0**  
Days: **MTWHF Display Day:M**

4/25/2019 6:40:45 AM

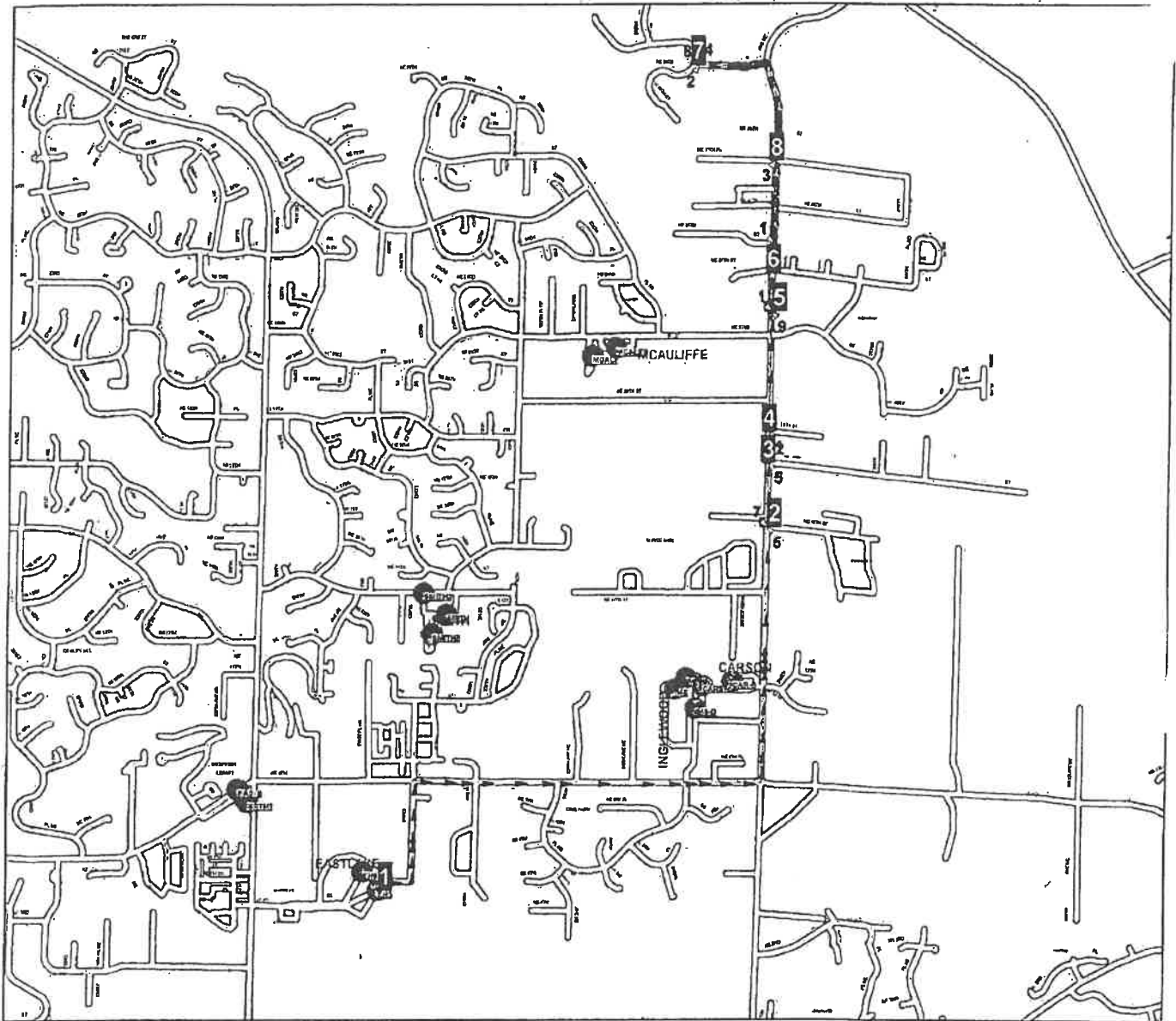
# Lake Washington School District Route Map



Route: **8AEHS**  
Vehicle: **125**  
Anchor: **EHS**  
Start Time: **6:26 AM**  
Pickups: **104**  
Distance: **10.68 mi.**

Desc: **RT 8**  
Driver:  
Max Load: **104**  
Arrival Time: **7:00 AM**  
Transfers On: **0**  
Transfers Off: **0**  
Days: **MTWHF Display Day:M**

# Lake Washington School District Route Map



Route: **62PEHS**  
 Vehicle: **141**  
 Anchor: **EHS**  
 Depart Time: **2:40 PM**  
 Dropoffs: **48**  
 Distance: **3.16 mi.**

Desc: **RT 62**  
 Driver: **.**  
 Max Load: **48**  
 End Time: **2:51 PM**  
 Transfers On: **1**  
 Transfers Off: **0**  
 Days: **MTWHF Display Day:M**

## Appendix C

### School Enrollment and Capacity Considerations

The LWSD long range enrollment projections are based on cohort survival trends, birth rates, and historical data from previously built new housing developments, as well as future planned developments. A capacity and enrollment summary for schools in closest proximity to the boundary petition are attached.

The summary shows:

- Carson Elementary School enrollment is:
  - Currently 80 over its permanent capacity and 12 under total capacity, including portables
  - Is projected to be 110 students over permanent capacity and 18 over total capacity, including portables, in 2019-20
  - Is projected to be 143 students over permanent capacity and 51 over total capacity including portables, in 2023-24
- Inglewood Middle School enrollment is:
  - Currently 42 students under capacity
  - Is projected to be 29 students under total capacity in 2019-20
  - Is projected to be 21 students over capacity including in 2023-24
- Eastlake High School enrollment is:
  - Currently 402 students under capacity
  - Is projected to be 232 students under capacity in 2019-20
  - Is projected to be 42 students under capacity in 2023-24

Note: Both Inglewood Middle School and Eastlake High School recently had interior remodels done to create teacher planning spaces in order to allow classrooms to be used all periods and provide additional student capacity. Core space capacity did not change.

**LWSD Capacity Enrollment Comparison  
Based on October 2018 Enrollment**

	18-19		Enrollment Proj						
	Permanent	Total	Oct	Oct					
	Capacity	Capacity	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Eastlake High	2,267	2,267	1,780	1,865	2,035	2,083	2,175	2,228	2,225
Evergreen MS	796	1,120	1,203	1,238	652	744	803	821	817
Alcott	483	759	839	675	670	656	633	611	606
Dickinson	369	461	556	377	395	429	449	474	494
			1,395	1,052	1,065	1,085	1,082	1,085	1,100
Inglewood MS	1,307	1,307	1,208	1,265	1,278	1,308	1,328	1,362	1,328
Blackwell	460	529	560	532	528	521	495	482	466
Carson	368	460	454	448	478	518	522	515	511
McAuliffe	438	599	493	530	531	527	497	473	472
Mead	460	598	604	646	646	662	665	637	646
Smith	437	621	696	663	636	602	641	657	643
			2,807	2,819	2,819	2,830	2,820	2,764	2,738
<b>EASTLAKE AREA TOTAL:</b>									
High School	2,267	2,267	1,780	1,865	2,035	2,083	2,175	2,228	2,225
Shortfall Permanent			487	402	232	184	92	39	42
Shortfall Total			487	402	232	184	92	39	42
Middle School	2,103	2,427	2,411	2,503	1,930	2,052	2,131	2,183	2,145
Shortfall Permanent			(308)	(400)	173	51	(28)	(80)	(42)
Shortfall Total			16	(76)	497	375	296	244	282
Elementary	3,015	4,027	4,202	3,871	3,884	3,915	3,902	3,849	3,838
Shortfall Permanent			(1,187)	(856)	(869)	(900)	(887)	(834)	(823)
Shortfall Total			(175)	156	143	112	125	178	189
Add 230 capacity to Mead in 2019	3,245	4,119							
Shortfall Permanent			(1,187)	(856)	(639)	(670)	(657)	(604)	(593)
Shortfall Total			(175)	156	235	204	217	270	281

## Appendix D

### Assessed Value and Tax Rate considerations

The proposed transfer of territory would result in the following changes to the assessed value and annual tax rates of both school districts:

	Snoqualmie Valley SD	Lake Washington SD
Assessed Valuation Change	decrease of \$54,087,000	increase of \$54,087,000
M&O Tax Rate change/\$1000 AV	increase of \$0.0085	decrease of \$0.0007
Capital Levy Rate change/\$1000 AV	increase of \$0.0025	decrease of \$0.0005
Bond Tax Rate change/\$1000 AV	increase of \$0.0128	decrease of \$0.0009
Total Tax rate change	increase of \$0.0238	decrease of \$0.0021
Total Effect per \$100,000 of AV	increase of \$2.38	decrease of \$0.21

2019 Average Residence Value per KC assessor	\$564,000	661,000
Tax effect on average home	increase of \$13.45	decrease of \$1.41

# SNOQUALMIE VALLEY SD TO LAKE WASHINGTON SD PETITION TRANSFER REQUEST

This form shows the impact on the proposed transfer on residents who reside in Snoqualmie Valley and Lake Washington School District boundaries. In this property owner in Snoqualmie Valley School District may be impacted by an estimated \$ 2.13 tax increase on a \$100,000 home. In this example a property owner in Lake Washington School District may be impacted by an estimated \$ 0.17 tax decrease on a \$100,000 home.

Assessed Valuation of Property as Described: **\$54,087,000**

Students in area proposed for transfer: **15**

	2019		(From)		(To)	
			Snoq Valley	Lk Washington	Snoq Valley	Lk Washington
Assessed Valuation			BEFORE PROPOSED TRANSFER OF PROPERTY		AFTER PROPOSED TRANSFER OF PROPERTY	
%Change in Assessed Valuation			\$9,564,872,030	\$66,041,085,316	\$9,510,785,030	\$66,095,172,316
Assessed Valuation Per Pupil						
FTE Enrollment*			\$1,393,459	\$2,190,013	\$1,388,614	\$2,190,717
\$ Change in Assessed Valuation Per Pupil			6,864.12	30,155.57	6,849.12	30,170.57
Levy-General Fund						
Rate/Thousand			\$14,250,000	\$59,200,000	\$14,250,000	\$59,200,000
%Change in Total Tax Rate/Thousand			1.4898	0.8964	1.4983	0.8957
Voter Approved 2019			\$ 14,250,000	\$ 59,200,000	0.57%	-0.08%
Assessed Valuation for Debt Service						
Levy-Debt Service Fund			\$9,558,731,833	\$66,040,941,738	\$9,504,644,833	\$66,095,028,738
Rate/Thousand			\$21,594,000	\$75,900,000	\$21,594,000	\$75,900,000
%Change in Total Tax Rate/Thousand			2.25764	1.14928	2.27048	1.14834
Assessed Valuation for Capital Projects						
Levy-Capital Projects Fund			\$9,558,731,833	\$66,040,941,738	\$9,504,644,833	\$66,095,028,738
Rate/Thousand			\$4,240,000	\$34,200,000	\$4,240,000	\$34,200,000
%Change in Total Tax Rate/Thousand			0.4433	0.5179	0.4458	0.5174
Estimated total impact on tax bill for \$100,000 home**					0.57%	-0.08%
					\$2.38	(\$0.21)

\*From OSPI Report 1251, October 2018, Including Running Start

\*\* Any impact on taxes would not be effective until 2020 and would be subject to change



LAKE WASHINGTON SCHOOL DISTRICT #414  
TRANSFER OF TERRITORY MOTION  
RESOLUTION NO. 2272

We, the Board of Directors of the Lake Washington School District, have given consideration to all of the factors presented in making our decision to approve or deny the proposed transfer of territory consisting of approximately 72 parcels (the "Property") from Snoqualmie Valley School District No. 410 into Lake Washington School District No. 414. Our consideration included reviewing the documents submitted by the citizen petitioners, the communications and/or public comments provided by the citizen petitioners, the documents submitted, and any other public comments provided by citizens in support of or opposed to the transfer, and the recommendations from our negotiation board representatives.

**Motion to Deny**

After considering administratively the factors that guide the transfer of territory process, the Lake Washington School District Board of Directors moves to approve the recommendation of the negotiations team to deny the transfer of territory from the Snoqualmie Valley School District into the Lake Washington School District on the basis that the evidence, rationale, and weight of the facts lead to denying the transfer of territory.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 20<sup>th</sup> day of May, 2019.

BOARD OF DIRECTORS  
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attest:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Directors

# **End Result (ER) 1: Mission and Vision**

Board Monitoring Report  
May 20, 2019

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## Data Overview Sheet

### Student Performance Targets:

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

### Key:

Reasonable Progress

Limited Progress

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

## Data Overview Sheet

### Business Rules

#### Data Business Rules:

- Grad Rate ranking out of districts >6500. For 2017-18, this was out of 49 school districts
- Dual Credit: Dual Credit College Course defined as any AP, College in the HS, Running Start, Tech Prep, Cambridge course. Denominator includes any students with course history grades (non-W) for that given year. For grades, students must have received a B in at least one semester of the school year to be considered B or above. No ranking available due to no public data regarding this indicator for other districts.
- AP: Percentages are of students enrolled in 2017-18 as of May 1. Pass is defined as a 3 or above. Rank is only available for "All" students due to no public data regarding this indicator for student groups.
- Post-Secondary: Ranking uses ERDC/OSPI data, which is defined as within 1 year. ERDC/OSPI uses a 3-year rolling average for ranking. Within 2 years defined as enrollment at a post-secondary institution sometime between August 15 of the graduation year and August 14 two years later using National Clearinghouse data.

#### Color Coding Business Rules:

##### **Dark Green**

If 85% or higher, then dark green

If negative progress of two (2) or more points, move to light green

Or, if rank is > 11, move to light green (rank 11 is the 80th percentile of 49 school districts)

##### **Yellow**

If 71-84%, then Yellow

If rank is < 5, move to light green (rank 4 is the 94<sup>th</sup> percentile of 49 school districts)

##### **Dark Red**

If 70% or less, then dark red

If rank is < 12, move to light red

Or, if progress is three (3) or more points, move to light red

**Monitoring Description, Established Indicators,  
Targets for Student Achievement, and Established Data Sets/Displays**

**High Level Ends:**

***Mission***

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

***Vision***

Every Student Future Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

## Part 1: Graduates and Graduation Rates

### CEO's Ends Policy Interpretation

*Policy criteria; observable conditions; alignment to Ends; targets and rationale; sufficient evidence toward achievement and rationale*

#### **Graduates and Graduation Rates**

**"Graduates" are interpreted** as students who have met graduation requirement for their assigned year.

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

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

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

*(Common Core State Standards Initiative)*

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

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

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

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

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

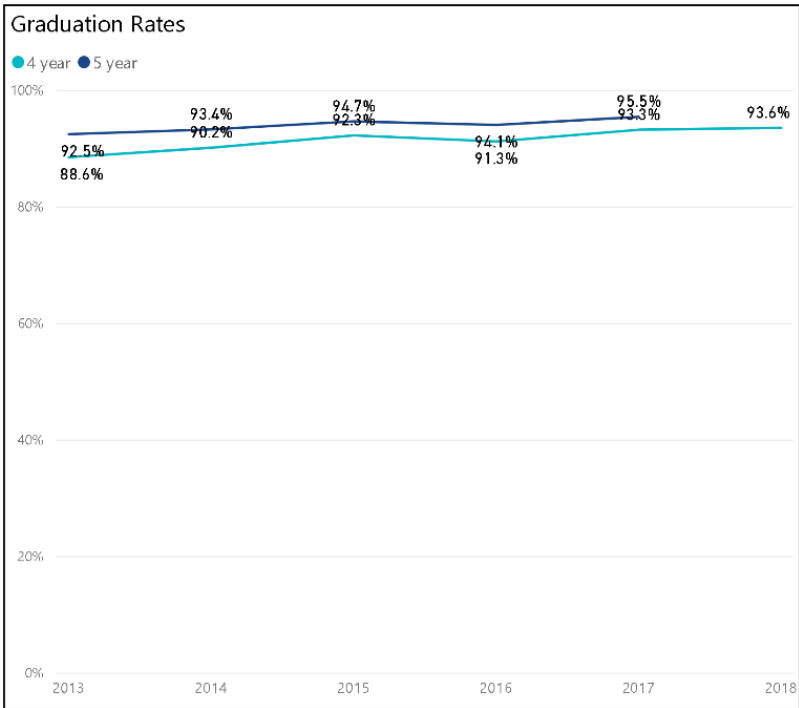
**Note:** Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; Yellow and red-shaded cells denote areas of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

**Rationale**

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

**Monitoring Results**

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

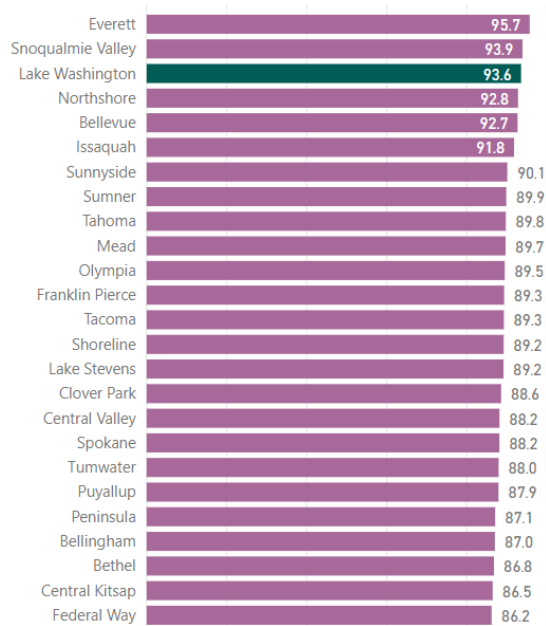


Class of	Graduation Rates			
	4-Year		5-Year	
	Rate	Total N	Rate	Total N
2013	88.6	1550	92.5	1538
2014	90.2	1592	93.4	1579
2015	92.3	1586	94.7	1591
2016	91.3	1744	94.1	1719
2017	93.3	1743	95.5	1717
2018	93.6	1803		



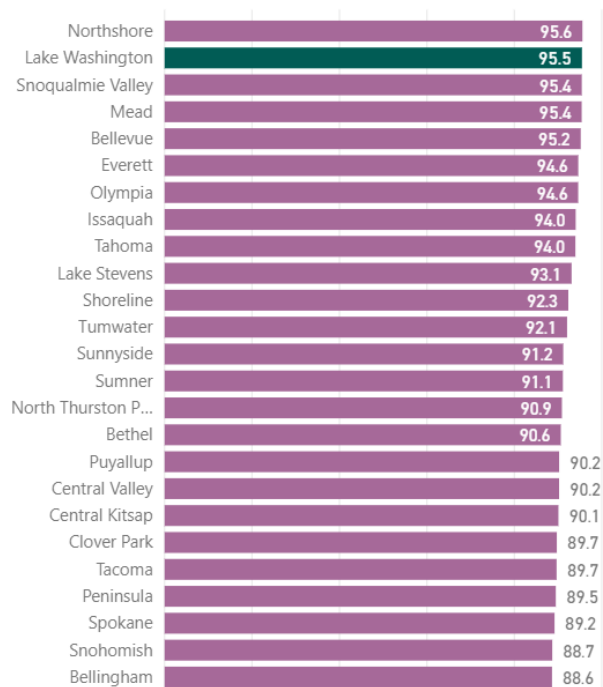
#### 4-Year Graduation Rates by School District, Class of 2018:

Graduation Rate by District



#### 5-Year Graduation Rates by School District, Class of 2017:

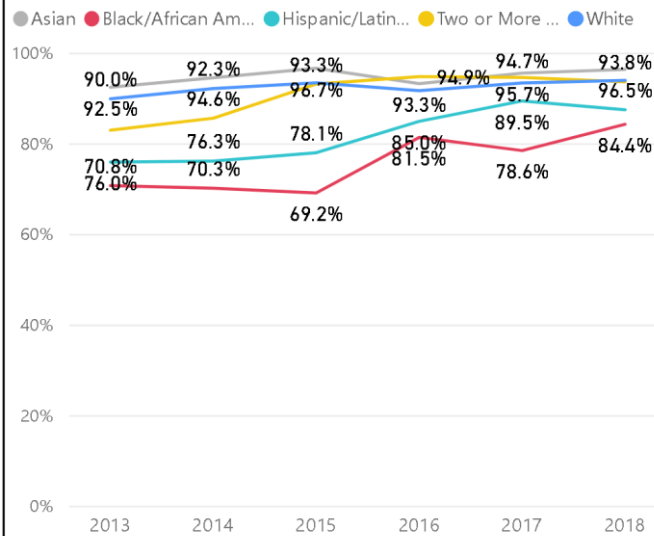
Graduation Rate by District



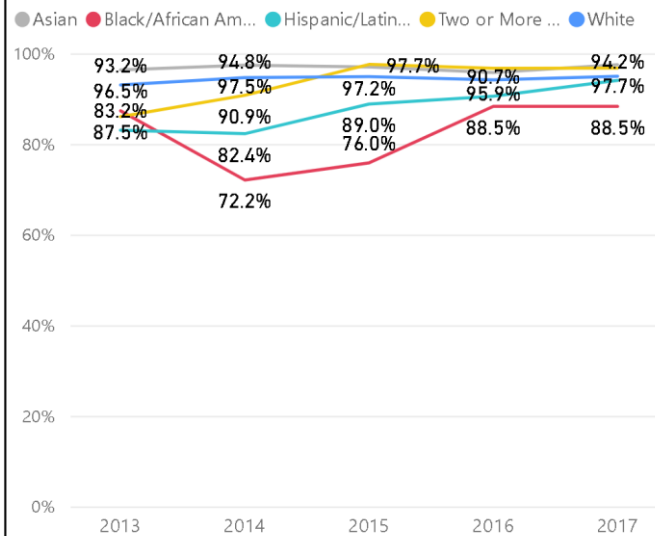
Monitoring results show gaps when comparing performance of All students, Asian and White students to performance of Black/African American students and Hispanic/Latino students. Gaps are also present between students not receiving Special Education services and those who are receiving Special Education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

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

#### 4-year Graduation Rates



#### 5-year Graduation Rates



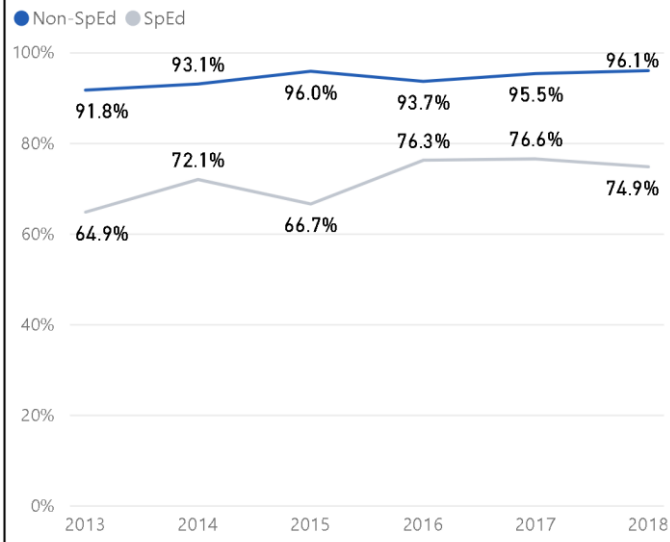
#### 4-year Graduation Rates

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

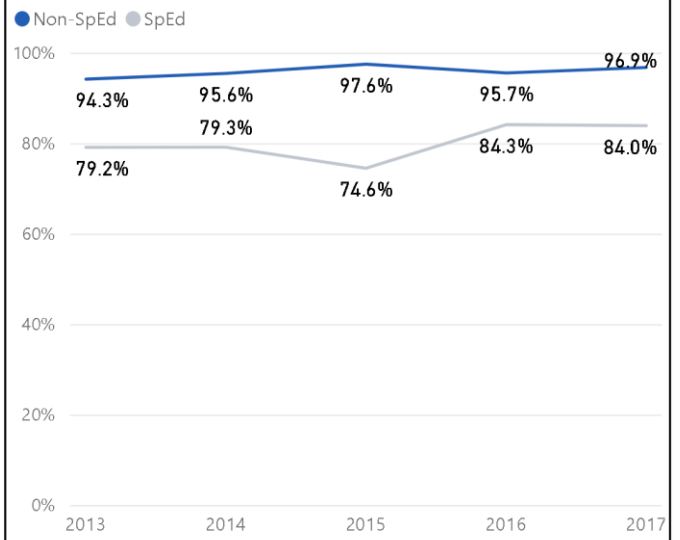
#### 5-year Graduation Rates

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

#### 4-year Graduation Rates



#### 5-year Graduation Rates

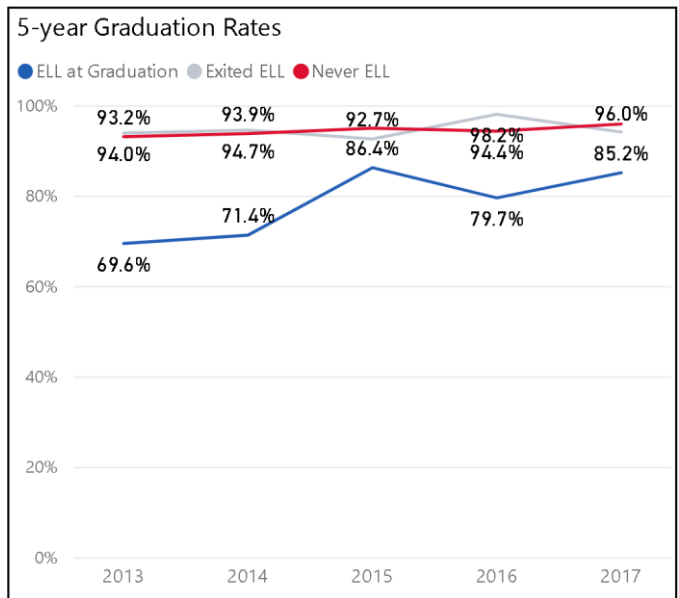
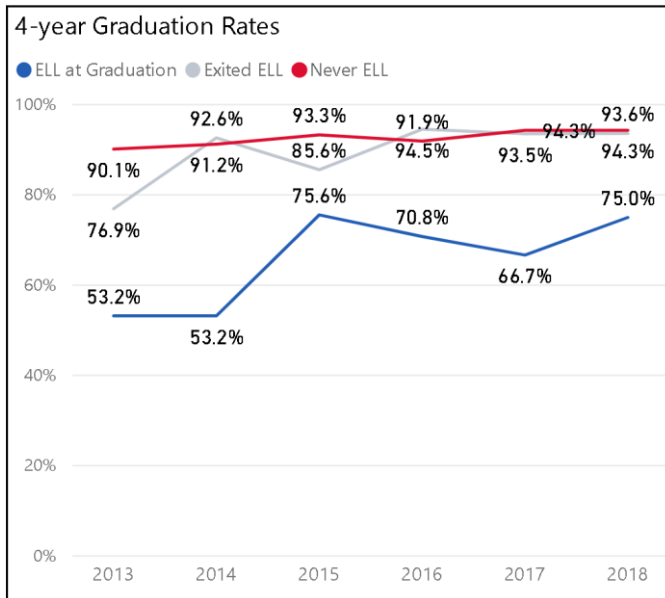


#### 4-year Graduation Rates

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

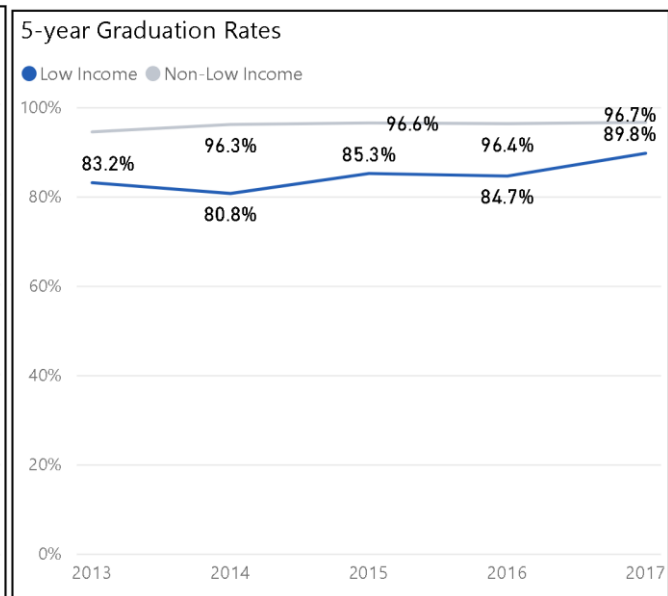
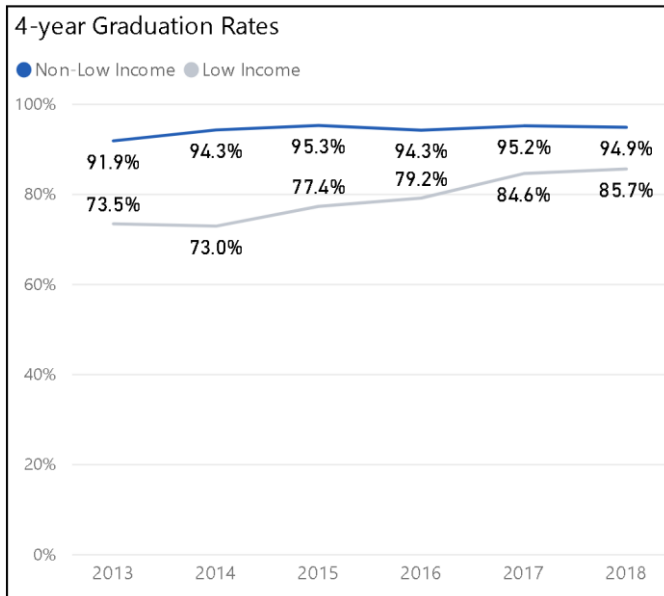
#### 5-year Graduation Rates

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



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

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



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

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

## Part 2: Enrollment in College-Level Coursework in High School

### CEO's Ends Policy Interpretation

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

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

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

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

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

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

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

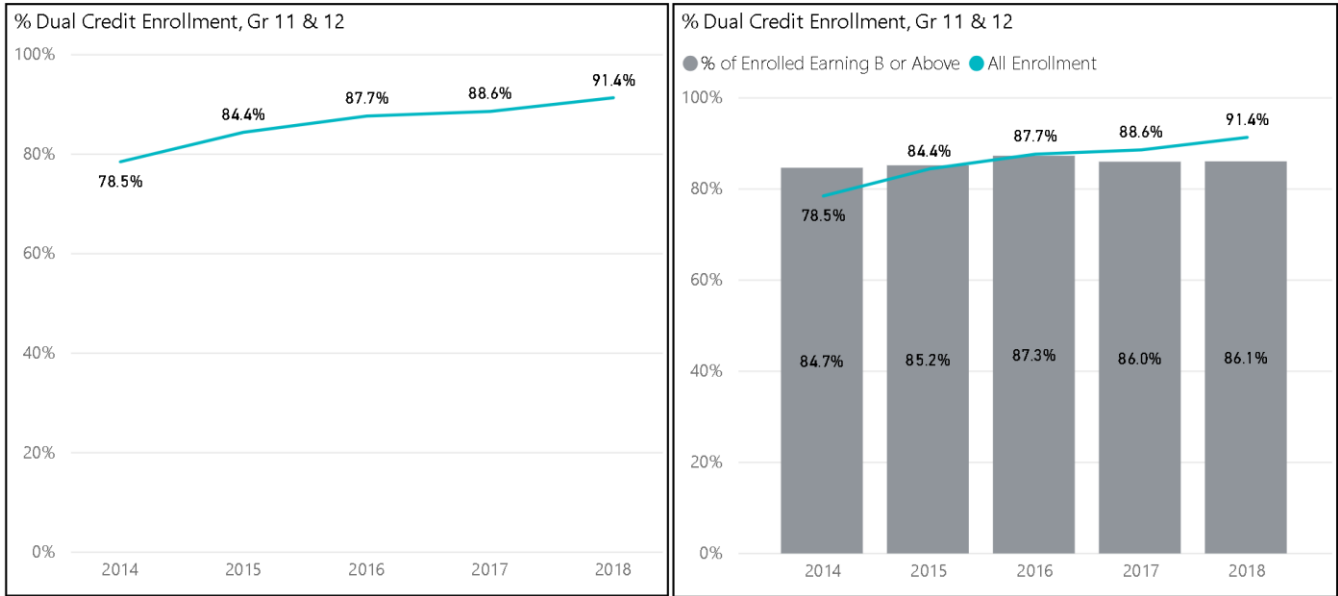
**Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; Yellow and red-shaded cells denote areas of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

### **Rationale**

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

**Monitoring Results**

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



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

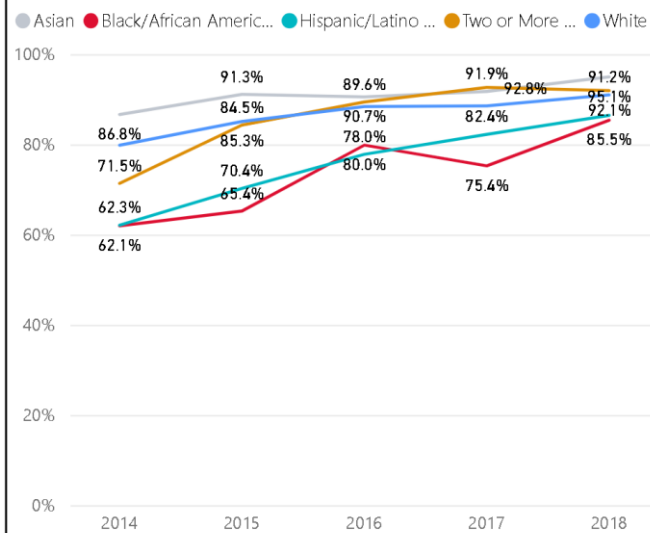
- Black/African American students and Latino/Hispanic students do not participate in Dual Credit courses at the same rate as compared to the All students group. While there is a gap between the Black/African



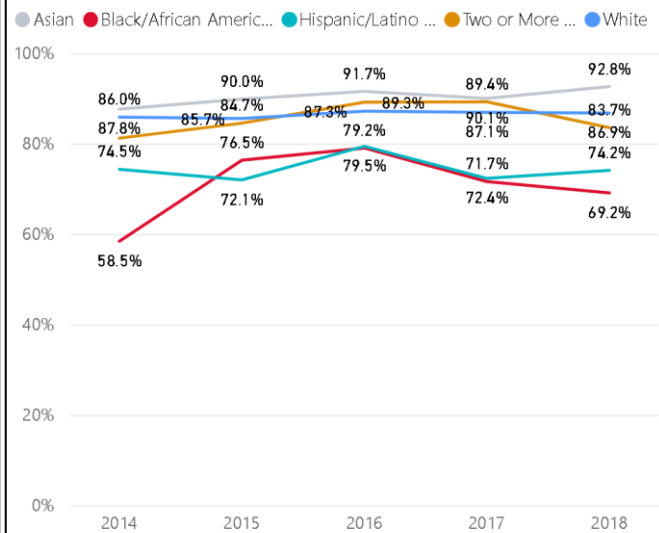
American and Latino/Hispanic student groups and the Asian and White student groups, participation has increased by about 20% and the gap has reduced to less than 10%. Hispanic/Latino performance in Dual Credit courses has not had significant change over the last five years while Black/African American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

- Students who are receiving special education services continue to increase enrollment in dual credit courses while success has continued to decrease over the same period of time. AP enrollment is slightly up while AP exam pass rate regained the upward trend after a one year dip (2017). AP pass rate is at an all time high at 82.7% which is only .2% less than non-special education peers.
- Students who are English Learners do not participate in Dual Credit course at the same rate as compared to the All students group. There is a 20% gap in overall enrollment when compared to the All students group, which has decreased from 40% five years ago. A gap of 30% exists for students earning a B or better in Dual Credit courses. 5.7 % of English Learner students participate in an AP course which is an increase of 4.3% over 2017. Passage rates on AP exams are generally consistent with a one-year dip in 2017. Students who have exited English Learner services demonstrate similar enrollment and performance as compared to the All students group.
- Students from Low Income households do not participate in Dual Credit courses at the same rate as compared to the All students group. While there is a gap between students from Low Income households and the All students group, participation has increased by 24%, and the gap has reduced to less than 10% for the first time. Student performance in Dual Credit courses has decreased over the last five years, and the gap has increased to 25%. Participation in AP has decreased over the last five years, but the gap in participation has increased over the same time period. AP exam passage rate has increased over the last five years with a dip in 2018..

% Dual Credit Enrollment, Gr 11 & 12



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

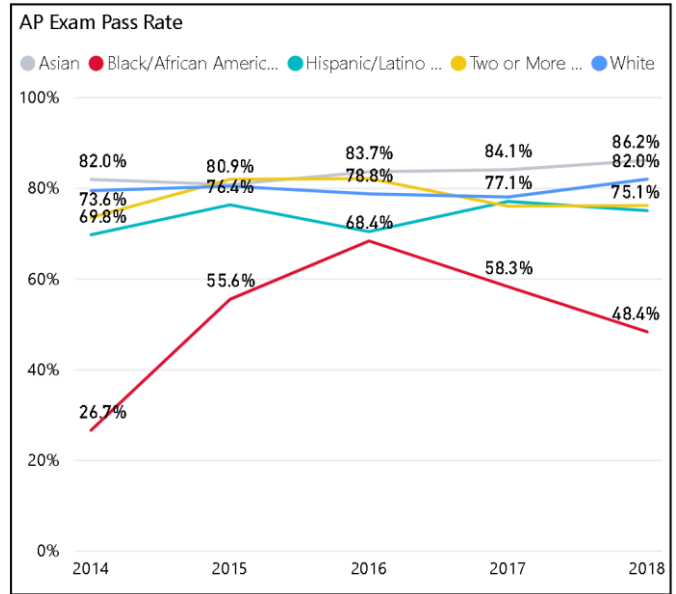
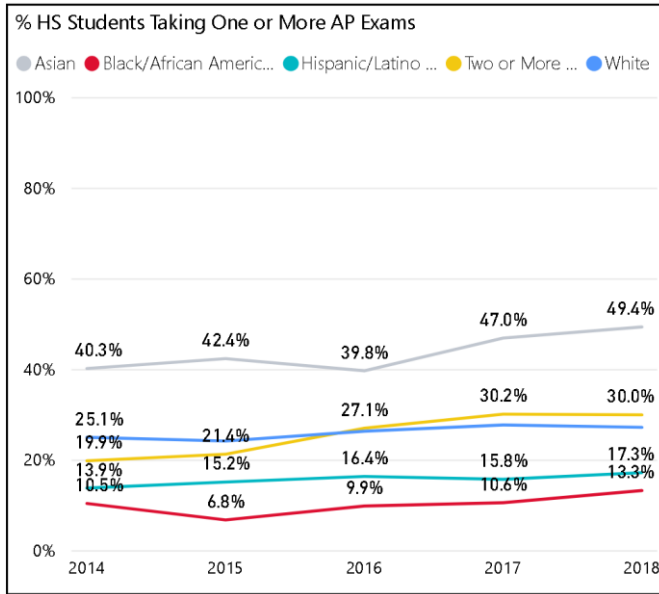


% Dual Credit Enrollment, Gr 11-12

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

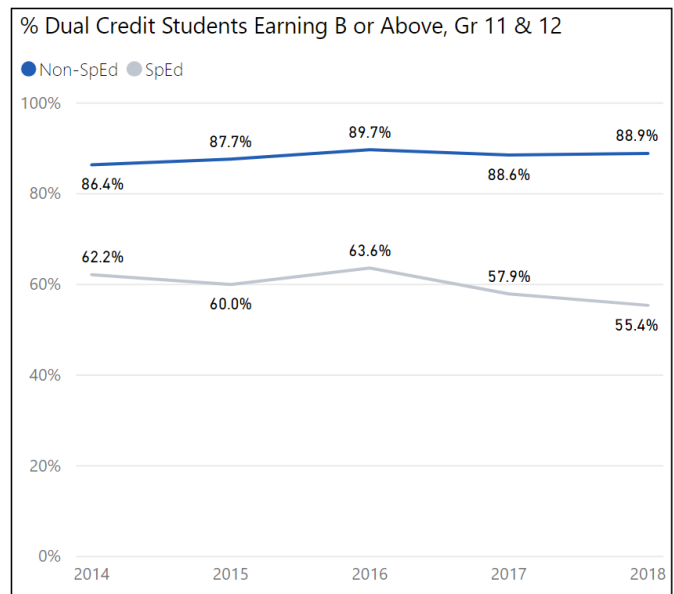
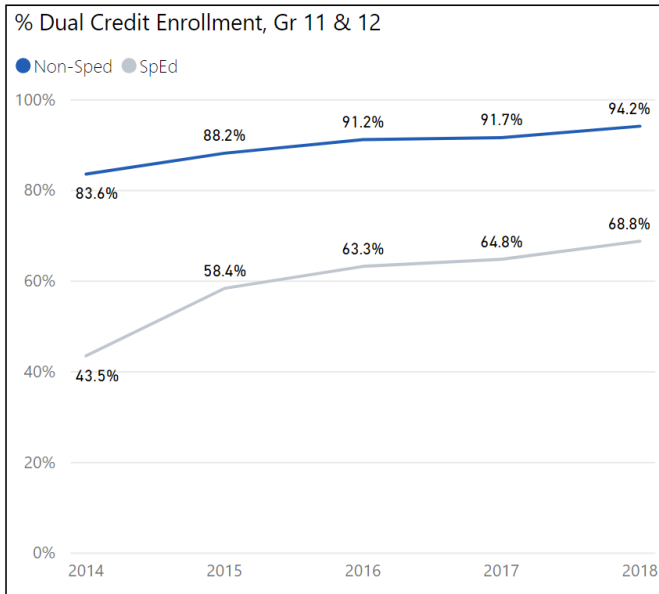
% Dual Credit Students Earning B or Above, Gr 11-12

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



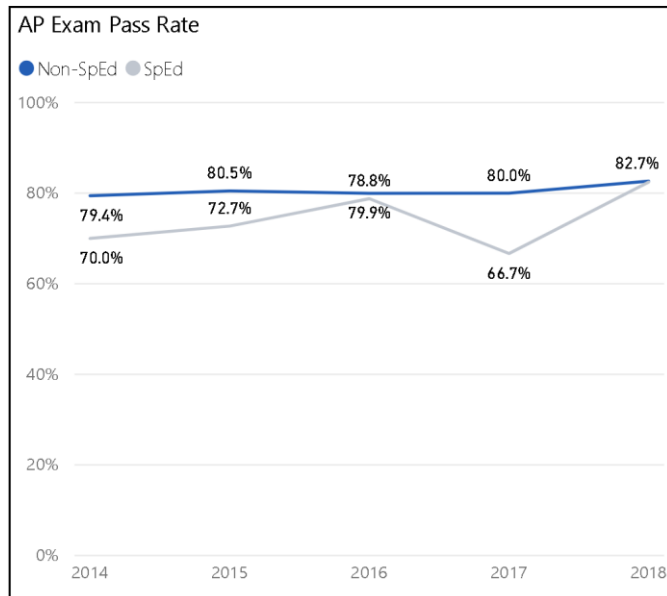
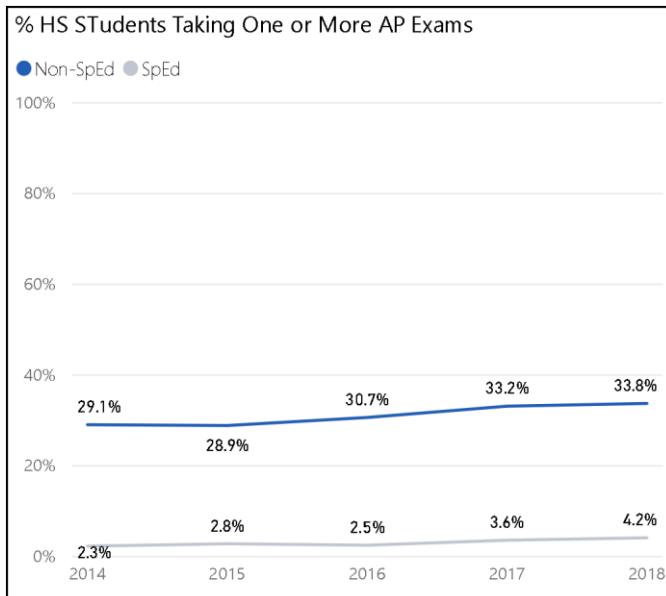
% HS Students taking at least one AP Exam										
Exam Year	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N
2014	40.3	1048	10.5	124	13.9	656	19.9	392	25.1	4667
2015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

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



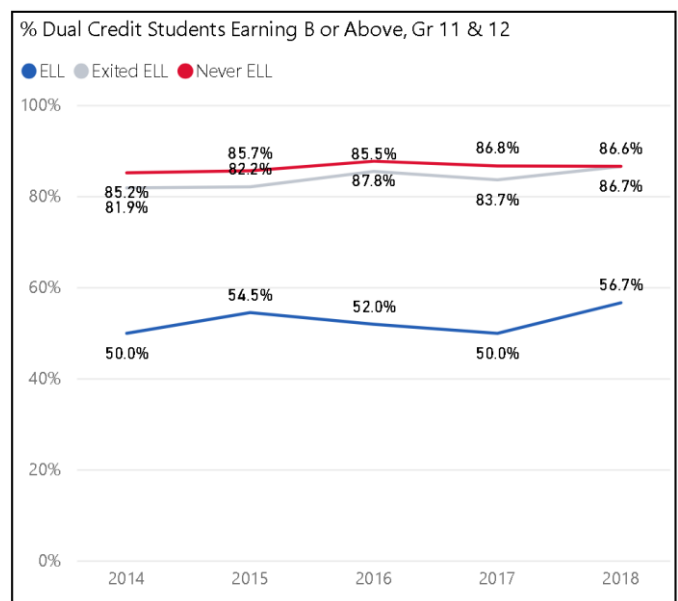
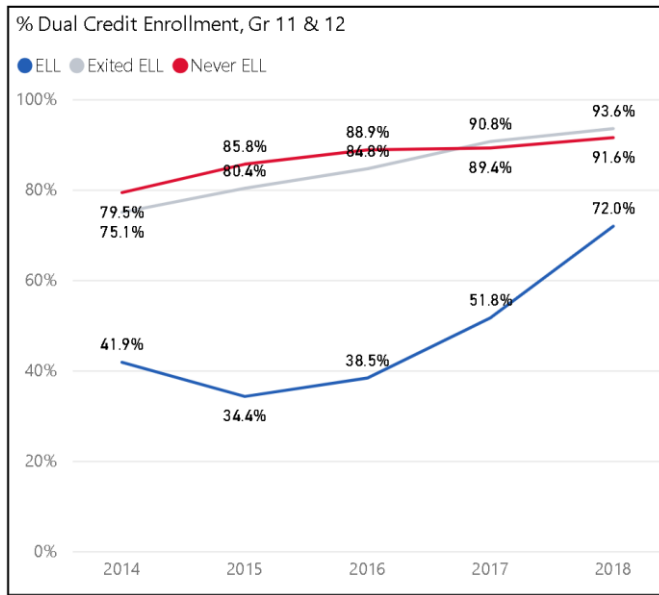
% Dual Credit Enrollment, Gr 11-12				
School Year	Non-SpEd		SpEd	
	% Enrolled	Total N	% Enrolled	Total N
2013-14	83.6	2884	43.5	425
2014-15	88.2	2921	58.4	428
2015-16	91.2	3091	63.3	452
2016-17	91.7	3252	64.8	418
2017-18	94.2	3319	68.8	417

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



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

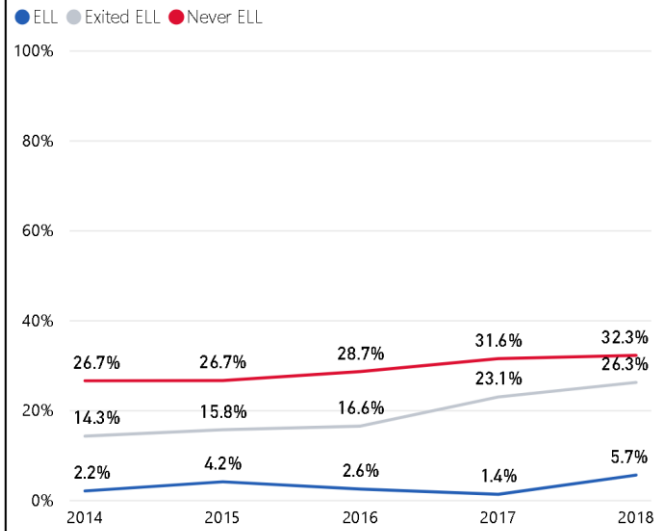
% AP Exams Passed				
Exam Year	Non-SpEd		SpEd	
	% Test Passed	Total N	% Test Passed	Total N
2014	79.4	3462	70.0	30
2015	80.5	3657	72.7	32
2016	79.9	3895	78.8	26
2017	80.0	4505	66.7	48
2018	82.7	4698	82.5	57



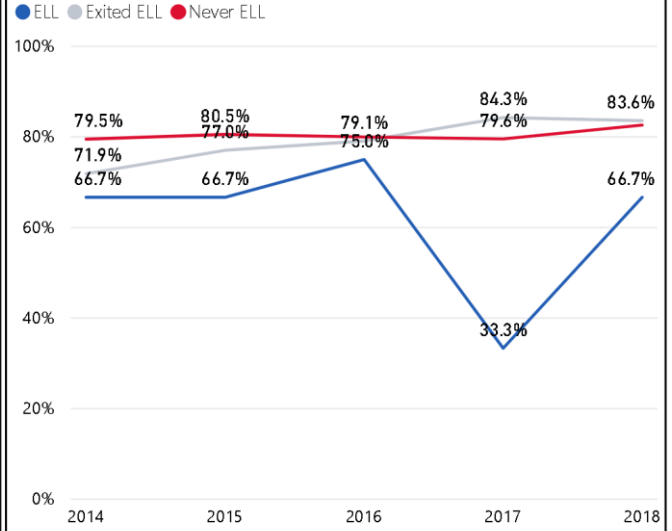
% Dual Credit Enrollment, Gr 11-12						
School Year	Never ELL		Exited ELL		ELL	
	% Enroll	Total N	% Enroll	Total N	% Enroll	Total N
2013-14	79.5	3026	75.1	221	41.9	62
2014-15	85.8	3055	80.4	230	34.4	64
2015-16	88.9	3176	84.8	302	38.5	65
2016-17	89.4	3281	90.8	304	51.8	85
2017-18	91.6	3251	93.6	392	72.0	93

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

% HS Students Taking One or More AP Exams



AP Exam Pass Rate

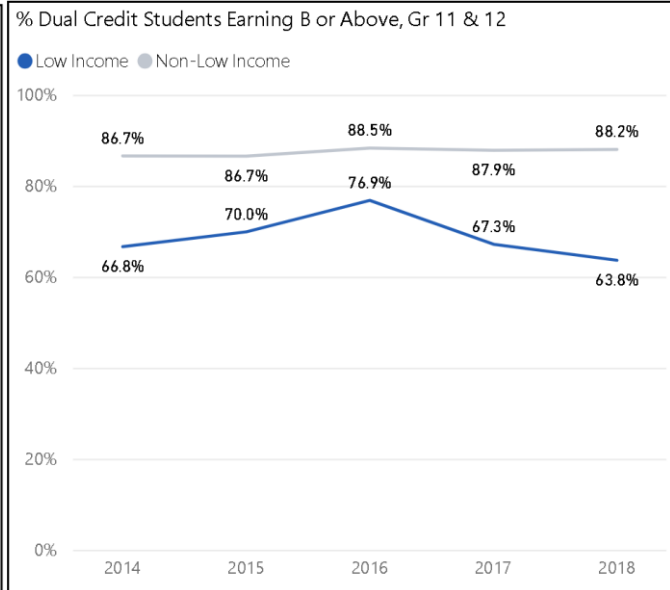
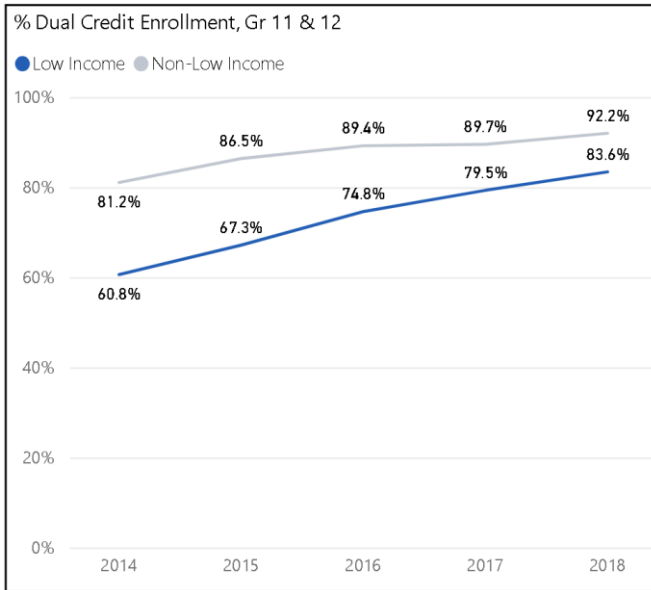


% HS Students taking at least one AP Exam

Exam Year	Never ELL		Exited ELL		ELL	
	% Test Takers	Total N	% Test Takers	Total N	% Test Takers	Total N
2014	26.7	6529	14.3	244	2.2	SUPPRESSED
2015	26.7	6553	15.8	393	4.2	SUPPRESSED
2016	28.7	6746	16.6	579	2.6	SUPPRESSED
2017	31.6	6681	23.1	785	1.4	SUPPRESSED
2018	32.3	6503	26.3	1046	5.7	246

% AP Exams Passed

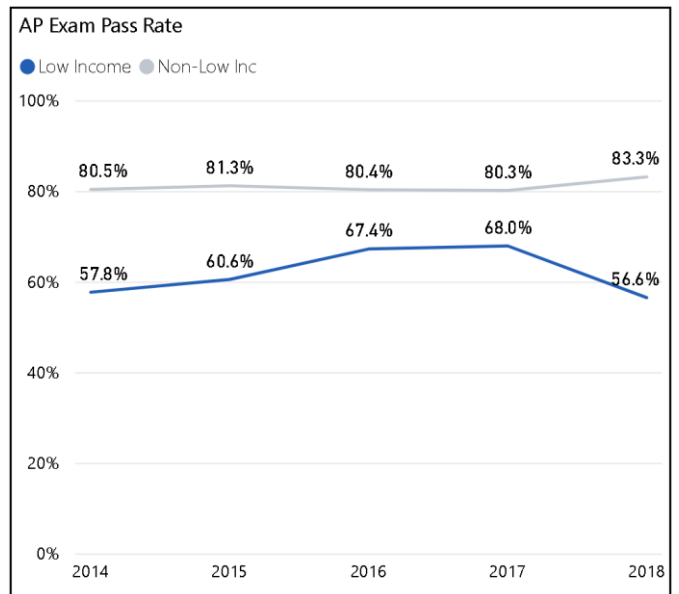
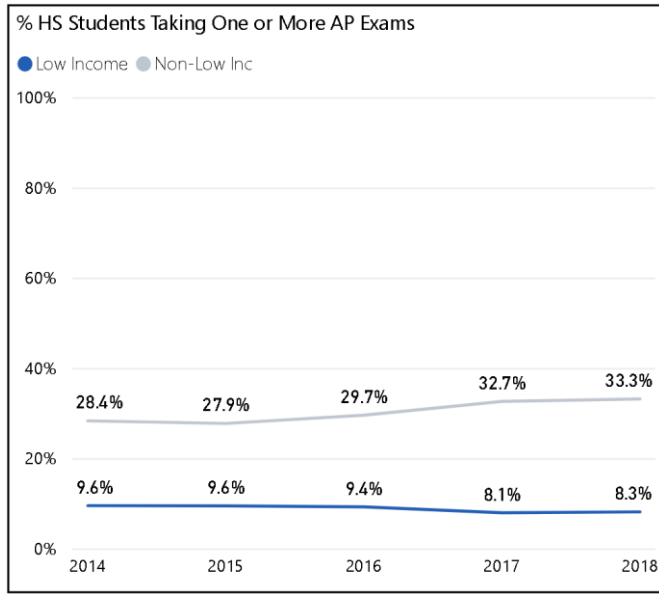
Exam Year	Never ELL		Exited ELL		ELL	
	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)	% Tests Passed	Total N (tests)
2014	79.5	1741	71.9	35	66.7	SUPPRESSED
2015	80.5	1751	77.0	62	66.7	SUPPRESSED
2016	80.0	1937	79.1	96	75.0	SUPPRESSED
2017	79.6	2110	84.3	181	33.3	SUPPRESSED
2018	82.6	2101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



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

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





% HS Students taking at least one AP Exam				
Exam Year	Non-Low Income		Low Income	
	% Test Takers	Total N	% Test Takers	Total N
2014	28.4	5916	9.6	996
2015	27.9	6234	9.6	855
2016	29.7	6575	9.4	906
2017	32.7	6785	8.1	893
2018	33.3	6972	8.3	823

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

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

#### **CEO's Ends Policy Interpretation**

*Policy criteria; observable conditions; alignment to Ends; targets and rationale; sufficient evidence toward achievement and rationale*

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

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

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

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

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

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

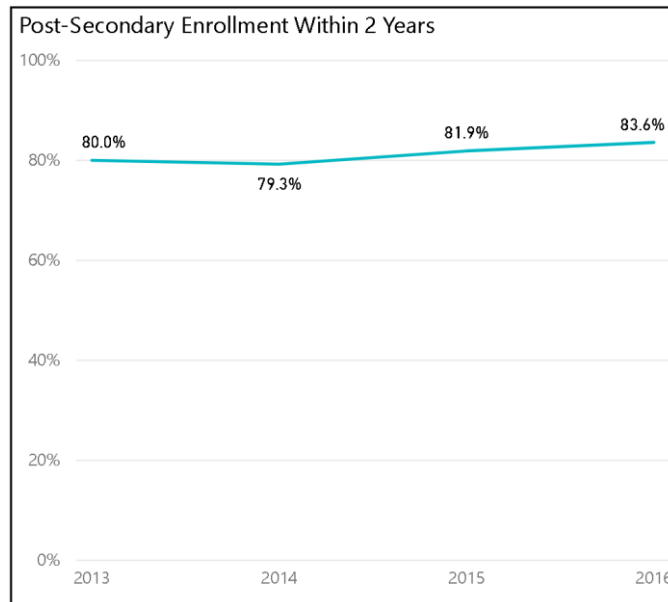
**Note: Evidence of sufficient evidence toward achievement of the End by student group is displayed in the color-coded Data Overview Sheet (see page 2-3). Green and light green shaded cells denote areas of sufficient evidence toward achievement of the End; Yellow and red-shaded cells denote areas of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

#### **Rationale**

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

## Monitoring Results

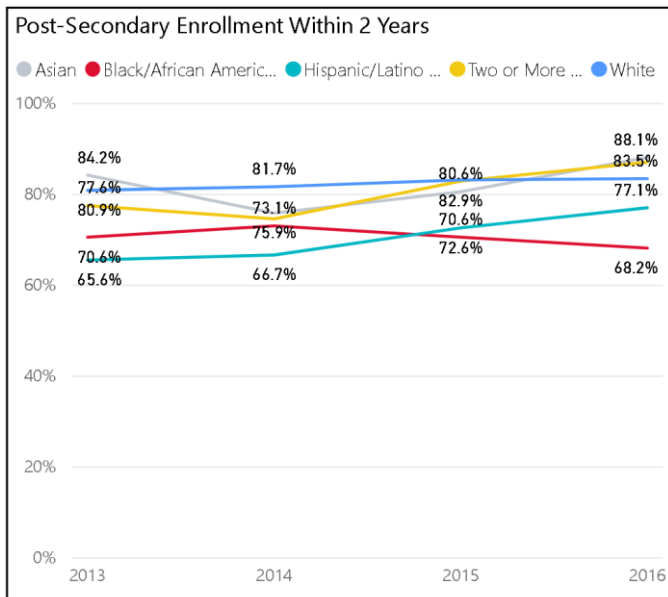
Overall, post-secondary enrollment increased to 83.6% for the All students group and there is a positive trend in post-secondary enrollment for most student groups. The district ranks third in the state for post-secondary enrollment within one year of graduation.



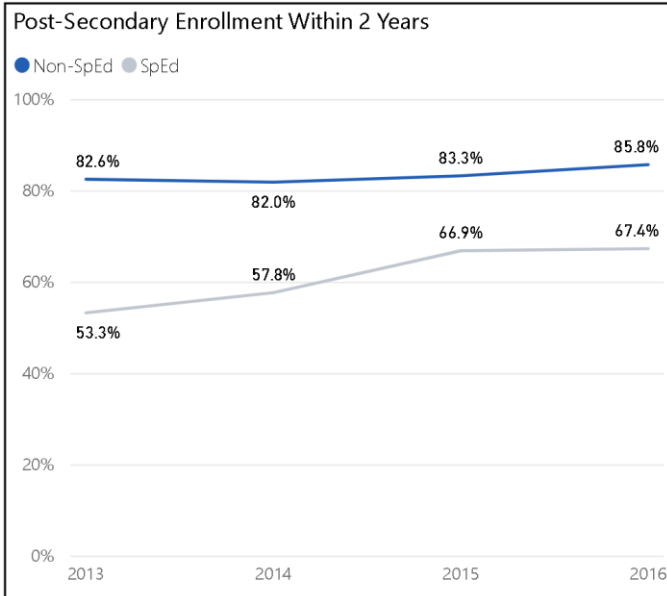
Post-Secondary Enrollment within Two Years		
Class of	% of Graduate	Total N
2013	80.0	1366
2014	79.3	1441
2015	81.9	1447
2016	83.6	1580

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

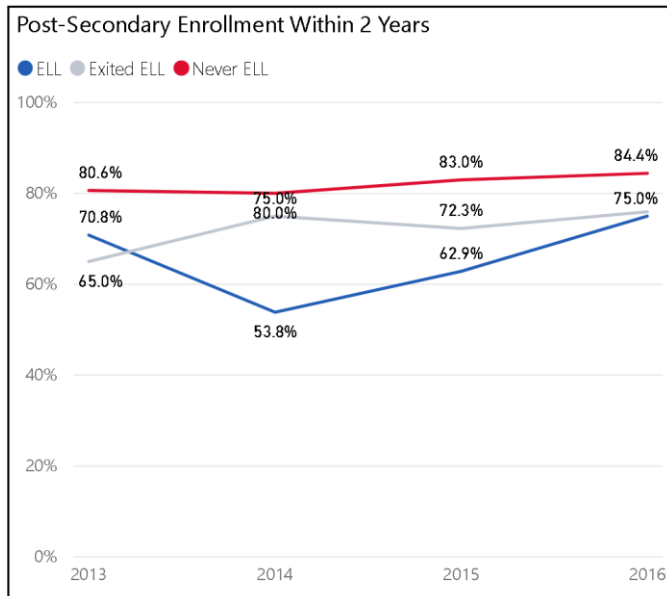
- The rate of post-secondary enrollment has been inconsistent for most race/ethnicity student groups reported. Black/African American and Hispanic/Latino students enroll in post-secondary at lower rates, 68.2% and 77.1% respectively. Hispanic/Latino has increased over the last three years while Black/African American has decreased over the same period of time.
- For students receiving Special Education services, the rate of post-secondary enrollment is 67.4%, but the gap between the All students group has reduced over the past three years. The district ranks fourth for post-secondary enrollment within one year of graduation for students receiving Special Education services.
- For English Learners, the rate of post-secondary enrollment is at 75%, and the gap between the All students group has decreased to less than 10%. The gap between students who have exited English Learner services and the All students group has reduced from 15% to less than 10%.
- For students from Low income households, the rate of post-secondary enrollment is 74.2%; the gap between the All students group has remained constant over the past three years.



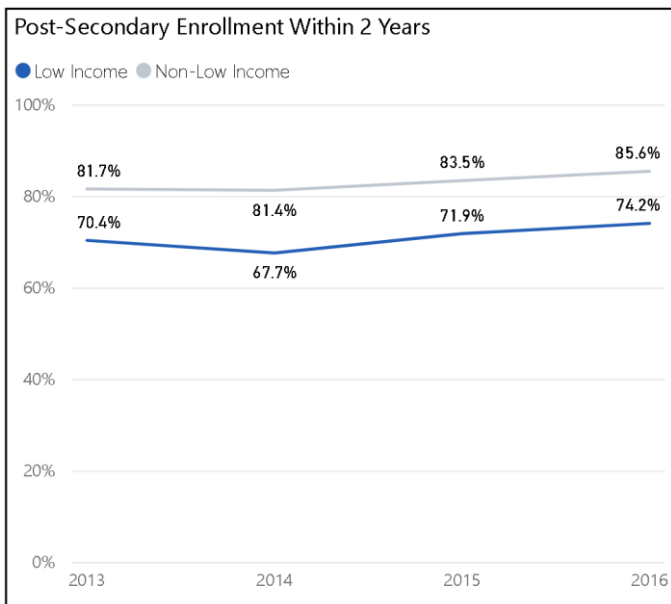
Post-Secondary Enrollment within Two Years										
Class of	Asian		Black/African American		Hispanic/ Latino		Two or More Races		White	
	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N	% Enrolled	Total N
2013	84.2	184	70.6	17	65.6	90	77.6	49	80.9	1021
2014	75.9	195	73.1	26	66.7	108	74.6	67	81.7	1038
2015	80.6	237	70.6	17	72.6	106	82.9	82	83.2	999
2016	88.1	253	68.2	22	77.1	157	87.1	93	83.5	1053



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



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



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

## **Conclusion**

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

## **Strategies to Achieve Ends**

Many efforts are underway or planned toward achieving the Ends.

### **Current strategies include:**

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

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

#### **High School and Beyond Plan/Transition Plan**

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

#### **College Bound Enrollment and Support**

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

#### **Equity Efforts**

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

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

#### 18-21 Transition Program

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

#### 7-Period High School Schedule

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

#### **Strategies being evaluated/planned include:**

##### School Start Times

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

##### Multi-Tiered Systems of Support (MTSS)

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



