

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

Due to current social distancing precautions, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the [district website](#). If you are unable to live stream the meeting, you may call (425) 936-2805 or (425) 936-2809/Conference ID: 471683 to listen to the meeting in alignment with the Governor's proclamation.

There will be no in-person public comment to ensure social distancing. All public comments should be submitted in writing to djenkins@lwsd.org by 3:00 p.m. on the day of the board meeting.

June 1, 2020

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

AP: Advanced Placement	Quest: Highly Capable program for students in gr. 2-8
AVID: Advancement Via Individual Determination	Results (R): Results (<i>See Policy Governance - formerly known as End Results</i>). Goals set forth by the board, including the mission of the district.
B/SR: Board/Superintendent Relationship	RCW: Revised Codes of Washington
CADR: College Academic Distribution Requirements	RTI: Response to Intervention
CDSA: Common District Summative Assessments	SALT: Strategic Advisory Leadership Team
CEDARS: Comprehensive Education Data and Research System (CEDARS)	SBA: Smarter Balanced Assessment
CIA: Certificate of Individual Achievement	SBE: State Board of Education
CLT: Central Leadership Team	SCAP: School Construction Assistance Program
COE: Collection of Evidence	SEL: Social Emotional Learning
CTE: Career & Technical Education	SGP: Student Growth Percentile
DIBELS: Dynamic Indicators of Basic Early Literacy Skills	SIOP: Sheltered Instruction Observation Protocol
DLT: District Leadership Team (manager level and above, includes both certified and classified)	SIP: School Improvement Plan
ELL: English Language Learners	sMAS: Secondary Mobile Access for Students
ELPA21: English Language Proficiency Assessment for the 21st Century	STEM: Science, Technology, Engineering, and Mathematics
eMAS: Elementary Mobile Access for Students	UDL: Universal Design for Learning
ESEA: Elementary and Secondary Education Act	WA-AIM: Washington – Access to Instruction and Measurement
ESSA: Every Student Succeeds Act	WAC: Washington Administrative Codes
GC: Governance Culture (See Policy Governance)	WaKIDS: Washington Kindergarten Inventory of Developing Skills
GC/CM: General Contractor/Construction Management	WaNIC: Washington Network for Innovative Careers
HiCap: Highly Capable Program	WCAS: Washington Comprehensive Assessment of Science
HSBP: High School and Beyond Plan	WCAP: Washington Comprehensive Assessment Program
KISN: Kindergarten Intensive Safety Net	WIDA AMS: Alternative ELL Assessment
KPI: Key Performance Indicators	WSIF: Washington School Improvement Framework
LDA: Locally Determined Assessment	WSSDA: Washington State School Directors Association
LEAP: Learning Enhancement & Academic Planning	
MTSS: Multi-Tiered Systems of Support	
NSBA: National School Board Association	
OE: Operational Expectations (See Policy Governance)	
OSPI: Office of Superintendent of Public Instruction	
PBIS: Positive Behavioral Interventions and Supports	
PCC: Professional Community & Collaboration	
PDSA: Plan, Do, Study, Act	
PLC: Professional Learning Community	
Policy Governance: A governance process used by the school board. This sets forth “Results (R)” that the superintendent must reach, while abiding by “Operational Expectations (OE).” R include the district’s mission. OEs 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.	

May 29, 2020

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

Dear Ms. Bliesner

I am transmitting herewith the agenda for the Board of Directors' regular meeting of June 1, 2020 beginning at 5:00 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Due to current social distancing precautions, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the [district website](#). If community members are unable to live stream the meeting, they may call (425) 936-2805 or (425) 936-2809/Conference ID: 471683 to listen to the meeting in alignment with the Governor's proclamation.

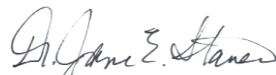
There will be no in-person public comment to ensure social distancing. All public comments should be submitted in writing to djenkins@lwsd.org by 3:00 p.m. on the day of the board meeting.

In addition, the board meeting schedule has been revised. Study sessions will be limited during this time and updates on the district closure will be provided during the regular board meetings. Board meetings in May will be held at 5:00 p.m. and held remotely

Order of Business

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

Sincerely,



Dr. Jane Stavem
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

June 1, 2020

The board meeting will be livestreamed and viewable on the [district website](#). If you are unable to live stream the meeting, you may call (425) 936-2805 or (425) 936-2809/Conference ID: 471683

<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
5:00 p.m.	Convene, Roll Call		
	Approve Agenda		
	Recognitions		
	▪ PTSA Scholarships Awards - Scholarship Chair Andrea Stoppani and Reva Ramachandran		
	<u>At Large Scholarship - \$1,250 college scholarship</u> Grace Zackula -Juanita High School		
	<u>Perserverance - \$1,250 college scholarship</u> Thomas Sefair-Lopez -Eastlake High School		
	<u>Turn Around - \$1,250 college scholarship</u> Santiago Quiroga Medina -Redmond High School		
	<u>LWEA/Kevin Teeley Scholarship - \$1,250 college scholarship</u> Julia Raffel - Eastlake High School		
	<u>Dr. L.E. Scarr Scholarship -2 Year/ \$1,250 college scholarship</u> Eric Michael McNeill Hiller -Emerson High School		
	<u>Merit Student Scholarships - \$1,250 college scholarship</u> Eastlake Learning Community Kaley Birchfield - Eastlake High School Daniel Gaughran - Eastlake High School		
	<u>Juanita Learning Community:</u> Allison Lofquis - Juanita High School Annalisa Mueller-Eberstein - International Community School		
	<u>Lake Washington HS Learning Community:</u> Jennifer Estes - Lake Washington High School Megan Wong - Cambridge Program		
	<u>Redmond Learning Community:</u> Arpit Ranasaria - Redmond High School Tina Tianyi Wen - Tesla STEM High School		
	<u>Staff Scholarships -\$500 college scholarship</u> Crystal Visperas - Eastlake High School Victoria Vacknitz - Benjamin Rush Elementary		

<u>Time</u>	<u>Action</u>	<u>Tab</u>	<u>Page</u>
-------------	---------------	------------	-------------

Public Comment- *[only to be submitted in writing or phone message. There will be no in-person public comment to ensure social distancing due to the Coronavirus]*

Consent Agenda

- | | | | |
|---------------------------------------------------------------------------------------------------------------------|--|---|----|
| ▪ Vouchers | | | |
| ▪ Minutes – {May 18 board meeting} | | 1 | 1 |
| ▪ Human Resources Report | | 2 | 8 |
| ▪ Approval of Monitoring Report – Operational Expectations
OE-3, Treatment of Community Stakeholders | | 3 | 11 |
| ▪ Approval of Monitoring Report – Operational Expectations
OE-9, Communication and Engagement with the Community | | 4 | 12 |
| ▪ Donations | | 5 | 13 |

Non-Consent Agenda

- | | | | |
|-----------------------------------------------------------------------------------------------|--|---|----|
| ▪ Update on Athletics, Activities, Summer Programs, and
Use of Facilities | | | |
| ▪ Update on Summer School and Services | | | |
| ▪ Approval of Monitoring Report – Results
R-1 - Mission of Lake Washington School District | | 6 | 14 |
| ▪ 2020-2025 Six Year Capital Facilities Plan | | 7 | 15 |
| ▪ Strategic Plan Connection: Facility Update – Current Projects | | 8 | 16 |

Superintendent Report

Board Member Comments

Adjourn

Next Board Meetings: **June 8**
 5:00 p.m. **Study Session** – *Location: Meeting held remotely*

L.E. Scarr Resource Center
16250 NE 74th Street
Redmond, WA 98052

Board Statement

Ahmaud Arbery, Breonna Taylor, and George Floyd. We say their names not because they are the only three. They are three of many whose lives were taken and sadly, their names are now part of our history as a country that should be better because of the promise that was put forth that all people are created equal. However, this ideal will continue to be just an ideal—an aspiration—if we only see these names of Black women, men, and children as sad markers in our history instead of a call to action to make change for a better future that is equitable for every one of our students.

We understand, as a Board, that silence is comforting for some and deafening for others. We understand that silence is also complicity. If we are silent, we are implicitly saying that the lives of Black people are less than or do not matter. We believe that the lives of Black people *do* matter. We believe that it is our responsibility to condemn and speak out against discrimination, hate, and racism. As writer and activist, Alice Walker stated, “Look closely at the present that you are constructing; it should look like the future you are dreaming.”

In the present, we acknowledge that we do not have all the answers. In the present, we understand that those furthest away from economic, racial, and/or educational justice are in those places and positions because of inequities inherent in our structures, systems, and institutions.

Our Strategic Plan and Board Values speak to the future that we are constructing:

- A district with access to opportunities for all students not just to survive but to thrive.

Board Statement

- A district with socio-emotional learning supports that are differentiated and culturally responsive.
- A district where students, staff, and families are heard and valued for their individual and collective perspectives, knowledge, and histories.
- A district where students will choose their trajectories and futures because the district staff support our students' realities and their hopes and dreams by continuing our work to be a place with a diverse, high-quality, and culturally responsive workforce.

We will be able to do the aforementioned work through being listeners and learners.

Through our intentional, and many times uncomfortable work, we will collectively build a broader and more responsive community wherein our values, beliefs, and actions exemplify the brighter future where inequities have been eliminated, creating a new reality - for every single student within the Lake Washington School District.

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 18, 2020

The board meeting was called to order on May 18, 2020 by President Siri Bliesner at 5:00 p.m.

CALL TO ORDER

Due to current social distancing precautions because of the Coronavirus, all meeting participants will be joining the meeting remotely in alignment with current proclamation issued by Governor Inslee. The board meeting will be livestreamed and viewable on the [district website](#). Viewers could call (425) 936-2805 or (425) 936-2809, Conference ID: 471683, to listen to the meeting in alignment with the Governor's proclamation.

There will be no in-person public comment to ensure social distancing. All public comments should be submitted in writing to djenkins@lwsd.org by 1:00 p.m. on the day of the board meeting.

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

ROLL CALL

Present: Superintendent Jane Stavem

Chris Carlson moved to approve the agenda. Seconded by Cassandra Sage.

APPROVAL OF AGENDA

Motion carried.

Siri Bliesner read public comments received from Britt Clarke, Jessica Booth, Sweta Kishore, Christin Urban, Kenny Booth, Melissa Nilsen, and Allison Terwilliger on remote learning and plans for the upcoming school year; and Lisa Guthrie, Cheryl Jones, Jaime Heaps, Jennifer and Robert Martin, Sujatha Parthasarathy, Juan Jewell, Sandra Slutz, and Susan Cozzens to ensure that accommodations and services are provided to students with disabilities.

PUBLIC COMMENT

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

CONSENT AGENDA

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

Motion carried.

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 18, 2020

Approves minutes of the May 4 board meeting.

APPROVAL OF MINUTES

Approves May 18, 2020 Human Resources Report.

APPROVAL OF HUMAN
RESOURCES REPORT

Approves the monitoring report for OE-12, Facilities, as presented.

APPROVAL OF
MONITORING REPORT
OE-12, FACILITIES

Approves the monitoring report for OE-13, Technology, as presented.

APPROVAL OF
MONITORING REPORT
OE-13, FACILITIES

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

INSTRUCTIONAL
MATERIALS ADOPTION

Title: Rebecca
Author: Daphne Du Maurier
Publisher: Harper
Copyright: 1938
No. of Copies: 30-60
Price: \$10.87 per copy
School Requesting: Juanita High School – Cambridge Program
Classification: Grades 11-12

Title: Lexia Core 5
Author: Numerous
Publisher: Rosetta Stone
No. of Copies: 3300
Price: \$13-\$18 per student
School Requesting: Intervention Services & K-12 Literacy
Classification: Grades K-5

Title: Spelling City
Author: Numerous
Publisher: Learning City
No. of Copies: 4
Price: \$69.95 each copy
School Requesting: Rosa Parks Elementary School
Classification: Grades 2-3

Title: What is the Constitution?
Author: Patricia Brennan Demuth
Publisher: Penguin Workshop
Copyright: 2018
No. of Copies: 85
Price: \$5.99 per copy
School Requesting: Elizabeth Blackwell Elementary School
Classification: Grade 5

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Board of Directors' Meeting

May 18, 2020

Adopts Resolution No. 2292 authorizing the Superintendent or her designee to convey the sufficient right-of-way abutting NE 132nd Street for the City of Kirkland to install a new right-turn lane, curb/gutter, sidewalk, and sidewalk ramp by Deed of Dedication to the City of Kirkland, and also to convey a small portion of property that crosses through the public right-of-way at NE 125th Place. The Deed of Dedication to the City of Kirkland is required and benefits the new Juanita High School (Site 82).

RIGHT-OF-WAY
DEDICATION OF
PROPERTY - CITY OF
KIRKLAND
JUANITA HIGH SCHOOL
REBUILD AND ENLARGE
PROJECT (SITE 82)
RESOLUTION NO. 2292

Barbara Posthumus, Associate Superintendent of Business Services and Support Services, indicated that through the adoption of the 2019-20 Debt Service Fund Budget, the Board of Directors established an expenditure authorization of \$83,230,675. On March 9, 2020 the Board authorized the district to refund bonds in order to take advantage of favorable interest rates and save the taxpayers money. Three bond issues (2009 BABs, 2010A BABs, 2010B) are being refunded for a total of \$138 million. The bonds being refunded are considered a "current refunding" because they will close within 90 days of the refunded bond's next call date (the 2009 BABs are now callable anytime, while 2010A BABs and 2010B are callable beginning June 1, 2020). Accounting methodology requires school districts to treat the current refunding as revenue (other financing sources) and expenditures in the Debt Service Fund. In order to properly account for these changes in revenues and expenditures, the 2019-20 Debt Service Fund budget has been revised. While the beginning fund balance has been updated to reflect the actual beginning fund balance, the adjustment to revenues and expenditures are offsetting and do not impact to the overall projected ending fund balance.

NON-CONSENT

2019-20 DEBT SERVICE
FUND BUDGET
EXTENSION
PUBLIC HEARING AND
ADOPTION
RESOLUTION NO. 2291

State statutes require the board to hold a public hearing on the budget extension and adopt the revised budget by resolution. The appropriate public notices have been published in the local newspaper.

Resolution No. 2291 has been prepared in accordance with state law increasing the 2019-20 Debt Service Fund budget from \$83,230,675 to \$221,230,675.

Included are the detailed budget changes for the Debt Service Fund and the state format for budget extensions.

Siri Bliesner opened the public hearing. No one called in by phone to provide comments or submit written comments. Siri Bliesner then closed the public hearing.

Mark Stuart moved that the Board adopts Resolution No. 2291 authorizing the Superintendent to increase the 2019-20 Debt Service Fund budget from \$83,230,675 to \$221,230,675. Seconded by Chris Carlson.

Motion carried.

Jane Stavem noted that in-depth information is generally shared with the board members on a variety of topics in study session. Information was distributed and time set aside on the tonight's agenda for board members to seek clarification or ask questions on the overview of the budget process and the 2020-25 Six Year Capital Facilities Plan.

Barbara Posthumus related that information was shared at the May 4 board meeting on exterior refurbishment of the fieldhouse at Juanita High School. Board members requested additional information. She presented two options: Option 1) exterior painting, replacement of wood cornices with metal cornices, along with new exterior graphics/signage with an estimated cost of \$200,000; and Option 2) same as option 1 and includes partially metal cladding to match the new academic building with an estimated costs of \$650,000. She reviewed the pros and cons of both options and responded to board members' questions.

Brian Buck, Director of Support Services, noted that this would not impact the project if the roof replacement was done at a later date.

Jane Stavem conveyed that there will need to be further discussions in the future with the board regarding interior renovations of the fieldhouse/pool. This would need to be part of a future capital improvement bond measure.

OVERVIEW OF BUDGET
PROCESS – QUESTIONS &
CLARIFICATIONS

2020-2025 SIX YEAR
CAPITAL FACILITIES
PLAN – QUESTIONS &
CLARIFICATIONS

UPDATE ON JUANITA
HIGH SCHOOL
FIELDHOUSE PLAN

Brian Buck noted that there are many aspects of the pool and fieldhouse which are beyond the life cycle which will need to be addressed.

Chris Carlson noted that the fieldhouse is a focal point in the community and that there are many issues that need to be addressed to this facility by the board and the community. It is difficult to direct these funds for this purpose when the district has overcrowding which needs to be addressed. Eric Laliberte expressed his concerns to make renovations to a building which may be removed a few years later due to discovery of additional issues, replacement of the building, etc. Mark Stuart wanted to ensure that this work would protect the physical integrity of the building and supported Option 1.

Siri Bliesner highlighted that the district's mission is to provide safe, clean, and maintained facilities and ensure the effective use of resources. She summarized the discussion and indicated the consensus of the board would be appropriate to select Option 1 and paint the fieldhouse.

Mike Van Orden, Associate Superintendent of Teaching and Learning, reviewed the Continuous Learning Plan as a response to the COVID-19 closure. The district was mobilized to plan and prepare to deliver continuous instruction to over 30,000 students remote. The emphasis shifted and the district prepared for longer-term solution. This plan provided the five specific elements as required by the Office of Superintendent of Public Instruction. In addition, Resolution No. 2290, Emergency Waiver for School Days and Instructional Hours, has been prepared for board review and approval in accordance with WAC 392-901-035 and in alignment with WAC 392-901-005 through 040, Special Rules for Emergency School Closures in the 2019-20 School Year.

Chris Carlson moved that the Board review and approve Resolution No. 2290, Emergency Waiver of School Days and Instructional Hours, and authorized the superintendent to submit Resolution No. 2290 to the Office of Superintendent of Public Instruction as specified. Seconded by Eric Laliberte.

Motion carried unanimously.

OVERVIEW OF DISTRICT
CONTINUOUS LEARNING
PLAN AS A
REQUIREMENT OF
CHAPTER 392-901 WAC
AND AFFIRMED THROUGH
RESOLUTION NO. 2290

EMERGENCY WAIVER OF
SCHOOL DAYS AND
INSTRUCTIONAL HOURS
OFFICE OF
SUPERINTENDENT OF
PUBLIC INSTRUCTION
RESOLUTION NO. 2290

LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 18, 2020

Jen Rose, Director of Teaching and Learning, provided an update on the two-year process for the adoption of 6-12 English Language Arts Adoption. Plans were interrupted this spring with the district closure; curriculum was piloted at the middle school level, but not at the high school due to the closure of the district in March. So, the timeline will be adjusted for piloting materials at the high school. A recommendation for approval of the middle school ELA textbook adoption will be presented in June.

UPDATE ON DISTRICT
TEXTBOOK ADOPTION
ENGLISH LANGUAGE
ARTS – 6-12

Shannon Hitch, Director of Special Services; Paul Vine and Stacy McCrath, Associate Directors of Special Services, Secondary; and Kim Brenner, Associate Director of Early Learning, provided an update on preschool and transition academies during remote learning.

PRESCHOOL AND
TRANSITION - UPDATE
ON REMOTE LEARNING
PLAN

The meeting was recessed at 7:10 p.m. and reconvened at 7:25 p.m.

RECESS-

Mike Van Orden presented for Results 2, Academic Content, Knowledge, and Skills, for approval and responded to board members' questions.

APPROVAL OF
MONITORING REPORT
RESULTS-2, ACADEMIC
CONTENT, KNOWLEDGE,
AND SKILLS

Siri Bliesner inquired if the board agreed with the report, with the exceptions as noted.

Chris Carlson moved that the Board approve the monitoring report for Results-2, Academic Content, Knowledge, and Skills as presented. Seconded by Cassandra Sage.

Eric Laliberte conveyed that there is a growing achievement gap for low-income students that is not closing but widening. Siri Bliesner stated that based on the conversation that reasonable progress has been made with the exceptions as noted and that there will be further discussion on short-term targeted goals.

Motion carried.

Matt Gillingham, Associate Superintendent, Student and Community Services, provided an update on the planning for the 2020-21 school year. The Office of Superintendent of Public Instruction is forming a task force which will provide guidance to school districts; this plan may be available in late-July/early August.

He shared “Structuring for Resiliency, which addressed critical points in response to COVID-19 developments for end of the year (*graduation, collection of materials, staff closeout*), summer (*credit recovery, summer learning options, technology access, and post-secondary connections*), and the fall (*principal/teacher preparation, student academics and well-being, and mitigation efforts*). He described the roadmap to Return-to-School, Return-to-School decision-making structure which involves cabinet, stakeholders and Return-to-School committee. There are several sub-groups of the Return-to-School: wellness, instruction, post-secondary, facilities, school operations, and technology.

Chris Carlson conveyed that communication is key throughout this process, from the end of the year to close schools and to the fall to open schools.

Cassandra Sage conveyed that Washington State School Directors’ Association (WSSDA) is looking for proposals for the upcoming WSSDA annual conference.

Chris Carlson moved to adjourn. Seconded by Mark Stuart.

Motion carried.

The meeting was adjourned at 9:10 p.m.

SUPERINTENDENT
REPORT

REMOTE LEARNING
UPDATE
- PLANNING FOR
2020-21 SCHOOL YEAR

BOARD MEMBER
COMMENTS

ADJOURNMENT

Siri Bliesner, President

Jane Stavem, Superintendent

Diane Jenkins
Recording Secretary

Human Resources Board Report

June 1, 2020



NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Abdus- Salam, Naeemah P3	Teacher	SpEd Pool	C-2	08/24/20	Budgeted
Bond, Sarah P3	Teacher	Redmond MS	C-0	08/24/20	Budgeted
Dotson, Scott P3	Teacher	Redmond HS	C-0	08/24/20	Budgeted
Gerwin, Jeffrey	Bus Driver	Transportation	\$29.66	10/10/19	Budgeted
Granston, Madison P3	Counselor	Kirkland MS	A-0	08/24/20	Repl. C. Hinrichs
Holland, Taylor NC	Teacher	Finn Hill MS	C-0	08/24/20	Budgeted
Hunter, Laura P3	Teacher	Redmond MS	D-0	08/24/20	Repl. K. Saracco
Larson, Taylor	Teacher	SpEd Pool	A-0	08/24/20	Rescinded
Mandava, Prasanna	Special Ed Para Ed	Barton Elem	\$22.50	01/06/20	Repl. M. Sheldon
Okten, Ebru	Special Ed Para Ed	Barton Elem	\$22.50	01/08/20	Repl. H. Swensen
Parker, Hailey NC	Teacher	Kirkland MS	A-0	08/24/20	Repl. E Krueger
Paulson, Caroline	Instructional Assist	Kirkland MS	\$19.42	12/18/19	Repl. T. Chauvet
Santiago Lozano, Glidys	Special Ed Para Ed/Instruction Assist	Redmond Elem	22.50/19.42	12/02/19	Budgeted
Schneider, Karyn	Special Ed Para Ed	Frost Elem	\$22.50	12/18/19	Budgeted
Sing, Holly P3	Speech Language Path	Special Services	D-0	08/24/20	Budgeted
Straight, Ethan P3	Teacher	Rose Hill MS	C-0	08/24/20	Repl. D. Warnick
Super-Greene, Melissa	Associate Principal	Lake Washington HS	\$144,430.00	07/01/20	Repl. J. King
Taggart, Karyn P3	Teacher	SpEd Pool	B-5	08/24/20	Budgeted
Williams, Paige	Admin Prof III	Special Services	\$29.57	01/23/20	Repl. L. Hannah
Zard, Kendria	Instructional Assist	Kirkland MS	\$19.42	12/18/19	Repl. T. Chauvet

RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Bhatia, Bhawna	Special Ed Para Ed	Dickinson Elem	10/21/19	06/30/20	Resignation
Brandt, Tamara	Bus Driver	Transportation	03/30/93	04/02/19	Resignation(rev)
Case, Marilyn	Teacher	Sandburg Elem	09/10/90	06/30/20	Retirement
Fulton, Hannah	Music Tutor	Timberline MS	09/23/19	06/30/20	Resignation
Gagnon, Craig	Teacher	Rose Hill MS	08/26/19	06/30/20	Resignation
Hay, Karen	Director	WaNIC	08/09/13	06/30/20	Resignation

Human Resources Board Report

June 1, 2020



RETIREMENTS/RESIGNATIONS/TERMINATIONS - Con't

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Johnson, Christy	Instructional Assist	LOA	11/19/15	06/30/20	Resignation
Johnson, Hannah	Special Ed Para Ed	Bell Elem	04/18/19	06/30/20	Resignation
Kirkman, Inger	Teacher	Kamiakin MS	08/28/17	06/30/20	.2 Resignation
Leslie, Teresa	Instructional Assist	Muir Elem	03/08/95	08/31/20	Retirement
Locke, Mary	Teacher	Einstein Elem	04/01/01	06/30/20	Retirement
Long, Brenda	Special Ed Para Ed	Transition Academy	11/18/04	06/30/20	Retirement
Magnani, Alexandra	Special Ed Para Ed	Twain Elem	09/04/17	06/30/20	Resignation
Martin, Courtney	Teacher	Redmond MS	02/01/17	06/30/20	Resignation
Maver, Ian	Associate Principal	Audubon/Kirk Elem	08/29/07	06/30/20	Resignation
McHugh, Jackie	Readystart/Headstart Teacher	Dickinson Elem	04/15/19	06/30/20	Resignation
Molina, Patricia	Instructional Assist	Twain Elem	02/21/17	06/30/20	Resignation
Robles, Shelby	Teacher	Einstein/Dickinson Elem	08/26/19	06/30/20	Resignation
Scarpelli, Victor	Principal	Finn Hill MS	09/03/96	06/30/20	Resignation
Sears, Sharon	Special Ed Para Ed	Bell Elem	01/30/18	06/30/20	Resignation
Smith, Samantha	Special Ed Para Ed	Evergreen MS	01/07/19	06/30/20	Resignation
True, Susan	Special Ed Para Ed	Smith Elem	03/11/99	06/30/20	Retirement
Warnick, David	Teacher	Rose Hill MS	09/10/90	08/21/20	Resignation

CHANGE OF CONTRACTUAL STATUS

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Ahmadi, Julia	Inglewood MS	.6 P3 to .7 P3	08/24/20
Boumenot, Stacy	Special Services	.5 C to .5 C/.1NC	08/24/20
Cissell, Kaitlin	Sandburg Elem	1.0 NC to 1.0 P1	08/24/20
Covington, Chase	Tesla STEM	.5 P3 to .7 P3	08/24/20
Dieterich, Annelisa	Elem Pool	1.0 NC to 1.0 P3	08/24/20
Dwiggins, Zoey	Sandburg Elem	1.0 NC to 1.0 P3	08/24/20
Fudge, Kelly	Elem Pool(rev)	1.0 NC to 1.0 P3	08/24/20
Glickert, Georgia	Elem Pool	1.0 NC to 1.0 P3	08/24/20
Grefthen, Kari	Bell Elem	1.0 NC to 1.0 NC	08/24/20

Human Resources Board Report

June 1, 2020



CHANGE OF CONTRACTUAL STATUS - Con't

<u>Name</u>	<u>Location</u>	<u>Change</u>	<u>Effective Date</u>
Knott, Zachary	Einstein Elem	1.0 NC to 1.0 NC	08/24/20
Miller, Trisha	Evergreen MS	.5 C to .6 C	08/24/20
Morando, David	Mead Elem	1.0 NC to 1.0 P3	08/24/20
Schaeffbauer, Shandra	Elem Pool(rev)	1.0 NC to 1.0 P3	08/24/20
Swift, Sara	Mead Elem	1.0 NC to 1.0 P3	08/24/20
VanDenBox, Katherine	Elem Pool	1.0 NC to 1.0 P3	08/24/20
Werth, Julie	Redmond MS	1.0 NC to 1.0 P3	08/24/20
Zackery, Brittni	Bell Elem	1.0 NC to 1.0 NC	08/24/20

CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Young, Emily	Associate Director	Director	07/01/20	Repl. S. Bryant	\$178,025.00

APPROVAL OF MONITORING REPORT
OE-3, TREATMENT OF COMMUNITY STAKEHOLDERS

June 1, 2020

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GC-6, Annual Work Plan. OE-3, Treatment of Community Stakeholders, is now being presented for approval.

It should be noted that this is being submitted in accordance with the newly revised board policy governance process. Operational Expectations (OE) were formerly known as Executive Limitations (EL).

RECOMMENDATION

The Board of Directors approves the monitoring report for OE-3, Treatment of Community Stakeholders, as presented.

OE-3 Monitoring Report

Treatment of Community Stakeholders
Lake Washington School District
June 1, 2020

OPERATIONAL EXPECTATIONS (OE) POLICY

OE-3 Treatment of Community Stakeholders

<input type="checkbox"/>	Reasonable Interpretation and Indicators (RI)	<u>June 1, 2020</u>	Date
<input checked="" type="checkbox"/>	Monitoring Report	_____	Date for Remonitoring

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy, OE-3, Treatment of Community Stakeholders, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

_____ Has reasonably interpreted the Board's values

 x Is Compliant

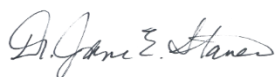
_____ Is Compliant with the exceptions noted

_____ Is Non-Compliant

Executive Summary:

This report evaluates five sections of the OE-3 Treatment of Community Stakeholders policy for compliance. All five of the sections are designated as in compliance when aligning with the indicators with the evidence. It should be noted for next year, some of the policy language and indicator may benefit from revisions to continue moving toward a narrow focus for evidence of compliance and reducing the amount of "process" language that has historically been part of the monitoring reports for LWSD. There are also some indicators that should be revised in light of the COVID-19 closure and the inability to collect spring 2020 data in the typical manner.

Signed:



Superintendent

Date:

June 1, 2020

BOARD ACTION:

With respect to Operational Expectations Policy, OE-3, Treatment of Community Stakeholders, the Board finds that the organization:

- _____ Has reasonably interpreted the Board's values
- _____ Has failed to reasonably interpret the Board's values
- _____ Is Compliant
- _____ Is Compliant, with the exception of specific policy sub-parts
- _____ Is Non-Compliant

Commendations/Direction:

Signed: _____
Board President

Date: _____

OE-3: Treatment of Community Stakeholders

The Superintendent shall maintain an organizational culture that treats families and members of the community with respect, dignity, and courtesy.

Superintendent Interpretation:

- I interpret “maintain an organizational culture” to mean that the school district and all employees operate using the core values of trust, respect, honesty, caring and integrity to guide their interactions with each other and with stakeholders outside the organization.
- I interpret “treats families and members of the community with respect, dignity, and courtesy” to mean that the school district values individual differences of opinion, reasonably includes people in decisions that affect them, provides open and honest communication and maintains an open, responsive and welcoming environment.

The Superintendent will:

3.1 Protect confidential information

Superintendent Interpretation:

- I interpret “protect information” to mean that the school district will follow the legal guidelines to assure that confidential information is only shared with legally authorized individuals.
- I interpret “confidential information” to mean that the school district will have systems and a process in place to assure that confidential information, defined as being protected under federal or state law, is only retrievable by authorized personnel. Electronic systems have been created, maintained, and consistently updated to assure the protection of private data. All technology systems have multiple levels of security.

Indicators of Compliance:

- Percentage of Uniform Complaint Procedure (a written statement alleging discrimination, harassment or a violation of a federal or state law or regulation) claims related to breach of confidentiality or violations of the Family Education Rights and Privacy Act.
- All computer systems are password protected and users are assigned with appropriate security credentials to access resources.
- All computers have up-to-date security protocols for information systems (such as a data back- up systems in place, up-to-date firewalls, and regular security audits).
- The District has policies that govern the protection of confidential information.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- There was one (1) Uniform Complaint Procedure claim related to a breach of confidentiality or violations of the Family Education Rights and Privacy Act during the 2019-20 school year to date. The district took swift action to investigate and resolve the complaint.
- All data security protocols and practices have been followed and there have been no data breaches resulting in violations of state or federal law.
- All computer systems are password protected and users are assigned with appropriate security credentials to access resources using technologies/protocols detailed in Appendix 3.1.1.
- All computers were managed with up-to-date security protocols for information systems which are detailed in Appendix 3.1.2.

- The District has the following policies which are consistent with applicable federal and state laws. These policies include:
 - 3231 – Student Records (adopted 09/01/19)
 - 3231P – Procedure Student Records (adopted 09/01/19)
 - 3232 – Parent and Student Rights in Administration of Surveys, Analysis or Evaluations (adopted 09/01/19)
 - 3232P – Procedure Parent and Student Rights in Administration of Surveys, Analysis or Evaluations (adopted 09/01/19)

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:

3.2 Effectively handle complaints.

Superintendent Interpretation:

- I interpret “effectively handle” to mean that the school district has a system in place that is designed to routinely review and appropriately and completely respond to all district complaints.
- I interpret “effective handling of complaints” to mean that complaints or concerns are received, reviewed and responded to in a timely manner using an appropriate and respectful approach and acted upon whenever necessary.
- The district shall follow uniform complaint procedures when addressing “complaints” alleging unlawful discrimination based on actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability or age in any program or activity that receives or benefits from state financial assistance.
- I interpret “complaints” to be written or oral statements that express discontent with aspects of district operations or those that identify specific grievances an expression of displeasure.
- Uniform complaint procedures shall be used when addressing complaints alleging failure to comply with state and/or federal laws.

Indicators of Compliance:

- Number of uniform complaints filed.
- Percentage of complaints investigated and resolved in within the required timelines.
- Percentage of appealed claims.

In Compliance

X

Not In Compliance

Evidence of Compliance:

Category	Title IX	HIB: Harassment, Intimidation, Bullying	Civil Rights	Section 504	OCR (SPED)	Due Process (SPED)	OSPI (SPED)	Patron Review Requests (4220F)
Number of uniform (formal) complaints filed this school year (August – present)	0	9	7	2	2	4	3	0
Percentage of complaints investigated and resolved in within the required timelines.	N/A	100%	100%	100%	100%	100%	100%	N/A
Percentage of appealed claims.	N/A	0%	0%	0%	Pending	Pending	Pending	N/A

Note that there are four (4) total claims still pending and therefore percentages cannot be calculated for three categories. All other claims in these categories have been resolved and were not appealed.

Board Findings:

In Compliance

Not In Compliance

3.3 Protect against any retaliation and illegal discrimination.**Superintendent Interpretation:**

- Protect: prevent or provide safeguards
- Retaliation: Act of revenge
- Illegal discrimination: Unlawful treatment that violates Federal and/or State laws.

Indicators of Compliance:

- Complaints and concerns are promptly addressed in accordance with applicable district policy and procedures and state/federal laws.

In Compliance

X

Not In Compliance

Evidence of Compliance:

All documented cases of retaliation or discrimination have been investigated in a timely manner as evidenced in the table presented in 3.2.

Board Findings:

In Compliance

Not In Compliance

The Superintendent will:

3.4. Maintain a systemic organizational culture that:

- a. Values individual differences of opinion;
- b. Reasonably includes people in decisions that affect them;
- c. Provides open and honest communication in all written and interpersonal interactions;
- d. Focuses on common achievement of the Board's *Results* policies;
- e. Is open, responsive, respectful, and welcoming; and
- f. Provides access to appropriate information about school and district programs and academic progress.

Superintendent Interpretation:

- I interpret "Systemic organizational culture" to mean that there is an expected level of service that is pervasive throughout the district, its buildings and operations.
- I interpret "values individual differences of opinion" to mean that the district seeks and incorporates multiple perspectives.
- I interpret "reasonably includes people in decisions that affect them" to mean that stakeholder perspectives are appropriately incorporated whenever possible when making decisions that impact them.
- I interpret "provides open and honest communication in all written and interpersonal interactions" to mean that the school district provides accurate and truthful information in all forms of communication and makes every effort to be open and transparent while following confidentiality laws and district processes and timelines.
- I interpret "focuses on common achievement" to mean that the Superintendent and staff shall use opportunities to educate and inform the public about the district's academic goals, measures, and progress.
- I interpret "maintains an open, responsive, respectful, and welcoming" to mean that the school district is a safe environment for stakeholders to offer perspectives. The district responds to complaints or requests by listening and acting in a fair manner. The district welcomes and includes stakeholders from all aspects of the district when possible or appropriate.
- I interpret "provides access to appropriate information" to mean the ability to obtain information that educates and informs district stakeholders through school and district communication mechanisms.
- I interpret "school and district programs" to mean activities that reflect the programs and services offered at each school as part of the range of district opportunities including everything pertaining to a basic education.
- I interpret "academic progress" to mean formal and informal opportunities and documents that indicate a level of mastery or proficiency and reflect the ongoing success of the student in achieving expected outcomes of a course of study or grade level standards.

Indicators of Compliance:

- The District hosts monthly community forums, focus groups, committees with a variety of stakeholders throughout the district.
- The District communicates on a semi-annual basis regarding its strategic goals and progress towards those goals.
- At least ninety-five percent of respondents indicating agree completely, agree mostly, or agree slightly on the characteristic "high levels of family and community involvement" on Nine Characteristics Survey.
- At least ninety-five percent of respondents indicating agree completely, agree mostly, or agree slightly on the characteristic "high levels of collaboration and communication" on Nine Characteristics Survey.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- This school year, the District has hosted on its own and in partnership with the Lake Washington PTSA and the Lake Washington Schools Foundation more than 150 events at the Resource Center. Appendix 3.4.1 details some of the standing committees.
- The District launched a new, multi-year strategic plan entitled “Elevate” in August/September of 2019. An update was provided to the community in December 2019. Appendix 3.4.2 details some of the communications efforts.
- The Nine Characteristics Survey will be administered in May this year (2020). Data from the 2018-2019 survey administration indicate that 98% of the 1,656 respondents agreed completely, mostly or slightly with the characteristic that the District has “high levels of family and community involvement”. The levels for 2018-19 breakdown as follows:
 - 41% agree completely
 - 41% agree mostly
 - 15% agree slightly
 - 2% don’t agree at all
- The Nine Characteristics Survey will be administered in May this year (2020). Data from the 2018-2019 survey administration indicate that 97% of the 1656 respondents agreed completely, mostly or slightly with the characteristic that the District has “high levels of collaboration and communication”. The levels for 2018-19 breakdown as follows:
 - 38% agree completely
 - 44% agree mostly
 - 15% agree slightly
 - 3% don’t agree at all

Board Findings:

In Compliance

Not In Compliance

3.5 Actively encourage community volunteers.**Superintendent Interpretation:**

- I interpret “actively encourage community volunteers” to mean providing information about District volunteer opportunities in a manner that conveys an appreciation and invitation to be involved in a capacity that does not receive monetary compensation in Lake Washington School District, and ongoing initiatives that result in repeated volunteer activities.

Indicators of Compliance:

- The number of district published opportunities that provide ongoing information about volunteer opportunities.
- The number and percentage of volunteers who renew their application after their first two years of approval.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- The District published the following communications regarding volunteer opportunities during the 2019-20 school year to-date:
 - **117** Flyers posted in local businesses (33 Kirkland, 41 Redmond, 43 Sammamish) promoting volunteerism in LWSD.
 - **38** community events where volunteering in LWSD was promoted.
 - **74** mail merge emails recruiting volunteers for various events at schools: PTSA events, Vision and Hearing Screenings, specific teacher requests looking for classroom help and mentor recruitment. These are email mail merges that can range from a hundred volunteers at a specific school to the entire approved database, depending on the target audience and the event.
 - **10** articles in our *Connections* e-newsletter for families and the community.
 - **2** news releases about three mentoring programs: LINKS, AVID and Junior Achievement in July and November.
 - **Monthly** Peachjar eflyers for LINKS. Peachjar eflyers for AVID in August and December and for Junior Achievement in July.
 - **15** social media posts to recruit volunteers for mentoring programs.
- During the 2019-20 school year to-date, the District increased the number of volunteers in its system from 16,922 volunteers in August of 2019 to 17,148 as of March 2020. There is not, unfortunately, a way to track renewal rate of volunteers within a given time frame in our new volunteer management system.

Board Findings:

In Compliance

Not In Compliance

- 3.1.1:** All computer systems are password protected and users are assigned with appropriate security credentials to access resources using the following technologies/protocols:
- Microsoft Active Directory was actively deployed as the authentication authority for the district’s computer network. All staff and students in grades Pre-K-12 are issued accounts. Preschool students were issued accounts this year due to school closure.
 - Security measures have been updated including password policy changes for 2020 to ensure alignment with current State requirements. These changes are in conjunction with the completed roll out of the O365 password self-recovery tool. Federal and State guidelines continue to evolve around access security best practices.
 - Microsoft AppLocker was deployed to secure student laptops from intrusion and non-educational use.
- 3.1.2:** All computers were managed with up-to-date security protocols for information systems which include the following:
- Network Intrusion Security/Firewall
 - The District deploys a defense in depth concept with layers of network security. The network architecture is designed to protect the district’s computing network through the use of standard hardware and software. Two Palo Alto Network (PAN) firewalls are used to prevent unauthorized network access from the Internet, and two more virtual Palo Alto Network firewalls protect our Azure deployed infrastructure.
 - In the winter of 2019, technical operations put Microsoft’s Local Administrator Password Solution (LAPS) in place to further secure the Districts computer workstations from intrusion by unauthorized personnel. This is part of the “East-West “security foundation and defense in-depth strategy. This protects intrusion within the district network from spreading across locations internally.
 - Web Filtering
 - Two Palo Alto Network appliances were used to filter all network traffic leaving for the internet. These devices support district compliance with Children’s Internet Protection Act (CIPA) regulations. Six Direct Access servers support staff laptops and secondary student one to one devices to re-direct web traffic back through the LWSD network so that web content is filtered when student devices are not connected to the district network, making the student experience very similar to being at school.
 - Malicious Traffic Detection
 - The Palo Alto Network (PAN) devices also provide deep packet analyzing to detect and filter network packets that are not authorized to pass between our network and the internet. This device blocks malware activities as well as nefarious software, such as illegal file sharing software and security bypass software.
 - Microsoft Advanced Threat Protection (ATP) was deployed in December 2016 to provide protection against known malware and viruses, malicious URLs, and to provide click tracing to help identify sources of attempted nefarious activity. This is the same protection Microsoft Corporation uses internally. Microsoft is the second most attacked entity in the world, next to the federal government.
 - PhishHunter was added in 2017 for additional threat protection. It is a set of tools and reports in the Microsoft ecosystem to combat phishing attempts. This assisted LWSD technical staff in identifying high priority phishing scams as well as breaches.

- Anti-Virus
 - The district deployed Microsoft Endpoint Protection – Windows Defender to all its servers and endpoint devices. This anti-virus protection solution was managed centrally by Microsoft’s System Center Configuration Manager (SCCM).
- Network Access
 - District staff and students were provided network access through district-owned and configured equipment. Guest users were informed by the web gateway of the Terms and Conditions of use for the guest wireless network and must click to accept the terms before being granted access.
 - During school closure, district issued laptops are able to access the secure LWSD network with log ins and password. Six hundred families without internet were issued hotspots until supplies were exhausted. Additional hotspots are on back order.

3.4.1: The following are some of the standing committees or workgroups that involve a partnership between the District and community members:

- **District Equity Team** – monthly meeting with staff, administrators, parents, and community representatives to advise, provide input, and help prioritize the district’s equity efforts focused on closing opportunity gaps and ensuring equitable and inclusive working and learning environments for all students, families, staff and communities.
- **Facility Advisory Committee** – monthly meeting with staff, administrators, parents, and community representatives to make recommendations for future facility planning, informed by enrollment trends, community expectations and district programs.
- **Instructional Materials Committee** – monthly meeting to review and recommend instructional materials to the board of directors, which must vote to adopt specific curriculum for the district.
- **Community Truancy Boards** – monthly meetings with community members to help families address obstacles that prevent students from attending school.
- **Safety Advisory Committee** – monthly meetings between LWSD administrators and representatives of municipalities, law enforcement, fire departments, and emergency services.

3.4.2: The following communications are some examples of efforts to communicate with stakeholders regarding efforts related to this plan:

- Launch of website for strategic plan (<https://www.lwsd.org/about-us/strategic-plan>)
- Launch of strategic plan video
- Development of Strategic Plan PowerPoint for use with all LWSD staff
- Development of Strategic Plan publication
(<https://resources.finalsite.net/images/v1566500386/lwsdorg/yfgjct13o0p1rn22puri/StrategicPlan-8-2019.pdf>)
- Development of Strategic Plan one-pager
- Development of Strategic Plan update
(<https://resources.finalsite.net/images/v1576354041/lwsdorg/c5sfhlInfxtsrffnake53/Year-End-Update-2019.pdf>)
- Highlights of Strategic Plan in August, December, and January *Connections* newsletter
- Highlights of Strategic Plan in August, December, and January *Focus* newsletter

APPROVAL OF MONITORING REPORT
OE-9, COMMUNICATION AND ENGAGEMENT WITH THE COMMUNITY

June 1, 2020

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GC-6, Annual Work Plan. OE-9, Communication and Engagement with the Community, is now being presented for approval.

It should be noted that this is being submitted in accordance with the newly revised board policy governance process. Operational Expectations (OE) were formerly known as Executive Limitations (EL).

RECOMMENDATION

The Board of Directors approves the monitoring report for OE-9, Communication and Engagement with the Community, as presented.

OE-9 Monitoring Report

Communication and Engagement

Lake Washington School District

June 1, 2020

OPERATIONAL EXPECTATIONS (OE) POLICY

OE-9 Communication and Engagement with the Community

<input type="checkbox"/> Reasonable Interpretation and Indicators (RI)	<u>June 1, 2020</u>	Date
<input checked="" type="checkbox"/> Monitoring Report	_____	Date for re-monitoring

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy, OE-9, Communication and Engagement with the Community, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization:

_____ Has reasonably interpreted the Board's values

☒ Is compliant

_____ Is compliant with the exceptions noted

_____ Is non-Compliant

Executive Summary:

This report evaluates four sections of the OE-9 Communication and Engagement with the Community policy for compliance. All four of the sections are designated as in compliance when aligning with the indicators with the evidence. It should be noted that some evidence was unavailable as of this moment but will become available in the following year. Additionally, it should be noted for next year, some of the policy language and indicator may benefit from revisions to continue moving toward a narrow focus for evidence of compliance and to provide greater clarity.

Signed: 
Superintendent

Date: June 1, 2020

BOARD ACTION:

With respect to Operational Expectations Policy, OE-9, Communication and Engagement with the Community, the Board finds that the organization is:

- _____ Has reasonably interpreted the Board's values
- _____ Has failed to reasonably interpret the Board's values
- _____ Is compliant
- _____ Is compliant, with the exception of specific policy sub-parts
- _____ Is non-compliant

Commendations/Direction:

Signed: _____
Board President

Date: _____

OE-9: COMMUNICATION AND ENGAGEMENT WITH THE COMMUNITY

The Superintendent shall assure that the community is informed about the condition of the district and engaged in defining and supporting its direction.

Superintendent Interpretation:

I interpret “community is informed” to mean that employees, parents, students, and community members receive regular communication in a variety of formats throughout the year, including written documents as well as verbally.

I interpret “the condition” of the district to mean information regarding district finances, academic results, climate, honors, and ongoing items of general interest related to schools or programs.

I interpret “engaged in defining and supporting” to mean the opportunity to share feedback, ideas, questions and concerns through multiple formats, including two-way dialogue on matters related to the District.

I interpret the District’s “direction” to mean communication related to the District’s Strategic Plan goals and major initiatives.

The Superintendent will:

9.1 Assure the timely flow of information, appropriate input, and strategic two-way communication between the district and its communities to build understanding and support for district efforts.

Superintendent Interpretation:

I interpret “timely flow” to mean that District stakeholders hear, read, or otherwise see emergency information as quickly as possible. I also interpret this to mean that there is opportunity to read or see information about District initiatives and have opportunity to share feedback and ideas when appropriate and/or required.

I interpret “appropriate input” to mean the District will provide a clear way for stakeholders to share thoughts, concerns, questions, and ideas.

I interpret “strategic two-way communication” to mean that the District routinely engages stakeholders in regular conversations related to the direction of the District and strategic initiatives.

I interpret “builds understanding and support” to mean that stakeholders believe they are knowledgeable about District initiatives, programs, and goals. Additionally, stakeholders believe the District initiatives, programs, and goals positively impact the mission of the District.

Indicator of Compliance:

- District written communication publications are sent on a regular basis and includes ongoing information on district initiatives and project updates.
- The district website contains information that is regularly updated and relevant to current items of interest or need.
- District information is available in multiple languages as required by State law.
- Social media is used to provide timely updates on items of interest or emergencies.
- The District utilizes web-based and in-person solutions that increase two-way communication and exchange of thoughts, concerns, questions, and ideas.

In Compliance

X

Not In Compliance

Evidence of Compliance:

- District written communication publications were sent on a regular basis and included ongoing information on district initiatives and project updates through the following publications:
 - [Connections e-newsletter](#) – sent twice per month during the school year. Each edition is sent to 58,967 Recipients. Anyone can sign up to receive these newsletters on the front page of the LWSD website.
 - [Building on Success e-newsletter](#) – sent monthly during the school year. Each edition is sent to 58,364 recipients. Anyone can sign up to receive these newsletters in the Building on Success webpage.
 - [Building on Success Progress Report](#) – mailed once per year to all households in LWSD boundary. It is also posted on the LWSD website for additional views.
- The district website contains information that is regularly updated and relevant to current items of interest or need. The webmaster has an annual plan for updating the site, which includes reviews with page content owners.
 - LWSD website (www.lwsd.org) and LWSD staff portal (www.lwsd.org/staff) – Average page views per day is 41,543.
- District information is available in multiple languages as required by State law.
 - LWSD website translates into 108 languages via Google Translate widget at top left corner of the page.
- Social media is used to provide timely updates on items of interest or emergencies.
 - [Facebook](#) – Over the past calendar year, the District has produced 770 news stories and informational posts. 14,409 followers as of 4/15/20.
 - [Twitter](#) – Over the past calendar year, the District has produced 600 news stories and informational posts. 5,216 followers as of 4/15/20.
 - [Instagram](#) – Over the past calendar year, the District has produced 180 photo stories and video posts. 2,849 followers as of 4/15/20.
 - [YouTube Channel](#) – Over the past calendar year, the District has produced 73 video posts. 562 subscribers as of 4/15/20.
 - [LinkedIn](#) – Over the past calendar year, the District has produced 60 staff related information and job postings. Currently have 4,014 subscribers to our page.
- The District utilizes web-based and in-person solutions that increase two-way communication and exchange of thoughts, concerns, questions, and ideas.
 - LWSD contracted with Thoughtexchange beginning in the 2019-20 school year. So far, we have completed one exchange for our Facility Advisory Committee (FAC). During the two-week engagement window, we had 1,259 participants who shared 1,421 thoughts and gave 42,854 ratings to the thoughts shared.
 - The Let's Talk tool allowed us to get real-time thoughts, concerns and questions from our community. We have received 1,767 Let's Talk messages this year and have an average customer rating of 8.4 with a dialogue age of 0.9 days.
 - LWSD co-hosted a New & International Families Welcome event with the PTSA Council this year. This was an opportunity from parents who are new to the district to hear directly from our leaders and have their questions answered.

Board Findings:

	In Compliance	Not In Compliance

The Superintendent will:

9.2 Maintain family engagement that recognizes the developmental needs of our diverse students and ensures active participation of students' families.

Superintendent Interpretation:

I interpret "family engagement" to mean activities and initiatives that connect families and promote a sense of belonging to the District as a whole and individual schools.

I interpret "developmental needs" to mean the unique strengths and characteristics.

I interpret "diverse students" to mean the range of abilities, interests, backgrounds, and cultures represented within the student population.

I interpret "ensures active participation" to mean strategies and initiatives that encourage frequent attendance at or involvement in District and/or school activities and events.

Indicator of Compliance:	In Compliance	Not In Compliance
<ul style="list-style-type: none">– District information, activities, and events are accessible to all students and families.– Climate survey data point that indicates the perception of inclusion and accessibility with indicators for disaggregated identifiers. (baseline)	X N/A	
Evidence of Compliance: <ul style="list-style-type: none">- The LWSD website meets WCAG 2.0 Web Accessibility standards.- Previous climate surveys did not address the perception of inclusion and accessibility. The annual climate survey is scheduled for the Fall of 2020 and will be revised to include this particular data point moving forward.		
Board Findings:	In Compliance	Not In Compliance

The Superintendent will:

9.3 Develop connections and strategic partnerships throughout the larger community focused on understanding and contributing to district efforts to help all students achieve defined district Results.

Superintendent Interpretation:

I interpret "develop connections and strategic partnerships" to mean those activities that establish a relationship with the District and promote goodwill, opportunities for students and staff, and formalized arrangements that enhance program and curriculum enhancement and/or district operations and systems.

I interpret "the larger community" to mean areas within the school district boundaries and throughout the region.

I interpret "understanding and contributing to" to mean a sense of connection, purpose, and involvement related to the District's mission and goals for student achievement with outcomes that may include specific actions and/or initiatives.

Indicator of Compliance: <ul style="list-style-type: none"> – Documentation of formalized partnerships and specific connection to district initiatives. – Regular participation in community organizations and groups that directly support the district through donations, programs, and volunteerism. – Weekly documentation through established communications between the Superintendent and the Board. 	In Compliance X	Not In Compliance
Evidence of Compliance: <ul style="list-style-type: none"> - The District entered into multiple partnerships to support its strategic initiatives. Partnerships include: <ul style="list-style-type: none"> o Microsoft – Academic Success, Excellent Staff, Effective Use of Resources – Partnership Agreement signed o Eastside Pathways – Academic Success, Well-Being, Community Engagement o UW SMART Center – Well-Being o UW TIES – Academic Success o King County Public Health – Well-Being o NWPBIS – Well-Being o Youth Eastside Services – Well-Being o EvergreenHealth – Well-Being o Asian Counseling Referral Services (ACRS) – Well-Being o Consejo – Well-Being o SeaMar – Well-Being o Sound – Well-Being o YMCA – Well-Being o Boys and Girls Club – Well-Being o Washington Alliance for Better Schools – Academic Success - The District held regular meetings with community and regional partners: <ul style="list-style-type: none"> o Regular leadership meetings between District and Municipal executive leadership/staff o Periodic coordination meetings with all three municipalities and the District o Monthly Safety Advisory committee meetings o Regular meetings with higher education leaders at Cascadia and LWTech - District leadership met regularly with LWPTSA leadership and LWSF leadership to coordinate efforts on behalf of the students and families of the District including: <ul style="list-style-type: none"> o Monthly brown bag lunch presentations for LWPTSA o New family welcome events with LWPTSA o Balance in Mind parent support groups with LWSF - The Superintendent provided the Board with board briefs on Thursdays unless otherwise noted. 		
Board Findings:	In Compliance	Not In Compliance

The Superintendent will:

9.4 Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:

- a. Data indicating student progress toward accomplishing the Board's *Results* policies.
- b. Information about school district strategies, programs and operations intended to accomplish the Board's *Results* policies.
- c. Information about the district's financial condition, including revenues, expenditures and costs of major programs.

Superintendent Interpretation:

This section of the policy is explicitly stated and does not require further interpretation.

Indicator of Compliance:	In Compliance	Not In Compliance
<ul style="list-style-type: none">– The annual monitoring reports for the Board's Results policies are posted and available on the District website.– The LWSD Annual Report includes disaggregated data related to qualitative and quantitative indicators based on the LWSD Strategic Plan and Results policies.– The District provides regular financial updates through monthly Board reports, presentations, and annual Budget formation and review.– The District provides information and access to state-reported data related to academic achievement.	X	

Evidence of Compliance:

- The annual monitoring reports for the Board's Results policies were posted and available on the District website at: <https://www.lwsd.org/board/monitoring-reports>
- The LWSD Annual Report includes disaggregated data related to qualitative and quantitative indicators based on the LWSD Strategic Plan and Results policies and are available at the following URLs:
 - o Previous reports are available here: <https://www.lwsd.org/about-us/annual-report>
 - o Strategic Plan End of Year report: <https://www.lwsd.org/fs/resource-manager/view/4f19d92d-b559-4a14-8dd2-d36eb1d7f7fa>
- The Board received regular financial updates through monthly Board reports, presentations, and annual Budget formation and review. Information presented to the board is available at the following URL: <https://www.lwsd.org/board/board-meetings>
- All financial reports and information are available at: <https://www.lwsd.org/programs-and-services/business-services/budgets-and-financial-reports>
- Information on state-reported data related to academic achievement can be found in the District's annual report. Additionally, each school published its own annual report with academic data specific to that school. District data is available at the following URL: <https://www.lwsd.org/about-us/annual-report>

Board Findings:	In Compliance	Not In Compliance

DONATIONS

June 1, 2020

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>
Lake Washington Schools Foundation to Lake Washington	\$3,793.74	To provide Reach for Success Grants at Evergreen and Finn Hill middle schools.
Redmond Middle School PTSA to Redmond Middle	\$1,500.00	To purchase library books.
TOTAL	\$5,293.74	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the June 1, 2020 board meeting.

APPROVAL OF MONITORING REPORT
RESULT-1, MISSION OF LAKE WASHINGTON SCHOOL DISTRICT

June 1, 2020

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GC-6, Annual Work Plan. Results-1, Mission of Lake Washington School District, is now being presented for approval.

It should be noted that this is being submitted in accordance with the newly revised board policy governance process. Results (R) were formerly known as End Results (End).

RECOMMENDATION

The Board of Directors approves the monitoring report for Results-1, Mission of Lake Washington School District, as presented.

Results-1 Monitoring Report

Mission of the Lake Washington School District

Lake Washington School District

June 1, 2020

RESULTS (R) POLICY

R-1 Mission of Lake Washington School District

<u> </u>	Reasonable Interpretation and Indicators (RI)	<u>June 1, 2020</u>	Date
<u> X </u>	Monitoring Report	<u> </u>	Date for Re-monitoring

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy, R-1, Mission of Lake Washington School District, the Superintendent certifies that the proceeding information is accurate and complete, and that the organization demonstrates:

 Approval of Interpretation and Indicators as Reasonable Evidence sufficient to show:

 Reasonable Progress

 Failure to Make Reasonable Progress

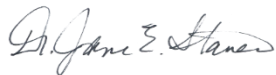
 X Reasonable Progress with Noted Exceptions Below

Executive Summary:

This is the first monitoring report for Results-1 under the revised policy/indicators. A number of indicators are new areas of data reporting and monitoring for the board. Results-1 is the overall monitoring of the District's mission and vision. Achievement in Results-1 continues to be high with persistent opportunity and achievement gaps demonstrated throughout the data. There are a few areas where historical gaps show positive achievement and trends. The efforts outlined in the strategic plan and in both Results-2 and Results-3 are in place to support the accomplishment of Results-1.

The pandemic school closure may cause the Board and Superintendent to analyze the indicators for next year's monitoring as some data elements may not be available for review and analysis.

Signed:



Superintendent

Date:

June 1, 2020

BOARD ACTION:

With respect to Results Policy, R-1, Mission of Lake Washington School District, the Board:

_____ Accepts the report as making reasonable progress

_____ Accepts the report as making reasonable progress, with exceptions

_____ Finds the district failing to make reasonable progress

Summary statement/motion of the Board:

Signed: _____
Board President

Date: _____

R-1: MISSION OF LAKE WASHINGTON SCHOOL DISTRICT

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

Every student will be *Future Ready*:

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

Superintendent Interpretation:

Students must have opportunities to learn a rich curriculum in inclusive classrooms and have access to learning opportunities that encourage ongoing growth and development. Every student learns and achieves at high levels and it is our responsibility to help Each student learns, grows and be challenged while they acquires knowledge and skills that will help them to be successful in an ever- changing world. Students must be are equipped to lead a life that is personally rewarding and professionally meaningful.

Further, I define these terms to mean the following:

- **Each Student:** Every child enrolled in Lake Washington School District school or program
- **Graduate:** Student who completes the required course of study in Lake Washington School District
- **Prepared:** Equipped to move to the pursuit of their choice for school, work, and life
- **Rewarding Life:** Able to participate in activities that are of interest and add value personally and globally
- **Responsible Life:** Ready to assume obligations and duties with reliability and support the ability to be a self-sufficient adult
- **Contributing Member:** Able to participate in meaningful activities that promote well-being, community involvement, and an awareness of being part of the greater good in society
- **Community:** The broader group of people, places, and activities that include common interests, work, identity, and location opportunities
- **Greater Society:** The connections of multiple communities and mindset that understands the interconnectedness of one's own existence with the world around them
- **College:** Place of higher learning after high school that provides education and grants degrees or certification in an area of interest and aptitude
- **Global:** The broad scope of mindset and skills that include all places rather than a limited view of place and connection
- **Workplace:** A place where people are employed and expected to possess the skills necessary for success
- **Personal:** Important to the individual interests, skills, and development of every person
- **Success:** The achievement of something desired or worked for that aligns with personal and professional goals and aspirations

Indicators	Targets	
	All	Student Groups ²
% of students graduating in 4 years (on-time rate)	>95%	Top 2 of 10 benchmarking districts ³
% of students not dropping out of school during high school	>98%	4-year rate of change for focus student groups ⁴ is positive and greater than the rate of change for comparative groups
% of students graduating in 7 years (extended rate)	>98%	
% of graduates enrolling in a post-secondary institution within 2 years	>85%	4-year rate of change for focus student groups ⁴ is positive and greater than the rate of change for comparative groups
% of graduates completing at least one dual credit course with a B or higher during high school	>95%	
% of 9 th graders earning credit for all courses attempted	>95%	
% of 10 th graders meeting the college and career readiness benchmark score on the evidence-based reading/writing section of the PSAT	>90%	
% of 10 th graders meeting the college and career readiness benchmark score on the math section of the PSAT	>80%	

¹ As measured by data from National Student Clearinghouse.

² Groups include: Gender, Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Asian, Black/African American, Hispanic/Latino, Two or More Race(s), White)

³ Benchmarking districts defined as districts in Washington State with >4000 students with a free/reduced lunch rate of 25% or less. These 10 districts include Lake Washington, Issaquah, Northshore, Tahoma, Camas, Snoqualmie Valley, Bellevue, Snohomish, Lake Stevens, Mercer Island.

⁴ Focus student groups include: Students receiving Special Education services, English Language Learners, Students from low income households, and race/ethnicity groups of Black/African American and Hispanic/Latino.

Evidence of Compliance:

Table 1. Percent of students graduating in 4 years (on-time rate)

Student Group	Class of 2019 Graduation Rate (%)	4-year Trend	Benchmark Districts Ranking	n
All	93.1	+0.6	4	1816
Asian	97.2	+1.2	1	356
Black/African American	82.9	+1.0	n/a	41
Hispanic/Latino of any race(s)	84.8	+0.8	4	204
Two or more races	93.9	+2.6	2	262
White	93.9	-0.3	3	1075
English Language Learners	60.0	-8.7	6	60
Non-EL	94.2	+7.0	4	1756
Students from low income households	80.4	-3.4	6	286
Non-Low Income	95.5	+4.9	4	1530
Students receiving Special Education services	70.5	-7.3	7	200
Non-Special Education	95.9	+5.9	2	1616
Female	95.2	+0.5	3	884
Male	91.1	-0.6	4	932

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 2. Percent of students not dropping out of school during high school

Student Group	Class of 2019 Not Dropping Out (%)	4-year Trend	Benchmark Districts Ranking	n
All	96.5	+0.3	4	1816
Asian	99.4	+0.7	1	356
Black/African American	90.2	+1.8	n/a	41
Hispanic/Latino of any race(s)	91.2	-0.8	4	204
Two or more races	96.2	-0.2	4	262
White	97.0	+0.4	2	1075
English Language Learners	76.7	-5.7	5	60
Non-EL	97.2	+0.5	1	1756
Students from low income households	89.5	+0.0	6	286
Non-Low Income	97.8	+0.2	3	1530
Students receiving Special Education services	91.0	-0.7	6	200
Non-Special Education	97.2	+0.4	3	1616
Female	97.4	+0.5	3	884
Male	95.7	+0.1	4	932

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 3. Percent of students graduating in 7 years (extended rate)

Student Group	Class of 2016 Graduation Rate (%)	3-year Trend	Benchmark Districts Ranking	n
All	95.8	-0.1	4	1705
Asian	97.4	-0.6	1	268
Black/African American	88.5	+4.8	n/a	26
Hispanic/Latino of any race(s)	91.2	+0.8	4	182
Two or more races	99.0	+1.5	n/a	96
White	96.2	-0.3	3	1129
English Language Learners	81.0	-1.0	3	63
Non-EL	96.3	0.0	2	1642
Students from low income households	87.1	-0.5	7	334
Non-Low Income	97.9	+0.1	3	1371
Students receiving Special Education services	93.8	+1.5	1	225
Non-Special Education	96.1	-0.3	6	1480
Female	96.6	+0.0	6	821
Male	95.0	-0.2	2	884

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

7 year rate is calculated only from Class of 2013 and beyond

Table 4. Percent of graduates enrolling in a post-secondary institution within 2 years

Student Group	Class of 2017 Enrollment (%)	4-year Trend	Benchmark Districts Ranking	n
All	87.3	+0.1	n/a	1626
Asian	90.6	+3.3	n/a	287
Black/African American	77.3	-0.5	n/a	22
Hispanic/Latino of any race(s)	78.4	-0.4	n/a	171
Two or more races	89.6	+2.1	n/a	125
White	87.9	-0.4	n/a	1019
English Language Learners	92.5	+9.3	n/a	40
Non-EL	87.1	-0.1	n/a	1586
Students from low income households	73.0	-1.6	n/a	270
Non-Low Income	90.1	+0.5	n/a	1356
Students receiving Special Education services	72.7	-0.7	n/a	154
Non-Special Education	88.8	+0.1	n/a	1472
Female	89.4	+0.2	n/a	810
Male	85.2	0.0	n/a	816

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 5. Percent of graduates completing at least one dual credit course with a B or higher during high school

Student Group	Class of 2019 % with B or higher	4-year Trend	Benchmark Districts Ranking	n
All	95.7	+0.5	n/a	1691
Asian	97.7	+0.3	n/a	346
Black/African American	82.4	-1.3	n/a	34
Hispanic/Latino of any race(s)	89.6	+1.8	n/a	173
Two or more races	94.3	+1.1	n/a	123
White	96.7	+0.6	n/a	1009
English Language Learners	91.7	+4.1	n/a	36
Non-EL	95.8	+0.4	n/a	1655
Students from low income households	84.3	-1.0	n/a	230
Non-Low Income	97.5	+0.6	n/a	1461
Students receiving Special Education services	80.1	+0.2	n/a	141
Non-Special Education	97.2	+0.4	n/a	1550
Female	96.9	+0.5	n/a	842
Male	94.6	+0.6	n/a	849

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 6. Percent of 9th graders earning credit for all courses attempted

Student Group	2018-19 9 th graders earning credit for all courses (%)	4-year Trend	Benchmark Districts Ranking	n
All	87.9	-0.8	5	2206
Asian	96.0	+0.1	2	529
Black/African American	68.3	-4.0	2	41
Hispanic/Latino of any race(s)	70.1	-3.4	7	244
Two or more races	84.8	+2.0	5	171
White	89.1	-0.9	2	1211
English Language Learners	62.1	-1.1	4	116
Non-EL	89.4	-0.6	2	2090
Students from low income households	58.9	-5.3	9	270
Non-Low Income	92.0	-0.5	5	1936
Students receiving Special Education services	68.8	-2.1	7	231
Non-Special Education	90.2	-0.8	4	1975
Female	90.7	-0.5	3	1038
Male	85.5	-1.1	3	1168

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 7. Percent of 10th graders meeting the college and career readiness benchmark score on the evidence-based reading/writing section of the PSAT

Student Group	2019-20 10 th graders meeting benchmark (%)	3-year Trend	Benchmark Districts Ranking	n
All	86.7	+0.5	n/a	1626
Asian	94.4	+1.7	n/a	412
Black/African American	76.5	+7.0	n/a	17
Hispanic/Latino of any race(s)	58.1	-1.6	n/a	172
Two or more races	88.2	-0.6	n/a	127
White	88.6	+0.1	n/a	895
English Language Learners	3.1	-17.7	n/a	32
Non-EL	88.4	+0.6	n/a	1594
Students from low income households	55.7	-2.2	n/a	122
Non-Low Income	89.2	+0.2	n/a	1504
Students receiving Special Education services	41.0	-3.1	n/a	117
Non-Special Education	90.3	+0.5	n/a	1509
Female	89.9	+0.6	n/a	762
Male	83.9	+0.3	n/a	864

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Table 8. Percent of 10th graders meeting the college and career readiness benchmark score on the math section of the PSAT

Student Group	2019-20 10 th graders meeting benchmark (%)	3-year Trend	Benchmark Districts Ranking	n
All	72.9	+3.0	n/a	1626
Asian	90.8	+3.8	n/a	412
Black/African American	58.8	+14.8	n/a	17
Hispanic/Latino of any race(s)	41.9	+2.5	n/a	172
Two or more races	69.3	-0.9	n/a	127
White	71.5	+2.3	n/a	895
English Language Learners	3.1	-11.9	n/a	32
Non-EL	74.3	+3.1	n/a	1594
Students from low income households	35.2	-0.6	n/a	122
Non-Low Income	76.0	+2.7	n/a	1504
Students receiving Special Education services	22.2	-0.2	n/a	117
Non-Special Education	76.9	+3.0	n/a	1509
Female	72.3	-4.0	n/a	762
Male	73.5	-3.5	n/a	864

Colored cells represent progress towards targets. Green=met target, Yellow=approaching (within 10 pts of % or positive trend or ranking of 3/4), Red=farther than approaching values.

Data Summary and What the Data Tells Us: Results 1

Overall, students are achieving at high levels in all the areas measured. For all indicators where Benchmark Districts Ranking is available, LWSD performs at or near the top, consistently ranking between 1-7. Given the recent adoption of the Results-1 indicators, a number of data elements have been added for review and analysis. These data provide positive trend data as well as performance data that will need to be further analyzed.

On-time graduation continues to remain high for the “all students” group. Overall, there are many positive trends with exceptions being students participating in EL and Special Education programs as both of these groups have a negative 4-year trend. Males continue to graduate at a rate 2% less than females. Students from low-income households show a negative 4-year trend with a ranking of 6.

Percent of students not dropping out of school during high school shows a similar pattern to the data in the on-time graduation data. Students participating in EL programs are at highest risk of dropping-out. Most student groups show a positive 4-year trend with both Hispanic/Latino students and students participating in Special Education showing a negative (less than 1%) decline over a 4-year period.

Extended graduation (7-year graduation rate) shows high achievement and ranking. While the overall 4-year trend declined by .1%, it is important to note that each graduation class is unique although the trend helps to provide context for overall achievement. Students in the Hispanic/Latino and Black/African American groups show a positive trend (.8 and 4.8 respectively) over a 4-year period. Students participating in Special Education show a positive trend and a gap of 2% with the “all students” group. Students from low-income households have the lowest ranking and 2nd lowest LWSD extended graduation rate with students participating in EL programs having the lowest.

Post-secondary enrollment within two years of graduation continues to remain high for LWSD graduates. Students in the Black/African American and Hispanic/Latino group, students participating in Special Education programs, and students from low-income households enroll at a lower rate and all have a declining 4-year trend. Graduates that participated in EL programs show a positive 4-year enrollment trend and also have high enrollment.

Graduates demonstrate high participation in dual credit courses. Most student groups show a positive 4-year trend with the exception of students from low-income households and students in the Black/African American group. Students participating in EL programs and students from the Hispanic/Latino group show the highest 4-year increase with 4.1 and 1.8% increases respectively. Males participate at a lower rate than females. Students participating in Special Education programs have low participation with a positive 4-year trend.

9th graders earning credit for all courses attempted is a new Results-1 indicator. This is an area that will need further analysis and monitoring. 12% of all 9th graders do not earn credit in at least one class attempted. This indicator highlights the most vulnerable populations with significantly lower success. Students in the Black/African American and Hispanic/Latino group, students participating in EL and Special Education programs, and students from low-income households all show significant gaps with the “all students” category. These data provide different view of earning credit than previous monitoring and is why additional analysis is needed.

10th graders meeting the college and career readiness benchmark score on the evidence-based reading/writing and math sections of the PSAT are new Results-1 indicators. These data show that LWSD students are achieving and are prepared at a higher rate in reading/writing than in math. This indicator also highlights the same gaps for the “all students” group and students in the Black/African American and Hispanic/Latino group, students participating in EL and Special Education programs, and students from low-income households. Additionally, males show a 6% difference with females in reading/writing. Students participating in EL programs have a

significantly negative 4-year trend in reading/writing. Overall, students in the Black/African American group are showing a positive 4-year trend in both reading/writing and math.

Achievement in Results-1 remains high although the District continues to see patterns of performance that demonstrate historically low outcomes for certain student groups.

External Measure with significant achievement gaps:

- PSAT results show vast achievement gaps for students in the Black/African American and Hispanic/Latino group, students participating in EL and Special Education programs, and students from low-income households.
- PSAT results in reading/writing show a gap for male students.

Internal Measure with significant achievement gaps:

- Attainment of credit in all courses attempted shows a pattern of failure for students in the Black/African American and Hispanic/Latino group, students participating in EL and Special Education programs, and students from low-income households.
- On-Time graduation rate shows an achievement gap for students in the Black/African American and Hispanic/Latino group, students participating in EL and Special Education programs, and students from low-income households.

When students start a pattern of failure in 9th grade, it is difficult to change this pattern even within the remaining three years of high school. A failure of a course often indicates more than non-success in a single class. For students and families that know and understand the system, there is a greater chance at addressing the underlying issue of a failure. This is most likely due to historical opportunities and connections these groups have with the system. For students and families that do not have the same knowledge and understanding of the system, recovery from failure in 9th grade is significantly more difficult and the pattern of lower achievement is demonstrated throughout these data. Graduation is a primary responsibility of the district for all students, yet the pattern of non-graduation starts early. The strategic work of the District is aimed at accomplishing our mission and vision for students. Results-2 and 3 provide an overall assessment of the academic and interpersonal skills and attributes of our students. These reports highlight the efforts in place to continue addressing student needs. Continued focus on student and professional learning are primary in order to address persistent opportunity and achievement gaps.

SIX-YEAR CAPITAL FACILITIES PLAN, 2020-25

June 1, 2020

SITUATION

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

The Six-Year Capital Facilities Plan, 2020-25, includes current enrollment projections and projects from the April 2016 bond measure and the April 2019 Capital Projects levy measure. It also includes the remaining projects from the February 2018 bond. Although this bond measure did not pass, the need for these projects remains. From the approved 2016 bond measure, this plan addresses the need to: rebuild and enlarge Juanita High School; from the approved 2019 levy measure this plan addresses the need to: construct an addition at one high school (Lake Washington High School); and construct additions at four elementary schools (Carson, Franklin, Rose Hill, and Twain elementary schools). From the proposed 2018 bond measure, this plan addresses the need to construct: one new Choice High School in the Sammamish area; rebuild and enlarge one middle school (Kamiakin Middle School); and rebuild and enlarge one elementary school (Alcott Elementary School).

The district formed a Facilities Advisory Committee in November 2019 to review and update the 2014 Task Force Recommendations. Because the Facility Advisory Committee recommendations will not be finalized at the time of the adoption of this plan, the proposed projects included in the plan continue to be the remaining projects from the 2018 bond. Next year's Capital Facilities Plan will be updated with the Facility Advisory Committee recommendations.

The State Environmental Policy Act (SEPA) requires that the district consider the environmental impacts of this proposal. The Director of Support Services, as the responsible official of the school district as lead agency, has determined that the proposed plan will not have a probable significant adverse impact on the environment. The notice of this determination was published on May 15, 2019 and the comment period ended on May 29, 2019. One comment was received but did not necessitate revisions to the Six-Year Capital Facilities Plan.

The 2020-25 Capital Facilities Plan establishes impact fees of \$15,070 per single-family unit and \$2,161 for each multi-family unit. The single-family fee is an increase of \$1,437 and the multi-family fee is an increase of \$773 from last year's fees. These increases are due to updated construction costs, reduction of local tax credits, and changes in student generation factors.

RECOMMENDATION

The Board of Directors adopts the Six-Year Capital Facilities Plan, 2020-25, as presented.

Six-Year Capital Facilities Plan

2020 – 2025



Juanita High School – Phase II To Open Fall 2020

DRAFT: May 29, 2020

Lake Washington School District #414

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

Lake Washington School District #414

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

SCHOOL BOARD MEMBERS

Siri Bliesner, President

Mark Stuart, Vice President

Christopher Carlson

Eric Laliberte

Cassandra Sage

SUPERINTENDENT

Dr. Jane Stavem

Lake Washington School District's Six-Year Capital Facilities Plan 2020-2025

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

TABLE OF CONTENTS

Section	
I.	Executive Summary 2-6
II.	Six-Year Enrollment Projection and Long-Term Planning 7-8
III.	Current District Standard of Service 9-11
IV.	Inventory and Evaluation of Current Facilities 12
V.	Six-Year Planning and Construction Plan 13-15
VI.	Relocatable and Transitional Classrooms 16-17
VII.	Six-Year Classroom Capacities: Availability / Deficit Projection 18
VIII.	Impact Fees and Finance Plan 19
IX.	Appendices A - E
A 1-2	Calculations of Capacities for Elementary Schools, Middle Schools, and Senior High Schools
B	Calculations of Impact Fees for Single Family Residences
C	Calculations of Impact Fees for Multi-Family Residences
D	Student Generation Factor Calculations
E	Calculation Back-Up
X.	Tables 1 – 6
1, 1A	Six-Year Enrollment Projections and Ten-Year Low, Medium, High Enrollment Forecast
2	Enrollment History
3	Inventory and Capacities of Existing Schools
4, 4A	Inventory of Undeveloped Land and District Map
5	Projected Capacity to House Students
6	Six-Year Finance Plan

I. Executive Summary

This Six-Year Capital Facilities Plan (the plan) has been prepared by the Lake Washington School District (the district). It is the organization's primary facility planning document in compliance with the requirements of the State of Washington's Growth Management Act and King County Code 21A.43. It is also used as a basis for requesting the collection of school impact fees. This plan was prepared using data available in the spring of 2020.

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

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

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

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

I. Executive Summary (*continued*)

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

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

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

School capacity is based on the district standard of service and the existing inventory of available classrooms, including both permanent and relocatable (portable) classrooms. As shown in *Appendix A1* and *A2*, the district's overall total capacity is 37,770. The total net available capacity is 32,923 including net permanent capacity of 29,128 and 3,795 in relocatables. Student headcount enrollment as of October 1, 2019 was 30,521.

The district experienced actual growth of 1,119 students in 2019. A six-year enrollment projection, as required for this plan, is shown in *Table 1*. During the six-year window from 2020 to 2025, enrollment is projected to increase by 3,171 students to a total of 34,277. Growth is projected at all levels.

The Lake Washington School District is the fastest growing school district in King County and one of the fastest growing school districts in the state. In the last five years, from 2014 to 2019, the district went from being the sixth largest school district to the second largest school district in the state. Enrollment growth has resulted in overcrowding in many district schools.

I. Executive Summary (*continued*)

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

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

- Timberline Middle School, a new middle school in Redmond Ridge (Site 72) with a permanent capacity for 896 students. This school is complete and opened in the fall of 2019.
- Rebuilding and expanding Juanita High School from a permanent capacity of 1,325 to 1,829 students (an increase of 504 students). The final phase of this rebuild is scheduled to open in the Fall of 2020.
- Rebuilding and expanding Kirk Elementary School for a permanent capacity of 690 students (an increase of 299). This school is complete and opened in the fall of 2019.
- Rebuilding and expanding Mead Elementary School for a capacity of 690 students (an increase of 230). This school is complete and opened in the fall of 2019.
- Remodeling Old Redmond School House for preschool classrooms. The building is scheduled to open in the fall of 2020.
- Clara Barton Elementary School, a new elementary school in North Redmond (Site 28) with a permanent capacity of 690 students. The school is complete and opened in the fall of 2018
- Ella Baker Elementary School, a new elementary school in Redmond Ridge East (Site 31) with a permanent capacity of 690 students. This school is complete and opened in the fall of 2018.

I. Executive Summary (*continued*)

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

In addition, within the six-year window of this plan, the framework of the long-term plan included a bond measure proposed for 2018. The following projects were presented to District voters in February 2018:

- A new elementary school in the Lake Washington Learning Community
- An addition at Lake Washington High School
- Rebuild and enlarge Alcott Elementary School
- Rebuild and enlarge Kamiakin Middle School
- A Choice high school in Sammamish
- Property for new schools

The February 2018 bond measure did not receive a sufficient majority to pass. However, the need for these projects still remains. Therefore, projects are presented in this report as occurring within the six-year window of the Lake Washington School District 2020-2025 Six-Year Capital Facilities Plan on a revised timeline.

In April 2019, voters approved a six-year Capital Project Levy measure which incorporated two projects from the 2018 bond as well as additional projects needed to provide for critical capacity needs. Voters approved the Levy measure which included funding for the following projects:

- A 20-classroom addition to Lake Washington High School (Site 84) which will increase permanent capacity by 500. The addition is scheduled to open in the fall of 2020.
- An eight-classroom addition to Franklin Elementary School (Site 16) which will increase permanent capacity by 184. The addition is scheduled to open in the fall of 2021.
- An eight-classroom addition to Rose Hill Elementary School (Site 15) which will increase permanent capacity by 184. The addition is scheduled to open in the fall of 2021.
- A four-classroom addition to Twain Elementary School (Site 14) which will increase permanent capacity by 92. The addition is scheduled to open in the fall of 2021.

I. Executive Summary (*continued*)

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

Given that the Long-Term Facilities Planning Task Force recommendations were based on assumptions from 2014 and enrollment and growth patterns continue to change, the district formed a new Facilities Advisory Committee in November 2019 to review and update the 2014 Task Force Recommendations. The Facility Advisory Committee will make recommendations for future facility planning informed by enrollment trends, community expectations and district programs. The facility strategy will align with the district's strategic plan and make recommendations to accommodate our rapid enrollment growth and continue to provide quality learning environments. The Superintendent and School Board will consider these recommendations as it plans for future ballot measures to fund construction. The Facility Advisory Committee will provide its initial recommendations to the board in June and the district will solicit additional community feedback in the fall.

Because the Facility Advisory Committee recommendations will not be finalized at the time of the adoption of this plan, the proposed projects included in the plan continue to be the remaining projects from the 2018 bond. Next year's Capital Facilities Plan will be updated with the Facility Advisory Committee recommendations.

The finance plan shown on *Table 6* demonstrates how the Lake Washington School District plans to finance improvements for the years 2020 through 2025. The financing components include secured and unsecured funding.

II. Six-Year Enrollment Projection and Long-Term Planning

Six-Year Enrollment Projection

The district developed long-term enrollment projections to assess facility capacity needs. Based on these projections the district expects enrollment to increase by over 3,171 students from the 2020 school year through 2025.

The district experienced actual growth of 1,119 students in 2019. A six-year enrollment projection, as required for this plan, is shown in *Table 1*. During the six-year window from 2020 to 2025, enrollment is projected to increase by 3,171 students resulting in a 10.2% increase over the current student population. Growth is expected to impact all levels.

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

Cohort Survival

King County live birth data is used to predict future kindergarten enrollment. Actual King County live births through 2018 are used to project kindergarten enrollment through the 2023-2024 school year. After 2024, the number of live births is based on King County projections. Historical data is used to estimate the future number of kindergarten students that will generate from county births. For other grade levels, cohort survival trends compare students in a particular grade in one year to the same group of students in prior years. From this analysis a cohort survival trend is determined. This trend shows if the cohort of students is increasing or decreasing in size. This historical trend can then be applied to predict future enrollment.

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

Development Tracking

In order to ensure the accuracy and validity of enrollment projections, a major emphasis has been placed on the collection and tracking of data of 81 known new housing developments within the district. This information is obtained from the cities and county and provides the foundation for a database of known future developments, as well as city and county housing growth targets. This assures the district's plan is consistent with the comprehensive plans of the local permitting jurisdictions. Contact is made with each developer annually to determine the number of homes to be built and the anticipated development schedule.

Student Generation Rates

Developments that are near completion, or have been completed, within the last five years are used to forecast the number of students generated by new development. District wide statistics show that each new single-family home currently generates a 0.370 elementary student, 0.153 middle school student, and 0.147 senior high student, for a total of 0.670 school-age child per single family home (see *Appendix B*). New multi-family housing units currently generate an average of 0.082 elementary student, 0.035 middle school student, and 0.033 senior high student for a total of 0.151 school age child per multi-family home (see *Appendix C*). Since 2019 the student generation numbers have decreased for single-family developments and increased for multi-family units. These student generation factors (see *Appendix D*) are used to forecast the number of students expected from the new developments that are planned over the next six years.

Enrollment Projection Scenarios

The district works with Flo Analytics, an outside planning, GIS and data analytic consulting firm, to review enrollment trends and demographics, provide land use and development mapping and to prepare 10-year enrollment forecast. Flo Analytics 6-year enrollment projections along with a 10-year high, medium, and low projection are shown in *Table 1* and *Table 1A*.

III. Current District “Standard of Service”

King County Code 21A.06 refers to a “standard of service” that each school district must establish in order to ascertain its overall capacity. The standard of service identifies the program year, the class size, the number of classrooms, students and programs of special need, and other factors determined by the district, which would best serve the student population. Relocatables (i.e. portable classroom units) may be included in the capacity calculation using the same standards of service as permanent facilities.

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

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

Standard of Service for Elementary Students

School capacity at elementary schools is calculated on an average class size in grades K-5 of 23; based on the following student/teacher staffing ratios:

- Grades K - 1 @ 20:1
- Grades 2 - 3 @ 23:1
- Grades 4 - 5 @ 27:1

III. Current District “Standard of Service” (*continued*)

The elementary standard of service includes spaces to accommodate:

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

Standard of Service for Secondary Students

School capacity at secondary school is based on the following class size provisions:

- Class size for grades 6-8 should not exceed 30 students
- Class size for grades 9-12 should not exceed 32 students

In the secondary standard of service model:

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

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

- Resource rooms
- English Language Learners (ELL)

Room Utilization at Secondary Schools

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

III. Current District “Standard of Service” (*continued*)

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

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

IV. Inventory and Evaluation of Current Facilities

As of May 2020 the district has total classrooms of 1,569, including 1,409 permanent classrooms and 160 relocatable classrooms (see *Appendix A-1*). These classrooms represent a theoretical capacity to serve 37,770 if all classrooms were only used as general classroom spaces. However, the district's standard of service provides for the use of classrooms for special programs, such as Special Education, English Language Learners and Safety Net programs. These programs serve students at much lower student to teacher ratios than general education classrooms or serve the same students for a portion of the day when they are pulled out of the regular classroom.

As a result, the net capacity of these school buildings is adjusted. A total of 225 classroom spaces are used for special programs as shown in *Appendix A-2*. The remaining classrooms establish the net available capacity for general education purposes and represent the district's ability to house projected student enrollment based on the Standard of Service defined in Section III, Current District Standard of Service.

After providing space for special programs the district has a net available classroom capacity to serve 32,923 students. This includes 3,795 in relocatable (portable) capacity and 29,128 in permanent capacity of which 432 is for self-contained program capacity.

Enrollment in 2019 was 31,106 and is expected to increase to 34,227 in 2025 (see *Table 1*).

The physical condition of the district's facilities is documented in the 2017 State Study and Survey of School Facilities completed in accordance with WAC 392-341-025. As schools are modernized or replaced, the survey of school facilities is updated. That report is incorporated herein by reference.

V. Six-Year Planning and Construction Plan

Enrollment projections show that enrollment will increase at all grade spans. Based on the enrollment projections contained in *Table 5*, student enrollment is anticipated to reach 34,277 by 2025. The district current inventory of existing net permanent capacity is 29,128.

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

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

Construction of new capacity in one area of the district could indirectly create available capacity at existing schools in other areas of the district through area specific boundary adjustments.

Strategies to address capacity needs employed over the prior six-year planning timeline (2014-2019) included:

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

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

- Four additional relocatables were added to Mann Elementary and to Wilder Elementary in the summer of 2014 to accommodate additional students.
- Twenty-two relocatable classrooms were added at various locations in the summer of 2015 (as identified in *Section VI*) to help relieve capacity issues.
- Eight additional relocatables were added in summer of 2016 to accommodate enrollment growth.
- A seven-classroom addition was opened at Redmond Elementary School in Fall 2016.
- Ten relocatable classrooms were added in Fall 2018 to five elementary schools.
- The April 2016 Bond funded the construction of six projects:
 - Replacing Explorer Community Elementary with a new modular school that opened in fall of 2017.
 - Ella Baker Elementary School in Redmond Ridge East (King County) and Clara Barton Elementary School in North Redmond (Redmond) opened in fall of 2018.
 - Kirk rebuild & enlarge and Mead Rebuild and enlarge – opened fall 2019
 - Timberline MS – opened fall 2019
- Boundary adjustments were identified in 2017 for implementation in Fall 2018 to accommodate the opening of these two elementary schools.
- Ten relocatable classrooms will be added in the summer of 2020 in the Juanita area to accommodate enrollment growth.
- Ten relocatable classrooms will be moved from Lake Washington High School to Kirkland Middle School (2); Rose Hill Middle School (6) and Inglewood Middle School (2) in the summer of 2020.

Based on the student enrollment and facility capacity outlined in *Table 5*, the district has funding from the April 2016 bond measure to construct the following projects within the period of this plan:

- Rebuilding and expanding Juanita High School (Kirkland)
- Upgrading Old Redmond School House for Preschool

A bond measure presented to voters in February 2018 did not receive a sufficient majority to pass. However, the need for the projects still remains. The 2018 bond measure included the following projects:

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

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

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

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

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

VI. Relocatable and Transitional Classrooms

The district facility inventory includes 160 relocatables (i.e. portable classroom units). Relocatables provide standard capacity and special program space as outlined in *Section III* (see *Appendix A-1*).

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

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

VI. Relocatable and Transitional Classrooms (*continued*)

- In the Summer of 2020, the District plans to add 10 relocatables to schools in the Juanita area.
 - One at Sandburg Elementary (Kirkland)
 - Three at Bell Elementary (Kirkland)
 - Three at Frost Elementary (Kirkland)
 - Three at Thoreau Elementary School (Kirkland)
- Ten relocatable classrooms will be moved from Lake Washington High School to Kirkland Middle School (2); Rose Hill Middle School (6) and Inglewood Middle School (2) in the summer of 2020.

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

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

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

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

As demonstrated in *Appendix A-2*, the district currently has permanent capacity (classroom and special education) to serve 13,615 students at the elementary level, 7,547 students at the middle school level, and 7,966 students at the high school level. Current enrollment at each grade level is identified in *Appendix A-2*. Completed projects, as shown in Table 5, would result in an increased permanent capacity for 2,684 students in 2025. Relocatable facilities will be used to address capacity needs that cannot be immediately served by permanent capacity.

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

VIII. Impact Fees and the Finance Plan

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

For the purposes of this plan and the impact fee calculations, the actual construction cost data from recently completed projects (Peter Kirk Elementary School, Timberline Middle School, and Juanita High School all opened in 2019) have been used (see *Appendix E*).

The finance plan shown on *Table 6* demonstrates how the Lake Washington School District plans to finance improvements for the years 2020 through 2025. The financing components include secured and unsecured funding. This plan is based on current and future project approval, securing state construction assistance, and collection of impact fees under the state's Growth Management Act.

IX. Appendices

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

Appendix B: Calculations of Impact Fees for Single Family
Residences

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

Appendix D: Student Generation Factor Calculations

Appendix E: Calculation Back-Up

	TOTAL ALL CLASSROOMS					
	Number of Classrooms			Capacity		
	Permanent	Relocatable	Total	Permanent	Relocatable	Total
Elementary Schools				23	23	
ALCOTT	26	12	38	598	276	874
AUDUBON	26	3	29	598	69	667
BELL	27	0	27	621	0	621
BLACKWELL	24	3	27	552	69	621
CARSON	23	4	27	529	92	621
CLARA BARTON	34	0	34	782	0	782
COMMUNITY	3	0	3	69	0	69
DICKINSON	23	4	27	529	92	621
DISCOVERY	3	0	3	69	0	69
EINSTEIN	24	1	25	552	23	575
ELLA BAKER	34	0	34	782	0	782
EXPLORER	4	0	4	92	0	92
FRANKLIN	23	3	26	529	69	598
FROST	24	1	25	552	23	575
JUANITA	23	0	23	529	0	529
KELLER	21	1	22	483	23	506
KIRK	34	0	34	782	0	782
LAKEVIEW	22	6	28	506	138	644
MANN	22	4	26	506	92	598
MCAULIFFE	23	7	30	529	161	690
MEAD	34	0	34	782	0	782
MUIR	23	2	25	529	46	575
REDMOND	31	8	39	713	184	897
ROCKWELL	25	5	30	575	115	690
ROSA PARKS	27	10	37	621	230	851
ROSE HILL	24	4	28	552	92	644
RUSH	28	4	32	644	92	736
SANDBURG	25	0	25	575	0	575
SMITH	26	8	34	598	184	782
THOREAU	22	0	22	506	0	506
TWAIN	26	7	33	598	161	759
WILDER	23	8	31	529	184	713
Totals	757	105	862	17,411	2,415	19,826
	Number of Classrooms			Capacity		
	Permanent	Relocatable	Total	Capacity Percent	Permanent (30 x Capacity %)	Relocatable (30 x Capacity %)
Middle Schools						
ENVIRONMENTAL****	5	0	5	83%	125	0
EVERGREEN	38	13	51	83%	946	324
FINN HILL****	28	0	28	83%	697	0
INGLEWOOD	54	0	54	83%	1,345	0
INTERNATIONAL****	21	0	21	83%	523	0
KAMIAKIN	30	7	37	70%	630	147
KIRKLAND****	28	0	28	83%	697	0
NORTHSTAR	4	0	4	70%	84	0
REDMOND****	37	7	44	83%	921	174
TIMBERLINE	39	0	39	83%	971	0
RENAISSANCE	4	0	4	70%	84	0
ROSE HILL****	41	0	41	83%	1,021	0
STELLA SCHOLA	3	0	3	83%	75	0
Totals	332	27	359		8,119	645
	Number of Classrooms			Capacity		
	Permanent	Relocatable	Total	Capacity Percent	Permanent (32 x Capacity %)	Relocatable (32 x Capacity %)
Senior High Schools						
EMERSON HIGH	10	2	12	70%	224	45
EASTLAKE	96	0	96	83%	2,550	0
FUTURES	3	0	3	70%	67	0
JUANITA	55	8	63	83%	1,461	212
LAKE WASHINGTON****	59	10	69	83%	1,567	266
REDMOND****	73	8	81	83%	1,939	212
TESLA STEM****	24	0	24	83%	637	0
Totals	320	28	348		8,445	735
TOTAL DISTRICT	1,409	160	1,569		33,975	3,795
Key:						
Total Enrollment on this chart does not include Emerson K-12, contractual, and WANIC students						
Self-contained rooms have a capacity of 12						
Non-modernized secondary schools have standard capacity of 70%						
****Modernized secondary schools have standard capacity of 83%						

		SPECIAL PROGRAM CLASSROOMS USED									NET AVAILABLE CAPACITY					ENROLLMENT
		Number of Classrooms							Number of Classrooms							
Elementary Schools	Permanent Classrooms	Self Cont.	Resource Rooms	ELL Rooms	Pre-School	Music Rooms	Arts/Sci	Pull-out Quest	Net Permanent Classrooms	Relocatable	Net Permanent Classrooms	Self Contained Classroom	Relocatable Capacity	Total		Oct 2019
ALCOTT	26	0	2	1	0	2	0	0	21	12	483	0	276	759		724
AUDUBON	26	0	2	1	0	1	1	0	21	3	483	0	69	552		560
BELL	27	0	2	1	4	1	1	0	18	0	414	0	0	414		440
BLACKWELL	24	0	1	1	0	1	0	0	21	3	483	0	69	552		557
CARSON	23	0	1	1	3	1	1	0	16	4	368	0	92	460		438
CLARA BARTON	34	2	1	1	0	1	1	0	28	0	644	24	0	668		612
COMMUNITY	3	0	0	0	0	0	0	0	3	0	69	0	0	69		72
DICKINSON	23	2	3	1	0	2	0	0	15	4	345	24	92	461		353
DISCOVERY	3	0	0	0	0	0	0	0	3	0	69	0	0	69		70
EINSTEIN	24	0	2	1	0	1	0	0	20	1	460	0	23	483		425
ELLA BAKER	34	0	1	1	0	1	1	0	30	0	690	0	0	690		550
EXPLORER	4	0	0	0	0	0	0	0	4	0	92	0	0	92		72
FRANKLIN	23	2	2	1	0	1	1	0	16	3	368	24	69	461		481
FROST	24	2	2	1	0	1	1	0	17	1	391	24	23	438		441
JUANITA	23	0	1	1	3	1	1	0	16	0	368	0	0	368		355
KELLER	21	2	2	1	0	1	1	0	14	1	322	24	23	369		313
KIRK	34	0	1	1	0	1	1	0	30	0	690	0	0	690		639
LAKEVIEW	22	0	1	1	0	1	1	0	18	6	414	0	138	552		558
MANN	22	2	2	1	0	1	1	0	15	4	345	24	92	461		383
MCAULIFFE	23	2	1	1	0	1	0	1	17	7	391	24	161	576		586
MEAD	34	0	1	1	0	1	1	0	30	0	690	0	0	690		666
MUIR	23	0	3	1	1	1	1	0	16	2	368	0	46	414		397
REDMOND	31	2	4	1	0	2	0	0	22	8	506	24	184	714		654
ROCKWELL	25	0	2	1	0	2	0	0	20	5	460	0	115	575		547
ROSA PARKS	27	1	2	1	0	2	1	0	20	10	460	12	230	702		650
ROSE HILL	24	2	1	1	0	1	1	0	18	4	414	24	92	530		487
RUSH	28	0	2	1	0	1	1	0	23	4	529	0	92	621		681
SANDBURG	25	0	3	1	1	1	1	0	18	0	414	0	0	414		444
SMITH	26	0	4	1	0	2	0	0	19	8	437	0	184	621		677
THOREAU	22	0	2	1	0	1	0	1	17	0	391	0	0	391		482
TWAIN	26	2	2	1	0	1	1	0	19	7	437	24	161	622		659
WILDER	23	0	2	0	2	2	0	1	16	8	368	0	184	552		369
Totals	757	21	55	28	14	36	19	3	581	105	13,363	252	2,415	16,030		15,342
		Number of Classrooms														
Middle Schools	Permanent Classrooms	Self Cont.	Resource Rooms	ELL Rooms					Net Permanent Classrooms	Relocatable Classrooms	Net Permanent Classrooms	Self Contained Classroom	Relocatable Capacity	Total		Oct 2019
ENVIRONMENTAL****	5	0	0	0					5	0	125	0	0	125		140
EVERGREEN	38	2	4	0					32	13	797	24	324	1,145		650
FINN HILL****	28	1	1	1					25	0	623	12	0	635		678
INGLEWOOD	54	1	2	0					51	0	1,270	12	0	1,282		1,289
INTERNATIONAL ****	21	0	0	0					21	0	523	0	0	523		431
KAMIAKIN	30	2	1	1					26	7	546	24	147	717		604
KIRKLAND****	28	1	1	1					25	0	623	12	0	635		619
NORTHSTAR	4	0	0	0					4	0	84	0	0	84		90
REDMOND ****	37	1	0	1					35	7	872	12	174	1,058		1,009
TIMBERLINE	39	0	2	1					36	0	896	0	0	896		779
RENAISSANCE	4	0	0	0					4	0	84	0	0	84		94
ROSE HILL ****	41	1	2	1					37	0	921	12	0	933		1,028
STELLA SCHOLA	3	0	0	0					3	0	75	0	0	75		90
Totals	332	9	13	6					304	27	7,439	108	645	8,192		7,501
		Number of Classrooms														
Senior High Schools	Permanent Classrooms	Self Cont.	Resource Rooms	ELL Rooms					Net Permanent Classrooms	Relocatable Classrooms	Net Permanent Classrooms	Self Contained Classroom	Relocatable Capacity	Total		Oct 2019
EMERSON HIGH	10	0	2	0					8	2	179	0	45	224		53
EASTLAKE	96	2	5	1					88	0	2,337	24	0	2,361		2,028
FUTURES	3	0	0	0					3	0	67	0	0	67		21
JUANITA	55	2	3	1					49	8	1,301	24	212	1,537		1,445
LAKE WASHINGTON***	59	1	1	1					56	10	1,487	12	266	1,765		1,599
REDMOND ****	73	1	0	1					71	8	1,886	12	212	2,110		1,928
TESLA STEM ****	24	0	0	0					24	0	637	0	0	637		604
Totals	320	6	11	4					299	28	7,894	72	735	8,701		7,678
TOTAL DISTRICT	1,409	36	79	38	14	36	19	3	1,184	160	28,696	432	3,795	32,923		30,521
Key:																
Total Enrollment on this chart does not include Emerson K-12, contractual, and WANIC students																
Self-contained rooms have a capacity of 12																
Non-modernized secondary schools have standard capacity of 70%																
****Modernized secondary schools have standard capacity of 83%																

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

Single Family Residence ("SFR")

School Site Acquisition Cost:

	<u>Facility Acreage</u>	<u>Cost/ Acre</u>	<u>Facility Size</u>	<u>Site Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	10	\$0	690	\$0	0.3700	\$0
Middle	20	\$0	900	\$0	0.1530	\$0
Senior	40	\$0	1800	\$0	0.1470	\$0
TOTAL						\$0

School Construction Cost:

	<u>Percent Permanent</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	90%	\$44,257,160	690	\$57,727	0.3700	\$21,359
Middle	90%	\$74,903,140	900	\$74,903	0.1530	\$11,460
Senior	90%	\$112,158,810	1800	\$56,079	0.1470	\$8,244
TOTAL						\$41,063

Temporary Facility Cost:

	<u>Percent Temporary</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	10%	\$225,000	23	\$978	0.3700	\$362
Middle	10%	\$225,000	30	\$750	0.1530	\$115
Senior	10%	\$225,000	32	\$703	0.1470	\$103
TOTAL						\$580

State Assistance Credit Calculation:

	<u>Const Cost Allocation</u>	<u>Sq. Ft./ Student</u>	<u>Funding Assistance</u>	<u>Credit/ Student</u>	<u>Student Factor</u>	<u>Cost/ SFR</u>
Elementary	238.22	90.0	28.39%	\$6,087	0.3700	\$2,252
Middle	238.22	108.0	28.39%	\$7,304	0.1530	\$1,118
Senior	238.22	130.0	28.39%	\$8,792	0.1470	\$1,292
TOTAL						\$4,662

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

Single Family Residence ("SFR")

Tax Payment Credit Calculation:

Average SFR Assessed Value	\$925,483
Current Capital Levy Rate (2020)/\$1000	\$0.84
Annual Tax Payment	\$779.16
Years Amortized	10
Current Bond Interest Rate	2.44%
Present Value of Revenue Stream	\$6,840

Impact Fee Summary for Single Family Residence:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$41,063
Temporary Facility Cost	\$580
State Assistance Credit	(\$4,662)
Tax Payment Credit	(\$6,840)
Sub-Total	\$30,140
50% Local Share	\$15,070

SFR Impact Fee	\$15,070
-----------------------	-----------------

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

Multiple Family Residence ("MFR")

School Site Acquisition Cost:

	<u>Facility Acreage</u>	<u>Cost/ Acre</u>	<u>Facility Size</u>	<u>Site Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	10	\$0	690	\$0	0.0820	\$0
Middle	20	\$0	900	\$0	0.0350	\$0
Senior	40	\$0	1800	\$0	0.0330	\$0
TOTAL						\$0

School Construction Cost:

	<u>Percent Permanent</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	90%	\$44,257,160	690	\$57,727	0.0820	\$4,734
Middle	90%	\$74,903,140	900	\$74,903	0.0350	\$2,622
Senior	90%	\$112,158,810	1800	\$56,079	0.0330	\$1,851
TOTAL						\$9,206

Temporary Facility Cost:

	<u>Percent Temporary</u>	<u>Construction Cost</u>	<u>Facility Size</u>	<u>Bldg. Cost/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	10%	\$225,000	23	\$978	0.0820	\$80
Middle	10%	\$225,000	30	\$750	0.0350	\$26
Senior	10%	\$225,000	32	\$703	0.0330	\$23
TOTAL						\$130

State Assistance Credit Calculation:

	<u>Const Cost Allocation</u>	<u>Sq. Ft./ Student</u>	<u>Funding Assistance</u>	<u>Credit/ Student</u>	<u>Student Factor</u>	<u>Cost/ MFR</u>
Elementary	238.22	90.0	28.39%	\$6,087	0.0820	\$499
Middle	238.22	108.0	28.39%	\$7,304	0.0350	\$256
Senior	238.22	130.0	28.39%	\$8,792	0.0330	\$290
TOTAL						\$1,045

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

Multiple Family Residence ("MFR")

Tax Payment Credit Calculation:

Average MFR Assessed Value	\$390,829
Current Capital Levy Rate (2020)/\$1000	\$0.84
Annual Tax Payment	\$329.04
Years Amortized	10
Current Bond Interest Rate	2.44%
Present Value of Revenue Stream	\$2,889

Impact Fee Summary for Multiple Family Residence:

Site Acquisition Cost	\$0
Permanent Facility Cost	\$9,206
Temporary Facility Cost	\$130
State Assistance Credit	(\$1,045)
Tax Payment Credit	(\$2,889)
Sub-Total	\$5,402
50% Local Share	\$2,701
District Adjustment	(\$540)

MFR Impact Fee	\$2,161
-----------------------	----------------

2020 MITIGATION DEVELOPMENT SUMMARY
STUDENT GENERATION FACTORS
Five Year History

SINGLE FAMILY DEVELOPMENTS	CITY/ COUNTY	#	#	#	2020 STUDENTS				2020 RATIO			
		PLANNED	COMPL.	OCCUP.	ELEM	MIDDLE	SENIOR	TOTAL	ELEM	MIDDLE	SENIOR	TOTAL
Ashford Chase	S	36	36	36	26	7	6	39	0.722	0.194	0.167	1.083
Barrington Park	S	44	44	44	22	12	11	45	0.500	0.273	0.250	1.023
Benjamin Estates	K	23	23	23	3	2	2	7	0.130	0.087	0.087	0.304
Bradford Place	S	16	16	16	11	5	1	17	0.688	0.313	0.063	1.063
Brauerwood Estates	S	33	33	33	25	9	10	44	0.758	0.273	0.303	1.333
Brixton	S	32	32	32	21	8	6	35	0.656	0.250	0.188	1.094
Brookside at The Woodlands	R	22	22	22	15	7	4	26	0.682	0.318	0.182	1.182
Callan Ridge	R	28	28	28	3	6	4	13	0.107	0.214	0.143	0.464
Canterbury Park	S	115	114	102	39	17	14	70	0.382	0.167	0.137	0.686
Clear Creek	K	19	19	19	6	2	0	8	0.316	0.105	0.000	0.421
Crestview	R	31	31	31	16	7	0	23	0.516	0.226	0.000	0.742
Duke's Landing	R	18	18	18	2	4	4	10	0.111	0.222	0.222	0.556
English Landing II	S	25	25	25	5	3	3	11	0.200	0.120	0.120	0.440
English Landing I	R	50	50	50	24	13	4	41	0.480	0.260	0.080	0.820
Gabrielle's Place	S	14	14	14	8	5	0	13	0.571	0.357	0.000	0.929
Glenshire at English Hill Div II	R	16	16	16	7	2	8	17	0.438	0.125	0.500	1.063
Glenshire at English Hill Div III	R	9	9	9	2	1	4	7	0.222	0.111	0.444	0.778
Greystone Manor I	R	90	90	90	49	28	22	99	0.544	0.311	0.244	1.100
Greystone Manor II	R	94	83	61	23	8	6	37	0.377	0.131	0.098	0.607
Hawthorne Park	R	38	26	25	8	5	6	19	0.320	0.200	0.240	0.760
Heather's Ridge	K	41	41	41	8	1	3	12	0.195	0.024	0.073	0.293
Hedgewood	R	11	11	11	2	1	3	6	0.182	0.091	0.273	0.545
Hedgewood East	R	15	15	15	3	1	0	4	0.200	0.067	0.000	0.267
Highland Ridge	K	18	18	18	3	1	2	6	0.167	0.056	0.111	0.333
Inglewood Landing	S	21	21	21	7	0	1	8	0.333	0.000	0.048	0.381
Kirkwood Terrace	KC	12	12	12	5	1	3	9	0.417	0.083	0.250	0.750
Lake Vista	S	18	18	18	10	3	2	15	0.556	0.167	0.111	0.833
Marinwood	K	48	48	48	9	4	4	17	0.188	0.083	0.083	0.354
Meritage Ridge	K	36	36	36	7	0	0	7	0.194	0.000	0.000	0.194
Morningside Estates	S	22	22	22	12	5	3	20	0.545	0.227	0.136	0.909
Panorama Estates	K	18	18	18	5	0	0	5	0.278	0.000	0.000	0.278
Pinnacle at Inglewood Hill	S	37	37	37	16	6	3	25	0.432	0.162	0.081	0.676
Preserve at Kirkland	K	35	35	35	4	1	7	12	0.114	0.029	0.200	0.343
Radke	K	20	20	20	0	1	1	2	0.000	0.050	0.050	0.100
Ray Meadows	R	27	27	27	2	0	2	4	0.074	0.000	0.074	0.148
Reese's Run	S	22	22	22	13	5	7	25	0.591	0.227	0.318	1.136
Sagebrook	R	15	15	15	10	4	2	16	0.667	0.267	0.133	1.067
Sammamish Ridge Estates	S	12	8	7	0	0	1	1	0.000	0.000	0.143	0.143
Sequoia Glen Cryder	R	52	52	52	23	10	3	36	0.442	0.192	0.058	0.692
Shadow Creek	R	15	15	15	8	3	3	14	0.533	0.200	0.200	0.933
Sheldon Estates / Hillbrooke Crest	R	15	15	15	10	2	1	13	0.667	0.133	0.067	0.867
Sycamore Park	R	12	12	12	4	1	1	6	0.333	0.083	0.083	0.500
The Retreat	R	14	14	14	2	0	0	2	0.143	0.000	0.000	0.143

2020 MITIGATION DEVELOPMENT SUMMARY
STUDENT GENERATION FACTORS
 Five Year History

SINGLE FAMILY DEVELOPMENTS	CITY/ COUNTY	#	#	#	2020 STUDENTS				2020 RATIO			
		PLANNED	COMPL.	OCCUP.	ELEM	MIDDLE	SENIOR	TOTAL	ELEM	MIDDLE	SENIOR	TOTAL
The Rise	R	23	23	23	4	1	1	6	0.174	0.043	0.043	0.261
Verona I/Vistas I/Vistas II	R	46	38	38	6	5	22	33	0.158	0.132	0.579	0.868
Vintner's Ridge	K	51	51	51	9	4	8	21	0.176	0.078	0.157	0.412
Willowmere Park	R	53	53	53	16	6	9	31	0.302	0.113	0.170	0.585
Willows Bluff	K	26	26	26	7	0	2	9	0.269	0.000	0.077	0.346
Wisti Lane	K	18	18	18	7	0	4	11	0.389	0.000	0.222	0.611
Woodhaven	KC	62	62	62	26	12	7	45	0.000	0.000	0.000	0.000
TOTALS		1,568	1,532	1,496	553	229	220	1,002	0.370	0.153	0.147	0.670

MULTI-FAMILY DEVELOPMENTS	CITY/ COUNTY	# OF UNITS	% OCCUP/ # COMPL.	# OCCUP.	2019 STUDENTS				2019 STUDENTS			
					ELEM	MIDDLE	SENIOR	TOTAL	ELEM	MIDDLE	SENIOR	TOTAL
Alexan at Marymoor Apartments	R	222	95%	211	6	1	1	8	0.028	0.005	0.005	0.038
Allez Apartments	R	148	96%	143	4	0	1	5	0.028	0.000	0.007	0.035
Arete Apartments	K	62	98%	61	3	1	2	6	0.049	0.016	0.033	0.098
Artesa Condos	K	13	13	13	3	0	0	3	0.231	0.000	0.000	0.231
Capri Apartments	K	73	97%	71	4	0	0	4	0.056	0.000	0.000	0.056
Carter on the Park Apartments	R	180	96%	173	4	1	2	7	0.023	0.006	0.012	0.040
Core 83 Apartments	R	120	100%	120	2	4	4	10	0.017	0.033	0.033	0.083
Heron Flats & Lofts	R	95	95%	90	5	1	0	6	0.056	0.011	0.000	0.067
Kestrel Ridge Townhomes	S	35	35	35	6	2	3	11	0.171	0.057	0.086	0.314
Kirkland Crossing Apartments	K	185	99%	183	2	0	0	2	0.011	0.000	0.000	0.011
Marymoore Ridge Condos	R	44	44	44	7	2	1	10	0.159	0.045	0.023	0.227
Mile House Apartments	R	177	98%	173	2	1	1	4	0.012	0.006	0.006	0.023
Old Town Lofts Apartments	R	149	95%	142	3	2	0	5	0.021	0.014	0.000	0.035
Pure Apartments	R	105	97%	102	2	0	0	2	0.020	0.000	0.000	0.020
Ravello Apartments	R	20	75%	15	0	1	2	3	0.000	0.067	0.133	0.200
Redmond Ridge Apartments	KB	109	90%	98	83	55	35	173	0.847	0.561	0.357	1.765
Rose Terrace Condos	K	12	12	12	1	0	0	1	0.083	0.000	0.000	0.083
Rosehaven at Bradford Place Condos	K	16	16	16	1	0	3	4	0.063	0.000	0.188	0.250
Sky Sammamish Apartments	S	159	91%	145	10	5	10	25	0.069	0.034	0.069	0.172
Southeast Village Townhomes	S	75	70	70	21	5	6	32	0.300	0.071	0.086	0.457
State Street Condos	K	27	27	27	1	1	1	3	0.037	0.037	0.037	0.111
Station House Lofts	R	196	93%	183	7	2	0	9	0.038	0.011	0.000	0.049
The Luke Apartments	R	208	97%	201	9	2	1	12	0.045	0.010	0.005	0.060
The Rise Duplex	K	38	38	38	5	1	6	12	0.132	0.026	0.158	0.316
The Samm Apartments	S	92	92%	85	0	0	1	1	0.000	0.000	0.012	0.012
The Walk Condos	K	20	20	20	2	2	0	4	0.100	0.100	0.000	0.200
Villas @ Mondavia Townhomes	R	84	84	84	23	5	9	37	0.274	0.060	0.107	0.440
Voda Apartments	K	127	93%	118	4	1	0	5	0.034	0.008	0.000	0.042
Waterfront Condos	K	18	18	18	0	0	1	1	0.000	0.000	0.056	0.056
TOTALS		2,809		2,691	220	95	90	405	0.082	0.035	0.033	0.151

Peter Kirk Elementary School

<i>690 student capacity</i>	
Construction Cost (bid 2018, actual const. costs)	\$38,231,000
Projected Construction Cost in 2021 @ 690 student capacity @ 5% per year	\$44,257,160

Timberline Middle School

<i>900 student capacity</i>	
Construction Cost (bid 2017, actual const. costs)	\$61,623,000
Projected Construction Cost in 2021 @ 900 student capacity @ 5% per year	\$74,903,140

Juanita High School

<i>1,800 student capacity</i>	
Construction Cost (bid 2018 actual const. costs)	\$96,887,000
Projected Construction Cost in 2021 @ 1,800 student capacity @ 5% per year	\$112,158,810

X. Tables

Table 1, 1A: Six-Year Enrollment Projections and Ten-Year Low, Medium, High Enrollment Forecast

Table 2: Enrollment History

Table 3: Inventory and Capacities of Existing Schools

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

Table 5: Projected Capacity to House Students

Table 6: Six-Year Finance Plan

Six-Year Enrollment Projections

	<u>2019*</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>
County Live Births**	25,348	25,487	26,011	25,274	25,674	26,074	26,474
change	438	139	524	(737)	400	400	400
Kindergarten ***	2,359	2,362	2,411	2,334	2,457	2,454	2,453
Grade 1 ****	2,646	2,625	2,612	2,661	2,561	2,679	2,734
Grade 2	2,595	2,753	2,718	2,685	2,730	2,611	2,783
Grade 3	2,667	2,637	2,786	2,740	2,702	2,741	2,653
Grade 4	2,638	2,696	2,668	2,812	2,761	2,711	2,780
Grade 5	2,474	2,631	2,688	2,654	2,791	2,730	2,703
Grade 6	2,543	2,491	2,645	2,697	2,665	2,788	2,737
Grade 7	2,460	2,568	2,503	2,649	2,696	2,657	2,783
Grade 8	2,342	2,471	2,580	2,499	2,639	2,683	2,645
Grade 9	2,287	2,324	2,468	2,569	2,482	2,612	2,658
Grade 10	2,210	2,347	2,386	2,516	2,614	2,522	2,651
Grade 11	1,998	2,095	2,210	2,228	2,353	2,430	2,332
Grade 12	1,887	1,973	2,062	2,170	2,193	2,312	2,365
Total Enrollment	31,106	31,973	32,737	33,214	33,644	33,930	34,277
Yearly Increase		867	764	477	430	286	347
Yearly Increase		2.79%	2.39%	1.46%	1.29%	0.85%	1.02%
Cumulative Increase		867	1,631	2,108	2,538	2,824	3,171

* Number of Individual Students (10/1/19 Headcount).

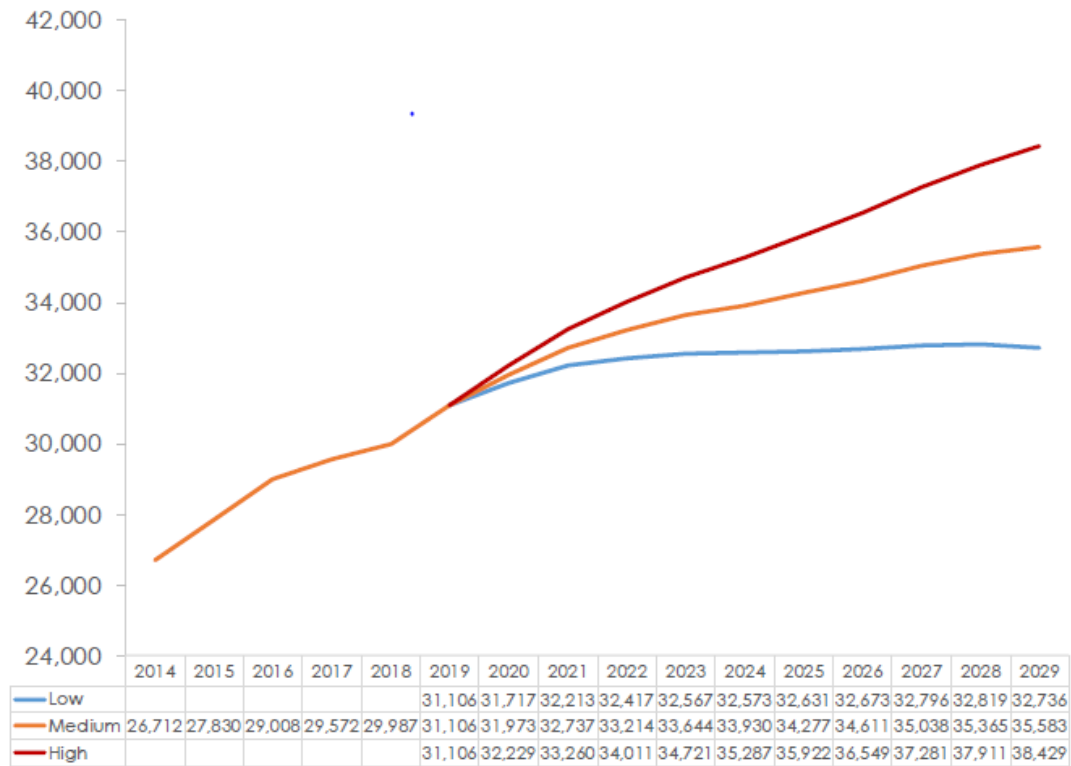
** County Live Births estimated based on OFM projections. 2023 and prior year birth rates are actual births 5 years prior to enrollment year.

*** Kindergarten enrollment is calculated at 8.61% of County Live Births plus anticipated developments.

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

Source: LWSD

Ten-Year Low, Medium, High Enrollment Forecast



Total District October 1st building attendance enrollment forecasts (headcount) through 2029—low-, medium-, and high-growth series. Includes all schools, and students living both within and outside the District. Excludes Preschool. Includes WANIC.

Source: Flo Analytics

Enrollment History *										
	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
County Live Births **	22,680	24,244	24,899	25,222	25,057	24,514	24,630	25,032	24,910	25,348
Kindergarten / Live Birth	8.25%	7.87%	7.86%	8.08%	8.02%	8.97%	9.46%	8.93%	9.41%	9.31%
	Period Average									8.61%
Kindergarten	1,872	1,908	1,957	2,037	2,009	2,198	2,329	2,236	2,343	2,359
Grade 1	2,146	2,121	2,150	2,218	2,292	2,292	2,537	2,503	2,474	2,646
Grade 2	2,108	2,203	2,174	2,228	2,284	2,405	2,414	2,585	2,599	2,595
Grade 3	1,968	2,116	2,207	2,236	2,270	2,363	2,492	2,465	2,587	2,667
Grade 4	2,056	1,986	2,125	2,231	2,258	2,315	2,427	2,536	2,479	2,638
Grade 5	1,936	2,051	2,003	2,137	2,257	2,258	2,349	2,470	2,479	2,474
Grade 6	1,898	1,920	2,002	1,979	2,123	2,213	2,270	2,329	2,468	2,543
Grade 7	1,829	1,857	1,929	2,047	2,023	2,114	2,258	2,301	2,298	2,460
Grade 8	1,734	1,831	1,860	1,924	2,053	2,002	2,121	2,229	2,303	2,342
Grade 9	1,756	1,687	1,802	1,868	1,933	1,999	2,002	2,083	2,175	2,287
Grade 10	1,672	1,740	1,714	1,795	1,853	1,961	2,022	2,023	2,089	2,210
Grade 11	1,798	1,671	1,730	1,649	1,727	1,780	1,896	1,869	1,851	1,998
Grade 12	1,816	1,824	1,742	1,699	1,634	1,930	1,889	1,941	1,842	1,887
Total Enrollment	24,589	24,915	25,395	26,048	26,716	27,830	29,006	29,570	29,987	31,106
Yearly Change		326	480	653	668	1,114	1,176	564	417	1,119
* October 1st Headcount	Average increase in the number of students per year									724
** Number indicates actual births	Total increase for period									6,517
5 years prior to enrollment year.	Percentage increase for period									27%
	Average yearly increase									2.94%

2019-20 Inventory and Capacities of Existing Schools

			<u>Total</u>	<u>Net Avail</u>
*	<u>Juanita Area</u>	<u>Address</u>	<u>Capacity**</u>	<u>Capacity**</u>
25	Frost Elementary	11801 NE 140th	575	438
03	Juanita Elementary	9635 NE 132nd	529	368
04	Keller Elementary	13820 108th NE	506	369
26	Muir Elementary	14012 132nd NE	575	414
06	Discovery Community	12801 84th NE	69	69
06	Sandburg Elementary	12801 84th NE	575	414
02	Thoreau Elementary	8224 NE 138th	506	391
60	Environmental & Adventure	8040 NE 132nd	125	125
63	Finn Hill Middle School	8040 NE 132nd	697	635
67	Kamiakin Middle School	14111 132nd NE	777	717
82	Futures School	10601 NE 132nd	67	67
82	Juanita High School	10601 NE 132nd	1,673	1,537
	<u>Kirkland Area</u>			
07	Bell Elementary	11212 NE 112th	621	414
96	Community School	11133 NE 65th	69	69
16	Franklin Elementary	12434 NE 60th	598	461
09	Kirk Elementary	1312 6th Street	782	690
10	Lakeview Elementary	10400 NE 68th	644	552
15	Rose Hill Elementary	8044 128th NE	644	530
18	Rush Elementary	6101 152nd NE	736	621
14	Twain Elementary	9525 130th NE	759	622
96	International Community School	11133 NE 65th	523	523
65	Kirkland Middle School	430 18th Avenue	697	635
80	Northstar Middle School	12033 NE 80th	84	84
69	Rose Hill Middle School	13505 NE 75th	1,021	933
61	Stella Schola Middle School	13505 NE 75th	75	75
80	Emerson High	10903 NE 53rd St	269	224
84	Lake Washington High	12033 NE 80th	1,833	1,765
	<u>Redmond Area</u>			
53	Alcott Elementary	4213 228th NE	874	759
19	Audubon Elementary	3045 180th NE	667	552
28	Clara Barton Elementary	12101 172nd Ave NE	782	668
46	Dickinson Elementary	7040 208th NE	621	461
24	Einstein Elementary	18025 NE 116th	575	483
31	Ella Baker Elementary	9595 Eastridge Dr. NE	782	690
46	Explorer Community School	7040 208th NE	92	92
22	Mann Elementary	17001 NE 104th	598	461
23	Redmond Elementary	16800 NE 80th	897	714
21	Rockwell Elementary	11125 162nd NE	690	575
41	Rosa Parks Elementary	22845 NE Cedar Park Crescent	851	702
32	Wilder Elementary	22130 NE 133rd	713	552
74	Evergreen Middle School	6900 208th NE	1,270	1,145
71	Redmond Middle School	10055 166th NE	1,095	1,058
85	Redmond High School	17272 NE 104th	2,151	2,110
73	Tesla STEM High School	400 228th Ave NE	637	637
	<u>Sammamish Area</u>			
54	Blackwell Elementary	3225 205th PL NE	621	552
52	Carson Elementary	1035 244th Ave NE	621	460
57	McAuliffe Elementary	23823 NE 22nd	690	576
58	Mead Elementary	1725 216th NE	782	690
56	Smith Elementary	23305 NE 14th	782	621
77	Inglewood Middle School	24120 NE 8th	1,345	1,282
86	Renaissance	400 228th NE	84	84
72	Timberline Middle School	9900 Redmond Ridge Drive	971	896
86	Eastlake High School	400 228TH NE	2,550	2,361

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

** Note: "Total Capacity" = Total permanent/portable capacity as constructed
 (Total Capacity does not account for space used by special programs)
 "Net Available Capacity" = Total Capacity minus uses for special programs
 (Net Available Capacity accounts for space used by special programs)

Inventory of Undeveloped Land

Area	Site #	Address	Jurisdiction	Status
Juanita	None			
Kirkland	None			
Redmond	33	194th NE/NE 122nd	King County	No School Use ¹
	75	22000 Novelty Hill Road	King County	In Reserve ²
	90	NE 95th and 196th Ave NE	King County	No School Use ¹
	91	NE 95 th Street and 173 rd Place NE	King County	In Reserve ²
Sammamish	59	Main and 228 th NE	Sammamish	In Reserve

King County Rural Area Task Force Findings:

Site 33	20.0 acres located 1/4 mile east of Avondale Road; no school use allowed; potential conservation value.
Site 75	37.8 acres located on the north side of Novelty Hill Road & adjacent to south boundary of Redmond Ridge. The district must work with King County to find an alternative site within the UGA. If an alternative site cannot be feasibly located, the district can use the site for a "small (5 acre) environmental school" while placing the remainder of the use into permanent conservation.
Site 90	26.9 acres located 1/4 mile south of Novelty Hill Road and 1/2 mile east of Redmond City Limits; no school use allowed.
Site 91	N/A

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

² Refers to district owned sites on which school construction is not anticipated within the six-year term of the current Capital Facilities Plan. The property is being held for the district's long term needs.

This map illustrates the Redmond area and its surrounding communities. Key features include:

- Cities and Towns:** Woodinville, Juanita, Kirkland, Redmond, East Redmond, Sammamish, and Bellevue.
- Highways:** I-405, SR-520, and various local roads like NE 145th St, NE 140th St, etc.
- Parks:** Marymoor Park, Bridle Trails State Park, Denny Park, and Holmes Point Drive.
- Water Bodies:** Lake Washington and Lake Sammamish.
- Infrastructure:** Redmond Way, Redmond-Kirkland Way, and Redmond-Fall City Road.
- Compass Rose:** Located in the top right corner, indicating North (N), South (S), East (E), and West (W).

1990 1991 1992 1993 1994 1995 1996

**URBAN GROWTH
BOUNDARY LINE**

Projected Permanent Capacity to House Students

	2019	2020	2021	2022	2023	2024	2025
Permanent Capacity	29,128						
New Construction:							
Lake Washington High School Addition #84		500					
Franklin Elementary School Addition #16			184				
Rose Hill Elementary School Addition #15			184				
Twain Elementary School Addition #14			92				
Carson Elementary School Addition #52				92			
** New Eastside Choice High School in Sammamish						600	
Juanita High School #82		504					
** Alcott Elementary School #53						207	
** Kamiakin Middle School #67							321
Permanent Capacity Subtotal	29,128	30,132	30,592	30,684	30,684	31,491	31,812
Total Enrollment	31,106	31,787	32,374	32,984	33,187	33,305	33,341
Permanent Surplus/(Deficit) <u>without unsecured</u> Projects	(1,978)	(1,655)	(1,782)	(2,300)	(2,503)	(2,621)	(2,657)
Permanent Surplus / (Deficit) <u>with</u> Projects	(1,978)	(1,655)	(1,782)	(2,300)	(2,503)	(1,814)	(1,529)

** Projects that are not funded

Six-Year Finance Plan									
Fiscal Year *	2020	2021	2022	2023	2024	2025	Total	Est Secured State	Local ^
2016 Bond Projects (voter approved)									
Site 82 Rebuild/Enlarge - Juanita High School	9,000,000						9,000,000		9,000,000
2019 Levy Projects (voter approved)									
Site 84 Addition - Lake Washington High School	2,700,000						2,700,000		2,700,000
Site 16 Addition - Franklin Elementary School	11,000,000	1,000,000					12,000,000		12,000,000
Site 15 Addition - Rose Hill Elementary School	13,600,000	800,000					14,400,000		14,400,000
Site 14 Addition - Twain Elementary School	9,700,000	500,000					10,200,000		10,200,000
Site 52 Addition - Carson Elementary School	1,000,000	6,800,000	500,000				8,300,000		8,300,000
Proposed Projects **									
Site 59 New - Eastside Choice High School in Sammamish				21,100,000	21,900,000	500,000	43,500,000		43,500,000
Site 53 Rebuild/Enlarge - Alcott Elementary				28,600,000	29,800,000	700,000	59,100,000		59,100,000
Site 67 Rebuild/Enlarge - Kamiakin Middle School				49,200,000	51,200,000	1,100,000	101,500,000		101,500,000
Relocatable Classrooms (as needed)									
Relocatables	3,500,000	3,500,000	1,350,000	1,350,000	1,350,000	1,350,000	12,400,000		12,400,000
Totals									
	\$50,500,000	\$12,600,000	\$1,850,000	\$100,250,000	\$104,250,000	\$3,650,000	\$273,100,000	\$0	\$273,100,000
<p>* Fiscal year is from September of the year stated through August of the following year (e.g. "2020" means "September 2020 through August 2021")</p> <p>** Monies for the major projects above have not been secured but these projects are shown because of the need</p> <p>^ Includes secured and unsecured local bond funding and impact fees. Impact fees may be applied to growth related capacity projects.</p>									

STRATEGIC PLAN CONNECTIONS
FACILITY UPDATE – CURRENT PROJECTS

June 1, 2020

SITUATION

The Board will periodically receive updates on District programs and initiatives that support the overall goals of the LWSD Strategic Plan. Updates are designed to note specific areas of progress, provide more detailed information about current developments and items of interest, and allow the community to hear about work that supports the mission and vision of Lake Washington School District.

This agenda item also allows the Board to hear from District leaders and interact with them regarding the critical work of a specific department and/or area of responsibility. The topic to be presented at Monday's board meeting is a facility update on current projects.

RECOMMENDATION

The Board of Directors receives periodic reports on connections to the Lake Washington School District 2019-22 Strategic Plan.