



Strategic Plan Update & 2014-15 Annual Report

March 2016

Note: A complete fiscal accounting for the district is available on its website at: www.lwsd.org/News/publications/Pages/Budget-Summary.aspx. State auditor reports are posted there when complete.

Message from the Superintendent

Each year the Lake Washington School District (LWSD) is pleased to provide this annual report to the community. As a public school system, we are accountable to our students, parents, community members and taxpayers. Our core values include being results oriented and community connected. Our annual report provides a comprehensive update to the community on the Lake Washington School District's efforts to accomplish our goals, mission, and vision for students.

As a rapidly growing district with the fourth largest student enrollment in the state, our vision of Every Student Future Ready continues to be our priority. We are committed to the success of each and every one of our 27,830 students!

Our five-year strategic plan outlines our district's mission, vision, values, goals,



Dr. Pierce (right) with Kim Bilanko, Rosa Parks Elementary Principal and Seattle Seahawks mascot, Boom

and key indicators of success. In order to accomplish our mission and vision for students, we believe we must focus our efforts on the following goals:

1. Ensure academic success for every student
2. Provide safe and innovative learning environments
3. Recruit, hire, and retain highly effective personnel
4. Use resources effectively and be fiscally responsible
5. Engage our communities

We are pleased to provide our families and community members with this report that highlights our strategic work and provides a summary of our student's performance and our district's performance based on key indicators of success.

We are honored to serve students, families and community members residing in the Lake Washington School District! We are working hard to provide the very best education to students and the very best service and value to our families and community members. The community plays an important role in our success. Thank you for your continued support and involvement in helping make *Every Student Future Ready*.

-Dr. Traci Pierce, Superintendent

Goal 1: Ensure academic success for every student

Key indicators

Reset on state tests

LWSD uses state assessments as key indicators of progress toward student academic success. These yearly standardized tests provide a snapshot of student learning that can be compared districtwide and statewide. Scores can indicate areas of strength and opportunities to improve. That's true from individual students to schools to the entire district.

In 2011, Washington state adopted a new set of state learning standards for math

and for English Language Arts (ELA). The state gave schools time to implement these new standards. At the same time, a new set of tests was developed to assess student learning on these new standards.

In spring 2015, students took the new online Smarter Balanced Assessments (SBA). The SBA replaces the Measurements of Student Progress (MSP) in ELA and mathematics for grades 3 through 8. It replaces the High School Proficiency Exams and End of Course exams in mathematics. The SBA consists of two parts: a computer adaptive test

and performance tasks that also are taken on a computer.

Because the Smarter Balanced Assessment is a completely different format measuring completely different standards, these results cannot be compared to past state tests. Since the targets for LWSD's goals were set with the old tests in mind, the school board and superintendent agreed to new targets for 2018. Tests that are still administered, like the MSP in science for grades 5 and 8, have the same targets as before.

Goal 1: Ensure Academic Success for Every Student

Student Learning Milestone	Indicator	Spring 2012	Spring 2014	Spring 2015	Target 2018
Early Literacy and Reading Skill Development	% of kindergartners at benchmark on End-of-Year Dynamic Indicators of Early Literacy (DIBELs) assessment	87%	85%	85%	95%
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in English language arts/literacy			79%	91%
	% of 3rd graders meeting or exceeding state standards in math			81%	92%
5th Graders' Overall Academic Readiness for Middle School	% of 5th graders meeting or exceeding state standards in English language arts/literacy			84%	92%
	% of 5th graders meeting or exceeding state standards in math			73%	90%
	% of 5th graders meeting or exceeding state standards in science	87%	85%	87%	95%
8th Graders' Overall Academic Readiness for High School	% of 8th graders meeting or exceeding state standards in English language arts/literacy			81%	92%
	% of 8th graders meeting or exceeding state standards in math			72%	85%
	% of 8th graders meeting or exceeding state standards in science	85%	87%	83%	93%
High School Students on Track for Graduation	% of 9th graders earning 6.0 credits	84%	81%	84%	92%
	% of 10th graders accumulating 12.0 credits	74%	75%	76%	90%
	% of 11th graders meeting or exceeding state standards in English language arts/literacy			15/73%*	97%
	% of 11th graders meeting or exceeding state standards in math			14/66%*	87%
	% of 10th graders meeting or exceeding state standards in biology	79%	91%	87%	90%
High School Students Graduating Future Ready	% graduation rate	89% class of 2013	90% class of 2014	92% class of 2015	100% class of 2018
	% of 11th and 12th grade students enrolled in a dual credit college-level course		91%	95%	95% class of 2018
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% class of 2012	81% class of 2013	Not available	88% class of 2018

*Note: Many 11th grade students opted to not take the SBA tests since they had passed the HSPE and Math End of Course exams in 10th grade. Students who did not take the test were counted as not making the standard. The first number is the percent of all students who took the SBA and met standard. The second number is the percent of those who took the test who met standard.

The SBA was administered to 11th graders, who had already taken the HSPE and EOC test in 10th grade. Students who passed those tests in 10th grade had already met graduation requirements for state tests. Therefore, many chose not to take the SBA 11th grade tests. For state reporting purposes, those students counted as not at standard, receiving a zero for the test.

Progress update

In 2014-15, the district received additional state general education funding. These added dollars enabled the district to expand efforts to increase academic success. (See "Goal #4, Use resources effectively & be fiscally responsible" for more information.) These efforts affected students at all levels, from kindergarten through 12th grade.

All schools: Students were in school longer in 2014-15. In the past, districts were required to provide 1,000 hours of instruction during the school year. Due to a new State Board of Education requirement, all schools offered 1,027 instructional hours.

Elementary schools: The Kindergarten Intensive Safety Net (KISN) Program expanded to include Bell, Keller, Dickinson, Lakeview, and Juanita elementary schools. The program

continues to focus on closing the learning gap by providing students with reading instruction using BURST. Every 10 days, that program adjusts learning outcomes for students based on their individual performance data. The Summer Literacy Camp also expanded to include third grade students who are well below benchmark.

A new K-1 Highly Capable program served identified students in their neighborhood schools. Sixty kindergarten students took part. Another 16 kindergarten students have delayed entry until this fall. The program served 160 first grade students.

This new program uses two full-time specialists who travel to work with identified students in small groups during the school day in their school. The specialists provide services for Math number sense, problem solving and logical reasoning. They also consult with K-1 classroom teachers to provide differentiation strategies and challenge resources for Literacy and Math using adopted curriculum materials. These specialists are also providing professional development classes for general classroom teachers. They help teachers learn to provide appropriate levels of challenge for highly capable students in general education classrooms.

Elementary report cards informed K-4 parents whether their students are reading at grade level. Those students not reading at standard received priority for services.

Middle School and High School: Curriculum updates continued as the district reviews all curricula on a cycle of eight to 10 years. The district selected **new grades 9-12 Science Curriculum materials** to align with the Next Generation Science Standards in May. Sixth through 12th grade teachers received training on these new science learning standards. The district also implemented a **new performing arts curriculum** for sixth through 12th grades and provided training for performing arts teachers.

Other secondary efforts to increase academic success:

- The district **expanded Highly Capable services** by one more 6th grade classroom at Kamiakin Middle School and a 7th grade classroom at Evergreen Middle School.
- High schools offered **additional optional classes in zero and 7th period**, for students who needed credits for graduation or who wanted additional electives.

- **Four additional high school counselors** were hired to help students meet the new state graduation requirements.
- Funding enabled the district to provide **in-school alternatives to suspension**. This in-school suspension option enables schools to discipline students for serious infractions without interrupting the student's education.
- **STEM Signature courses** and programs are now offered in all high schools. These programs focus on real world project-based learning that brings together multiple disciplines:
 - Eastlake – Sammamish Start-ups
 - Emerson - Food and Sustainability
 - ICS – Engineering Grand Challenges
 - Juanita High School - Global Health
 - Lake Washington High School – Engineering: Design Your World
 - Redmond High School - Global Health: Policies, Problems, and Solutions
 - TESLA STEM High School
 - Environmental Engineering and Sustainable Design
 - Forensics/Psychology
 - Biomedical Engineering
 - Advanced Physics / Global Engineering

Good News

Earning college credit in high school

Eighty-nine percent of class of 2014 graduates

passed a dual credit course, meaning they had the opportunity to gain college credit while taking a high school course.

What this means is nearly nine out of 10 LWSD students in the class of 2014 passed an Advanced Placement course, a College in the High School Course or another type of course that offered college credit.

And more students are taking such courses - 95% of the classes of 2015 and 2016 combined.



89%



Of class of 2014 graduates passed a dual credit course.



Goal 2: Provide safe & innovative learning environments

Key indicators

A school environment can help or hinder student learning. When students feel safe, both physical safety and social-emotional safety, they are more likely to learn.

Research shows a direct link between student achievement and schools that have daylight in classrooms, good indoor air quality and good acoustics. Access to technology can enhance learning and prepare students to use technology in college and the work force.

Perception data from students, parents and the community are the primary key indicators for each of these areas. In addition, the district monitors facility condition every year by comparing each building to a state standard for buildings of the same age. Technology access is at least in part dependent on support – what happens when something doesn't work. Response rates for Help Desk tickets are an indicator of how quickly technology issues are resolved.

Progress update

Safety: Safety efforts for 2014-15 began with expansion of the **Safe School Ambassadors** program. This program equips students with the communication and intervention skills to prevent and stop bullying. Students and staff are trained over a number of years so that students can learn to identify areas of concern.

Safe School Ambassadors encourages students to stand up for each other. Part of the program is learning to use adults to intervene to ensure all student concerns are addressed appropriately.

At the same time, the district worked with its city partners to expand the **School Resource Officer** program. This program puts uniformed police officers in schools daily. These officers educate, counsel and protect students in our schools.

Lockdowns are a procedure schools can use to keep students and staff safe if there is a danger inside the school building. But schools haven't been designed with lockdowns in mind. Most classroom doors are designed to lock and unlock from the outside, as the teacher arrives and

then leaves. During a lockdown, teachers need to be able to lock the door from the inside. An **upgrade of all classroom door locks** during the summer of 2015 makes it possible for teachers to lock their doors without having to go into the hallway during a lockdown.

In the spring of 2015, **security cameras** were installed at the district's four comprehensive high schools. Designated staff can see what is happening in all public areas. They can also review footage to see what happened for discipline purposes or share with law enforcement investigating a crime. The presence of security cameras may also deter some behaviors.



Kirkland police officers at Thoreau Elementary

Focus Area	Indicator	Fall 2012	Fall 2015	Target 2018
Student Safety	% of middle and high school students who report they feel safe at school	91%*	86%*	95%
	% of parents who agree that "My children feel safe at school"	97%	91%	100%
	% of parents who agree that "My children's school maintains an environment free of bullying or other types of intimidation"	74%	80%	85%
Facility Conditions	% of schools that have a Building Condition Score at or above the state standard for buildings of their age	100%	100%	100%
	% of community members who agree that "School facilities are well-maintained and provide a healthy environment"	81%	76%	90%
Technology	% of community members who agree that "LWSD schools integrate technology and technology application expectations into all grade levels"	82%	77%	90%
	% of Help Desk tickets resolved at first tier	53%	72%	85%

*student data is from annual student web survey conducted in the spring



Redmond Elementary Walk-to-School Day

Other efforts that have increased student safety:

- Increased funding enabled the district to add **five more school nurses**.
- New **safe school walk route maps** were developed over the spring and summer of 2015.

Facilities: The district's enrollment has been growing rapidly since 2007. Changing the grade configuration from three-year to four-year high schools allowed the district to use available space in high schools. It also freed up space in crowded elementary schools by moving sixth grade from elementary to middle schools. However, enrollment has continued to increase by an average of 625 students per year for the last seven years – the size of a large elementary school each year. Potential bond measures proposed in 2014 to add new schools and remodel aging schools received 58% voter approval but failed to gain the 60% approval needed to pass. As a result, the district was faced with a significant issue: where to put all those new students.

The district's board of directors approved a **short-term (three-year) plan for housing students** in September 2014. That plan included a

boundary process that redistributed students from overcrowded schools to those that had available space or where portable classrooms could be added. A boundary committee studied the issue, heard from the community, and made recommendations for new school attendance areas for the most overpopulated and under-utilized schools in the district. The district implemented the new boundaries starting in the 2015-16 school year.

Other aspects of the plan included adding 28 classrooms in portables and constructing an addition at Redmond Elementary. Building modifications at Juanita High School and Evergreen Middle School provided teacher planning space. That freed up their classrooms during their planning period for a class taught by another teacher.

Funding for these efforts came from impact fees paid by developers as well as funds repurposed from previous construction projects that came in under budget.

Other facilities efforts to provide safe and innovative learning environments included:

- A **new work order system** that enables better tracking and analysis of maintenance and custodial work

- **Additional custodial resources**
- **Additional grounds staff**

Technology: With over 19,500 computers for students, plus those for staff, the district manages a very large technology system. Student-to-computer ratios are 3:1 for grades K-2, 2:1 for 3-5, and 1:1 for middle and high school. Keeping all of those computers running takes a large enterprise. Since this network includes computers used by children and computers that store student data, safety and security are paramount.

The 2014-15 school year was the year of the cloud for LWSD. Staff and students migrated to the **cloud for both software and storage**. This change made it possible for students to access their school documents from anywhere.

Other technology efforts to provide safe and innovative learning environments included:

- **Additional technical staff** were hired to help students and staff with technology issues in school buildings
- Updated seven Career and Technical Education computer labs.
- Implemented a **new system for deployment** and security of devices and applications.

Goal 3: Recruit, hire & retain highly effective personnel

Key indicators

Effective teachers are critical to student learning. Every district employee, though, has a role in contributing to student academic success. Staff members who interact with students, whether in the classroom, on the bus, in the office or on the playground, all affect student learning. Staff that works behind the scenes, in technology, payroll, or purchasing, make it possible

for schools to run smoothly. That takes recruiting, hiring and retaining highly effective personnel in all of these roles.

An organization that doesn't retain its staff spends significant resources in recruiting, hiring and training new employees. Key indicators for this area focus on staff retention rates. Perceptions of the quality of district staff, especially teachers, are also key indicators.

Progress update

As a high-performing school district, Lake Washington has a lot to offer prospective employees, especially teachers. The award-winning New Teacher Support Program attracts many new teachers to consider this district for their first job. But competition for new teachers has become stronger in recent years. To give LWSD the best

Focus Area	Indicator	Fall 2012	Fall 2015	Target 2018
Personnel	% of classroom teachers who are highly qualified in their subject areas	99.7%	99%	100%
	% teacher retention rate	92%	87%	95%
	% administrator retention rate	92%	92%	95%
	% classified staff* retention rate	88%	87%	95%
	% of community members who agree that "the overall quality of teaching in LWSD schools is excellent"	78%	77%	90%
	% of community members who agree that "the overall quality of leadership in the LWSD and its schools is excellent"	63%**	68%	90%

*Classified staff hold positions that do not require a teaching certificate. **Baseline data is from Fall 2013.

Twenty-nine Lake Washington School District teachers

achieved National Board Certification[®], as announced by the National Board for Professional Teaching Standards (NBPTS). In addition to the 15 newly certified teachers, five teachers renewed their certification this year, for a total of 20 teachers completing the process. (Certifications must be renewed every ten years.) According to NBPTS, 246 National Board Certified Teachers (NBCT) earned their certification while at work in LWSD schools.



New and renewing National Board Certified Teachers.

opportunity to hire the best candidates, two new efforts launched in 2014-15.

A Saturday interview day at the district's offices complemented the human resource efforts at career fairs. Prospective employees came to the district for interviews and the best candidates received offers that day. In addition, the district began its first social media effort around recruitment. A LinkedIn page provided information on the district as an employer. Prospective employees received information on particularly hard to fill positions.

Teachers continue to learn throughout their careers, just like their students. A strong professional development program can be an important tool in both recruiting and retaining teachers while also ensuring they are effective at their jobs. In 2014-15, the district expanded its professional development staff. A new program added 10 professional learning coaches who work directly in schools with teachers who want to get better at a specific aspect of their teaching practice. Four additional

Redmond Middle School teacher Rathan Mahendran with Seattle Seahawks Defensive End Cliff Avril



coaches focus on helping teachers with grades K-5 literacy. These kinds of hands-on, individualized learning opportunities in their own classroom can have a significant positive impact on teacher effectiveness.

Other efforts to recruit, hire & retain highly effective personnel included:

- New **evaluation system for central leadership team**
- **Expanded CPR training for staff**



Emily Morgan, kindergarten teacher at Franklin Elementary, was recognized as a Symetra Hero in the Classroom

Two LWSD teachers were named Symetra Heroes in the Classroom: Rathan Mahendran, a math and science teacher at Redmond Middle and Emily Morgan, a kindergarten teacher at Franklin Elementary. Both were recognized by Symetra and the Seattle Seahawks. Each won \$1,000 for their schools as well as customized jerseys and tickets to a Seahawks game. They also were invited on the field to be formally recognized during the game. Award recipients are selected for making a real difference in the lives of students by going above and beyond in their day-to-day responsibilities and for helping students build life skills.

Goal 4: Use resources effectively & be fiscally responsible

Key indicators

School districts use limited public resources and are accountable to their communities. Efficient and effective use of resources is critical in achieving the district's mission. Fiscal responsibility includes strategic use of resources to help meet goals.

Key indicators for fiscal responsibility are bond rating agency ratings of the district's credit, the district's fund balance and community perception of the district's financial management.

Progress update

Whenever a budget has to be adjusted, whether it is to make cuts or additions, it is important to consider the effects on the organization's ability to reach its strategic goals. In 2014-15, the district followed a process to align all budget additions with strategic goals.

The district's budget and accounting staff continue to maintain a high level of effectiveness in managing, tracking and reporting the district's financial affairs. For the sixth consecutive year, the Washington State Auditor's office has made no findings of noncompliance on either LWSD's accountability audit report or the financial and federal audit report. In short, the district had its **sixth consecutive clean audit**. Both reports

Focus Area	Indicator	Fall 2012	Fall 2015	Target 2018
Fiscal Accountability	% bond rating agencies that rate district's credit as Aaa, AA+, or better	100%	100%	100%
	% time that district maintains a minimum 5% fund balance	100%	100%	100%
	% of community members who agree that "the district uses resources effectively and practices sound financial management"	57%*	60%	95%

*Baseline data is from Fall 2013.

covered the district's last fiscal year, September 1, 2013, through August 31, 2014.

Lake Washington School District saved **taxpayers over \$17.3 million** on May 14 by lowering the interest cost on \$167.8 million of its debt through issuing refunding bonds. This bond refinancing reduces the amount the district pays in debt service between now and 2025.

LWSD also received a **Standard & Poor's (S&P) Rating Services upgrade from 'AA' to 'AA+'**. The 'AA+' rating is the highest rating assigned by S&P to any school district in the state. It is shared by only three districts: Bellevue, Issaquah, and now Lake Washington. S&P rates the State of Washington, which is the main source of funding for school districts, 'AA+' as well.

S&P stated the upgraded rating reflects their view of the Lake Washington School District's:

- Large and growing tax base;
- Good financial management practices, including multi-year financial forecasting and a long-term capital plan;
- History of voter support for supplemental operating and capital levies;
- Strong available reserves that are likely to remain strong for the next few years; and,
- Low debt relative to the tax base.

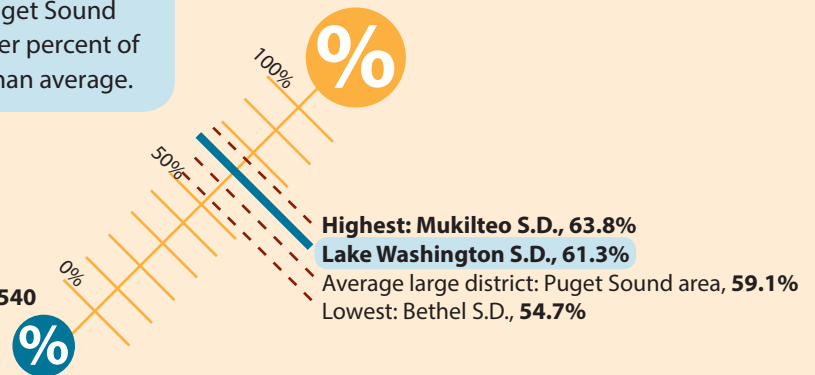
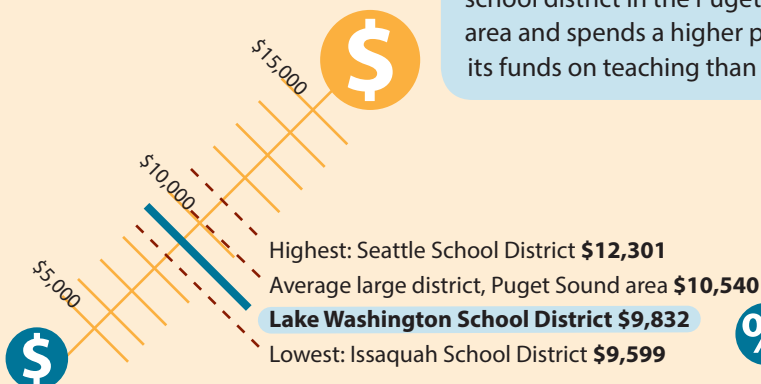
Other efforts to use resources effectively and be fiscally responsible:

- Continued to improve fiscal reporting and accountability through an expanded budget document.

Revenue per student

Lake Washington receives lower funding* than the average large school district in the Puget Sound area and spends a higher percent of its funds on teaching than average.

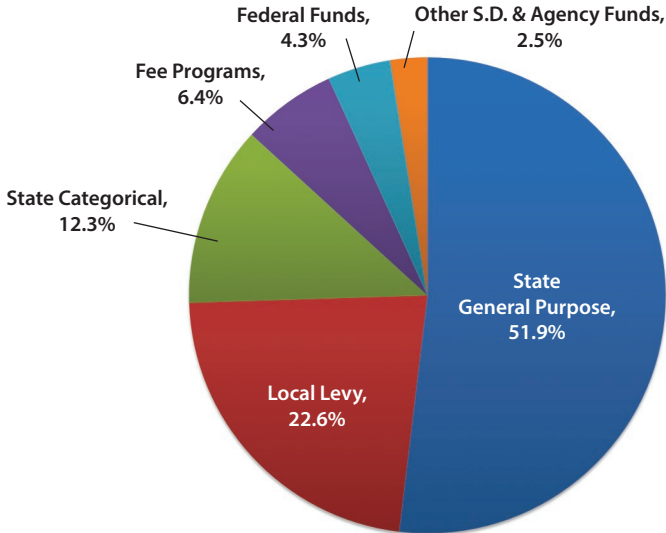
% of general fund spending on teaching



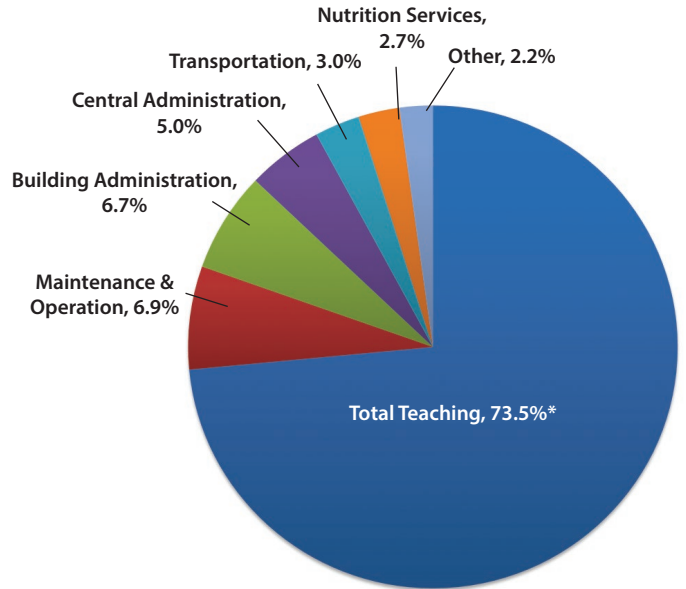
*From Office of Superintendent of Public Instruction, data for 2013-14, latest available data for comparisons. Data for the 14 Puget Sound area districts with 10,000 or more students.

2014-15 Financial Report

Revenues 2014-15
(Where the money comes from)



Expenditures 2014-15
(Where the money goes)



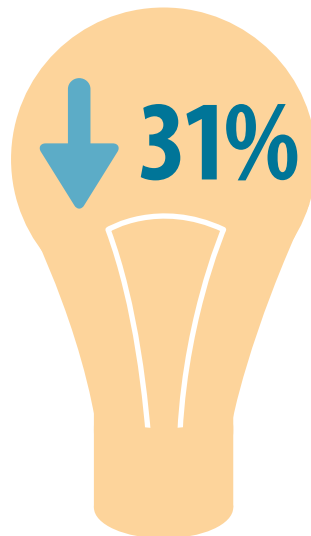
*Total Teaching = Teaching and Teaching Support

All Funds 2014-15	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
General	\$26,136,677	\$267,924,641	\$261,496,344	\$32,564,974
ASB	\$1,012,430	\$2,869,738	\$2,755,234	\$1,126,934
Debt	\$12,429,960	\$79,146,692	\$78,963,708	\$12,612,944
Capital	\$55,953,107	\$29,429,181	\$46,804,848	\$38,577,440
Transportation Vehicle Fund	\$2,998,872	\$778,081	\$1,311,751	\$2,465,202

Good News

Energy consumption is down

Over the last eight school years, the district has seen a decrease in energy consumption. **We used 20 percent less energy in 2012-2013 than we did in 2005-2006.**



In fact, **LWSD energy consumption per square foot is down by 31 percent!** The district is saving \$906,000 per year on electricity, for a total of over \$4,300,000 saved so far.

Energy consumption per square foot is down by 31 percent!

Goal 5: Engage our communities

Key indicators

School districts depend on their communities for financial and other support. At the same time, good school districts can attract people and businesses to their communities. They can provide facilities for public use and otherwise contribute to the greater community. A good school district is an integral part of its community.

Key indicators for this area include perception data from the community on how connected the district is to its community and vice versa. That data comes from a random sample poll of the community.

Focus Area	Indicator	Fall 2012	Fall 2015	Target 2018
Communication and Engagement	% of community members who agree that "I receive information about LWSD on a regular basis"	73%	78%	85%
	% of community members who agree that "I have online access to information about school and district programs"	86%	84%	92%
	% of community members who agree that "LWSD schools gather feedback on important issues"	62%	60%	82%
	% of community members who agree that "I feel welcome in LWSD schools"	87%	87%	93%

Progress update

Community engagement is critical when the district is making big decisions. Those decisions will be better and more effective if all of those who could be impacted have a voice in the decision making process. In 2014-15, the district engaged the community in changing school boundaries. It also began two processes that continued into 2015-16: the **Long-Term Facilities Planning Task Force** and the **College and Career Readiness Task Force**. The latter group is examining opportunities for high school students to earn credits as well as high school schedules.



The Long-Term Facilities Planning Task Force held an Open House in June 2015

All of these efforts involved (and continue to involve) efforts to listen to parents and community members and to learn how potential decisions could affect different neighborhoods and communities.

Our district has a very involved parent volunteer corps, providing tremendous support to the district's schools every day. In 2014-15, the volunteer program

staff doubled, from one to two. That additional staff has expanded the ability to recruit and place volunteers for specific school needs, such as in the health room or for health screenings. The [LINKS](#) program continues to expand its recruitment of community volunteers to act as academic mentors, lunch buddies, classroom helpers and tutors.



The Long-Term Facilities Planning Task Force met throughout the 2014-15 school year

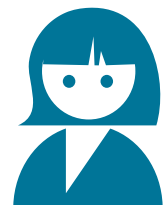


AVID program volunteer works with Redmond Middle School students

The district audits different programs on a regular basis to learn ways to improve our effectiveness and efficiency. In 2014-15, it was the communications department's turn. Experts from the National Schools Public Relations Association visited in December 2014. They talked to parents, community members and staff members from all over the district in a series of 20 focus groups over two days. The communications audit report made a number of recommendations the district has begun to implement.

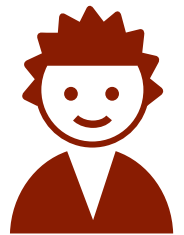
Other efforts to engage our communities included:

- Added a videographer to the communications department staff to provide the community news and information on the district in a video format



79.7%
Parents/
Guardians

Volunteers in our schools



9.9%
Community
Members



6.6%
Students



3.8%
Relatives

Total: 14,997

ECRWSS
 POSTAL CUSTOMER

Lake Washington School District Board of Directors

The Lake Washington School District Board of Directors has the legal responsibility to direct the schools of the district. The board represents the citizens of the district. They direct the operational organization through the superintendent, who functions as the Chief Executive Officer.

Board members represent and are elected by the district as a whole. However, each director must be a resident of the specific director district whose seat they hold. That system ensures geographic diversity of representation on the board.

The Board governs the district through the use of "Policy Governance." In this framework for organizational leadership, the Board establishes and

monitors organizational performance. They set Executive Limitations, policies that set limits and boundaries for achieving organizational goals and student outcomes. They define desired outcomes for our students and district through ends results.

These elected officials receive no pay for their service. They serve four-year terms. Many of these Board members have served for multiple terms, providing stability in district governance.

Board meetings are broadcast live on Comcast Channel 26 and streamed live on the district website. Videotapes of past board meetings, along with agendas, minutes and associated documents, are also available on the district website. The online video archive includes all regular board meetings dating back to January 2009.

Twenty-four Lake Washington School District schools received Washington Achievement Awards from the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) this year. OSPI announced that 401 schools statewide, including the 24 in LWSD, were honored. LWSD schools received 41 recognitions (the most of any school district in the state), including 12 for overall excellence.

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Title IX: Matt Gillingham, PO Box 97039, Redmond, WA 98073, 425-936-1289, mgillingham@lwsd.org; Section 504: Stacey McCrath, PO Box 97039, Redmond, WA 98073, 425-936-1201, smccrath@lwsd.org; Civil Rights Compliance: Pat Fowler-Fung, PO Box 97039, Redmond, WA 98073, 425-936-1266, pfowler-fung@lwsd.org.

Superintendent and Board of Directors



Dr. Traci Pierce
 Superintendent



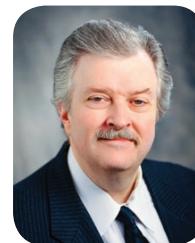
Nancy Bernard
 School Board
 President,
 District 3



Christopher Carlson
 School Board,
 Vice President,
 District 2



Eric Laliberte
 School Board,
 District 1



Mark Stuart
 School Board,
 District 4



Siri Bliesner
 School Board,
 District 5