

**SCHOOL BOARD MEETING
KENNEWICK SCHOOL DISTRICT NO. 17**

Meeting Date: Wednesday, March 12, 2025
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <https://bit.ly/3F1oV3k>
Remote Public Comment Sign-Up Form: <https://bit.ly/3dn9dyk>
Interpretación al español estará disponible.

AGENDA

1. **Call to Order** – 5:30 PM **GABE GALBRAITH**
2. **Pledge of Allegiance**
3. **Special Recognition**
 - A. National Board Certified Teachers **DR. TOM BRILLHART**
 - B. Education Support Professionals Week **DR. TRACI PIERCE**
 - C. Association of Washington School Principals (AWSP) Assistant Principal of the Year
4. **Communications from Parents, Staff, and District Residents**
5. **Consent Items**

Approval of Board Minutes

 - A. Minutes of School Board Study Session February 26, 2025
 - B. Minutes of School Board Meeting February 26, 2025

Human Resources Reports

 - A. Personnel Actions – Certificated, Classified, and Extracurricular

Business Office Items

 - A. Budget Status Report Ending December 31, 2024
 - B. Payroll and Vouchers Ending December 31, 2024
 - C. Removal and Authorization of Account Signers
6. **Communications Follow-up**
7. **Superintendent/Board Member Report**
8. **Reports and Discussions**
 - A. Preliminary Budget 2025- 2026 **DR. TOM BRILLHART**

B. Academic Progress Update

ALYSSA ST. HILAIRE

C. Preliminary Recommendation: K-5 English Language Arts Materials

D. Legislative Update

DR. TRACI PIERCE

9. Unfinished Business

None

10. New Business

None

11. Next Meeting Agenda

A. Preliminary Budget 2025 – 2026

B. Asset Preservation/Capital Projects Update

C. Recommendation: K-5 English Language Arts Materials

D. Recommendation: K-12 Physical Education Materials

12. Executive Session (Approximately 30 minutes)

A. Per RCW 42.30.110 (1) (i) Legal Issue

13. Other Business as Authorized by Law

14. Adjourn

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING STUDY SESSION
Administration Building
February 26, 2025

MINUTES

MEMBERS PRESENT

Board Members: Micah Valentine, Vice President of the Board; Brittany Gledhill, Legislative Representative of the Board; Dr. Josh Miller, Board Member; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Cabinet Members: Matt Scott, Assistant Superintendent of K-12 Education; Alyssa St. Hilaire, Assistant Superintendent of Teaching & Learning; Dr. Thomas Brillhart, Assistant Superintendent of Operations; Robyn Chastain, Executive Director of Communications and Public Relations; and Eric Veach, Executive Director of Information Technology.

Excused: Gabe Galbraith, Board President
Mike Connors, Board Member

Other Guest(s): Ron Mabry, State Board of Education Member – Eastern Washington Position 1

CALL TO ORDER

Vice President Micah Valentine called the meeting to order at 4:01 p.m. and led the Pledge of Allegiance with approximately nine online and in-person staff and guests.

STUDY SESSION:

- State Board of Education Updates and Discussion
- Vision for Alternative Programs

OTHER BUSINESS AS AUTHORIZED BY LAW

There being no further business, Micah Valentine adjourned the meeting at 5:04 p.m.

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: March 12, 2025

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
Administration Building
February 26, 2025

MINUTES

MEMBERS PRESENT

Board Members: Gabe Galbraith, President of the Board; Micah Valentine, Vice President of the Board; Brittany Gledhill, Legislative Representative of the Board; Dr. Josh Miller, Board Member; Mike Connors, Board Member; Annie Maltos, Student Representative to the Board; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Student Representative-Elect: Diego Anguiano

Cabinet Members: Matt Scott, Assistant Superintendent of K-12 Education; Alyssa St. Hilaire, Assistant Superintendent of Teaching & Learning; Dr. Thomas Brillhart, Assistant Superintendent of Operations; Robyn Chastain, Executive Director of Communications and Public Relations; and Eric Veach, Executive Director of Information Technology.

Other Guest(s): Paul Brachvogel, District Legal Counsel

CALL TO ORDER

Vice President Micah Valentine called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 18 online and in-person staff and guests.

Dr. Josh Miller made a motion to excuse Gabe Galbraith, who will be arriving late.

Roll call vote:	Mr. Valentine	Yes
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 4-0.

RECOGNITION

National Board-Certified Teachers

Dr. Thomas Brillhart, Assistant Superintendent of Operations, recognized newly certified National Board-Certified teachers, highlighting the rigorous process and the benefits to teachers and students. The following teachers were recognized: Jessica Bydalek, Amy Payson, and Christi Young.

Gabe Galbraith arrived at 5:35 p.m.

Career and Technical Education Month

Superintendent Dr. Traci Pierce presented information on Kennewick School District's Career and Technical Education offerings. She read a proclamation from President Donald J. Trump designating February as Career and Technical Education (CTE) Month.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

None

CONSENT ITEMS

Motion by Gabe Galbraith to approve the consent items as presented.

Roll call vote:	Mr. Galbraith	Yes
	Mr. Valentine	Yes
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 5-0.

The consent items were as follows:

- Minutes of Regular School Board Meeting February 12, 2025
- Personnel Actions – Certificated, Classified, and Extracurricular
- Contract Addendum: Superintendent of Schools

COMMUNICATIONS FOLLOW-UP

None

SUPERINTENDENT/BOARD MEMBER REPORT

Student Representative to the Board Annie Maltos shared that in recognition of CTE tonight, she wanted to highlight that she started her internship through the Teaching Academy at Ridgeview Elementary.

Superintendent Pierce shared that she recently presented a state of the district update at the Tri-City Hispanic Chamber. She also shared that since the last Board meeting, she has visited Washington, Sunset View, and Westgate and attended the Amazing Shake at Hawthorne. Dr. Pierce announced that Kennewick School District was approved as a partner site for the WEA Apprenticeship Residency in Teaching Program.

Board Member Mike Connors reported attending the Amazing Shake at Hawthorne Elementary. He shared that he would love to see the Amazing Shake program expand to other schools. In recognition of CTE month, Mr. Connors shared that his son is in his second year at Tri-Tech. He stated that his son loves the program and now wants to attend a trade school.

Board Member Josh Miller shared that he is looking into potentially organizing a Kennewick Schools Foundation. It would be a non-profit foundation separate from the Board that would provide avenues for the community to be more involved with our school's needs.

Board Member Brittany Gledhill highlighted that she attended the Gesa Carousel of Dreams Board Meeting, where they awarded their KSD student staff members for their grades. She also shared that she listened to the WSSDA Legislative update, attended the ELA Curriculum adoption meeting, and attended the Amazing Shake at Hawthorne. Ms. Gledhill gave a legislative update to the Board members on transportation, MSOC, and Special Education bills.

Board Member Micah Valentine reported he was invited to speak at Career Day with the Big Bro Joe Foundation.

President Gabe Galbraith reported that he has been following legislative developments and discussing them with other Board members throughout the state. He shared that he discussed the boys' swim with community members and attended Vista's Orchestra recital.

REPORTS AND DISCUSSIONS

2024 – 2025 Budget Update

Dr. Tom Brillhart, Assistant Superintendent of Operations, presented the projected student enrollment for the school year 2024-25 at 18,681 students compared to 18,495 budgeted. The increased head count of 186 students was primarily due to a rise in the Running Start program and a combination of an increase in FTE grades K-12 totaling 48 FTE students. Projected revenues and historical and projected utility and liability insurance costs were reviewed for the school year 2024-25. He shared that the district will have more information for projecting revenues and expenditures for the school year 2025-26 after the legislative session ends on April 27.

UNFINISHED BUSINESS

None

NEW BUSINESS

May Board Meeting Date Changes

Motion by Dr. Miller to approve changing the May School Board Meetings from May 14 and 28 to May 7 and 21.

Advisory Vote:	Annie Maltos	Yes
----------------	--------------	-----

Roll call vote:	Mr. Galbraith	Yes
-----------------	---------------	-----

Mr. Valentine	Yes
Ms. Gledhill	Yes
Dr. Miller	Yes
Mr. Connors	Yes

Motion carried 5-0

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. 2025-26 Preliminary Budget
- B. Legislative Update
- C. Academic Progress Update
- D. Preliminary Recommendation: K-5 English Language Arts Materials

EXECUTIVE SESSION

President Gabe Galbraith announced an end to the business portion of the meeting at 6:19 p.m. He moved the Board into executive session per RCW 42.30.110 (b and c) Real Estate and (i) Legal Issue for approximately 40 minutes and noted that no further formal action would be taken. The Executive Session started at 7:05 p.m. Mr. Galbraith extended the executive session for an additional 10 minutes.

OTHER BUSINESS AS AUTHORIZED BY LAW.

There being no further business, the Board adjourned at 7:15 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: March 12, 2025

CERTIFICATED PERSONNEL

ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS

Exhibit A: Lists new employment contracts, requests for leaves of absence, and terminations which have occurred for certificated employees since the last meeting of the Board of Directors.

DATE: Wednesday, March 12, 2025

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS						
REHIRE						
REPLACEMENT						
LEAVE OF ABSENCE	Jazmiri Sanchez Vargas	Fuerza	Teacher - Elem	Requesting LOA	1.0	Eff. 5/22-8/20/25
	Nicole Yost	KeHS	Teacher - HS	Requesting .40 LOA	1.0 to .60	2025-26
	Haley Poznanski	Canyon View	Teacher - Elem	Requesting LOA	1.0	Eff. 4/5-8/11/25
	Marilee Johnson	Special Services	Psychologist	Requesting .20 LOA	1.0 to .80	2025-26
	Jennifer Wright	KaHS	Teacher - HS	Requesting LOA	1.0	2025-26
	Todd Hardy	Special Services	Psychologist	Requesting .20 LOA	1.0 to .80	2025-26
LEAVE OF ABSENCE REPLACEMENT						
RETIREMENTS	Lynnette Gunter	Park MS	Instructional Coach		1.0	8/20/2025
	Tim Bisson	SrHS	Teacher - HS		1.0	8/20/2025
	Cheryl Yoke	HHHMS	Teacher - MS		1.0	8/20/2025
	Joan Marble	Amon Creek	Teacher - Elem		1.0	8/31/2025
	Cynthia Steinborn	Horse Heave Hills	Teacher - MS		1.0	8/31/2025
	Traci Pierce	Administration Center	Superintendent		1.0	6/30/2025
RESIGNATIONS	Diane Okerman	KeHS	Teacher - HS		1.0	3/5/2025

**CERTIFICATED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS**

IN DISTRICT TRANSFERS						

CLASSIFIED PERSONNEL ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

EXHIBIT B: Lists new employment personnel actions and terminations for classified employees that have occurred since the last meeting of the Board of Directors

DATE: March 12, 2025

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITIONS	Ganesa Cobb	Amon Creek	Para/SS/Tier II Autism	Program need	6	3/7/2025
	Seth Valdez	Washington	Para/SS/Tier III Autism	Program need	6.5	3/10/2025
REPLACEMENT	Stephanie Perez	Kamiakin	High School Attendance Secretary/Bilingual	Replaces Maria Edeza Contreras	5.5	2/25/2025
	Jacy Del Carlo	Kennewick	Para/SS/Tier III Autism 1-1	Replaces Ellie Chavez	6.5	3/3/2025
	Anne Simmons	Sunset View	Para/SS/Tier II Autism	Replaces Stewart Maxwell	6.0	3/3/2025
	Perla Valdivia	Amistad	Para/FP/BE/Bilingual	Replaces Rosa Pacheco	6.0	3/10/2025
	Quinn House	Transportation	Bus Driver		4.92	3/4/2025
	Isaac Lopez	Washington	Custodian/Swing	Replaces Somboun Sisayaket	8.0	3/7/2025
	Lidia Mino	Chinook	Lead Secretary	Replaces Cathy Dickey	8.0	4/7/2025
	Providence Maxwell	Washington	Para/FP/LAP	Replace Janie Salisbury	6.0	3/10/2025
REHIRE						
RESIGNATION	Thomas Butler	Transportation	Bus Driver	To sub bus driver	5.0	2/27/2025
	Alycia Silverthorn	Southgate	Para/FP/LAP/BE		6.25	3/14/2025
	Windy Phelps	Vista	Para/SS/Tier II Behavior		6.0	3/28/2025
	Kara Stevens	Sunset View	Para/BE/Temporary	To sub para	6.0	3/11/2025
	Mariah Kensey	Transportation	Bus Driver	To sub bus driver	4.92	3/11/2025
	Elizabeth Diaz	Highlands	Para/FP/Bilingual Req		6.0	3/6/2025
	Darron Veazey	Transportation	Bus Driver		4.92	3/7/2025
	Brandy Scott	Business Office	ASB/Receipting Secretary		8.0	3/6/2025
LEAVE OF ABSENCE	Kayla Fredeen	Kamiakin	Para/SS/Tier II Autism	Until 4/7/25	6.0	3/14/2025
RESIGNED FROM LOA						
RETIREMENT	Debra Huston	Transportation	Bus Attendant		3.75	8/20/2025
	Steve Melichar	Facilities Services	Electrician		8.0	6/30/2025
	Melanie Hall	Desert Hills				6/30/2025
	Monica Jackson	Park	Cook		6.0	8/20/2025
RETURN FROM LOA						
TERMINATION						

EXTRACURRICULAR ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

Exhibit C: Lists new employment contracts and terminations that have occurred for supplemental contracts since the last meeting of the Board of Directors.

BOARD MEETING DATE: Wednesday, March 12, 2025

EXHIBIT C SUPPLEMENTAL CONTRACTS ELECTIONS AND TERMINATIONS

	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>JUSTIFICATION</i>	<i>HOURS</i>	<i>DATE</i>
NEW POSITIONS						2024-2025 Sc Yr
	Dawson Slater	Asst Track Coach	Southridge HS	Replaces Ray Stayrook		2024-2025 Sc Yr
	Ken Lattin	Asst Baseball	Desert Hills MS	Replaces Bart Miller – 1 year LOA (Emerg Hire)		2024-2025 Sc Yr
	Jaron Sprong	Asst Baseball	Chinook MS	Replaces Robert Clark - Resigned		2024-2025 Sc Yr
	Oliver Browning	Asst Baseball	Horse Heaven Hills MS	Replaces Carter Evans – Resigned – (Emerg Hire)		2024-2025 Sc Yr
	Cade Puckett	Asst Baseball	Horse Heaven Hills MS	Due to Numbers – (Emerg Hire)		2024-2025 Sc Yr
	Madison Harrell	Asst Softball	Horse Heaven Hills MS	Replaces Aubrey Haskell – (Emerg Hire)		2024-2025 Sc Yr
	Judith Brown	Asst Track	Park MS	Replaces Florence Ardon - Resigned		2024-2025 Sc Yr
	Alex Kohan	Asst Golf	Kamiakin HS	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Tim Bisson	Asst Softball	Chinook MS	Emergency Hire – Moved from Head Coach		2024-2025 Sc Yr
	Ryan McCallum	Head Softball	Chinook MS	Emergency Hire – Moved from Asst Coach		2024-2025 Sc Yr
	Savannah Allmett	Asst Softball	Chinook MS	Emergency Hire – Due to numbers		2024-2025 Sc Yr
	Joanna Inabnit	Head Girls Track	Highlands MS	Emergency Hire – Moved from Asst Coach		2024-2025 Sc Yr
	Renee Kitchen	Asst Track	Highlands MS	Emergency Hire – Replaces Neena Fouts - Retired		2024-2025 Sc Yr
	Ben Schuldheisz	Head Softball	Desert Hills MS	Emergency Hire – Replaces Wren - LOA		2024-2025 Sc Yr
	Shannon O’Laughlin	Assist Music-Strings	Kamiakin HS	Open Position		2024-2025 Sc Yr
	Cadence Jones	Asst Track	Chinook MS	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Mark Dalbeck	Asst Track	Highlands MS	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Lucas Castilleja	Asst Baseball	Highlands MS	Emergency Hire - .25 FTE – Took .25-Wensveen		2024-2025 Sc Yr
	Daniela Ramirez	Asst Softball	Horse Heaven Hills MS	Emergency Hire – Replaces Rilyn Davis		2024-2025 Sc Yr
	Seth Keller	Asst Baseball	Chinook MS	Replaces Ryley Kasma - Resigned		2024-2025 Sc Yr
	Darian Brown	Asst Tennis	Kennewick HS	Emergency Hire - Replaces Imelda Buckingham		2024-2025 Sc Yr
LEAVE OF ABSENCE	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	<i>DATE</i>	
	Bart Miller	Desert Hills MS	Assistant Baseball	One Year LOA	2024-2025 Sc Yr	
	Travis Aerts	Park MS	Assistant Baseball	One Year LOA	2024-2025 Sc Yr	
	Kate Hawk	Park MS	Assistant Softball	One Year LOA	2024-2025 Sc Yr	
	Matt Thoele	Highlands MS	Assistant Track	One Year LOA	2024-2025 Sc Yr	
	Denise Wren	Desert Hills MS	Head Softball	One Year LOA	2024-2025 Sc Yr	
RESIGNATIONS	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>		
	Ardon, Florence	PARK MS	Asst Track	Resigned	2024-25 Sc Yr	



To: Kennewick School Board Members

From: Brandon Lord, Fiscal Officer

Re: Budget Status Report

Attached are the Budget Status Reports through, December 31, 2024

			PERCENTAGE TO BUDGET
GENERAL FUND	BUDGET		
Revenues	322,590,287.00	100,510,330.53	0.31
Expenditures	328,136,352.00	106,234,951.96	0.32
CAPITAL PROJECTS FUND			
Revenues	14,250,100.00	5,421,451.46	0.38
Expenditures	24,050,000.00	2,585,716.92	0.11
DEBT SERVICE FUND			
Revenues	18,499,350.00	7,624,618.35	0.41
Expenditures	18,560,000.00	15,161,009.38	0.82
ASSOCIATED STUDENT BODY FUND			
Revenues	3,261,010.00	1,213,209.09	0.37
Expenditures	3,464,602.00	553,655.26	0.16
SELF-INSURED WORKERS COMP / DENTAL FUND BALANCE			
Revenues	1,700,000.00	7,630.00	0.00
Expenditures	2,785,000.00	449,303.86	0.16
TRANSPORTATION VEHICLE FUND			
Revenues	1,503,000.00	6,112.49	0.00
Expenditures	1,800,000.00	0.00	0.00

Kennewick SD #17
Budget Status - General Fund

Location 000

Report Date: 12/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	23,225,250.00	74,317.35	9,591,402.99	0.00	13,633,847.01	58.70
2000	Local State Non-Tax	2,312,717.00	388,047.34	1,148,249.52	0.00	1,164,467.48	50.35
3000	State Revenues	200,323,293.00	17,174,799.33	62,011,347.62	0.00	138,311,945.38	69.04
4000	State Revenues Special Purpose	64,093,485.00	5,830,779.66	20,372,479.34	0.00	43,721,005.66	68.21
5000	Federal Revenues	0.00	0.00	0.00	0.00	0.00	0.00
6000	Other Revenue	31,681,806.00	1,999,092.79	7,134,390.86	0.00	24,547,415.14	77.48
7000	Sale of Bonds	624,271.00	0.00	139,755.00	0.00	484,516.00	77.61
8000	Sale of Property & Equipment	329,465.00	94,752.00	112,705.20	0.00	216,759.80	65.79
Total Revenues/Other Fin. Sources		322,590,287.00	25,561,788.47	100,510,330.53	0.00	222,079,956.47	68.84
B. Expenditures							
00	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
01	Basic Education	168,503,555.00	13,009,474.79	54,678,817.89	5,046,632.75	108,778,104.36	64.55
02	Alternative Learning Exp	4,027,448.00	314,925.69	1,344,998.82	8,070.38	2,674,378.80	66.40
03	Dropout Reengagement	760,000.00	124,158.37	389,278.58	373,550.72	-2,829.30	0.37
09	TK Education	276,398.00	23,003.67	85,912.29	0.00	190,485.71	68.91
10	TBD	0.00	0.00	0.00	0.00	0.00	0.00
11	Federal Stimulus	0.00	0.00	0.00	0.00	0.00	0.00
12	TBD	0.00	0.00	0.00	0.00	0.00	0.00
13	Fiscal Stabilization	0.00	-5,371.01	-23,973.48	0.00	23,973.48	0.00*
14	IDEA Stimulus	0.00	-49.27	6,652.30	0.00	-6,652.30	0.00*
18	Mckinney Vento	0.00	0.00	0.00	0.00	0.00	0.00
19	ARRA	0.00	0.00	0.00	0.00	0.00	0.00
21	Special Education State	37,356,092.00	3,040,806.99	12,401,570.84	1,030,606.36	23,923,914.80	64.04
22	SPED St Inf/Toddlers	0.00	0.00	0.00	0.00	0.00	0.00
23	SPED-ARP-IDEA	0.00	0.00	0.00	0.00	0.00	0.00
24	Special Education Supp Fed	3,853,068.00	251,321.40	1,045,438.00	746,004.34	2,061,625.66	53.50
29	Special Education Other	16,214.00	0.00	1,735.84	0.00	14,478.16	89.29
31	Vocational Basic State	9,102,487.00	859,236.38	2,969,260.49	526,419.49	5,606,807.02	61.59
34	Vocational M S	1,289,580.00	135,281.52	438,013.59	3,333.18	848,233.23	65.77
38	Vocational Federal	118,380.00	7,589.07	29,562.67	0.00	88,817.33	75.02
39	Vocational Other	45,898.00	4,403.68	16,757.07	0.00	29,140.93	63.49

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - General Fund

Location 000

Report Date: 12/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
45	Skills Center Basic State	6,368,681.00	473,904.87	2,072,005.82	420,483.93	3,876,191.25	60.86
46	Skills Center Federal	84,428.00	36,377.30	65,763.54	0.00	18,664.46	22.10
51	Disadvantaged Fed	6,443,593.00	456,423.89	1,917,049.68	15,225.71	4,511,317.61	70.01
52	School Improvement Fed	1,208,446.00	122,137.82	361,787.17	35,900.00	810,758.83	67.09
53	Migrant Federal	2,486,616.00	186,291.47	783,708.97	861.30	1,702,045.73	68.44
55	Learning Assistance	11,420,394.00	1,014,080.24	4,109,330.28	696,258.95	6,614,804.77	57.92
56	Inst. Center & Homes Delin	518,127.00	36,086.47	151,117.12	659.48	366,350.40	70.70
57	Inst Neglected & Delinq	0.00	0.00	185.89	0.00	-185.89	0.00*
58	Special & Pilot Programs State	1,921,111.00	7,228.21	34,471.89	0.00	1,886,639.11	98.20
59	St Institution Co Jail	43,208.00	2,571.27	10,215.76	0.00	32,992.24	76.35
64	Limited English Porficiency	569,227.00	29,918.56	128,233.33	0.00	440,993.67	77.47
65	Transitional Bilingual State	4,664,567.00	369,137.68	1,441,652.32	37,453.85	3,185,460.83	68.29
66	Student Achievement	0.00	0.00	0.00	0.00	0.00	0.00
73	Summer School	53,495.00	0.00	0.00	0.00	53,495.00	100.00
74	Highly Capable	537,218.00	44,316.23	190,653.36	0.00	346,564.64	64.51
75	Flexible Education State	20,000.00	0.00	0.00	0.00	20,000.00	100.00
79	Instructional Programs Other	3,029,108.00	18,445.69	46,466.08	213,735.65	2,768,906.27	91.40
86	Community Schools	37,675.00	1,232.77	5,651.69	0.00	32,023.31	85.00
88	Day Care	3,189,632.00	262,691.12	963,232.07	107,175.02	2,119,224.91	66.44
89	Other Community Service	111,059.00	1,446.61	8,719.04	66,306.00	36,033.96	32.44
97	Districtwide Support	35,123,961.00	2,433,709.66	12,612,803.66	2,379,905.75	20,131,251.59	57.31
98	Food Services	13,250,664.00	1,038,337.78	4,078,704.71	3,802,937.42	5,369,021.87	40.51
99	Pupil Transportation	11,706,022.00	841,696.67	3,869,174.68	791,180.03	7,045,667.29	60.18
Total Expenditures		328,136,352.00	25,140,815.59	106,234,951.96	16,302,700.31	205,598,699.73	62.65
C. Other Fin. Uses Trans. Out (GL 536)		0.00	0.00	0.00			
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-5,546,065.00	420,972.88	-5,724,621.43		16,481,256.74	0.00

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - General Fund

Location 000

Report Date: 12/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
F. Total Beginning Fund Balance	0.00		56,017,673.36			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-5,546,065.00		50,293,051.93			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 821 Rest for C/O of Restricted Rev	0.00		1,069,845.18			
GL 825 Restricted Skill Centers	0.00		666,947.00			
GL 828 Restricted C/O Food Service	0.00		0.00			
GL 831 Restricted Emp Comp Absences	0.00		0.00			
GL 840 Nonsp Fd Bal Inventory/Prepaid	0.00		848,718.89			
GL 862 Restricted from Levy Proceeds	0.00		0.00			
GL 863 Restricted from State Proceeds	0.00		0.00			
GL 870 Committed to Other Purposes	0.00		0.00			
GL 872 Committed To Economic Stabiliz	0.00		0.00			
GL 875 Assigned to Contingencies	0.00		34,091,471.29			
GL 884 Assigned to Capital Projects	0.00		2,000,000.00			
GL 888 Assigned to Other Purposes	0.00		930,691.00			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 891 Unassigned Minimum Fd Bal Poli	0.00		16,410,000.00			
GL 890 Unreserved/ Fund Balance	-5,546,065.00		-5,724,621.43			
	-5,546,065.00		50,293,051.93			

* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by Activity

FISCAL YEAR: 2025

REPORT DATE: 12/31/2024

Activity		Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
000	Not Applicable	0.00	0.00	0.00	0.00
011	Board Of Directors	43,182.82	401,031.00	78,250.00	279,598.18
012	Superintendent Office	161,477.46	538,252.00	0.00	376,774.54
013	Business Office	665,637.28	2,087,000.00	129,682.64	1,291,680.08
014	Human Resources	460,419.99	1,367,025.00	66,800.94	839,804.07
015	Public Relations	208,681.70	654,852.00	80,000.00	366,170.30
021	Supervision	1,747,727.07	5,745,311.00	53,749.58	3,943,834.35
022	Learning Resources	1,030,837.55	5,253,563.00	3,046.30	4,219,679.15
023	Principals	6,425,588.96	20,424,698.00	14,161.30	13,984,947.74
024	Counseling	3,660,688.84	10,775,671.00	643,248.44	6,471,733.72
025	Pupil Mgnt & Safety	1,849,359.51	6,051,589.00	22,477.60	4,179,751.89
026	Health Services	4,081,709.05	11,587,686.00	751,164.64	6,754,812.31
027	Teaching	61,794,205.51	187,891,994.00	6,805,220.70	119,292,567.79
028	Extra Curricular	1,898,814.76	4,553,066.00	136,943.00	2,517,308.24
031	Professional Development	2,363,279.09	9,756,865.00	214,241.15	7,179,344.76
032	Inst Technology Equip	370,109.38	1,267,120.00	0.00	897,010.62
033	Curriculum	547,755.93	1,883,273.00	92,495.12	1,243,021.95
034	Professonal Learning State	0.00	2,174,519.00	0.00	2,174,519.00
035	Pupil Safety	644,583.68	1,849,698.00	540,296.00	664,818.32
041	Food Service Supervision	612,004.95	1,646,525.00	868,603.23	165,916.82
042	Food	1,306,193.39	4,486,152.00	2,633,627.28	546,331.33
043	Commodities	0.00	0.00	0.00	0.00
044	Food Service Operations	2,190,004.96	7,206,910.00	344,876.91	4,672,028.13
049	Transfers	-29,216.50	0.00	0.00	29,216.50
051	Transportation Supervision	345,459.73	1,014,842.00	12,620.21	656,762.06
052	Transportation Operations	2,375,305.82	7,511,824.00	644,933.19	4,491,584.99
053	Transportation Maintenance	337,720.32	1,115,543.00	133,626.63	644,196.05
054	Transportation Maintenance	0.00	0.00	0.00	0.00
055	Transportation Maintenance	0.00	0.00	0.00	0.00
056	Transportation Insurance	313,309.24	361,100.00	0.00	47,790.76
058	TBD	0.00	0.00	0.00	0.00
059	Transfers	-157,223.58	-318,920.00	0.00	-161,696.42
061	Maintenance Supervision	233,480.23	948,779.00	0.00	715,298.77
062	Maintenance Grounds	617,883.56	2,373,720.00	321,782.74	1,434,053.70
063	Operations Buildings	2,292,985.42	7,163,412.00	24,795.00	4,845,631.58
064	Maintenance Of Bldg & Equip	1,534,863.42	5,319,283.00	694,907.68	3,089,511.90
065	Utilities	934,130.43	4,127,000.00	0.00	3,192,869.57

User: LORD, BRANDON M

Page: 1

Report: GL8603_KSD_ALL - GL8603_KSD_ALL: Current Expenditu

03/07/2025 1:42:11 PM

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by Activity

FISCAL YEAR: 2025

REPORT DATE: 12/31/2024

Activity		Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
067	Bldg Security	31,829.31	95,000.00	11,101.62	52,069.07
068	Insurance	3,550,721.64	3,861,500.00	0.00	310,778.36
072	Data Processing	1,291,821.52	5,340,664.00	779,598.89	3,269,243.59
073	Printing	235,873.39	454,620.00	76,724.95	142,021.66
074	Warehouse	207,217.30	733,829.00	2,000.00	524,611.70
075	Motor Pool	50,877.14	387,181.00	121,724.57	214,579.29
083	Interest	0.00	6,500.00	0.00	6,500.00
091	Public Activities	5,651.69	37,675.00	0.00	32,023.31
Total:		106,234,951.96	328,136,352.00	16,302,700.31	205,598,699.73

Report Selection:

GLK_KEY_MSTR.[glik_grp_part01] = '01'

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by State Object

FISCAL YEAR: 2025

REPORT DATE: 12/31/2024

State Object		Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
0	Debit Transfer	257,328.28	472,370.00	0.00	215,041.72
1	Credit Transfer	-257,295.38	-472,370.00	0.00	-215,074.62
2	Certificated Salaries	50,657,602.26	150,804,184.00	0.00	100,146,581.74
3	Classified Salaries	16,913,685.75	53,717,672.00	0.00	36,803,986.25
4	Benefits & PR Taxes	23,922,804.49	75,784,515.00	0.00	51,861,710.51
5	Supplies	3,286,087.13	13,706,757.00	2,325,197.65	8,095,472.22
7	Contract Services	10,993,129.73	32,860,243.00	13,877,144.55	7,989,968.72
8	Travel	231,482.57	751,053.00	0.00	519,570.43
9	Capital Outlay	230,127.13	511,928.00	100,358.11	181,442.76
Total:		106,234,951.96	328,136,352.00	16,302,700.31	205,598,699.73

Report Selection:

GLK_KEY_MSTR.[glk_grp_part01] = '01'

Kennewick SD #17

Budget Status - Capital Projects Fund

Location 000

Report Date: 12/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	4,750,100.00	15,635.19	1,884,578.34	0.00	2,865,521.66	60.32
2000	Local State Non-Tax	600,000.00	114,018.18	1,032,260.30	0.00	-432,260.30	72.04
4000	State Revenues Special Purpose	8,900,000.00	133,054.91	1,753,224.86	0.00	7,146,775.14	80.30
6000	Other Revenue	0.00	0.00	751,387.96	0.00	-751,387.96	0.00*
7000	Sale of Bonds	0.00	0.00	0.00	0.00	0.00	0.00
9000	Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		14,250,100.00	262,708.28	5,421,451.46	0.00	8,828,648.54	61.95
B. Expenditures							
10 - Sites		2,000,000.00	6,070.51	11,041.26	0.00	1,988,958.74	99.44
20 - Buildings		12,450,000.00	309,010.01	1,354,807.58	6,369,187.81	4,726,004.61	37.95
30 - Equipment		9,600,000.00	1,115,694.14	1,219,868.08	2,619,350.60	5,760,781.32	60.00
Total Expenditures		24,050,000.00	1,430,774.66	2,585,716.92	8,988,538.41	12,475,744.67	51.87
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-9,799,900.00	-1,168,066.38	2,835,734.54		-3,647,096.13	0.00
F. Total Beginning Fund Balance		0.00		37,120,507.13			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-9,799,900.00		39,956,241.67			
I. Ending Fund Balance Accounts							
GL 810 Restricted for Other Items		0.00		0.00			
GL 825 Restricted Skill Centers		0.00		0.00			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Capital Projects Fund

Location 000

Report Date: 12/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 861 Restricted from Bond Proceeds	0.00		0.00			
GL 862 Restricted from Levy Proceeds	0.00		3,805,882.58			
GL 863 Restricted from State Proceeds	0.00		22,705,089.24			
GL 888 Assigned to Other Purposes	0.00		0.00			
GL 889 Assigned to Fund Purposes	0.00		10,609,535.31			
GL 890 Unreserved/ Fund Balance	-9,799,900.00		2,835,734.54			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Debt Service Fund

Location 000

Report Date: 12/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources						
1000 Local Revenues	18,499,350.00	63,704.23	7,624,618.35	0.00	10,874,731.65	58.78
9000 Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999 Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources	18,499,350.00	63,704.23	7,624,618.35	0.00	10,874,731.65	58.78
B. Expenditures						
92 .	6,530,000.00	3,131,009.38	3,131,009.38	0.00	3,398,990.62	52.05
11 Debt Principal	12,030,000.00	12,030,000.00	12,030,000.00	0.00	0.00	0.00
Total Expenditures	18,560,000.00	15,161,009.38	15,161,009.38	0.00	3,398,990.62	18.31
C. Other Fin. Uses Trans. Out (GL 536)						
D. Other Financing Uses (GL535)						
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-60,650.00	-15,097,305.15	-7,536,391.03		7,475,741.03	0.00
F. Total Beginning Fund Balance	0.00		9,114,428.50			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-60,650.00		1,578,037.47			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 830 Restricted Debt Service	0.00		9,114,428.50			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	-60,650.00		-7,536,391.03			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - ASB Fund

Location 000

Report Date: 12/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
		0.00	0.00	0.00	0.00	0.00	0.00
100	General Student Body	823,025.00	203,396.63	356,379.56	0.00	466,645.44	56.69
200	Athletics	917,796.00	166,777.89	597,614.70	0.00	320,181.30	34.88
300	Classes	116,030.00	4,351.14	6,585.14	0.00	109,444.86	94.32
400	Clubs	1,377,759.00	108,622.85	237,828.79	0.00	1,139,930.21	82.73
600	Private Moneys	26,400.00	14,767.21	14,800.90	0.00	11,599.10	43.93
Total Revenues/Other Fin. Sources		3,261,010.00	497,915.72	1,213,209.09	0.00	2,047,800.91	62.79
B. Expenditures							
100	General Student Body	859,175.00	31,443.09	135,548.99	57,671.49	665,954.52	77.51
200	Athletics	1,108,812.00	69,532.98	208,813.67	3,080.75	896,917.58	80.88
300	Classes	87,420.00	3,756.06	22,893.01	0.00	64,526.99	73.81
400	Clubs	1,369,095.00	30,486.03	171,879.76	38,371.35	1,158,843.89	84.64
600	Private Moneys	40,100.00	0.00	14,519.83	0.00	25,580.17	63.79
Total Expenditures		3,464,602.00	135,218.16	553,655.26	99,123.59	2,811,823.15	81.15
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-203,592.00	362,697.56	659,553.83		-764,022.24	0.00
F. Total Beginning Fund Balance		0.00		1,873,533.35			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-203,592.00		2,533,087.18			
I. Ending Fund Balance Accounts GL 810 Restricted for Other Items		0.00		0.00			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - ASB Fund

Location 000

Report Date: 12/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 819 Restricted to Fund Purpose	0.00		1,873,533.35			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	-203,592.00		2,533,087.18			
	-203,592.00		4,406,620.53			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Self Insurance

Location 000

Report Date: 12/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	0.00	0.00	0.00	0.00	0.00	0.00
2000	Local State Non-Tax	1,700,000.00	1,855.93	7,630.00	0.00	1,692,370.00	99.55
Total Revenues/Other Fin. Sources		1,700,000.00	1,855.93	7,630.00	0.00	1,692,370.00	99.55
B. Expenditures							
97	Districtwide Support	2,785,000.00	70,044.67	449,303.86	0.00	2,335,696.14	83.86
Total Expenditures		2,785,000.00	70,044.67	449,303.86	0.00	2,335,696.14	83.86
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-1,085,000.00	-68,188.74	-441,673.86		-643,326.14	0.00
F. Total Beginning Fund Balance		0.00		5,134,253.47			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-1,085,000.00		4,692,579.61			
I. Ending Fund Balance Accounts							
GL 889 Assigned to Fund Purposes		0.00		5,134,253.47			
GL 890 Unreserved/ Fund Balance		-1,085,000.00		-441,673.86			
		-1,085,000.00		4,692,579.61			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Transportation Fund

Report Date: 12/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
2000	Local State Non-Tax	3,000.00	1,596.00	6,112.49	0.00	-3,112.49	103.74
4000	State Revenues Special Purpose	1,500,000.00	0.00	0.00	0.00	1,500,000.00	100.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		1,503,000.00	1,596.00	6,112.49	0.00	1,496,887.51	99.59
B. Expenditures							
99	Pupil Transport	0.00	0.00	0.00	0.00	0.00	0.00
99	Pupil Transport Equipmt Purc	1,800,000.00	0.00	0.00	3,364,657.46	-1,564,657.46	86.92
Total Expenditures		1,800,000.00	0.00	0.00	3,364,657.46	-1,564,657.46	86.92
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-297,000.00	1,596.00	6,112.49		3,061,544.97	0.00
F. Total Beginning Fund Balance		0.00		552,949.49			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-297,000.00		559,061.98			
I. Ending Fund Balance Accounts							
GL 810 Restricted for Other Items		0.00		0.00			
GL 819 Restricted to Fund Purpose		0.00		552,949.49			
GL 889 Assigned to Fund Purposes		0.00		0.00			
GL 890 Unreserved/ Fund Balance		-297,000.00		6,112.49			

* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT #17
Regular Board Meeting
3/12/2025

WARRANT REGISTER Dated: 12/01/24 - 12/31/24

Warrant Type	Date	Numbers	Amount	Totals
General	16-Dec-24	399601	521,730.87	
	20-Dec-24	399602-399755	1,677,369.37	
	31-Dec-24	399756-399802	4,002,547.57	

Total Accounts Payable Warrants 6,201,647.81

04-Dec-24	Fed Tax Wire/B/C	13.84
06-Dec-24	P/R Dir Dep Wire	43,353.55
06-Dec-24	Fed Tax Wire/B/C	8,570.86
06-Dec-24	P/R Dir Dep Wire	2,000.00
20-Dec-24	A/P EFT	28,178.32
20-Dec-24	Capital One	171,792.45
26-Dec-24	Wire BMO	576,306.08
26-Dec-24	Use Tax	2,464.44
31-Dec-24	Capital One	2,115.77
31-Dec-24	D Of R Wire	2,783,474.71
31-Dec-24	P/R Dir Dep Wire	10,963,197.89
31-Dec-24	Fed Tax Wire/B/C	3,762,599.70
31-Dec-24	Child Supp wire	7,910.35

Total Wire - Benton County 18,351,977.96

04-Dec-24	703081-703082	2,777.30
31-Dec-24	703083-703094	17,877.46

Total Payroll General Warrants 20,654.76

Capital Projects	Date		
	12/20/2024	13032-13036	1,430,774.66
	12/26/2024	Wire BMO/DoR/EFT/C	783.00

Total Capital Projects Warrants 1,431,557.66

ASB	Date		
	12/20/2024	66507-66545	40,006.30
	12/26/2024	Wire BMO/DoR/EFT/C	88,799.36
	12/20/2024	66546	6,472.50

Total ASB Warrants 135,278.16

Transportation/Vehicle	Date		
	12/31/2024	1347-1354	1,598,349.90

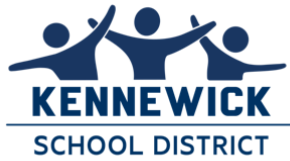
Total Transportation/Vehicle Warrants 1,598,349.90

Self Ins Wkrs Comp	Date		
	12/20/2024	1242-1243	70,044.67
	12/26/2024	Wire BMO/DoR/EFT	0.00

^ 3/7/2025

Total Self Ins Wkrs Comp/Dental Fund 70,044.67

Total Warrants Issued	27,809,510.92	27,809,510.92
-----------------------	---------------	---------------



SCHOOL BOARD MEMORANDUM

Date: March 12, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Brandon Lord, Director of Business Services
RE: Removal and Authorization of Account Signers (Self Insured)

The authorized signers on Kennewick School District #17 Self Insured account (2606091711) at Banner Bank requires updating. Current signers are Dave Bond, Vic Roberts, Marty Rose, Lisa McMahon, Lisa Vivan and Stacey Brown.

Board authorization is required to remove current signers and authorize the following new signers: Dr. Thomas Brillhart, Brandon Lord, Cindy Weigel and Wanda Roberson.

Recommendation:

The Board authorize the removal of current signers and authorize the following new signers: Dr. Thomas Brillhart, Brandon Lord, Cindy Weigel and Wanda Roberson.

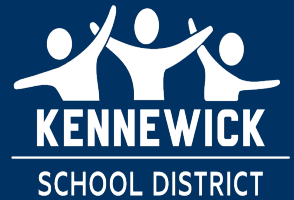
Board Meeting Presentation Overview

Date: March 12, 2025

Topic	General Fund 2024-25 and 2025-26 Preliminary Budget Information	
Strategic Goal Focus		1. All students are safe, known and valued
		2. All students are engaged learners
		3. All students are ready for their future
		4. All staff members are safe, respected and valued professionals
		5. All community members are important collaborators
		6. All families are key partners
	X	7. The district is innovative, proactive and accountable
Rationale for Topic/Purpose of Agenda Item	Preliminary General Fund budget information is part of cycle of annual budget updates/presentations for the Board. The goal of the presentation is to inform the Board of the preliminary status of the 2025-26 General Fund budget and highlight some key information from the current legislative session.	
Board Meeting Focus	X	Review Information
	X	Hold discussion
	X	Provide direction
		Make decision
Relevance to Board’s Role		Policy
		System accountability
	X	Fiscal oversight
		Communication
		Advocacy
Key Considerations for Board Discussion	<ul style="list-style-type: none">Are there concerns or questions regarding the 2024-25 General Fund budget and the preliminary 2025-26 budget information?	
Next Steps	<ul style="list-style-type: none">The Board will receive budget presentations throughout the months of March, April, and May. The Board will hold a public hearing and vote to formally adopt the budget on June 18, 2025.	

General Fund 2024-25 and Preliminary Budget Information 2025-26

March 12, 2025



Topic Overview

Topic	General Fund 2024-25 and 2025-26 Preliminary Budget Information															
Strategic Goal Focus	<table><tr><td></td><td>1. All students are safe, known and valued</td></tr><tr><td></td><td>2. All students are engaged learners</td></tr><tr><td></td><td>3. All students are ready for their future</td></tr><tr><td></td><td>4. All staff members are safe, respected and valued professionals</td></tr><tr><td></td><td>5. All community members are important collaborators</td></tr><tr><td></td><td>6. All families are key partners</td></tr><tr><td>X</td><td>7. The district is innovative, proactive and accountable</td></tr></table>			1. All students are safe, known and valued		2. All students are engaged learners		3. All students are ready for their future		4. All staff members are safe, respected and valued professionals		5. All community members are important collaborators		6. All families are key partners	X	7. The district is innovative, proactive and accountable
	1. All students are safe, known and valued															
	2. All students are engaged learners															
	3. All students are ready for their future															
	4. All staff members are safe, respected and valued professionals															
	5. All community members are important collaborators															
	6. All families are key partners															
X	7. The district is innovative, proactive and accountable															
Rationale for Topic/Purpose of Agenda Item	Preliminary General Fund budget information is part of cycle of annual budget updates/presentations for the Board. The goal of the presentation is to inform the Board of the preliminary status of the 2025-26 General Fund budget and highlight some key information from the current legislative session.															
Board Meeting Focus	<table><tr><td>X</td><td>Review Information</td></tr><tr><td>X</td><td>Hold discussion</td></tr><tr><td>X</td><td>Provide direction</td></tr><tr><td></td><td>Make decision</td></tr></table>		X	Review Information	X	Hold discussion	X	Provide direction		Make decision						
X	Review Information															
X	Hold discussion															
X	Provide direction															
	Make decision															
Relevance to Board's Role	<table><tr><td></td><td>Policy</td></tr><tr><td></td><td>System accountability</td></tr><tr><td>X</td><td>Fiscal oversight</td></tr><tr><td></td><td>Communication</td></tr><tr><td></td><td>Advocacy</td></tr></table>			Policy		System accountability	X	Fiscal oversight		Communication		Advocacy				
	Policy															
	System accountability															
X	Fiscal oversight															
	Communication															
	Advocacy															
Key Considerations for Board Discussion	<ul style="list-style-type: none">Are there concerns or questions regarding the 2024-25 General Fund budget and the preliminary 2025-26 budget information?															
Next Steps	<ul style="list-style-type: none">The Board will receive budget presentations throughout the months of March, April, and May. The Board will hold a public hearing and vote to formally adopt the budget on June 18, 2025.															

Presentation Outline

- Legislative Session: Potential Funding/Budget Impacts
- 2024-25 Budget
- 2025-26 Anticipated Revenue and Expenditure Changes
- 2025-26 Budget Process and Timeline



Legislative Session

- April 27, 2025 - End Date for Legislative Session
- Potential Funding/Budget Impacts
 - Implicit Price Deflator (IPD) - estimating 2.4%
 - Employer paid benefit rate changes
 - Retirement rate – employer share
 - Medical insurance per state-funded staff - expected increase from \$14,136 per year to ?????
 - Materials, Supplies, and Operating Costs (MSOC)
 - Per student inflationary increase (current legislative bills at 3%)
 - Special education multiplier changes
- OSPI funding models will be adjusted after session ends
- District can project but not finalize revenue and wage/benefit cost until OSPI funding models are updated

**Kennewick School District
General Fund
2024-25 Adopted Budget**

Revenues

Property Taxes	\$ 23,225,250.00
Levy Equalization	11,875,000.00
Other Local Revenue	2,312,717.00
State Revenue	252,541,778.00
Federal Revenue	31,681,806.00
Other Revenue & Grants	953,736.00
Total Revenue	<u>\$ 322,590,287.00</u>

Expenditures

Certificated Salaries	150,804,184.00
Classified Salaries	53,691,706.00
Employee Benefits	75,769,382.00
Subtotal Salaries & Benefits	<u>\$ 280,265,272.00</u>
Supplies & Benefits	13,740,106.00
Purchased/Contractual Services	32,859,693.00
Travel	751,253.00
Capital Outlay	540,028.00
Materials/Supplies & Operating Costs (MS)	<u>\$ 47,891,080.00</u>
Total Expenditures	<u>\$ 328,156,352.00</u>

Change In Fund Balance (5,566,065.00)

Beginning Fund Balance (Actual) 56,017,673.36

Budgeted Ending Fund Balance **\$ 50,451,608.36**

Preliminary Basic Ed/Local Revenue Changes School Year 2025-26

Revenue Source (Basic Ed/Local Funded) Increases	Projected Change March 12	
Basic Ed Enrollment (FTE) - trending expected decrease for 2025-26 SY vs 2024-25 actual	\$(300,000)	Amounts to be updated when legislative session information is finalized.
Special Education Enrollment - decrease for 2024-25 SY (60 less) vs budget- still determining trends for 2025-26 SY- assume decrease	??	
Special Education Formula Adjustments – legislature to finalize - expect multiplier increase/funding cap increase	??	
Transportation Funding - legislature to finalize funding formula changes	??	
Inflationary Formula Allocation Adjustment – legislature to finalize funding formula changes	??	
Employer Benefit Allocation & Health Insurance Allocation - \$14,136 to ???per year health insurance	??	
Retirement rate decrease/employer contribution decreases	??	
Materials, Supplies & Operating Cost (MSOC) - legislature to finalize funding formula changes	??	
LEA Calculation Formula Changes	??	
EP&O Levy -2025-\$23.85M (Spring 53% received /Fall 47% received) 2026-\$24.7M	No Change	
Levy Equalization Based on AV/Enrollment 2024-25 \$14.2M Actual to Projected (as of today) \$13.5M	\$(900,000)	
Other revenue changes	=	
Total Preliminary Revenue Change	?????	

2025-26 Preliminary Staff/Non-Staff Cost Changes

Basic Ed/Local Funded Staffing Costs	Projected Increase March 12	
2024-25 Added Staff/ Cost vs 2024-25 Budget.....currently trending at Budget	??	Working on staffing and awaiting legislative session information to update amounts.
Elementary Cert Staff – expect to reduce 3.0 positions via attrition	(\$381,000)	
Middle School/High School Teaching Staff - expect to reduce 0.5 positions via attrition	(\$63,000)	
Alternative Program Staffing	??	
Special Education Certificated & Paraeducator Staff	??	
Other Support/Operations/Maintenance Staffing	??	
Projected Increase in Staff Costs/Inflationary Adjustments/Employer Benefits	??	
Certificated/Classified Pools \$19.5M (Overload/Subs/Coaches/Extra Pay/Leave Cash Outs, Etc.)	\$457,000	
Re-allocate Staff Costs (To)/From Other Program Funding Sources	??	
Preliminary Basic Ed/Local Funded Staff-Related Cost Change	????	
Preliminary Basic Ed/Local Fund Non – Staff Related Cost Change	??	
Preliminary Basic Ed/Local Funded Total Cost Change	<u>????</u>	
Change In Revenue vs Expenditure	????	
2024-25 Budget Revenue vs Expenditure	<u>(\$948,177)</u>	
2025-26 Budget Revenue vs Expenditure: Estimate (\$????)	????	

General Fund: Materials/Supply/Operating Costs (MSOC)

Materials/Supplies/Operating Costs (MSOC) Select Categories	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	24/25 Budget	25/26 Prelim Budget	Budget Change 25-26 - 24-25
Utility Cost	\$ 3,641,500	\$ 3,642,500	\$ 3,748,250	\$ 4,024,500	\$ 4,127,000		\$ (4,127,000)
Property/Liability Insurance	2,280,000	2,755,000	3,071,900	3,276,500	4,167,600		\$ (4,167,600)
Transportation/Fleet Fuel	885,000	885,000	900,000	1,220,000	1,220,000		\$ (1,220,000)
Transportation	491,300	156,430	146,430	146,430	204,130		\$ (204,130)
Curriculum Adoption/License Renewals	1,032,500	1,122,500	122,500	355,000	940,000		\$ (940,000)
IT/Technology/Software	3,109,000	3,109,000	3,189,000	3,189,000	3,389,000		\$ (3,389,000)
Maint/Fleet/Custodial/Grounds/Warehouse/Print Shop	3,592,850	3,454,850	3,122,850	3,149,350	3,212,350		\$ (3,212,350)
Maint/Grounds (Equipment & Fleet Replacement)	221,500	221,500	196,500	196,500	196,500		\$ (196,500)
Special Education	1,309,976	1,309,976	1,130,476	1,915,476	2,271,976		\$ (2,271,976)
Security Resource Officer Contract	400,000	400,000	415,000	710,000	735,000		\$ (735,000)
Education Service District (ESD) Prevention Services	175,000	175,000	175,000	185,000	210,000		\$ (210,000)
Reading Foundation \$276K/Team Read \$124K	379,575	379,575	379,575	395,000	400,000		\$ (400,000)
Testing/Assessment Contract	185,000	185,000	70,000	185,000	185,000		\$ (185,000)
Building Budgets	2,502,875	2,456,242	2,266,922	2,300,132	2,288,400		\$ (2,288,400)
Other MSOC/No Tri Tech/No CTE (01,02,97)	2,104,741	2,485,920	2,110,443	2,203,205	2,389,455		\$ (2,389,455)
Delta/Running Start/CBC Academy-Offset With Revenue	0	0	0				\$ -
Open Doors- Offset With Revenue	-	-	-				\$ -
Subtotal Basic Ed/Local Funded MSOC Budget Change	\$ 22,310,817	\$ 22,738,493	\$ 21,044,846	\$ 23,451,093	\$ 25,936,411		\$ (25,936,411)
Delta/Running Start/CBC Academy-Offset With Revenue	3,610,000	3,585,000	3,360,000	3,718,864	4,832,000		\$ (4,832,000)
Open Doors- Offset With Revenue	\$ 375,000	\$ 365,000	\$ 390,500	\$ 416,000	\$ 760,000		\$ (760,000)
Science Resource Center (Offset With Revenue)	897,500	187,500	222,500	242,500	247,500		\$ (247,500)
Learning Assistance Program - Other Student Support	385,000	511,830	627,000	660,000	600,000		\$ (600,000)
Career & Technical Education (CTE)	1,086,834	967,886	1,602,886	1,389,886	1,305,211		\$ (1,305,211)
Tri Tech Skill Center	1,423,228	1,668,228	1,853,228	1,995,728	1,820,728		\$ (1,820,728)
Federal Programs	1,077,746	2,538,310	1,234,234	1,294,074	1,146,677		\$ (1,146,677)
Learning Assistance Program (LAP)	282,377	715,470	632,281	663,531	701,700		\$ (701,700)
Bilingual	266,000	162,500	164,500	164,500	192,642		\$ (192,642)
Early Childhood Educ. Assistance Program (ECEAP)	274,500	277,000	277,000	316,815	280,510		\$ (280,510)
Food Service Program	5,480,903	4,708,343	5,672,373	6,435,995	6,923,999		\$ (6,923,999)
ESSER (Mental Health & Tutoring \$1.0M Each/Math \$2.5M)	-	-	-	-	-		\$ -
Other Grants/Contingency	1,500,000	1,500,000	1,500,000	1,500,000	2,500,000		\$ (2,500,000)
Other Non-Local Funded Program Change	950,322	725,470	709,169	660,169	623,702		\$ (623,702)
Subtotal	\$ 17,609,410	\$ 17,912,537	\$ 18,245,671	\$ 19,458,062	\$ 21,934,669		\$ (21,934,669)
Total Materials/Supplies/Operating Cost (MSOC) Change	\$ 39,920,227	\$ 40,651,030	\$ 39,290,517	\$ 42,909,155	\$ 47,871,080		\$ (47,871,080)



Board Questions and Discussion

2025-26 Budget Process and Timeline

- April 27, 2025
 - End date for Legislative Session
- March – May
 - Budget Presentations
 - General Fund
 - Capital Fund
 - Debt Service Fund
 - ASB Fund
 - Transportation Fund
 - Self- Insured Programs
- June 18, 2025
 - Public Hearing & Adoption of District Budget
- On or before July 10, 2025
 - Must submit F195 to ESD for review



Board Meeting Presentation Overview

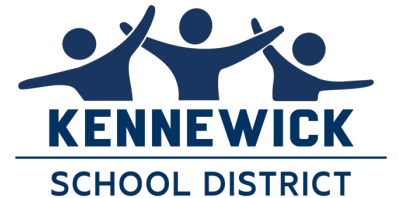
Date: March 12, 2025

Topic	K-12 Academic Progress Update: All Students are Engaged Learners		
Strategic Goal Focus		1. All students are safe, known and valued	
	X	2. All students are engaged learners	
		3. All students are ready for their future	
		4. All staff members are safe, respected and valued professionals	
		5. All community members are important collaborators	
		6. All families are key partners	
		7. The district is innovative, proactive and accountable	
Rationale for Topic/Purpose of Agenda Item	Our performance indicator reporting calendar includes a March Progress Report to the Board. The presentation includes data from academic assessments that were administered in the fall and winter. The presentation will also share bright spots and actions that schools are taking to increase student acheivement.		
Board Meeting Focus	X	Review Information	
		Hold discussion	
		Provide direction	
		Make decision	
Relevance to Board’s Role		Policy	
	X	System accountability	
		Fiscal oversight	
		Communication	
		Advocacy	
Key Considerations for Board Discussion	• N/A		
Next Steps	• N/A		

K-12 Academic Progress Update

All Students are Engaged Learners

March 12, 2025



Topic Overview Page

Topic	K-12 Academic Progress Update: All Students are Engaged Learners																
Strategic Goal Focus	<table><tr><td></td><td>1. All students are safe, known and valued</td></tr><tr><td>X</td><td>2. All students are engaged learners</td></tr><tr><td></td><td>3. All students are ready for their future</td></tr><tr><td></td><td>4. All staff members are safe, respected and valued professionals</td></tr><tr><td></td><td>5. All community members are important collaborators</td></tr><tr><td></td><td>6. All families are key partners</td></tr><tr><td></td><td>7. The district is innovative, proactive and accountable</td></tr></table>				1. All students are safe, known and valued	X	2. All students are engaged learners		3. All students are ready for their future		4. All staff members are safe, respected and valued professionals		5. All community members are important collaborators		6. All families are key partners		7. The district is innovative, proactive and accountable
	1. All students are safe, known and valued																
X	2. All students are engaged learners																
	3. All students are ready for their future																
	4. All staff members are safe, respected and valued professionals																
	5. All community members are important collaborators																
	6. All families are key partners																
	7. The district is innovative, proactive and accountable																
Rationale for Topic/Purpose of Agenda Item	Our performance indicator reporting calendar includes a March Progress Report to the Board. The presentation includes data from academic assessments that were administered in the fall and winter. The presentation will also share bright spots and actions that schools are taking to increase student acheivement.																
Board Meeting Focus	<table><tr><td>X</td><td>Review Information</td></tr><tr><td></td><td>Hold discussion</td></tr><tr><td></td><td>Provide direction</td></tr><tr><td></td><td>Make decision</td></tr></table>			X	Review Information		Hold discussion		Provide direction		Make decision						
X	Review Information																
	Hold discussion																
	Provide direction																
	Make decision																
Relevance to Board's Role	<table><tr><td></td><td>Policy</td></tr><tr><td>X</td><td>System accountability</td></tr><tr><td></td><td>Fiscal oversight</td></tr><tr><td></td><td>Communication</td></tr><tr><td></td><td>Advocacy</td></tr></table>				Policy	X	System accountability		Fiscal oversight		Communication		Advocacy				
	Policy																
X	System accountability																
	Fiscal oversight																
	Communication																
	Advocacy																
Key Considerations for Board Discussion	<ul style="list-style-type: none">N/A																
Next Steps	<ul style="list-style-type: none">N/A																

Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



STRATEGIC GOALS



Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

All students are engaged learners

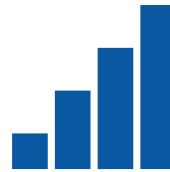


- > Provided relevant, rigorous and engaging instruction.
- > Receiving individualized, equitable and inclusive supports.
- > Accessing diverse course offerings, activities and athletics.
- > Making progress, annual growth, and meeting grade level standards.

Presentation Outline



Performance Indicators & Targets



2024 – 25 Results



**Actions Taken to Get Results
Bright Spots**

Performance Indicators

- Specific to each grade level
- Include multiple measures
- Focused on growth and proficiency in:
 - Reading/ELA
 - Math
 - English Language Acquisition
 - Science
 - On Track for Graduation: Credit Acquisition and Passing Grades
 - Dual Credit and Preparation for Post-Secondary
 - Graduation and Preparation for Post-Secondary or Work

Growth Targets	Proficiency Targets
<i>Are students making academic growth and progress?</i>	<i>Are students meeting grade level standards and expectations?</i>

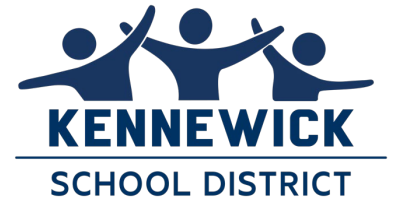
Annual Reporting Calendar

Month	Focus
September	State assessments: Smarter Balance Assessment (SBA) and WIDA District assessments: Star Early Literacy and Star*
December	8th grade Algebra Credit accumulation Dual credit Graduation rates
March	District assessments progress report: WaKIDS, STAR reading and math, credit accumulation
May	District assessments: Star reading and math

*Prior to 2024-25, schools used either DIBELS or Star CBM and MAP or Star assessment. Star Early Literacy and Star are being implemented for grades K - 5 effective 2024-

Kindergarten Readiness:

Washington Kindergarten Inventory of Developing Skills (WaKIDS)

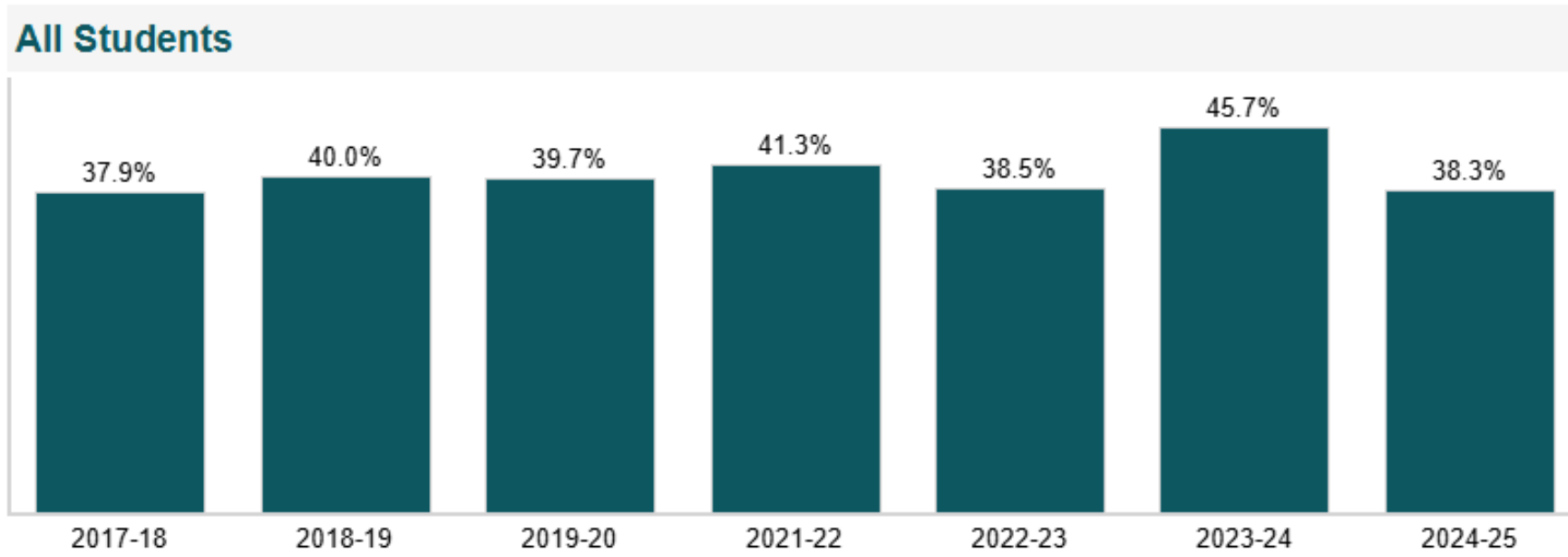


Washington Kindergarten Inventory of Developing Skills (WaKIDS)

What percent of students entered kindergarten ready in all six areas of development and learning, over time?



Kennewick School District



Source: OSPI Report Card

<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100116>

WaKids District Preview

Data Overview

2024-25
District Total

Kindergarten-Ready by Number of Domains

Domains | Student Count | % of Student Count

0	110	8.6%
1	98	7.6%
2	120	9.4%
3	110	8.6%
4	140	10.9%
5	213	16.6%
6	491	38.3%

School Year

2024-25

District Name

Kennewick School Dist...

School Name

(All)

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten transition process that includes an observational assessment in six domains: social emotional, physical, language, cognitive, literacy, and math. Kindergarten readiness is based on readiness in all six domains.

What percentage and number of students are ready in each domain?

Cognitive Ready Perc.. Language Ready Perc.. Literacy Ready Percent Math Ready Percent Physical Ready Perce.. Social Emotional Rea..

63.6%

65.8%

69.2%

59.8%

79.1%

72.9%

812

839

882

764

1,010

932

2024-2025 WaKIDS by Program Participation



Kindergarten Ready by Number of Domains	Attended ECEAP* (23-24)	Attended TTK ** (23-24)	No ECEAP or TTK
0	7.5%	3.6%	8.9%
1	11.6%	10.7%	7.0%
2	15.0%	10.7%	8.6%
3	10.9%	0.0%	8.5%
4	10.2%	14.3%	10.9%
5	15.0%	17.9%	16.8%
6	29.9%	42.9%	39.3%

*Early Childhood Education and Assistance Program

**Transition to Kindergarten

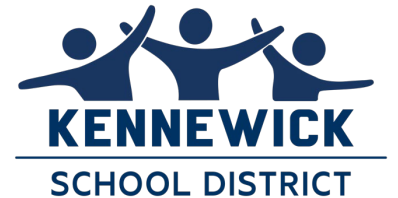
Source: OSPI Education Data System (EDS) for Administrators

ECEAP: Early Childhood Education Assistance Program

TTK: Transition to Kindergarten

	Kindergarten (all Kindergarten)		Attended ECEAP		Attended TTK	
	2023-2024	2024-2025	2022-2023 (155 students)	2023-2024 (147 students)	2022-2023 (24 students)	2023-2024 (28 students)
Cognitive	71.9%	63.6%	67.0%	52.4%	83.0%	53.6%
Language	68.1%	65.8%	68.0%	53.7%	67.0%	75.0%
Literacy	73.2%	69.2%	72.0%	63.9%	75.0%	78.6%
Math	62.6%	59.8%	57.0%	55.1%	63.0%	67.9%
Physical	79.4%	79.1%	78.0%	74.8%	83.0%	85.7%
Social Emotional	72.9%	72.9%	71%	69.4%	88.0%	75.0%

Elementary Reading and Math Growth and Proficiency: Star Assessment

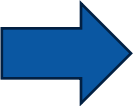


Percentile Rank (PR) vs Student Growth Percentile (SGP)

Percentile rank (PR)	Student growth percentile (SGP)
Based on a 1–99 scale	Based on a 1–99 scale
Performance score	Growth score
PR reported after one test	At least two tests are needed to report an SGP
Describes a student's achievement at a single point in time	Measures a student's growth
Norm-referenced—compares students in the same grade	Norm-referenced—compares students in the same grade with similar achievement history
Scaled score is compared to national norm group of grade-level peers	Scaled scores are compared to national norm group of grade-level academic peers

<https://renaissance.widen.net/s/w8fqkbltb9/r57137>

Student Growth Percentiles (SGPs)






- SGPs are a norm-referenced quantification of individual student growth derived using quantile regression techniques (Betebenner, 2011).
 - The SGP score compares a student's growth from one period to another with that of his or her *academic peers* nationwide—defined as students in the same grade with a similar scaled score history.
 - SGPs range from 1–99 and interpretation is similar to percentile rank (PR) scores: lower numbers indicate lower relative growth and higher numbers indicate higher relative growth. For example, an SGP of 75 means the student's growth exceeds the growth of 75 percent of students with a similar score history.
 - SGPs help us understand, given where a student started, to what extent the growth achieved was as expected.
- 
- Typical growth for a year is 50 SGP.

<https://renaissance.widen.net/s/w8fqkbltb9/r57137>


Grade K-2 Indicators & Growth Targets

% of students progressing from urgent intervention to intervention; from intervention to on watch; or from on watch to at/above benchmark by spring is increasing by $\geq 3\%$ each year

% of all students making typical growth by spring is increasing by $\geq 3\%$ each year

	<u>Star Early Lit</u> % of students meeting benchmark		<u>Star Reading</u> % of students making typical growth	
	2023-2024	2024-2025	2023-2024	2024-2025
Kindergarten	43% (432 of 1008)	47%  (563 of 1196)	51% (463 of 900)	51% (578 of 1138)
Grade 1	32% (277 of 875)	43%  (497 of 1147)	39% (335 of 850)	43%  (485 of 1127)
Grade 2	48% (207 of 532)	51%  (627 of 1241)	54% (591 of 1096)	55%  (669 of 1214)

<u>Star Math</u> % of students making typical growth		
	2023-2024	2024-2025
Kindergarten	45% (73 of 161)	54% (568 of 1058)
Grade 1	53% (491 of 930)	60% (700 of 1170)
Grade 2	49% (515 of 1053)	52% (663 of 1270)



Grades 3-5 Indicators & Growth Targets

% of all students
making typical growth
by spring is
increasing by $\geq 3\%$
each year

Star Reading

% of students making typical growth

	2023-2024	2024-2025
Grade 3	52% (585 of 1119)	52% (706 of 1365)
Grade 4	58% (668 of 1156)	57% (765 of 1341)
Grade 5	50% (563 of 1130)	53% (730 of 1368) ★

Star Math

% of students making typical growth

	2023-2024	2024-2025
Grade 3	53% (607 of 1139)	52% (663 of 1270)
Grade 4	51% (590 of 1156)	50% (608 of 1347)
Grade 5	54% (614 of 1128)	55% (749 of 1373) ★

Percentile Rank (PR) vs Student Growth Percentile (SGP)

Percentile rank (PR)	Student growth percentile (SGP)
Based on a 1–99 scale	Based on a 1–99 scale
Performance score	Growth score
PR reported after one test	At least two tests are needed to report an SGP
Describes a student's achievement at a single point in time	Measures a student's growth
Norm-referenced—compares students in the same grade	Norm-referenced—compares students in the same grade with similar achievement history
Scaled score is compared to national norm group of grade-level peers	Scaled scores are compared to national norm group of grade-level academic peers



<https://renaissance.widen.net/s/w8fqkbltb9/r57137>

Star Estimated Benchmark Level

Star Reading Proficiency Rate: Measures the percentage of students estimated to score at or above the state benchmark on the Star Reading assessment, using their most recent score in the district screening window.

State Benchmark Categories: Represent predicted proficiency on state tests based on linking studies between Star Reading/Math and state assessments (not available for Star Early Literacy or Star Spanish).

Performance Forecasting: State benchmarks can help predict student performance on upcoming state assessments and support intervention planning.

Smarter Balanced Assessment (SBA) Levels



Interpretation and Use

Students' overall performance in each subject area is categorized into one of four performance levels, which describe the relative accuracy and complexity of students' performance within their grade level. The levels may be interpreted as follows:

Grade-level performance with
increasing accuracy and
complexity

Level 4: Students consistently demonstrate advanced grade-level knowledge and skills with deep understanding and a full range of complexity.

Level 3: Students consistently demonstrate proficient grade-level knowledge and skills with a broad range of complexity.

Level 2: Students demonstrate foundational grade-level knowledge and skills with a limited range of complexity.

Level 1: Students do not consistently demonstrate grade-level knowledge and skills.

Star Benchmark: Projecting Meeting State Standards

Default Benchmark for Star Reading: Washington SBA

[Benchmark Guidance](#)

The Default Benchmark setting determines which benchmarks - school, district, or state/linked - appear by default on screen and in reports.

School

District


Washington SBA





This benchmark helps determine if students are on track for state testing.

The Star scale and your state test scale have not been linked for every grade. Linked grades are highlighted in gray; non-linked grades use estimated cut scores.

Benchmark Structure

Number of Categories: 4

Minimum Proficiency Level:  Level 3

Grade	 Level 1	 Level 2	 Level 3	 Level 4
Grade 1	Below 811 SS	811-858 SS	859-901 SS	At/Above 902 SS
Grade 2	Below 894 SS	894-944 SS	945-985 SS	At/Above 986 SS
Grade 3	Below 943 SS	943-992 SS	993-1032 SS	At/Above 1033 SS
Grade 4	Below 985 SS	985-1021 SS	1022-1060 SS	At/Above 1061 SS
Grade 5	Below 1006 SS	1006-1043 SS	1044-1096 SS	At/Above 1097 SS
Grade 6	Below 1012 SS	1012-1067 SS	1068-1129 SS	At/Above 1130 SS
Grade 7	Below 1037 SS	1037-1081 SS	1082-1148 SS	At/Above 1149 SS
Grade 8	Below 1041 SS	1041-1097 SS	1098-1165 SS	At/Above 1166 SS

Grades 3-5 Indicators & Proficiency Targets

% of students
meeting grade level
state standards is
increasing by $\geq 3\%$
each year

Star Reading

% of students projected to meet state grade level standards

	Star 2023-2024	SBA 2023-2024	Star 2024-2025
Grade 3	43% (486 of 1127)	43%	47% (652 of 1391)
Grade 4	47% (562 of 1187)	44%	48% (663 of 1377)
Grade 5	47% (547 of 1153)	48%	51% (721 of 1404)



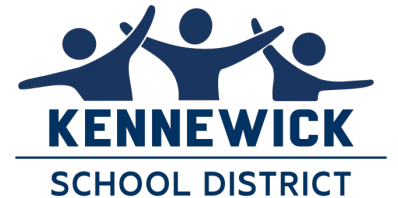
Star Math

% of students projected to meet grade level standards

	Star 2023-2024	SBA 2023-2024	Star 2024-2025
Grade 3	43% (500 of 1163)	46%	46% (657 of 1416)
Grade 4	38% (451 of 1191)	41%	42% (573 of 1377)
Grade 5	32% (368 of 1148)	36%	33% (465 of 1406)



Middle School Reading and Math Growth and Proficiency: Star Assessment



Grades 6-8 Indicators & Growth Targets

% of all students
making typical
growth by spring is
increasing by $\geq 3\%$
each year

Star Reading % of students making typical growth

	2023-2024	2024-2025
Grade 6	49% (255 of 519)	49% (611 of 1258)
Grade 7	49% (234 of 480)	51% (695 of 1350)
Grade 8	46% (206 of 444)	50% (661 of 1329) ★

Star Math % of students making typical growth



	2023-2024	2024-2025
Grade 6	46% (232 of 507)	43% (544 of 1273) ★
Grade 7	42% (195 of 469)	47% (631 of 1356) ★
Grade 8	43% (187 of 440)	51% (679 of 1332) ★

Grades 6-8 Indicators & Proficiency Targets

% of students
meeting grade level
state standards is
increasing by $\geq 3\%$
each year




Star Reading

% of students projected to meet grade level standards

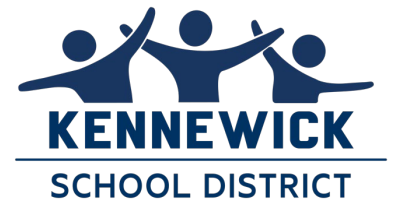
	Star 2023-2024	SBA 2023-2024	Star 2024-2025	
Grade 6	40% (223 of 554)	43%	45% (584 of 1304)	
Grade 7	42% (214 of 514)	51%	47% (653 of 1384)	
Grade 8	43% (213 of 501)	41%	45% (617 of 1371)	

Math

% of students projected to meet grade level standards

	Star 2023-2024	SBA 2023-2024	Star 2024-2025	
Grade 6	22% (122 of 558)	31%	29% (380 of 1310)	
Grade 7	21% (106 of 514)	30%	27% (377 of 1398)	
Grade 8	21% (101 of 477)	23%	27% (373 of 1367)	

Dual Language Growth Trajectory



Dual Language Growth in Spanish and English

- Students learning to read in two languages follow different trajectories than their monolingual peers (in development)
- Dual Language students should be measured using bilingual norms
 - What is known and understood in one language contributes to what is known and understood in the other
 - Star progress monitoring in English and Spanish)



Dual Language Growth in Spanish and English

% of all students making typical growth by spring is increasing by $\geq 3\%$ each year

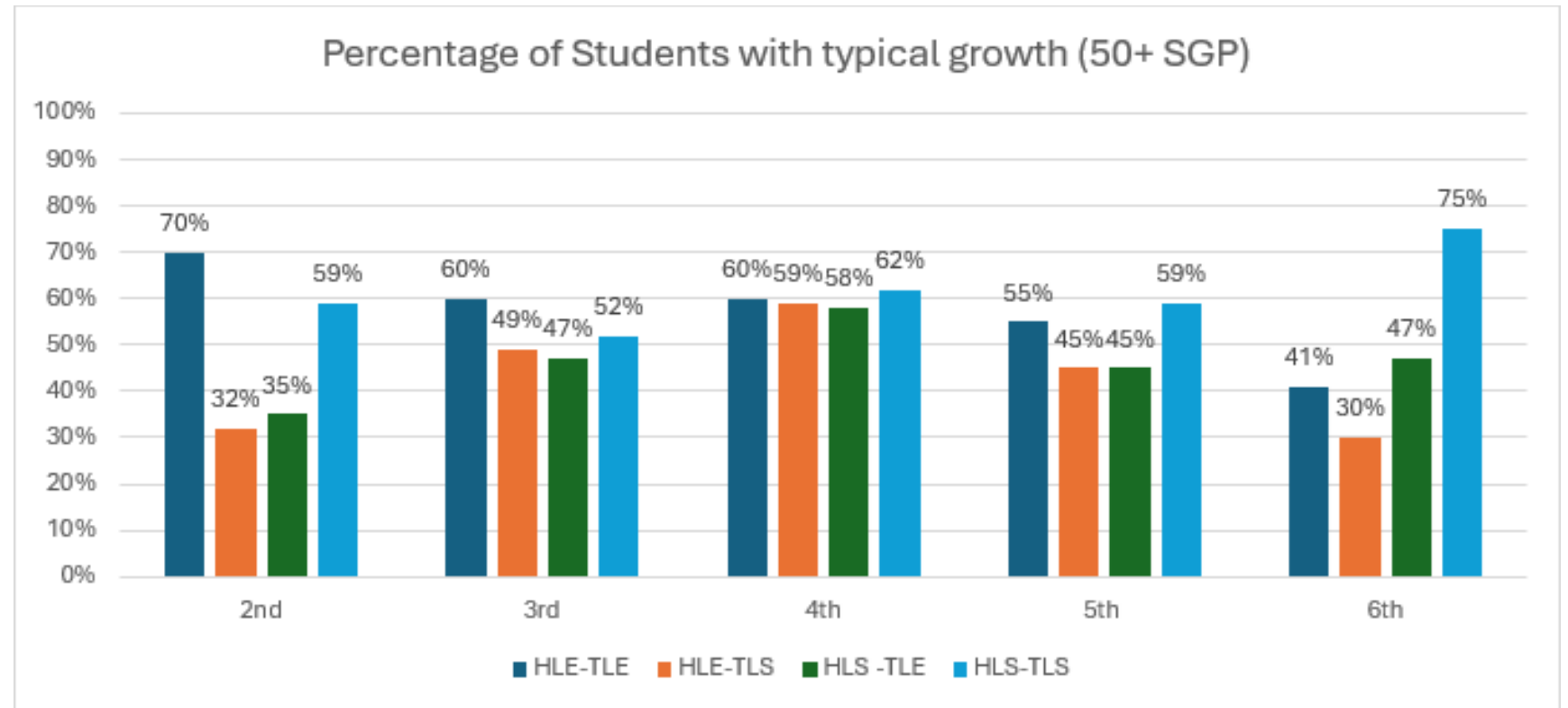
Grade Level	<u>Star Reading (English)</u> % of students making typical growth		<u>Star Reading (Spanish)</u> % of students making typical growth	
	2023-2024	2024-2025	2023-2024	2024-2025
Kindergarten (Early Lit)	34% (71 of 211)	31% (64 of 205)	52% (106 of 203)	46% (96 of 208)
Grade 1 (Early Lit)	30% (58 of 191)	31% (71 of 229)	42% (79 of 187)	32% (74 of 228)
Grade 2	44% (79 of 181)	49% (92 of 187) ★	41% (82 of 201)	50% (96 of 193) ★
Grade 3	46% (76 of 167)	52% (112 of 214) ★	50% (83 of 165)	50% (111 of 220)
Grade 4	54% (79 of 147)	61% (112 of 183) ★	49% (77 of 157)	65% (123 of 188) ★
Grade 5	44% (59 of 134)	51% (88 of 171) ★	47% (64 of 135)	56% (97 of 173) ★
Grade 6**		46% (50 of 109)		66% (67 of 101)
Grade 7**		52% (63 of 122)		50% (55 of 109)
Grade 8**		50% (79 of 158)		55% (31 of 56)

*Star data includes students in dual language programs at Amistad, Eastgate, Fuerza, Highlands and Park

**Not all middle schools administered Star in 2023-2024

Dual Language: Percentage of students with typical growth (50+SGP)

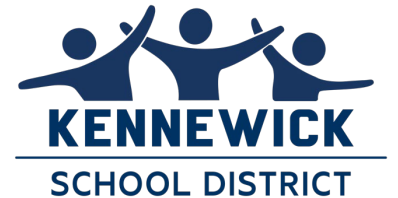
HLE: Home Language English
 TLE: Test Language English
 HLS: Home Language Spanish
 TLS: Test Language Spanish



Data set included dual students at Amistad, Eastgate, Fuerza, Highlands, and Park
 Star will release nationally normed biliteracy projections this Spring, 2025



Source: [The Power of Biliteracy Trajectories for Holistic Student Assessment](#)

High School: On Track for Graduation



Grades 9-12 Indicator & Target

% of students
passing
earning
required credit
is increasing by
≥3% each year

Grade Level	Credits needed to be on track at the end of 1 st semester	2022-2023	2023-2024	2024-2025
Grade 9	3+	81% (1213 of 1493)	75% (1148 of 1522)	81% (1118 of 1416) 
Grade 10	9+	69% (1213 of 1493)	71% (1059 of 1502)	66% (986 of 1511)
Grade 11	15+	64% (909 of 1413)	65% (990 of 1525)	68% (1015 of 1473) 
Grade 12	21+	63% (921 of 1454)	68% (1028 of 1520)	67% (1081 of 1603)

Grades 9-12 Indicator & Target

% of students
passing all classes
from semester 1 to
semester 2 is
increasing by $\geq 3\%$
each year

Grade Level	2022-2023	2023-2024	2024-2025
Grade 9	74% (1091 of 1471)	68% (1063 of 1566)	74% (1041 of 1404)★
Grade 10	71% (1079 of 1516)	71% (1076 of 1527)	67% (988 of 1472)
Grade 11	76% (1305 of 1717)	70% (1044 of 1494)	76% (1073 of 1417)★
Grade 12	82% (1429 of 1739)	79% (1108 of 1397)	82% (1175 of 1437)★

Actions Taken to Get Results/Bright Spots



Curriculum



Assessment



Instruction




Elementary Bright Spots

Reading/ELA Growth	Math Growth
<i>Schools with 50% of their grade level making typical growth or more in at least four grade levels</i>	<i>Schools with 50% of their grade level making typical growth or more in at least four grade levels</i>
Amon Creek Canyon View Cottonwood Eastgate Fuerza Hawthorne Lincoln Ridge View Sage Crest Sunset View Washington Westgate	Amistad Amon Creek Canyon View Cottonwood Fuerza Hawthorne Ridge View Sage Crest Sunset View Vista Washington Westgate

Secondary Bright Spots

Reading/ELA Growth	Math Growth
<i>Schools with 50% of their grade level making typical growth or more in at least four grade levels</i>	<i>Schools with 50% of their grade level making typical growth or more in at least four grade levels</i>
Chinook Desert Hills Mid Columbia Partnership	Chinook Highlands

Elementary Actions Taken for STAR Growth




School	Curriculum	Assessment	Instruction
 <p>Sunset View Elementary</p>	<ul style="list-style-type: none"> Piloting CLKA materials Implementing ClearMath materials 	<ul style="list-style-type: none"> Goal setting with students 	<ul style="list-style-type: none"> Focusing on early literacy skills
 <p>Canyon View Elementary</p>	<ul style="list-style-type: none"> Piloting CLKA materials Focusing on team-identified essential standards 	<ul style="list-style-type: none"> Progress monitoring every six weeks with Star and SBA interim assessments Analyzing data to inform next steps 	<ul style="list-style-type: none"> Using University of Florida Literacy Institute (UFL) strategies for teaching foundational reading strategies Focusing on academic vocabulary
 <p>Sage Crest Elementary</p>	<ul style="list-style-type: none"> Understanding grade level standards and student expectations 	<ul style="list-style-type: none"> Tracking student data and monitoring every six weeks 	<ul style="list-style-type: none"> Using engaging teaching strategies

Results: Six-week pilot

K-5 ELA Amplify/Core
Knowledge Language
Arts (CKLA)

Grade Level	School	Star Reading Fall to Winter Growth (SGP)
Kindergarten	Hawthorne	43
		45
		59
Grade 1	Ridge View	62
		51
		62
Grade 2	Washington	67
		59
		52
		62
Grade 3	Canyon View	59
		59
		69
	Washington	52
		38
		63
Grade 4	Cascade	59
	Sage Crest	46
		55
		49
		56
	Washington	52
Grade 5	Cottonwood	57
		44
		46

Middle School Actions Taken for STAR Growth

School	Curriculum	Assessment	Instruction
 <p>Chinook Middle School</p>	<ul style="list-style-type: none"> Identifying essential standards 	<ul style="list-style-type: none"> Goal setting for classes and assessments with students with progress monitoring during advisory period 	<ul style="list-style-type: none"> Aligning rigor and practice to Smarter Balance Assessments
 <p>Desert Hills Middle School</p>	<ul style="list-style-type: none"> Focusing on team-identified essential standards 	<ul style="list-style-type: none"> Using assessment results to drive instruction through professional learning teams 	<ul style="list-style-type: none"> Developing common unit calendars
 <p>Highlands Middle School</p>	<ul style="list-style-type: none"> Providing all students support to meet grade level math standards 	<ul style="list-style-type: none"> Using Star data to better understand needed math interventions and extensions 	<ul style="list-style-type: none"> Aligning rigor and practice to Smarter Balance Assessments

Actions Taken to Improve Secondary Math Mastery



8th Grade Math									
Claim	Content Category	Target	DOK	Standards	Items		Total Items		Examples
					CA	PT			
1. Concepts and Procedures	Priority Cluster	C. Understand the connections between proportional relationships, lines, and linear equations.	1, 2	8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.EE.B.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	3				IC-1 IC-2 IC-3 IC-4
		D. Analyze and solve linear equations and pairs of simultaneous linear equations.	1, 2	8.EE.C.7 Solve linear equations in one variable. 8.EE.C.7.a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). 8.EE.C.7.b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8.EE.C.8 Analyze and solve pairs of simultaneous linear equations. 8.EE.C.8.a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. 8.EE.C.8.b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. 8.EE.C.8.c Solve real-world and mathematical problems leading to two linear equations in two variables					ID-1 ID-2 ID-3 ID-4 ID-5
		B. Work with radicals and integer exponents.	1, 2	8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$. 8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. 8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 108 and the population of the world as 7 times 109, and determine that the world population is more than 20 times larger. 8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology					IB-1 IB-2 IB-3 IB-4 IB-5
		E. Define, evaluate, and compare functions.	1, 2	8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. 8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. 8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.					
				8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations: 8.G.A.1.a Lines are taken to lines, and line segments to line segments of the same length. 8.G.A.1.b Angles are taken to angles of the same measure. 8.G.A.1.c Parallel lines are taken to parallel lines	3				

KSD Blueprint

- Claims/Targets from SBA aligned to Standards
- SBA example problems linked to Targets/Standards
- Help guide collaborative Essential Standards work happening in buildings

The Number System	Expressions & Equations	Functions
Geometry	Statistics and Probability	
Bold Font = Assessed in Claim 1 and another Claim		
Large Font = Assessed in all four Claims		
For "Examples", number, letter, number relate to the Claim, Target, Example #, respectively. Example: 4E-1 means Claim 4, Target #, Example 1.		

Actions Taken to Improve Secondary Math Mastery

49765



Zane claims that every equation has exactly one solution.

Select **all** equations that disprove Zane's claim.

☐ $7x = 4x$

☐ $2(2x + 3) = 4(x + 1)$

☐ $7 + 3x = 4\left(2 + \frac{3}{4}x\right)$

☐ $2x + 11 = 25$

☐ $8(2 + x) = 17$

Worked sample SBA problems to think critically about how students would answer, where students would make mistakes, and how we can continue to build **critical thinkers** and **problem solvers** in our classroom. Further, discussed how we make sure students are seeing these forms of questions on our classroom assessments.

About This Item

Item Id: 49765

Grade: Grade 8

Subject: Math

Claim: 3. Communicating Reasoning

Target: A

Target Description: Investigate patterns of association in bivariate data.

Content Standard: Math Practice. Items in this claim primarily measure the Standards for Mathematical Practice rather than Content Standards.

Item Type: Multi Select

Depth of Knowledge: 2

Educational Difficulty: Easy

Answer Key:

B,C

Discussed the Depth of Knowledge (DOK) of each example problem.

Actions Taken to Improve Secondary Math Mastery

183523

An expression is shown.

$$j^2 \left(\frac{k^6}{k^4 k^3} \right)^{-3}$$

Martha evaluates the expression using these steps:

Step 1: $j^2 \left(\frac{k^6}{k^7} \right)^{-3}$

Step 2: $j^2 (k^{-1})^{-3}$

Step 3: $j^2 k^{-4}$

Martha made a mistake. In which step did Martha first make a mistake, and what is a correct expression for that step?

- (A) Step 2: $j^2 (k^1)^{-3}$
- (B) Step 2: $j^2 (k^{13})^{-3}$
- (C) Step 3: $j^2 k^{-2}$
- (D) Step 3: $j^2 k^3$

Working sample SBA problems that require **communicating reasoning** and **error analysis**.

Analyzing an article from the Journal of Research on Educational Effectiveness about this pre-worked examples. This is a best practice and low-cost way to improve math achievement.

Scoring Guidelines

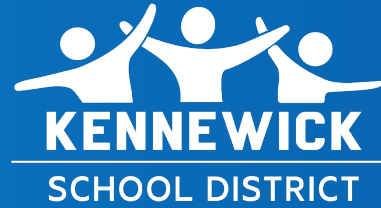
Scoring rules and answer choices will focus on students' ability to solve problems and/or to apply appropriate strategies to solve problems. For some problems, multiple correct responses and/or strategies are possible.

- MC will be scored as correct/incorrect (1 point)
- If MS and MA items require two skills, they will be scored as:
 - All correct choices (2 points); at least ½ but less than all correct choices (1 point)
 - Justification [1] for more than 1 point **must be** clear in the scoring rules
 - Where possible, include a "disqualifier" option that if selected would result in a score of 0 points, whether or not the student answered ½ correctly.
 - Numeric items scored as correct/incorrect (1 point)
- GI, TI, and EQ items will be scored as:
 - Single requirement items: will be scored as correct/incorrect (1 point)
 - Multiple requirement items: All components correct (2 points); at least ½ but less than all correct (1 point)
 - Justification for more than 1 point **must be** clear in the scoring rules

[1]: For a CAT item to score multiple points, either distinct skills must be demonstrated that earn separate points or distinct levels of understanding of a complex skill must be tied directly to earning one or more points.

Discussing SBA problem scoring to better understand how student responses are scored.





Board Questions and Discussion





Board Meeting Presentation Overview

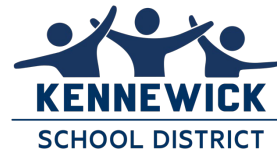
Date: March 12, 2025

Topic	Preliminary Recommendation: K-5 English Language Arts Materials		
Strategic Goal Focus		1. All students are safe, known and valued	
	X	2. All students are engaged learners	
		3. All students are ready for their future	
		4. All staff members are safe, respected and valued professionals	
		5. All community members are important collaborators	
		6. All families are key partners	
		7. The district is innovative, proactive and accountable	
Rationale for Topic/Purpose of Agenda Item	One of the 2024-2025 annual objectives tied to our goal, “All students are engaged learners” is to conduct curriculum review, instructional materials assessment, and adoption of K-5 English Language Arts. A committee has been working throughout the year and a final recommendation will be presented to the Board on March 26. This preliminary recommendation presentation details the evaluation and selection process, the committee’s recommendation, pilot and review data, and costs.		
Board Meeting Focus	X	Review Information	
	X	Hold discussion	
		Provide direction	
		Make decision	
Relevance to Board’s Role	X	Policy	
	X	System accountability	
		Fiscal oversight	
		Communication	
		Advocacy	
Key Considerations for Board Discussion	<ul style="list-style-type: none">• Were all vetting and review process as specified in policy and procedure 2310/2310 R appropriately followed?• Does the Board have questions or requests for further information?		
Next Steps	<ul style="list-style-type: none">• The final recommendation will be presented for Board approval on March 26.		



Preliminary Recommendation: K-5 English Language Arts Instructional Materials

March 12, 2025





Topic Overview

Topic	Preliminary Recommendation: K-5 English Language Arts Materials																
Strategic Goal Focus	<table><tr><td></td><td>1. All students are safe, known and valued</td></tr><tr><td>X</td><td>2. All students are engaged learners</td></tr><tr><td></td><td>3. All students are ready for their future</td></tr><tr><td></td><td>4. All staff members are safe, respected and valued professionals</td></tr><tr><td></td><td>5. All community members are important collaborators</td></tr><tr><td></td><td>6. All families are key partners</td></tr><tr><td></td><td>7. The district is innovative, proactive and accountable</td></tr></table>				1. All students are safe, known and valued	X	2. All students are engaged learners		3. All students are ready for their future		4. All staff members are safe, respected and valued professionals		5. All community members are important collaborators		6. All families are key partners		7. The district is innovative, proactive and accountable
	1. All students are safe, known and valued																
X	2. All students are engaged learners																
	3. All students are ready for their future																
	4. All staff members are safe, respected and valued professionals																
	5. All community members are important collaborators																
	6. All families are key partners																
	7. The district is innovative, proactive and accountable																
Rationale for Topic/Purpose of Agenda Item	One of the 2024-2025 annual objectives tied to our goal, “All students are engaged learners” is to conduct curriculum review, instructional materials assessment, and adoption of K-5 English Language Arts. A committee has been working throughout the year and a final recommendation will be presented to the Board on March 26. This preliminary recommendation presentation details the evaluation and selection process, the committee’s recommendation, pilot and review data, and costs.																
Board Meeting Focus	<table><tr><td>X</td><td>Review Information</td></tr><tr><td>X</td><td>Hold discussion</td></tr><tr><td></td><td>Provide direction</td></tr><tr><td></td><td>Make decision</td></tr></table>			X	Review Information	X	Hold discussion		Provide direction		Make decision						
X	Review Information																
X	Hold discussion																
	Provide direction																
	Make decision																
Relevance to Board’s Role	<table><tr><td>X</td><td>Policy</td></tr><tr><td>X</td><td>System accountability</td></tr><tr><td></td><td>Fiscal oversight</td></tr><tr><td></td><td>Communication</td></tr><tr><td></td><td>Advocacy</td></tr></table>			X	Policy	X	System accountability		Fiscal oversight		Communication		Advocacy				
X	Policy																
X	System accountability																
	Fiscal oversight																
	Communication																
	Advocacy																
Key Considerations for Board Discussion	<ul style="list-style-type: none">• Were all vetting and review process as specified in policy and procedure 2310/2310 R appropriately followed?• Does the Board have questions or requests for further information?																
Next Steps	<ul style="list-style-type: none">• The final recommendation will be presented for Board approval on March 26.																



Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



STRATEGIC GOALS



Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

©2021 Kennewick School District



GOAL: All students are engaged learners

- Provided relevant, rigorous and engaging instruction.
- Receiving individualized, equitable and inclusive supports.
- Accessing diverse course offerings, activities and athletics.
- Making progress, annual growth, and meeting grade level standards

2024-25 Annual Objectives

Literacy and Mathematics

- Strengthen understanding of the Science of Reading and the district's K-5 Literacy Plan
- Evaluate and adopt new instructional materials for grades K-5 literacy.
- Conduct a review of the two hour block for English Language Arts at middle school.
- Implement new ClearMath instructional materials for grades K-5.

Technology, Elementary Library, and Online Learning

- Conduct review of educational technology standards for grades K-12 to ensure instruction in digital citizenship and media literacy.
- Develop K-5 elementary library standards, aligned with state library program standards and library information and technology framework.
- Evaluate and adopt new instructional platform/materials for grades K-12 online learning.

Physical Education

- Review standards and evaluate instructional materials for K-12 physical education.

Assessment

- Implement Star assessments systemwide for grades K-12 for early literacy, reading and math.

Inclusionary Practices

- Strengthen inclusionary practices and implementation of high leverage practices for students with disabilities.

Dual Language, Highly Capable, and Choice Programs

- Continue unit development for grades 6-8 dual language using Open Educational Resources.
- Implement new literacy and math courses for newcomers.
- Implement highly capable cluster model systemwide for grades K-5.
- Continue review and refinement of alternative learning programs

Presentation Outline

- Instructional materials adoption cycle
- Evaluation and selection process
 - Committee process and timeline
 - Selection criteria
 - Science of Reading research based
- Committee recommendation: Amplify Core Knowledge Language Arts (CKLA)
 - Research and evidence of impact
- Pilot and review data
- Costs
- Board access, questions, and discussion
- Next steps



Instructional Materials Adoption Cycle

[illegible]

Committee Members

- K-5 Content Specialist
- K-5 Classroom Teachers (75)
- Principals/Assistant Principals
- Central Office Staff





Process and Timeline

May 2024	Sub group narrowed the materials from six potential publishers to two preferred resources to present to full committee.
September 2024	Full committee began bi-monthly meetings and publisher presentations
October-December 2024	50 teachers piloted the instructional materials and provided feedback to committee
October-November 2024	Publishers visited and shared connection to evaluation tool.

ELA Adoption Process Overview

December 2024	Pilot feedback was presented to the full committee.
January 2025	Full committee reviewed and evaluated resources to build consensus.
February-March 2025	Community meetings and site-based review opportunities were held.
March 2025	Recommendation is being presented to the Instructional Materials Committee (IMC) and the KSD School Board.



Selection Criteria

- Aligned with Washington State ELA Standards
- Grounded in Science of Reading
- Integrated Digital Support and Flexible Technology
- Inclusive Teaching Strategies
- Age and Level Appropriate Format and Content



Scarborough's Reading Rope

The **Science of Reading** in action.



Language comprehension

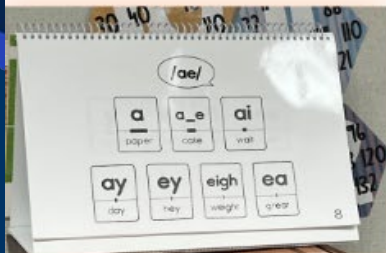
Background Knowledge

Reading Vocabulary

Language Structure

Verbal Reasoning

Literacy Knowledge



Word recognition

Phonological Awareness

Decoding

Sight Recognition



Integration

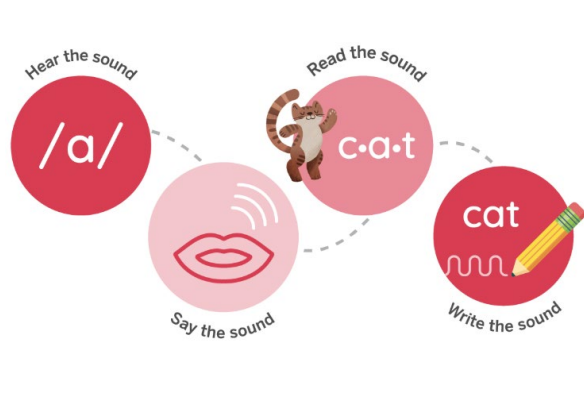


Evaluation/Rating Process



Word Recognition					
STRAND	CRITERIA	MEETS (2)	PARTIALLY MEETS (1)	DOES NOT MEET (0)	N/A
Phonological Awareness	<ul style="list-style-type: none"> Direct, systematic, and sequential instruction of phonological and phonemic awareness. Phoneme awareness as the starting point for print. Frequent opportunities for students to engage in sound and word play. Instruction includes conversations about the way sounds are made in the mouth (articulatory gestures). 				
Decoding	<ul style="list-style-type: none"> Direct, systematic, and sequential instruction of phonics (decoding and encoding) from alphabet knowledge to advanced phonics/word study including spelling. High Frequency words taught using known sound-symbol correspondences. Developmentally appropriate scope and sequence from simple to more complex for reading and spelling with built in review. Segmenting and blending taught explicitly and practiced regularly (decoding and encoding). Decoding and encoding taught in tandem. Practice with decodable text that matches the scope and sequence of instruction. Materials support development of advanced word analysis skills (suffixes, prefixes, Greek and Latin roots, and syllabication patterns.) Multi-modal instruction. Connection to oral language and vocabulary. 				
Familiar Word Sight Recognition	<ul style="list-style-type: none"> Instruction and sufficient practice provided to connect the sounds of language to print to develop automaticity (orthographic mapping). Instruction focused on attending to all the sounds in every word (not flash cards or guessing strategies). 				

Committee Recommendation



Amplify Core Knowledge Language Arts (CKLA)

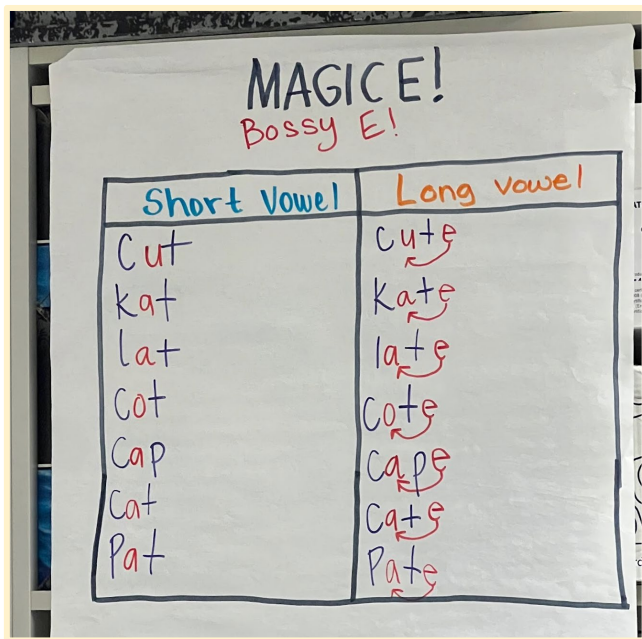
Why CKLA



- Grounded in the Science of Reading
- Builds foundational skills for long-term success
- Builds background knowledge in science, social studies, literature and the arts
- Daily writing deepens student learning
- Built in strategies for struggling and advanced learners

Source: <https://amplify.com/programs/amplify-core-knowledge-language-arts/>

Foundational skills that makes a difference



Short Vowel	Long vowel
Cut	Cute
Kat	Kate
Lat	Late
Cot	Cote
Cap	Cape
Cat	Cate
Pat	Pate

Example: Fall, 2025 Ridge View Pilot Teacher

Amplify CKLA provides a research-based approach to foundational skills that gets real results.

Explicit

Learning isn't left to chance. All 44 sounds and their 150 spellings in the English language are taught, practiced, and mastered, with ample opportunity to encounter each sound-spelling in diverse settings.

Sequential

By moving in a sequence from easier to more complex in phonics and foundational reading skills, students master concepts before moving forward and gradually become more independent.

Rewarding

Learning to read should be fun. Decodable chapter books that feature dynamic plots and characters make kids want to read more. Engaging stories include children who discover fossils and a grandmother who flies hang gliders.

AmplifyCKLA

Foundational skills by year

	Print concepts					Phonological awareness				Phonics and word recognition														Grammar																		
	Basic Features of Print	Directionality	Letter Recognition	Features of a Sentence	Rhyming Words	Blending	Phoneme Substitution	Segmentation	Initial/Medial/Final Sounds	Consonants	Long and Short Vowels	R-Controlled Vowels	Digraphs	Diphthongs	High-Frequency Words	Spelling Alternatives	Decoding Single-Syllable Words	Decoding Two-Syllable Words	Decoding Multisyllabic Words	Inflectional Endings	Prefixes and Suffixes	Derivational and Latin Suffixes	Root Words	Irregularly Spelled Words	Homonyms	Synonyms/Antonyms	Multiple-Meaning Words	Singular/Plural Nouns	Proper Nouns	Pronouns	Verbs	Irregular Verbs	Verb To Be/To Have	Verb Tense	Subject and Predicate	Adjectives	Adverbs	Contractions	Capitalization/Punctuation			
Kindergarten	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 2									*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 3											*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4																	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5																			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Source: https://amplify.com/pdf/uploads/2024/08/CKLA_3E_ProgramGuide_SkillsbyYear_0823024.pdf

Making connections across grades



Students grow from week to week...



Charting the World: Geography

Students deepen their geography knowledge, advance their map skills, and compare global locales and landforms to their own neighborhood.



A World of Homes: Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.



Adventure Stories: Tales from the Edge

Students learn about real-world explorers and inventors, become familiar with gathering information for research, and discover the value of perseverance and teamwork.



...and year to year



A World of Homes: Animals and Habitats

Students explore the interconnectedness of life by learning about habitats, indigenous plants and animals, and fundamental principles of nature.



Fur, Fins, and Feathers: Animal Classification

Students explore the science of classification and develop critical scientific skills by identifying characteristics of organisms and objects and presenting evidence-based claims.



The Deep Blue World: Oceans

Students dive into the diversity of life in oceans, consider characteristics of ocean environments that support ecosystems, and collaboratively create and share their findings.



K-2 Knowledge Sequence Connections (Science, Social Studies, Literature and the Arts)		
Kindergarten	First Grade	Second Grade
Unit 1:Star Light, Star Bright:Nursery Rhymes and Fables	Unit 1: The Moral of the story: Fables and Tales	Unit 1: Fortunes and Feats: Fairy Tales and Tall Tales
Unit 2: See, Hear, Smell, Taste, Touch: The Five Senses	Unit 2: From Nose to Toes: How Your Body Works	Unit 2: The Birthplace of Democracy: Ancient Greece
Unit 3: Underdogs and Heroes: Stories	Unit 3: Common Threads: Different Lands, Similar Stories	Unit 3: Legends and Heroes: Greek Myths
Unit 4: See How they Grow: Plants	Unit 4: Reach for the Stars: Astronomy	Unit 4: Our Planet: Cycles in Nature
Unit 5: Moo, Cluck, Oink: Farms	Unit 5:P Charting the World: Geography	Unit 5:Butterflies, Bees, and Beetles:Insects
Unit 6: Deep Roots: Introduction to Native American Cultures	Unit 6: A World of Homes: Animals and Habitats	Unit 6: A House Divided: The American Civil War
Unit 7: All Around the World: Geography	Unit 7: A New Nation: American Independence	Unit 7: Sounds and Stanzas :Poetry
Unit 8: Royal Tales: Monarchs	Unit 8: Our Planet: The History of the Earth	Unit 8: Journeys to America Immigration
Unit 9: Rain and Rainbows: Seasons and Weather	Unit 9: Early Americas: Maya, Aztec. and Inca	Unit 9: Building Blocks: All About Nutrition
Unit 10: Research Unit: Shaped by Nature: Art and the World Around Us	Unit 10: Research Unit: Adventure Stories: Tales from the Edge	Unit 10: (Research Unit): Taking Flight: The Age of Aviation

3-5 Knowledge Sequence Connections (Science, Social Studies, Literature and the Arts)		
Third	Fourth	Fifth
Unit 1: Timeless Tales: Classic Stories	Unit 1: My Story, My Voice: Personal Narratives	Unit 1: In My Own Words: Personal Narratives
Unit 2:Fur, Fins, and Feathers: Animal Classification	Unit 2:Knights and Castles: Europe’s Middle Ages	Unit 2: Early Americas: Maya. Aztec. And Inca
Unit 3: Rhythm and Rhyme: Poetry	Unit 3: Meaning and Metaphor: Poetry	Unit 3: Vision in Verse: Poetry
Unit 4: Rise and Fall: Ancient Rome	Unit 4: Eureka! Student Inventor	Unit 4: Knight's Tale: Don Quixote
Unit 5: Our Solar System and Beyond: Astronomy	Unit 5: Our Planet: Geology	Unit 5: The Deep Blue World: Oceans
Unit 6: Regions and Cultures: Native Americans	Unit 6: Road to Independence: The American Revolution	Unit 6: Cultures and Histories: Native Americans
Unit 7: Charlotte’s Web (Novel)	Unit 7: The Season of Styx Malone (Novel)	Unit 7: The Science of Breakable Things (Novel)
Unit 8: Systems and Senses: The Human Body	Unit 8: Crafting Stories: A World of Tales	Unit 8: Arts and Cultures: The Renaissance
Unit 9: Research Unit: All That Jazz	Unit 9: Research Unit: Inspiration and Ingenuity: American Innovation	Unit 9: Research Unit: Building Up the World: Global Architecture

Research and Evidence of Impact



THIRD PARTY
REVIEWS



EFFICACY STUDIES



DISTRICT CASE
STUDIES

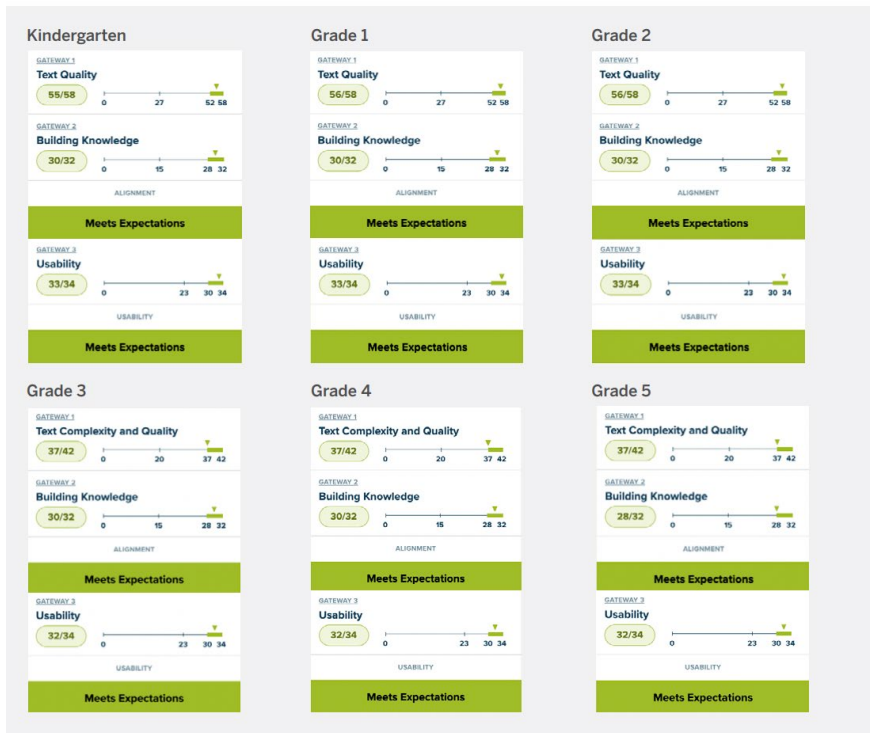


REVIEWS OF
WASHINGTON
DISTRICTS USING
CKLA

Third Party Curriculum Reviews: EdReports

Amplify CKLA was evaluated by EdReports.org, a reputable, independent K–12 curriculum review organization, and received all-green scores across all three of their gateways: Text Quality and Complexity, Building Knowledge, and Usability.

EdReports also gave Amplify Skills for K–2 (a component of the Amplify CKLA program) an all-green rating for standards and research-based practices, implementation, support materials, and assessment—once again demonstrating the quality of CKLA's foundational skills instruction.



Source: https://amplify.com/pdf/uploads/2023/12/CKLA_ImpactBrochure_120423_WEB.pdf

Case study: Oak Harbor, Washington

23%
growth in
proficiency



The Oak Harbor School District attained “exceptional results and astronomical growth” in literacy with Amplify CKLA.

Challenge

Oak Harbor’s scores had shown no growth in five years and only 50% of elementary students were meeting grade-level standards in reading proficiency.

The district recognized the need for a new curriculum and conducted research to recommend a solution. The research pointed to the Science of Reading.

Solution

Oak Harbor decided to pilot Amplify CKLA for two years. At the end of the pilot, Amplify CKLA was unanimously approved by Oak Harbor’s curriculum review team and school board.

Oak Harbor has outperformed Washington state literacy trends across Grades 1–4 and has inspired other districts to align with the Science of Reading.



“When teachers fully embrace the Science of Reading approach and implement Amplify materials with integrity, we see exceptional results and astronomical growth.”

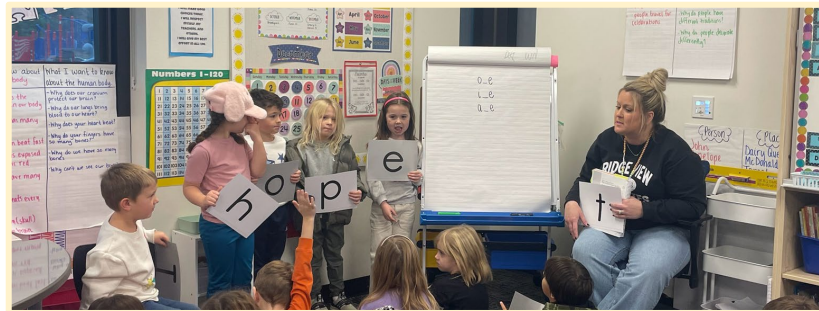
Liz Ritz
Director of Teaching and Learning
Oak Harbor School District

Additional Fact Gathering From:

- Clarkston School District
- Chelan School District
- Lake Stevens School District
- Lyndon School District
- Prescott School District
- Richland School District
- Stanwood School District
- Sunnyside School District
- Sumner School District
- West Valley School District
- Wishram School District



Foundational Skills



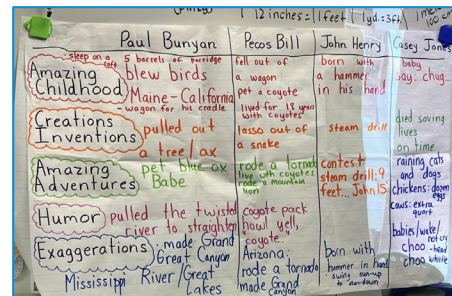
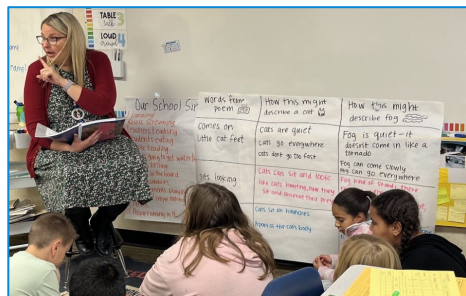
Science



World History and Civilizations



Literature



Results: Six-week pilot

K-5 ELA Amplify/Core
Knowledge Language
Arts (CKLA)

Grade Level	School	Star Reading Fall to Winter Growth (SGP)
Kindergarten	Hawthorne	43
		45
		59
Grade 1	Ridge View	62
		51
		62
Grade 2	Washington	67
		59
		52
		62
Grade 3	Canyon View	59
		59
		69
	Washington	52
		38
		63
Grade 4	Cascade	59
	Sage Crest	46
		55
		49
	Washington	56
		52
Grade 5	Cottonwood	57
		44
		46



Pilot Feedback

Student:

“It’s FUN because it has history, and it takes you back to the past.”

Teacher:

“The units have enhanced my student's curiosity and comprehension of complex concepts and accessible for all my learners.”

Parent:

“For the first time in a long time, my child is excited about reading and learning about geology. She wants to be a geologist!”

Community Preview and Feedback



Shape the Future of K-5 Literacy Community Meeting!

Parents and community members are invited to a K-5 English Language Arts (ELA) community meeting.

Kennewick School District is adopting new K-5 ELA instructional materials. The adoption committee will present its recommendation to the school board for implementation planned for the 2025-26 school year.

Thursday, February 20
6 - 7:30 p.m.
Westgate Elementary
2514 W. 4th Ave., Kennewick

K-5 English Language Arts (ELA) Curriculum On Display

Kennewick School District is adopting new K-5 ELA instructional materials. The adoption committee will present its recommendation to the school board for implementation planned for the 2025-26 school year. Proposed curriculum is on display for public review at the following locations during regular business hours until March 7, 2025:

- Administration Center (1000 W. 4th Ave.)
- Washington Elementary (105 W. 21st Ave.)
- Vista Elementary (1701 N. Young St.)
- Westgate Elementary (2514 W. 4th Ave.)
- Sage Crest Elementary (6411 W. 38th Ave.)
- Amon Creek Elementary (18 Center Parkway, Richland)

We Need Your Feedback On Proposed K-5 English Language Arts (ELA) Instructional Materials

If you missed the community meeting to learn more about the proposed K-5 ELA curriculum instructional materials, view the presentation [here](#).

Mentioned in the video are the following links where you can learn more:

[Caregiver Hub Overview](#)
[CKLA 3rd. Ed. Components Guide](#)
[Writing Approach and Progression](#)

[View the PowerPoint slides](#)
[Provide feedback on the instructional materials](#) (Deadline: March 7, 2025)

The adoption committee will present its recommendation to the school board in spring 2025, with implementation planned for the 2025-26 school year.

Proposed curriculum materials are also on display for public review at the following locations during regular business hours until March 7, 2025:

Feedback from Community Members

51 Total Responses



	Recommend without reservation	Recommend with reservation	Cannot accept the content of this material
Staff/Parent	14		
Parent/Community Member	24	3	1
Staff	5		
Anonymous/Other	4	1	
Total	47	4	1

Materials Costs



- Total Purchase Amount: \$1,947,896
- 8-year Digital Subscription
- 5-year Consumable Subscription
- Payment Schedule over 3 years

Board Access to Materials

Welcome to **Amplify.**

Username

Password

[Forgot Password?](#)

Go Back

Log In

Reviewer resources

Access key materials designed to support your review of Amplify CKLA 3rd

> Edition.

Knowledge Strand

> • [Program Guide](#)

> • [Components of](#)

> • [Choice Units of](#)

> • [Writing Brochure](#)

• [Common Core](#)

• [Curriculum Map](#)

• [Kindergarten](#)

• [Kindergarten](#)

• [Grade 1 K](#)

• [Grade 1 S](#)

• [Grade 2 K](#)

• [Grade 2 S](#)

• [Grade 3](#)

• [Grade 4](#)

• [Grade 5](#)

Unit 1: Star Light
Bright: Nursery
and Fables

• [Teacher Guide](#)

• [Activity Book](#)

• [Image Cards](#)

• [Visual Supports](#)

• [Flip Book](#)

• [Assessment](#)

• [Take Home
Activities](#)

• [Caregiver](#)

Skills Strand

Unit 1

• [Teacher Guide](#)

• [Activity Book Vol 1
\(Units 1–4\)](#)

• [Visual Supports](#)

• [Student-Facing
Pausing Point
Activities](#)

• [Assessment Guide
\(Units 1–10\)](#)

• [Take Home
Activities \(Units 1–
10\)](#)

Unit 2

• [Teacher Guide](#)

• [Activity Book Vol 1
\(Units 1–4\)](#)

• [Visual Supports](#)

• [Student-Facing
Pausing Point
Activities](#)

• [Assessment Guide
\(Units 1–10\)](#)

• [Take Home
Activities \(Units 1–
10\)](#)

Unit 3

• [Teacher Guide](#)

• [Activity Book Vol 1
\(Units 1–4\)](#)

• [Visual Supports](#)

• [Student-Facing
Pausing Point
Activities](#)

• [Assessment Guide
\(Units 1–10\)](#)

• [Take Home
Activities \(Units 1–
10\)](#)

Board Questions and Discussion



Next Steps

- **March 13, 2025:** Recommendation to Instructional Materials Committee (IMC)
- **March 26, 2025:** Final recommendation to Board

Timestamp	Your Name	Parent/Community/Staff	Recommendation	Has the teacher adequately laid out the standards information within the instructional material?	Does the material contain any of the following?	In light of these mature themes please indicate why you believe the material is still valuable as a teaching resource.	General Appearance:	Readability of type:	Quality of paper and binding:	Appropriateness of illustrations:	Format and general organization:	Has appropriate sequential development:	Provides varied teaching and learning strategies:	Do the materials presented seem to be varied and interesting in a way that would be engaging to students?	Provides for measuring student achievement:	Provides clearly organized teacher edition:	Consistent with the Washington State Learning Standards	Reflects respect for personal worth and life styles:	Aids in building positive attitudes and understanding:	Depicts cultural diversity:	Deals effectively with issues and problems:	Offers accurate and/or realistic treatment of subject:	Incorporates balanced viewpoints:	Makes provision for distinguishing between fact and opinion:	Stimulates critical thinking:	Any other comments about these materials:
3/5/2025 14:25:18	Mrs Soper	Parent/Community	Cannot accept the content		None of these		2	3 High	2	2	2	1Low	2	Stories seem vivid	2	2	2	2	2	2	2	2	1Low	2	2	Digraphs in Kindergarten?
2/20/2025 19:02:42	Jessica Quigley	Parent/Community	Recommended with reservations	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	My only concern was the material building upon itself and the kids not knowing the previous years teaching.
2/25/2025 12:54:33		Anonymous	Recommended with reservations	Yes	Controversial ideology or philosophy?	Get rid of any race materials.	3 High	3 High	3 High	2	2	2	3 High	Yes		3 High	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	Race should not be included in curriculum. Same with cultural diversity.
2/25/2025 12:58:24	Mandy Simmelink	Parent/Community	Recommended with reservations	Yes	Controversial ideology or philosophy?	I believe that education in every realm is important. Ignorance is never bliss in a complex, challenging, and changing world.	3 High	2	3 High	3 High	3 High	3 High	3 High	It seems so at this time.	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	N/a
2/25/2025 14:27:00	Jayann Wright	Parent/Community	Recommended with reservations	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes, I believe so.	3 High	3 High	3 High	3 High	3 High	2	2	3 High	2	3 High	3 High	Just wondering how you will apply starting level assessment in the classroom. (For example, a student performing above or below grade level, will they simply be reassigned to a classroom at the appropriate performance level? Or will you just power through?) This is my only "reservation" about adopting the material - it will be successful if students are appropriately placed. But mostly, my student is currently attending MCP but I would love to use this curriculum. I feel it would be amazing for individual instruction. I just wonder how all the online testing and assessments would work? Would they be available to put on his Chromebook as the district already owned them? Or would I have to have the whole thing on my own? [1]
2/20/2025 18:39:22	Evelyn Moos	Parent/Community	Recommended without reservation	Yes	None of these		3 High	2	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	N/A	3 High	3 High	3 High	3 High	Yay
2/20/2025 18:45:50	Angela Gonzalez	Staff	Recommended without reservation	Yes	None of these		2	3 High	3 High	3 High	3 High	3 High	3 High	The knowledge part does exactly this!	2	3 High	3 High	3 High	N/A	2	2	3 High	3 High	3 High	3 High	None at this time
2/20/2025 18:56:26	Abigail Cronenwett	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	I think my students will love the topics available.	3 High	3 High		3 High	3 High	3 High	N/A	3 High	3 High	3 High	3 High	The illustrations were excellent and I love that the topics overlap through the grade levels to build upon knowledge.
2/20/2025 18:57:45	Sherri & Steven Erhart	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	2	3 High	2	N/A	3 High	3 High	2	2	N/A	2	3 High	Thank you for bringing cursive back to the curriculum.
2/20/2025 19:00:20	Joe Crowther	Parent/Community	Recommended without reservation	Yes	None of these		3 High	2	3 High	3 High	2	2	2		2	2	2	2	3 High	3 High	3 High	3 High	3 High	3 High	3 High	N/A
2/20/2025 19:01:02	David Lee	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	It sounds like the information is interesting for students and makes them excited to learn more.	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	The topics are incredible. I love that it will challenge students that are high readers to grow.
2/20/2025 19:05:29	Meredith Dahl	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	From what I have (briefly) seen, this looks balanced and appropriate for all kinds of students with all kinds of interests!	3 High	3 High	N/A	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	While I'm admittedly reluctant to answer any of these questions simply due to the fact that I haven't been able to *extensively* review the material (so sorry!), from what I've seen and asked about, this program looks absolutely fantastic. I'm very impressed by its well-organized overall structure, the way it seems to ONLY introduce/practice ONE new concept at a time (this is something I'm passionate about; I don't respect material that thoughtlessly attempts to hurl ALL of its concepts at the students at once) and then builds on it, its respect for other cultures, and its balance of subject material. I'm very excited for my children to get to use this new program, and am reassured by the research and pilot-backed praise. Thank you for putting so much effort and research into finding and testing this program!
2/20/2025 19:07:15	brindean saltz	Staff/Parent	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	yes		3 High	3 High	3 High	3 High			3 High		3 High	3 High	I think there perfect!
2/20/2025 19:09:19	Lindsey Collins	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	2	2	2	3 High	2	Yes, the materials presented seem to be varied and interesting in a way that would be engaging to students.	2	3 High	2	2	2	2	N/A	N/A	N/A	2	3 High	Teachers seem very passionate at about these materials which makes it exciting to see it used in the classroom.
2/20/2025 19:11:23	Cassandra Loffler	Staff/Parent	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes! Excellent variety and a great series of texts within a unit to support and engage students.	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	The resources are clear, easy to read, and have very clear directions. I like the guidance for scoring and obvious embedded supports that will allow teachers to measure and track student learning on a "by student, by target" basis. The assessments are SBA-alike and will prepare students for upper level state assessments. Great pick, friends!
2/20/2025 19:13:22	Neili Marozzo	Staff	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes! Yes! Yes!	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	I love that they are not only teaching excellent decoding skills to my child, but also developing a rich vocabulary and depth of knowledge in the Core Knowledge component.
2/20/2025 19:16:34	Ashley Robertson	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Absolutely	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Great choice
2/20/2025 19:16:44	Rebecca Hintz	Staff/Parent	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	No
2/20/2025 19:17:03	Lauren Wagner	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes, the educators had raving reviews of their experience piloting the CKLA materials	N/A	N/A	N/A	3 High	3 High	3 High	3 High	3 High	3 High	N/A	3 High	I like how science and history are incorporated into the reading material
2/20/2025 19:17:46	Kasha Holverson	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Absolutely	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Make sure to send supplemental materials home to parents

Timestamp	Your Name	Parent/Community/Staff	Recommendation	Has the teacher adequately laid out the standards within the instructional material?	Does the material contain any of the following?	In light of these mature themes please indicate why you believe the material is still valuable as a teaching resource.	General Appearance:	Readability of type:	Quality of paper and binding:	Appropriateness of illustrations:	Format and general organization:	Has appropriate sequential development:	Provides varied teaching and learning strategies:	Do the materials presented seem to be varied and interesting in a way that would be engaging to students?	Provides for measuring student achievement:	Provides clearly organized teacher edition:	Consistent with the Washington State Learning Standards	Reflects respect for personal worth and life styles:	Aids in building positive attitudes and understanding:	Depicts cultural diversity:	Deals effectively with issues and problems:	Offers accurate and/or realistic treatment of subject:	Incorporates balanced viewpoints:	Makes provision for distinguishing between fact and opinion:	Stimulates critical thinking:	Any other comments about these materials:
2/20/2025 19:18:25	Karyn Mendel	Parent/Community	Recommended without reservation	Yes		What mature themes? I think part of this question is missing	3 High	3 High	3 High	3 High	3 High	N/A	3 High	Yes	N/A	3 High	N/A	3 High	3 High	N/A	N/A	N/A	N/A	N/A	3 High	I don't know enough about ALL of the material to answer all these questions properly. I just started looking at it 30 minutes ago.
2/20/2025 19:19:24	Jordan Snyder	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Very excited about this curriculum
2/20/2025 19:19:52	Thomas Parham	Staff/Parent	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Absolutely	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Amazing scope and sequence!
2/20/2025 19:19:58	Chelsea Krohn	Staff/Parent	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Amazing!
2/20/2025 19:20:29	Courtney Elizondo	Staff/Parent	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Very! Students are highly engaged because academic content is aligned with science and social studies. Educators are able to easily scaffold because of the layout of educational materials. All students have access to learning!	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Students are engaged, learning rich tier 2 and 3 academic language, and will be better prepared for middle school and high school because of this knowledge based curriculum.
2/20/2025 19:20:36	Amera Whitaker	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	For every grade level the material looked exciting and very interesting.	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Very excited about this new program. Every grade level had very interesting topics that will excite my children. Love that they'll be learning fun new content and not even realize they are growing their reading skills also.
2/20/2025 19:22:03	Rachelle Brown	Staff	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High		3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	This will greatly benefit our most marginalized students.
2/20/2025 19:23:00	Kaylee Anderson	Staff/Parent	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	So engaging!	3 High	3 High	3 High	3 High	3 High	2	3 High	3 High	3 High	3 High	3 High	Just beyond excited to offer high level content to kids!
2/20/2025 19:26:52	Brittney Strelbel	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	N/A	3 High	N/A	3 High	3 High	N/A	3 High	3 High	I don't want any social issues discussed in ELA.
2/20/2025 21:51:21		Anonymous	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High		3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	No
2/20/2025 22:18:45	Crystalin Cutler	Parent/Community	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes. My son is in one of the pilot classrooms and he still talks about the unit on the human body.	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	The materials seem engaging and bring a new level of insight for the students.
2/21/2025 6:39:48	Alicia Padvorac	Parent/community Member	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	N/A	N/A	3 High	3 High	N/A	3 High	3 High	3 High	N/A	3 High	3 High	The teachers were very invigorated by this new teaching material and excited about the progress their students are making. The kids that have used it are engaged and excited about it.
2/21/2025 7:09:04	Jon Padvorac	Parent/community Member	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Nope
2/21/2025 12:56:34	Jackie Hendren	Staff member	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes!	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	This curriculum is amazing! I wish my 1st grader started with it in kindergarten and I am so looking forward to my upcoming kindergartener to learn reading with it next year!
2/22/2025 20:53:08	Sarah Rehmke	Parent/Community Member	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Na
2/24/2025 8:21:48	Crystal Hogg	Staff with KSD student	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	No
2/24/2025 8:27:56	Jamie P	Other	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Very engaging	3 High	3 High	3 High	N/A	3 High	3 High	N/A	3 High	3 High	3 High	3 High	Looks good
2/24/2025 10:35:21	Melissa Sexton	Parent/Community Member	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	None
2/24/2025 11:41:47	Jessica Farias	Staff with KSD student	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	The materials fit with the specific age group as well as topics.	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	N/a
2/24/2025 15:51:45	Kimberly Marqyardt	Staff with KSD student	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes! High level of learning expected!	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	I'm excited for the level of rigor with this new curriculum!
2/25/2025 8:46:27	Mariela Valencia	Parent/Community Member	Recommended without reservation	No	None of these			3 High	3 High	3 High	3 High	3 High	3 High	Yes I believe any student would find this material interesting.	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	I believe this materials would be great for students.
2/25/2025 12:59:40	Amanda graves	Parent/Community Member	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	None
2/25/2025 13:16:17		Anonnymous	Recommended without reservation	Yes	None of these		3 High	3 High	N/A	3 High	3 High	3 High	3 High				3 High	3 High	3 High	3 High	3 High	3 High	2	N/A	3 High	None
2/25/2025 14:29:12	nicole whitlow	Staff with KSD student	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	they seem great and engaging
2/25/2025 15:30:50	Amye Kay	Parent/Community Member	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	I have taught this curriculum for 3 years in a previous district. I really liked the topic selections for each grade level, the instruction materials and the integrated writing. I liked the smaller readers as well.
2/25/2025 17:08:03	Jessica Nunez	Staff with KSD student	Recommended without reservation	Yes	None of these		3 High	3 High	2	2	3 High	3 High	3 High	Yes!	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	Not at this time.
2/25/2025 17:46:23	Renae Yecha	Staff with KSD student	Recommended without reservation	Yes	None of these		3 High	3 High	3 High	3 High	3 High	3 High	3 High	Yes	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	3 High	RSD also adopted this curriculum in spring 2024. It has a wide variety of quality materials.
2/25/2025 18:21:52	Cheryl P Spradling	Staff member	Recommended without reservation	Yes	None of these		3 High	2	3 High	3 High	2	3 High	3 High	Yes	2	2	3 High	3 High	3 High	3 High	2	3 High	2	3 High	3 High	None

[illegible]

[1] Responder updated this value.



Amplify Core Knowledge Language Arts (CKLA)

- Go to: <https://amplify.com/ckla-3e-program-review/>

Welcome to the Amplify
CKLA 3rd Edition program
review site!

To view this protected page, enter the password below:

Password: TheNextChapter

- Once logged in, all teacher and student materials are available for review:

Reviewer resources

Access key materials designed to support your review of Amplify CKLA 3rd Edition.

- >
 - [Program Guide](#)
 - [Components Guide](#)
 - [Choice Units Overview](#)
 - [Writing Brochure](#)
- [Common Core State Standards \(CCSS\) Alignment](#)
- Curriculum Maps by Grade and Strand:
 - [Kindergarten Knowledge](#)
 - [Kindergarten Skills](#)
 - [Grade 1 Knowledge](#)
 - [Grade 1 Skills](#)
 - [Grade 2 Knowledge](#)
 - [Grade 2 Skills](#)
 - [Grade 3](#)
 - [Grade 4](#)
 - [Grade 5](#)