



**LAKE STEVENS**  
School District

**BOARD OF DIRECTORS' SPECIAL MEETING**  
**April 21, 2023**

**Board  
Members:**

Mari Taylor, President  
Nina Hanson  
David Iseminger  
Vildan Kirby  
Paul Lund  
Ken D. Collins, Superintendent/Board Secretary

The Lake Stevens School District Board of Directors met in a Special Session at the Educational Service Center at 9:00 a.m. on Friday, April 21, 2023. The purpose of this meeting was to provide budget information and to discuss the Foundation for Excellence.

Assistant Superintendent Teresa Main presented information on the 2023-24 Preliminary Expenditure Reduction Plan. She stated revenue from the state to school districts is primarily based on student enrollment. Though the enrollment is somewhat flat, Lake Stevens School District still needs to reduce its expenditures for the upcoming budget cycle. She said we are not alone in this, as many districts in the state are experiencing the same dilemma. The following factors detail why the Lake Stevens general fund budget needs to be reduced. The six factors are: McCleary Case did not fully fund education as expected, loss of regionalization, inflation and high cost of salaries, flat enrollment, loss of Levy Equalization Assistance, and the ending of one-time federal funding (ESSER). The combination of the above factors has culminated in a budget shortfall for many districts to varying degrees. The Lake Stevens Board of Directors gave the financial directive to maintain an ending fund balance of at least 5% of expenditures. They also gave guidance to keep the reductions as far away from student instruction as possible. Fortunately, the reductions are projected to be far less than others in the state. The plan is to manage most of the reductions through attrition, reduced overtime expenditures, and reduced building-level allocations for supplies and materials.

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Executive Director of Educational Technology and Assessment Mike Weatherbie presented information on SBA & WCAS Spring 2022 Results. The Smarter Balanced Assessment (SBA) has both English Language Arts (ELA) and math tests. These tests are given to students in grades 3-8 and 10 and are used as summative tests as well as for federal and state accountability. The high school ELA and math assessments can be used to meet a student's graduation pathway requirement. The Washington Comprehensive Assessment of Science (WCAS) is a science test for grades 5, 8, and 11 required for federal and state accountability. Executive Director Weatherbie presented graphs on students that met and didn't meet standards by grade, race, and by program. SBA and WCAS showed that we had a stronger performance in ELA, with gaps existing among sub-groups most significantly seen in program areas. LSSD students outperformed state averages in all but one tested area. LSSD elementary students performed well compared to neighboring districts (top 1-2 in all tested areas). LSSD Secondary students also performed well compared to neighboring districts in some tested areas but were challenged in others. Director Weatherbie spoke on LSSD students completing Dual Credit in 2021-2022. Some programs allow students to earn credit for their high school diploma and college at the same time. The programs are called Dual Credit programs. The Dual Credit rate is the percentage of students completing at least one of these classes. This includes Running Start, CTE Dual Credit (formerly Tech Prep.), College in High School, Advanced Placement, International Baccalaureate, and Cambridge International. Students can enroll in more than one type of dual credit course. Director Weatherbie defined regular attendance as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing at least half the school day. This measure includes students that were enrolled for at least 90 days at any given school. He presented graphs on the LSSD Attendance by grade level. Director Weatherbie then spoke on the graduation rate which is based on a cohort of students. The cohort is made up of all students who start ninth grade together. Students who transfer into or out of a school are added or removed from the cohort. If students stop attending school, they are counted as 'dropouts'. If students have met graduation requirements, they are counted as 'graduates'. If students don't graduate but are still attending, they are considered 'continuing'. Students are tracked through their seventh year in high school. The five-year graduation rate includes students that graduated in four years and those that graduated in five years.

A student that graduates high school is more likely to earn a higher income, less likely to be incarcerated, and have greater economic mobility across generations. Director Weatherbie said the 82.9% ninth-grade students on track measure is based on the percentage of first-time ninth-grade students who earned credit for all attempted courses. This does not include withdrawals. All attempted courses include any credit-bearing classes. Director Weatherbie also presented a graph on EL Learners and Proficiency and Progress. Students who are learning to speak English can receive services to help them learn English. Students who receive services take an annual test, the WIDAACC. This test measures how well students are doing in four areas: speaking, listening, reading, and writing. A student must be proficient in all four areas to leave services. A student is making progress if they are on track to leave services within six years. WaKIDS, the Washington Kindergarten Inventory of Developing Skills, includes an assessment that is administered during the first two months of kindergarten. Teachers observe students across six areas of development and learning: social-emotional, physical, Language, cognitive, literacy, and math. Knowing children's level of development in each area can help families, early learning educators, and communities better prepare children for success in kindergarten and beyond.

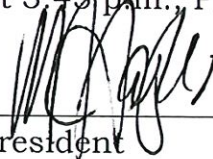
Superintendent Collins presented information on the Foundation for Excellence. He spoke about thought exchanges and what are some things we should stop, start, or continue to do in our district. The themes discussed were student behavior, attendance, class sizes, substitutes, and accountability. Additional themes from Listening Sessions are MTSS (Multi-Tiered System of Support), Equity, Diversity, and Inclusion, Early Learning, Thoughtful Transitions, Facilities Improvement, Technology Empowered, Engaged Community, and Climate and Culture. He then discussed parts of the current plan that administrators would like to keep and goals or strategies needing revision according to administrators.

Superintendent Collins presented a graph that showed thought exchange results from secondary students. He then presented information from families from June 2022 regarding what they think our schools are doing well and what can we focus on to improve. They had responses on bullying, behavior, quality staff, school safety, and technology. Superintendent Collins then spoke on the LSSD Mission Statement which is a one-sentence statement of our foundational purpose. It is the heart of what we do and why we do it.

The LSSD Mission Statement is: Our students will be contributing members of society and lifelong learners, pursuing their passions and interest in an ever-changing world. Superintendent Collins talked about the LSSD Vision Statement which is a statement of the highest aspiration of the work that the organization does – what we hope to achieve if we, as an organization are successful. The LSSD Vision Statement is: To inspire a community-wide culture of excellence, growth, and achievement, where individuals are supported and challenged, engaged and empowered, and recognized for their unique contributions. Superintendent Collins presented some thoughts on Foundation Principals, Goals, and Strategies and then met in smaller groups to discuss and present back to the entire group.

**ADJOURNMENT**

At 3:45 p.m., President Taylor adjourned the Special Meeting.

  
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President

  
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Secretary