AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
June 14, 2021

I.   TIME AND PLACE

   1. 7 p.m. at the Auburn High School Performing Arts Center

      Or you can join by Zoom Meeting
      https://asd408.zoom.us/j/99390336047

      Or Telephone:
      253 215 8782 Meeting ID: 993 9033 6047

II. ROLL CALL

   1. Roll call of board members

III. PLEDGE OF ALLEGIANCE

IV. AUDIENCE PARTICIPATION

   1. Written communications

   2. Scheduled communications

   3. Unscheduled communications

   4. Community groups and organizations

      During these unprecedented times we are also accepting
      communication from the public and community groups at:
      communications@auburn.wednet.edu

V.   LEGISLATIVE UPDATE

VI. RECOGNITION

   1. Recognition of student

   2. Recognition of staff

   3. Honoring of retirees

VII. CONSENT AGENDA

   1. Personnel report

   2. Vouchers

   3. Approval of minutes

   4. 2021-22 WIAA Resolution

VIII. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

   1. Hybrid learning update

2. High School ELA for ELL 1, 2, and 3- first reading

3. High School ELA LA 9 - LA 10 - American Literature Honors 9 - Honors 10 Recommendations – first reading

IX.   BUILDING PROGRAM

1. Change order- Chinook Elementary School Replacement

2. Sewer easement- Chinook Elementary School Replacement

3. Water easement- Chinook Elementary School Replacement

4. Resolution No. 1340

X.   DIRECTORS

1. August events in person

2. Discussion

LEGISLATIVE UPDATE

The board will discuss legislative items.

RECOGNITION

1. <u>Recognition of Student</u>

   The Auburn School District Board of Directors recognizes Kodie Wilhelm, a fourth grade student at Hazelwood Elementary, as the outstanding student of the month.

   Teachers say it is a joy to have Kodie as a student. She is incredibly kind and hard-working. She rises to every challenge presented. She is a model for other students in her ability to advocate for herself. She asks questions, searches for clarification and is always polite and responsible. She is enthusiastic and a cheerleader for others to do their best. Her words of encouragement to classmates can turn-around a student's day.

   Kodie has been a devoted learner even during the challenging times of online and hybrid. She attends every Google Meet, completes her work and appreciates that her hard work is rewarded.

   Teacher Amy Kaleta describes Kodie as a "reading machine" who has discovered great joy in books. Reading is a passion for her and she is quick to share her current reading list with others. She enjoys it when others read the same books.

   P.E teacher Andrew Upchurch said Kodie brings joy and happiness to every PE class by encouraging others, giving her best effort and always having a smile on her face.

   Kodie represents the best of students with her support of others, her joy for school and her commitment to working hard with a positive outlook and positive outcomes.

   Congratulations Kodie!

2. <u>Recognition of Staff</u>

   The Auburn School District Board of Directors recognizes Karen Kearney, teacher at Hazelwood Elementary, for her outstanding service.

   Karen has been teaching in the Auburn School District since 1991. She spent her first seven years at Chinook before transferring to Hazelwood where she has been since 1998. She has taught 2nd-5th grade and is currently teaching at 4th/5th split.

   Prior to coming to Auburn, she began her teaching career at her former elementary school in Olympia where she taught alongside her own second grade teacher. After one year in Olympia and two years in Renton, she landed in Auburn.

   Karen loves teaching and especially loves to see student academic growth and student excitement about learning. She enjoys talking about books with

her students. Her favorite part of being a 5th grade teacher is 5th grade camp.

Colleague Jeannette Witzel said Karen's caring attitude toward all students and staff is a great example for everyone. She consistently provides extra support to students to help them be successful.

Karen earned her bachelor's from Western Washington University and her master's through Central Washington University.

Her husband James graduated from Auburn High School and their three children graduated from Auburn Mountainview.

When not teaching, she and James spend a lot of time at their cabin on Whidbey Island. They enjoy walking on the beach and playing with their two golden retrievers.

Congratulations Karen!

3. <u>Honoring of Retirees</u>

The board will honor certificated and classified retirees.

CONSENT AGENDA

1. Personnel Report

   Attached is the personnel report, for certificated and classified personnel, for the board's approval.

2. Vouchers

   Vouchers will be presented.

3. Approval of Minutes

   The minutes of the regular meeting of May 24, have been forwarded to the board.

4. 2021-22 Washington Interscholastic Activities Association (WIAA) Resolution

   Annually, the board is asked to delegate to the WIAA the authority to control, supervise, and regulate interscholastic activities as included within the district instructional program. Such delegation of powers is to the extent authorized by statute and is in the manner consistent with WIAA rules and regulations. It is requested that the board authorize the school board president, board secretary, and board members to sign the attached WIAA School Board Resolution, delegating authority to WIAA and District Membership for middle level and high schools for 2021-22. Unless otherwise directed, Laurie Bishop will be named as the WIAA contact person.

   Recommendation: That the consent agenda be approved.

PERSONNEL REPORT - CERTIFICATED

	Classification	Job Type	Building	Name	Start Date	Hours	Rate of Pay	Comment
Curriculum-Noncurriculum								
Leave								
New Hire								
	CERTIFICATED	A-ASST PRINCIPAL	OLYMPIC	MARIA, JAKE	7/1/2021			
Rehire								
Resignation								
	CERTIFICATED	3RD GRADE	ALPAC	MOORE, MARIEL	8/31/2021			RESIGNATION
	CERTIFICATED	E-PE	WASHINGTON	SULLENGER, ERIN	8/31/2021			RESIGNATION
	CERTIFICATED	KINDERGARTEN	EVERGREEN HTS	KAZ, KYLE	8/31/2021			RESIGNATION
	CERTIFICATED	M-FOREIGN LANGUAGE / M-BILINGUAL	CASCADE	ROBAYO WHITE, MARTHA	8/31/2021			RETIREMENT
	CERTIFICATED	S-ART	AUBURN HIGH	WHITE, KENNY	8/31/2021			RETIREMENT
	CERTIFICATED	S-SOCIAL STUDIES	AUBURN HIGH	YORKE, JOHN	8/31/2021			RESIGNATION
	CERTIFICATED	TEACHER - SOCIAL STUDIES	RAINIER	MONTGOMERY, MORIO	8/31/2021			RESIGNATION
	CERTIFICATED	TEACHER - SPED	AUB MOUNTAINVW	MILLS, ELIZABETH	8/31/2021			RESIGNATION
	CERTIFICATED	TEACHER - SPED PATHWAYS	LEA HILL	ABANG, KATRINA	6/24/2021			RESIGNATION

PERSONNEL REPORT - CLASSIFIED

	Classification	Job Type	Building	Name	Start Date	Hours	Rate of Pay	Comment
Curriculum-Noncurriculum								
	CLASSIFIED	EXTRA HOURS - TRAINING	SUPPORT SERVICES	KING, ROXANNE	6/5/2021	5.00	$21.40	
Leave								
	CLASSIFIED	C-HEAD CUSTODIAN	SSC/DICK SCOBEE	HASHI, CINDY	5/23/2021			PERSONAL
New Hire								
	CLASSIFIED	B-BUS DRIVER	TRANSPORTATION	CONTI, BARBARA	5/12/2021	4.50	$28.14	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	B-BUS DRIVER	TRANSPORTATION	KANG, FRED	5/19/2021	4.50	$28.14	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	B-BUS DRIVER	TRANSPORTATION	WINSOR, BEVERLY	5/20/2021	4.50	$28.14	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	B-TRANSPORTATION ASST	TRANSPORTATION	BRIGGS, BRANDON	5/18/2021	6.2	$21.50	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	B-TRANSPORTATION ASST	TRANSPORTATION	CRUZ DE GUERRERO, HELEN	5/18/2021	6.40	$21.50	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	C-CUSTODIAN B	SSC/PIONEER/GILDO REY	CUENCA, ANGEL	5/22/2021	8.00	$21.40	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	C-CUSTODIAN B	SSC/CHINOOK	GARCIA DE PUENTES, ANGELICA	5/15/2021	8.00	$21.40	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	C-CUSTODIAN B	SSC/CASCADE/DICK SCOBEE	KING, ROXANNE	6/5/2021	8.00	$21.40	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	C-CUSTODIAN B	SSC/AUBURN HIGH/TERMINAL PARK	MARTINEZ SALOMON, CELIA	5/17/2021	8.00	$21.40	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	C-CUSTODIAN B	SSC/AHS/AMHS/ARHS	MOUNTRY, SAI	5/20/2021	8.00	$21.40	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	C-CUSTODIAN B	SSC/MT. BAKER/ALPAC	SKAGEN, KIMBERLY	5/15/2021	8.00	$21.40	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	K-ASSISTANT COOK	CNS/AUBURN HIGH	RILEY, AUDREY	5/17/2021	3.50	$18.64	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
	CLASSIFIED	Q-BEHAVIOUR TECH	STUDENT SUPPORT	DAVISON, MIKAELA	6/21/2021	6.50	$34.75	QUALIFIED APPLICANT HIRED THROUGH THE INTERVIEW PROCESS
Rehire								
Resignation								
	CLASSIFIED	B-BUS DRIVER	TRANSPORTATION	EVAVOLD, MAX	6/30/2021			RETIREMENT
	CLASSIFIED	B-BUS DRIVER	TRANSPORTATION	PONIS, CARLA	5/28/2021			RETIREMENT
	CLASSIFIED	B-BUS DRIVER	TRANSPORTATION	SEMONES, LEONAKAY	5/28/2021			RESIGNATION
	CLASSIFIED	C-HEAD CUSTODIAN SEC	SUPPORT SERVICES	KHLEVNOY, ANATOLIY	7/30/2021			RETIREMENT
	CLASSIFIED	G-TRADE LEAD	SUPPORT SERVICES	INGHAM, DAVID	7/30/2021			RETIREMENT
	CLASSIFIED	P-CULINARY ARTS	AUB RIVERSIDE	MCLAUGHLIN, CATHERINE	8/31/2021			RETIREMENT
	CLASSIFIED	P-CULINARY ARTS	AUB RIVERSIDE	VANDEWEERT, ISAAC	8/31/2021			RESIGNATION
	CLASSIFIED	P-ELL	LAKE VIEW	ARMSTRONG, HOLLY	8/31/2021			RESIGNATION
	CLASSIFIED	P-LIBRARY ELEMENTARY	CHINOOK	MORRISON, CHAD	8/31/2021			RESIGNATION
	CLASSIFIED	Q-BOOKKEEPER	ADMIN	MCNULTY, KATHRYN	7/31/2021			RETIREMENT
Student								
Supervision								

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 14, 2021, the board, by a _____ vote, approves payments, totaling $7,407,843.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank of Washington:
Warrant Numbers 461056 through 461308, totaling $7,407,843.06

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
461056	3D4Medical Limited	06/14/2021	36,000.00
461057	A T S Automation Inc	06/14/2021	363.33
461058	Academy Schools	06/14/2021	6,538.00
461059	ADI Global Distribution	06/14/2021	54.93
461060	Agrishop Inc	06/14/2021	34.75
461061	Alpine Products Inc	06/14/2021	1,216.39
461062	Alrawe, Mazin	06/14/2021	185.05
461063	American Academy ~ Graduation	06/14/2021	32,496.48
461064	American Red Cross	06/14/2021	10.00
461065	American Residential Services	06/14/2021	641.89
461066	Apple Computer Inc	06/14/2021	4,705.68
461067	Assetgenie Inc Agparts	06/14/2021	40,701.25
461068	Auburn High School	06/14/2021	3,143.00
461069	Bellevue Comm College	06/14/2021	1,271.08
461070	Blue Stellar Production	06/14/2021	3,122.13
461071	Brian Keller Photography	06/14/2021	600.00
461072	Bryson Sales & Service	06/14/2021	195.88

Check Nbr	Vendor Name	Check Date	Check Amount
461073	BSN Sports LLC	06/14/2021	449.26
461074	Budget Office Products	06/14/2021	566.30
461075	CDW Government Inc	06/14/2021	10,139.01
461076	Century Link	06/14/2021	1,603.59
461077	Chandia, Safina	06/14/2021	15.00
461078	Cintas Corp Loc 461	06/14/2021	65,233.82
461079	City Of Auburn	06/14/2021	107,673.77
461080	City Of Auburn False Alarm Red	06/14/2021	100.00
461081	Clearview Ribbon Co Inc	06/14/2021	126.17
461082	Clover Park Technical College	06/14/2021	2,996.13
461083	Comcast	06/14/2021	400.68
461084	Consolidated Electrical Dist I	06/14/2021	501.23
461085	Cummins Inc	06/14/2021	1,985.78
461086	Custom Controls Corp	06/14/2021	3,497.88
461087	Daily Journal Of Commerce	06/14/2021	378.40
461088	Demco Inc	06/14/2021	1,388.17
461089	Dept Of Labor & Industries	06/14/2021	3,388.30
461090	Dept Of Retirement Systems	06/14/2021	2,562.96
461091	Didax Inc	06/14/2021	281.73
461092	Dieringer School District	06/14/2021	5,125.89
461093	Dobbs, Heidi L	06/14/2021	40.00
461094	Dorian Studio Inc	06/14/2021	4,650.00
461095	Downing, Pamela Renee	06/14/2021	40.00
461096	Drug Free Business	06/14/2021	1,287.00
461097	EB Bradley Company	06/14/2021	143.29

Check Nbr	Vendor Name	Check Date	Check Amount
461098	Edwards, Allene	06/14/2021	40.00
461099	Edward Don & Company Holdings	06/14/2021	4,893.34
461100	Enumclaw School District	06/14/2021	135.00
461101	Evelyn N Probert Literacy Cons	06/14/2021	6,690.00
461102	Explorelearning LLC	06/14/2021	3,295.00
461103	Family Outreach & Engagement N	06/14/2021	750.00
461104	Fastsigns Of Auburn	06/14/2021	6,288.88
461105	Ferguson Enterprises Inc #3007	06/14/2021	717.00
461106	Fernando, Autumn	06/14/2021	263.50
461107	Flippen Group LLC	06/14/2021	3,000.00
461108	Follett School Solutions Inc	06/14/2021	1,381.06
461109	Frontline Technolgies Group LL	06/14/2021	31,952.58
461110	Gaffney, Steven	06/14/2021	19.00
461111	George-Wrynn, Holly	06/14/2021	40.00
461112	Ghumman, Sangeeta	06/14/2021	90.00
461113	Goodway Technologies Corp	06/14/2021	1,296.00
461114	Goody Man Distributing Inc	06/14/2021	2,971.93
461115	Vendor Continued Check	06/14/2021	0.00
461116	Vendor Continued Check	06/14/2021	0.00
461117	Vendor Continued Check	06/14/2021	0.00
461118	Vendor Continued Check	06/14/2021	0.00
461119	Vendor Continued Check	06/14/2021	0.00
461120	Gosney Motor Parts Inc	06/14/2021	1,628.58
461121	Grainger Dept 810392688	06/14/2021	265.81
461122	Green River Community College	06/14/2021	1,241,808.76

Check Nbr	Vendor Name	Check Date	Check Amount
461123	Griffin, Jessica A	06/14/2021	12,749.75
461124	Harper Brush Distributors Inc	06/14/2021	198.74
461125	Harton, Jack H	06/14/2021	150.00
461126	Hassan, Nabeel	06/14/2021	40.00
461127	HD Fowler Company Inc	06/14/2021	184.40
461128	Heart Rate Inc	06/14/2021	7,897.00
461129	Highline Community College	06/14/2021	56,489.63
461130	Highline School District #401	06/14/2021	2,148.54
461131	Vendor Continued Check	06/14/2021	0.00
461132	Honeysett, Terrie Ann	06/14/2021	23,269.65
461133	Houghton Mifflin Harcourt	06/14/2021	1,200.00
461134	Iman, Katherine	06/14/2021	40.00
461135	Intermountain Lock & Security	06/14/2021	1,388.48
461136	Interstate Battery Systems	06/14/2021	279.08
461137	Ipevo Inc	06/14/2021	9,075.72
461138	Vendor Continued Check	06/14/2021	0.00
461139	JCD Repair LLC	06/14/2021	6,869.14
461140	Jensen, Brad	06/14/2021	40.00
461141	Jones, Michael D	06/14/2021	40.00
461142	Jostens	06/14/2021	161.15
461143	Jostens Inc	06/14/2021	762.52
461144	KDL Hardware Supply Inc	06/14/2021	200.23
461145	Khela, Jaspreet	06/14/2021	40.00
461146	King County Directors Assn	06/14/2021	2,776.82
461147	Lake Wash School District	06/14/2021	461.86

Check Nbr	Vendor Name	Check Date	Check Amount
461148	Lakeshore Learning Materials	06/14/2021	145.61
461149	Lee, Young	06/14/2021	40.00
461150	Long Building Technologies	06/14/2021	1,156.05
461151	Vendor Continued Check	06/14/2021	0.00
461152	Vendor Continued Check	06/14/2021	0.00
461153	Vendor Continued Check	06/14/2021	0.00
461154	Vendor Continued Check	06/14/2021	0.00
461155	Lowes HIW Inc	06/14/2021	1,915.49
461156	MacGill & Co	06/14/2021	130.00
461157	Mangosing, Michelle N	06/14/2021	120.00
461158	Massey, Cliff	06/14/2021	6.95
461159	Maxim Staffing Solutions	06/14/2021	2,712.00
461160	McGraw Hill School Education	06/14/2021	1,002.36
461161	Vendor Continued Check	06/14/2021	0.00
461162	Micontrols Inc	06/14/2021	3,780.72
461163	MSC Industrial Supply Co	06/14/2021	683.79
461164	Mt Baker M S	06/14/2021	22.00
461165	Munoz, Froylan	06/14/2021	40.00
461166	National Construction Rentals	06/14/2021	340.00
461167	Nuc02 LLC	06/14/2021	231.90
461168	NW Textbook Depository	06/14/2021	579.13
461169	OBrien, Theresa	06/14/2021	72.50
461170	Office Depot Inc Acct#8011 073	06/14/2021	293.86
461171	Olympic Esd 114	06/14/2021	1,243.38
461172	OSPI Child Nutrition Serv	06/14/2021	4,143.14

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Check Nbr Vendor Name                      Check Date              Check Amount
   461173 Pacific Interpreters Inc         06/14/2021                  3,543.51
   461174 Pacific Support Systems Inc      06/14/2021                  3,290.54
   461175 Pacific Welding Supplies         06/14/2021                    126.50
   461176 Pacifica Law Group LLP           06/14/2021                  4,982.00
   461177 Peltzer, Jeffrey                 06/14/2021                     40.00
   461178 Person, Ken                      06/14/2021                     40.00
   461179 Petrie, Michelle L               06/14/2021                     67.75
   461180 Petro Card                       06/14/2021                 54,841.50
   461181 Philips Medical Systems          06/14/2021                  1,440.60
   461182 Phonak LLC                       06/14/2021                  2,475.98
   461183 Pierce College                   06/14/2021                 35,745.01
   461184 Pitney Bowes Postage By Phone    06/14/2021                 17,000.00
   461185 Pitney Bowes Presort Services    06/14/2021                  5,000.00
   461186 Pitzl, Tracy                     06/14/2021                     40.00
   461187 Vendor Continued Check           06/14/2021                      0.00
   461188 Vendor Continued Check           06/14/2021                      0.00
   461189 Platt Electric Supply Corp       06/14/2021                  2,976.13
   461190 Postmaster Auburn                06/14/2021                  1,388.87
   461191 Principals Assoc Of North Puge   06/14/2021                  1,500.00
   461192 Printco   Hill Print Inc         06/14/2021                  5,719.98
   461193 Proshred Seattle                 06/14/2021                    120.00
   461194 Puget Sound Energy Electric      06/14/2021                 99,669.77
   461195 Puyallup School Dist             06/14/2021                    468.00
   461196 Quach, Diana                     06/14/2021                     11.00
   461197 Quality Projects LLC             06/14/2021                 12,012.00
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Check Nbr	Vendor Name	Check Date	Check Amount
461198	Ratliff, Kevin	06/14/2021	14.79
461199	Vendor Continued Check	06/14/2021	0.00
461200	Really Great Reading Company L	06/14/2021	164,923.09
461201	Renton School District #403	06/14/2021	29.19
461202	Renton Technical College	06/14/2021	2,690.69
461203	Riddell All American Sports Co	06/14/2021	10,373.25
461204	Robbins, Kirk Gary	06/14/2021	5,600.00
461205	Rodda Paint Co	06/14/2021	789.17
461206	Roland, Abbie K	06/14/2021	40.00
461207	Ruiz, Katherine	06/14/2021	180.00
461208	RWC International Ltd Inc	06/14/2021	1,271.03
461209	Sandness, Belinda	06/14/2021	40.00
461210	Sarco Supply LLC	06/14/2021	16,697.71
461211	Scarff Ford	06/14/2021	29,006.57
461212	Scholastic Book Fairs - 8	06/14/2021	275.74
461213	Seatemp	06/14/2021	716.26
461214	Secoma Fence Inc	06/14/2021	305.48
461215	Shipp-Martinez, Shauna Mj	06/14/2021	19.00
461216	Shongolo, Haji	06/14/2021	16.99
461217	Six Robblees Inc	06/14/2021	663.09
461218	SkillsUSA Of Washington	06/14/2021	300.00
461219	Smith, Jeannie	06/14/2021	120.00
461220	Smith, Krista	06/14/2021	360.00
461221	Soliant Health LLC	06/14/2021	9,450.00
461222	Sound	06/14/2021	5,000.00

Check Nbr	Vendor Name	Check Date	Check Amount
461223	Sound Energy Systems	06/14/2021	1,156.05
461224	Sports Imports L2369	06/14/2021	4,178.46
461225	Vendor Continued Check	06/14/2021	0.00
461226	Vendor Continued Check	06/14/2021	0.00
461227	Staples Business Advantage	06/14/2021	1,356.72
461228	State Auditor's Office Legis B	06/14/2021	7,091.37
461229	Stationary Engineers Training	06/14/2021	2,050.00
461230	Stroud, Steven	06/14/2021	80.00
461231	Stusser Electric Company	06/14/2021	555.17
461232	Vendor Continued Check	06/14/2021	0.00
461233	Supplyworks Interline Brands	06/14/2021	12,108.91
461234	T-Mobile USA Inc	06/14/2021	4,777.40
461235	Tacoma Community College Ed	06/14/2021	1,201.84
461236	Tenner, Tina Marie	06/14/2021	40.00
461237	Thomas, Nichole R	06/14/2021	111.50
461238	Tipton, Leiden	06/14/2021	40.00
461239	Total Reclaim Inc	06/14/2021	1,397.28
461240	Totem Logistics Inc DBA Seattl	06/14/2021	932.58
461241	Troxell Communications Inc	06/14/2021	1,078.39
461242	Unifirst Corporation	06/14/2021	894.19
461243	United Parcel Service	06/14/2021	15.93
461244	United Salad Of Washington	06/14/2021	10,073.00
461245	Unleash The Brilliance	06/14/2021	7,600.00
461246	Verizon Wireless	06/14/2021	1,448.42
461247	Villegas, Jasmine	06/14/2021	50.00

Check Nbr	Vendor Name	Check Date	Check Amount
461248	Vilmas Signs	06/14/2021	1,156.05
461249	Vo, Loan	06/14/2021	12.00
461250	Vo, Quang	06/14/2021	40.00
461251	Wash Cedar & Supply Co	06/14/2021	33.03
461252	Wash Schools Risk Mgmt Pool Ms	06/14/2021	5,000.00
461253	WASWUG/WSIPC	06/14/2021	200.00
461254	Waynes Roofing Inc	06/14/2021	34,232.29
461255	West Safety Services Inc	06/14/2021	382.80
461256	Western Exterminator Co	06/14/2021	165.15
461257	Western Equipment Distributors	06/14/2021	23.20
461258	Williams, Stephanie A	06/14/2021	278.80
461259	Woo, Justina Jade	06/14/2021	65.28
461260	Wood, Tefonie	06/14/2021	50.18
461261	Ymca Of Greater Seattle Billin	06/14/2021	33,500.00
461262	Aspect Consulting LLC	06/14/2021	1,412.50
461263	BLRB Architects PS	06/14/2021	69,373.06
461264	CDW Government Inc	06/14/2021	723.22
461265	City Of Auburn	06/14/2021	283,969.53
461266	City Of Auburn	06/14/2021	54,934.92
461267	City Of Auburn	06/14/2021	60,409.34
461268	City Of Auburn	06/14/2021	367,073.98
461269	City Of Auburn	06/14/2021	2,047.06
461270	Dell Marketing LP % Dell USA L	06/14/2021	1,761.60
461271	Dutton Electric Company Inc	06/14/2021	116,901.68
461272	Hargis Engineers Inc	06/14/2021	24,174.75

Check Nbr	Vendor Name	Check Date	Check Amount
461273	ICF Jones & Stokes Inc	06/14/2021	480.00
461274	King County Directors Assn	06/14/2021	1,106.51
461275	Krazan And Associates Inc	06/14/2021	380.00
461276	NAC Architecture Inc	06/14/2021	400,647.27
461277	Performance Validation Inc	06/14/2021	3,881.40
461278	Puget Sound Energy Electric	06/14/2021	483.65
461279	Puget Sound Energy Electric	06/14/2021	76,093.12
461280	Puget Sound Energy Electric	06/14/2021	323,750.52
461281	Shannon & Wilson Inc	06/14/2021	12,480.95
461282	Vendor Continued Check	06/14/2021	0.00
461283	Shockey Planning Group Inc	06/14/2021	4,942.50
461284	Skanska USA Building, Inc.	06/14/2021	3,138,498.91
461285	Troxell Communications Inc	06/14/2021	9,312.10
461286	Wash State Dept Of Transportat	06/14/2021	81.20
461287	Amanda Howse Photography	06/14/2021	150.00
461288	Auburn Food Bank	06/14/2021	305.00
461289	Auburn Senior H S	06/14/2021	430.00
461290	Image Masters Inc	06/14/2021	972.95
461291	Kent Police Foundation	06/14/2021	5.00
461292	Learning For Living Inc	06/14/2021	7,500.00
461293	Lim, Kim L	06/14/2021	28.00
461294	NW Cascade Inc	06/14/2021	285.00
461295	Ringer, Sandy	06/14/2021	125.00
461296	STT Sports Lettering	06/14/2021	485.54
461297	Taylor Publishing Company	06/14/2021	1,175.00

Check Nbr Vendor Name   Check Date   Check Amount
   461298 Taylor Publishing Company   06/14/2021   1,183.81
   461299 Universal Athletic Service Inc   06/14/2021   890.17
   461300 Western Wash Entertainment LLC   06/14/2021   724.52
   461301 Wilson, Mark Hilliard   06/14/2021   100.00
   461302 Auburn High School   06/14/2021   100.00
   461303 Auburn Mountainview H S   06/14/2021   25.00
   461304 Auburn Riverside H S   06/14/2021   15.00
   461305 Cascade M S   06/14/2021   25.00
   461306 Mt Baker M S   06/14/2021   1,352.00
   461307 Rivera, Cielo And University O   06/14/2021   3,050.00
   461308 West Auburn High School   06/14/2021   736.89

      253 Computer   Check(s) For a Total of   7,407,843.06

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       0      Manual        Checks For a Total of                         0.00

       0      Wire Transfer Checks For a Total of                         0.00

       0      ACH           Checks For a Total of                         0.00

     253      Computer      Checks For a Total of                 7,407,843.06

Total For 253   Manual, Wire Tran, ACH & Computer Checks         7,407,843.06

Less       0    Voided        Checks For a Total of                       0.00

                              Net Amount                         7,407,843.06
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F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	4,714.28	2,618.78	2,425,926.35	2,433,259.41
20	Capital Projects	0.00	0.00	4,954,919.77	4,954,919.77
40	ASB Fund	5.00	28.00	14,326.99	14,359.99
70	Private Purpose	0.00	0.00	5,303.89	5,303.89

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 14, 2021, the board, by a _____ vote, approves payments, totaling $69,488.26. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank Wire Transfers:
Wire Transfer Payments 202000240 through 202000256, totaling $69,488.26

Secretary   _____   Board Member _____

Board Member   _____   Board Member _____

Board Member   _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
202000240	Dishnetwork	06/14/2021	74.38
202000252	City Of Auburn Utilities	06/14/2021	52,828.37
202000253	City Of Pacific	06/14/2021	2,197.90
202000254	Republic Services #176	06/14/2021	4,775.66
202000255	Water District #111	06/14/2021	3,537.47
202000256	Waste Management Recycle Compa	06/14/2021	6,074.48

        6   Wire Transfer Check(s) For a Total of   69,488.26

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          0    Manual       Checks For a Total of                    0.00

          6    Wire Transfer Checks For a Total of              69,488.26

          0    ACH          Checks For a Total of                    0.00

          0    Computer     Checks For a Total of                    0.00

Total For 6    Manual, Wire Tran, ACH & Computer Checks         69,488.26

Less      0    Voided       Checks For a Total of                    0.00

                            Net Amount                          69,488.26
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F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	69,488.26	69,488.26

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 14, 2021, the board, by a _____ vote, approves payments, totaling $4,780,703.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:
ACH Numbers 202102027 through 202102237, totaling $4,780,703.14

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
202102027	Abraham, Kadalena Margarita	06/14/2021	500.00
202102028	Advanced Medical Personnel Ser	06/14/2021	5,250.00
202102029	Alderete, Nina Marie	06/14/2021	250.00
202102030	Alta Language Services Inc	06/14/2021	1,914.00
202102031	Amado, Sonia	06/14/2021	300.00
202102032	Vendor Continued Check	06/14/2021	0.00
202102033	Vendor Continued Check	06/14/2021	0.00
202102034	Vendor Continued Check	06/14/2021	0.00
202102035	Vendor Continued Check	06/14/2021	0.00
202102036	Vendor Continued Check	06/14/2021	0.00
202102037	Vendor Continued Check	06/14/2021	0.00
202102038	Vendor Continued Check	06/14/2021	0.00
202102039	Amazon Capital Services Inc	06/14/2021	10,965.15
202102040	Ampersand Therapy LLC	06/14/2021	7,980.00
202102041	Amplified IT LLC	06/14/2021	55,440.00
202102042	Anderson, Amy Lynn	06/14/2021	174.52
202102043	Andersen, Kenneth W	06/14/2021	313.79

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Check Nbr Vendor Name                     Check Date              Check Amount

202102044 Auburn School Dist Revolving F  06/14/2021                  2,571.11

202102045 Battey, Stephen John            06/14/2021                    194.59

202102046 Baumstark, Patria R             06/14/2021                    350.00

202102047 Bennett, Jennifer Lawrence      06/14/2021                    600.00

202102048 Benshoof, Kelly Ann             06/14/2021                    192.50

202102049 Bergstrom, Madeline Rose        06/14/2021                     91.24

202102050 Beth Sutton, Coms               06/14/2021                  1,789.22

202102051 Bortoluzzi, Kelsi Jo            06/14/2021                  1,219.39

202102052 Bright, Aleasha Lachelle Chris  06/14/2021                     46.59

202102053 Brooks, Stacey Lorraine         06/14/2021                    600.00

202102054 Brown, Karen L                  06/14/2021                    600.00

202102055 Cairney, Dawne Marie            06/14/2021                    181.12

202102056 Caliebe, Kamlyn Jo              06/14/2021                    650.00

202102057 Carter, Jeremiah Daniel         06/14/2021                    295.60

202102058 Castro-Acosta, Ileana           06/14/2021                    277.21

202102059 Childrens Institute For Learni  06/14/2021                  6,500.00

202102060 Choi, Sonia Sunhee              06/14/2021                     12.15

202102061 Colburn, Deanna Louise          06/14/2021                    500.00

202102062 Colburn, Sally Anne             06/14/2021                    267.71

202102063 Crater, Lauren Breanne          06/14/2021                    600.00

202102064 Cumberland Therapy Services LL  06/14/2021                  8,244.00

202102065 Dahling, Noma Jean              06/14/2021                    100.00

202102066 Dairy Fresh Farms Inc           06/14/2021                 19,253.44

202102067 Davis, Aaron Duane              06/14/2021                     99.00

202102068 Decker, Michael Edward          06/14/2021                     40.00
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Check Nbr	Vendor Name	Check Date	Check Amount
202102069	DeFrancesco, Andrew J	06/14/2021	500.00
202102070	Dehoet, Sherry Lynn	06/14/2021	100.00
202102071	Dofredo, Rachel Jean	06/14/2021	600.00
202102072	Donato, Suzanne Marie	06/14/2021	250.00
202102073	Dozier, Alethea Carlos	06/14/2021	600.00
202102074	Duffy, Kristina Perlita	06/14/2021	350.00
202102075	Dwyer, Veronica Jean	06/14/2021	600.00
202102076	Vendor Continued Check	06/14/2021	0.00
202102077	Vendor Continued Check	06/14/2021	0.00
202102078	Vendor Continued Check	06/14/2021	0.00
202102079	Dynamic Language Center Inc	06/14/2021	2,599.12
202102080	Edwards, Kurt Dale	06/14/2021	118.91
202102081	Eisenbacher, Robin Rebecca	06/14/2021	600.00
202102082	Emily Linkhorn	06/14/2021	2,340.00
202102083	Englander, Brandy Faith	06/14/2021	500.00
202102084	Evavold, Max Michael	06/14/2021	100.00
202102085	Fatbeam LLC	06/14/2021	39,892.25
202102086	Fiksdal, Kelly M	06/14/2021	26.42
202102087	Finley Scott, Erin L	06/14/2021	139.86
202102088	Fox, Brooke Suzanne	06/14/2021	103.84
202102089	Garber, Amber Anne	06/14/2021	396.35
202102090	Gary, Andrew B	06/14/2021	350.00
202102091	Gilbert, Ann Marie	06/14/2021	93.58
202102092	Glenn, Mycah Christine	06/14/2021	600.00
202102093	Gray, Margaret E	06/14/2021	44.00

Check Nbr	Vendor Name	Check Date	Check Amount
202102094	Greco, Gina A	06/14/2021	600.00
202102095	Greenwood, Michelle Lynn	06/14/2021	350.00
202102096	Guerrero Gomez, Marvin Jose	06/14/2021	100.00
202102097	Hanson, Jessica Lannette	06/14/2021	100.00
202102098	Hauser, Kristen Beth	06/14/2021	600.00
202102099	Hess, Lyn Marie	06/14/2021	193.70
202102100	Hunter, Pilar Alicia	06/14/2021	300.00
202102101	Hupperten, Michelle R S	06/14/2021	376.03
202102102	Hyde, Shannon Lea	06/14/2021	600.00
202102103	Idler, Cassie M	06/14/2021	500.00
202102104	Ireland, Lindsey N	06/14/2021	600.00
202102105	Jacobsen, Alyssa Kay	06/14/2021	295.41
202102106	Jilbert, Crystal L	06/14/2021	600.00
202102107	Johnson, Isaiah David	06/14/2021	8.00
202102108	Jones, Tresa A	06/14/2021	48.31
202102109	JW Pepper & Son Inc	06/14/2021	141.96
202102110	Kapustin, Christina Jessica	06/14/2021	500.00
202102111	Kauffman, Teresa Jean	06/14/2021	500.00
202102112	Kaup, Thomas Joseph	06/14/2021	600.00
202102113	Kearney, Karen Jeanine	06/14/2021	600.00
202102114	Keller, Brian M	06/14/2021	600.00
202102115	Kniss, Kennedy Lee	06/14/2021	500.00
202102116	Kolowinski, Mary Michelle	06/14/2021	67.50
202102117	Kukors, Jaapje A	06/14/2021	8.96
202102118	Kytaiev, Yurii	06/14/2021	32.37

Check Nbr	Vendor Name	Check Date	Check Amount
202102119	Labrie, James Edward	06/14/2021	108.90
202102120	Lagueux, Michele Denise	06/14/2021	569.05
202102121	Lai, Yuen Chun	06/14/2021	70.72
202102122	Lam, Tan Van	06/14/2021	20.16
202102123	Latawiec, Toni Louise	06/14/2021	166.16
202102124	Lewis, Shaunessy Corte	06/14/2021	79.20
202102125	Long, Stephanie Janae	06/14/2021	220.02
202102126	Lorengo, Laurie Anne	06/14/2021	105.73
202102127	Malchevskiy, Sergey Viktor	06/14/2021	48.16
202102128	Malchevskiy, Viktor Nikolayevi	06/14/2021	35.28
202102129	Malone, Corin G	06/14/2021	600.00
202102130	Marosok, Caitlin Jeanne	06/14/2021	511.89
202102131	Marquis, Tamesha L	06/14/2021	1,200.00
202102132	Marshallese Consultant	06/14/2021	7,100.00
202102133	Marshall, Laura Jensen	06/14/2021	93.44
202102134	Martinez, Jannes Patricia	06/14/2021	220.75
202102135	Marx, Leanne Nalani	06/14/2021	433.72
202102136	Mason, Rachel E	06/14/2021	89.15
202102137	Matt, Krysta Nicole	06/14/2021	85.44
202102138	McGraw, Deborah Michelle	06/14/2021	600.00
202102139	Means, Eva Dawn	06/14/2021	600.00
202102140	Medina, Frank	06/14/2021	600.00
202102141	Melanson, Sasia Terese	06/14/2021	600.00
202102142	Messmer, Melissa Kaye	06/14/2021	752.91
202102143	Micro Computer Systems Inc	06/14/2021	99,725.29

Check Nbr	Vendor Name	Check Date	Check Amount
202102144	Mogren, Jennifer Ann	06/14/2021	600.00
202102145	Mohammed, Haruna	06/14/2021	99.09
202102146	Mohler, Eric Ronald	06/14/2021	600.00
202102147	Monsen, Andrew David	06/14/2021	600.00
202102148	Moser, Sarah Kay	06/14/2021	46.23
202102149	Moyd, Cheryl Ce	06/14/2021	350.00
202102150	Muxen, Matthew A	06/14/2021	350.00
202102151	Neu, Susan Lynnette	06/14/2021	600.00
202102152	Ocegueda, Liliana Guadalupe	06/14/2021	300.00
202102153	OETC	06/14/2021	636.00
202102154	Orca Pacific Inc	06/14/2021	170.10
202102155	Ostrander, Elise Stewart	06/14/2021	309.00
202102156	Ostrander, Thomas Alton	06/14/2021	879.50
202102157	Park, Haewon	06/14/2021	350.00
202102158	Peterson, Monica Ashley	06/14/2021	600.00
202102159	Peters, Trina Lynalice	06/14/2021	277.71
202102160	Pomeroy, Catherine Therese	06/14/2021	600.00
202102161	Pratt, Robin J	06/14/2021	128.41
202102162	Price, Christy Anne	06/14/2021	350.00
202102163	Price, Jon William	06/14/2021	350.00
202102164	Prock, Carrie L	06/14/2021	246.26
202102165	PSF Mechanical Inc	06/14/2021	930.35
202102166	Quist, Marie Renee	06/14/2021	30.00
202102167	Radcliff, Beth L	06/14/2021	304.35
202102168	Ramirez, Lucio L	06/14/2021	99.08

Check Nbr	Vendor Name	Check Date	Check Amount
202102169	Rester, Juli H	06/14/2021	329.99
202102170	Rhodes, Catherine Helen	06/14/2021	500.00
202102171	Robayo White, Martha C	06/14/2021	350.00
202102172	Roberson, Amanda Sue	06/14/2021	350.00
202102173	Robertson, Penni Joanne	06/14/2021	52.43
202102174	Rodriguez, Jesse Ann	06/14/2021	306.03
202102175	Rose-Fufa, Carly Jo	06/14/2021	142.60
202102176	Rude, Melissa Marie	06/14/2021	500.00
202102177	Sage Publications Inc	06/14/2021	10,000.00
202102178	Sandland, Gina M	06/14/2021	600.00
202102179	Sanow, Candace Marie	06/14/2021	50.59
202102180	Schaper, Kelly Jean	06/14/2021	12.88
202102181	Schetky NW Sales Inc	06/14/2021	2,274.49
202102182	Shu-Minutoli, Karen	06/14/2021	89.66
202102183	Smith, Tori Ann	06/14/2021	605.82
202102184	Snyder, Cheryl Sue	06/14/2021	600.00
202102185	Sound Discipline	06/14/2021	4,620.00
202102186	Spring, Sarah Lynne	06/14/2021	500.00
202102187	Stenson, Rikki Jo	06/14/2021	149.00
202102188	Sturm, Milena Jankovich	06/14/2021	253.99
202102189	Sullivan, Linda Chantal	06/14/2021	89.75
202102190	Sunbelt Staffing LLC	06/14/2021	4,462.50
202102191	Superior Tire Service Inc	06/14/2021	8,293.59
202102192	Swanson, Darlene Renee	06/14/2021	108.90
202102193	Szymusiak, Jody LYNN	06/14/2021	65.00

Check Nbr	Vendor Name	Check Date	Check Amount
202102194	Technology Express	06/14/2021	3,830.40
202102195	Ted Brown Music Company	06/14/2021	457.07
202102196	Thomas, Pauline Mildred	06/14/2021	40.68
202102197	Time Equipment Company	06/14/2021	1,072.78
202102198	Trujillo, Nelda	06/14/2021	523.55
202102199	Tyler Technologies Inc	06/14/2021	31,529.11
202102200	Vendor Continued Check	06/14/2021	0.00
202102201	Vendor Continued Check	06/14/2021	0.00
202102202	Vendor Continued Check	06/14/2021	0.00
202102203	Vendor Continued Check	06/14/2021	0.00
202102204	Vendor Continued Check	06/14/2021	0.00
202102205	US Bank Corp Procurement Card	06/14/2021	61,072.04
202102206	Vendor Continued Check	06/14/2021	0.00
202102207	Vendor Continued Check	06/14/2021	0.00
202102208	Vendor Continued Check	06/14/2021	0.00
202102209	US Bank CTE P Cards	06/14/2021	43,260.20
202102210	Vendor Continued Check	06/14/2021	0.00
202102211	US Foods Inc	06/14/2021	110,565.58
202102212	Usborne, Scott D	06/14/2021	600.00
202102213	Valley Cities Counseling	06/14/2021	4,750.00
202102214	Vasquez Camarillo, Maribel	06/14/2021	10.00
202102215	Vega Colon, Norma Iris	06/14/2021	95.84
202102216	Vu, Tonni Blaisdell	06/14/2021	128.00
202102217	Ward, Mechelle K	06/14/2021	100.00
202102218	Weatherford, Jammie Patricia	06/14/2021	40.00

Check Nbr	Vendor Name	Check Date	Check Amount
202102219	White, Kenny L	06/14/2021	350.00
202102220	Wilkinson, Lisa M	06/14/2021	179.36
202102221	Williams, Christina Lynn	06/14/2021	600.00
202102222	Williams, Gelinda Marie	06/14/2021	1,398.82
202102223	Williams, Jennifer Catherine	06/14/2021	156.40
202102224	Absher Construction Co	06/14/2021	4,114,386.76
202102225	Amazon Capital Services Inc	06/14/2021	94.67
202102226	Micro Computer Systems Inc	06/14/2021	32,522.44
202102227	Technology Express	06/14/2021	4,716.66
202102228	US Bank Corp Procurement Card	06/14/2021	1,092.81
202102229	Auburn Senior High Imprest	06/14/2021	1,772.64
202102230	Benedict, Meri Muirhead	06/14/2021	68.37
202102231	DK Custom Ink	06/14/2021	881.93
202102232	Killett, Casey Ann	06/14/2021	183.40
202102233	Kuykendall, Timothy Lloyd	06/14/2021	85.00
202102234	Vendor Continued Check	06/14/2021	0.00
202102235	US Bank Corp Procurement Card	06/14/2021	15,831.12
202102236	US Foods Inc	06/14/2021	292.54
202102237	US Bank Corp Procurement Card	06/14/2021	176.80

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          211  ACH          Check(s) For a Total of          4,780,703.14
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         0     Manual        Checks For a Total of                       0.00

         0     Wire Transfer Checks For a Total of                       0.00

       211     ACH           Checks For a Total of              4,780,703.14

         0     Computer      Checks For a Total of                       0.00

Total For 211  Manual, Wire Tran, ACH & Computer Checks        4,780,703.14

Less      0    Voided        Checks For a Total of                       0.00

                             Net Amount                        4,780,703.14
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F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,210.78	219.05	607,168.17	608,598.00
20	Capital Projects	0.00	0.00	4,152,813.34	4,152,813.34
40	ASB Fund	-76.05	0.00	19,191.05	19,115.00
70	Private Purpose	0.00	0.00	176.80	176.80

The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of June 14, 2021, the board, by a _____ vote,
approves payments, totaling $7,316.28. The payments are further identified
in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:
ACH Numbers 202102238 through 202102240, totaling $7,316.28

Secretary   _____   Board Member _____

Board Member   _____   Board Member _____

Board Member   _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
202102238	Dept Of Revenue State Of Wash	06/14/2021	7,059.84
202102239	Dept Of Revenue State Of Wash	06/14/2021	116.15
202102240	Dept Of Revenue State Of Wash	06/14/2021	140.29

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        3     ACH          Check(s) For a Total of              7,316.28
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        0      Manual         Checks For a Total of                        0.00

        0      Wire Transfer Checks For a Total of                         0.00

        3      ACH            Checks For a Total of                    7,316.28

        0      Computer       Checks For a Total of                        0.00

Total For 3    Manual, Wire Tran, ACH & Computer Checks                7,316.28

Less      0    Voided         Checks For a Total of                        0.00

                              Net Amount                               7,316.28
```

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	7,059.84	0.00	0.00	7,059.84
20	Capital Projects	116.15	0.00	0.00	116.15
40	ASB Fund	140.29	0.00	0.00	140.29

SCHOOL BOARD RESOLUTION
Electronic form available at: **wiaa.com/resolution.aspx**
Return by the second Friday in June annually.

WIAA
Est. 1905
WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION

School District Type (select one): ☒ **Public** ☐ **Private** ☐ **Charter** ☐ **Tribal**

School District Name: Auburn School District   **Resolution #** (optional): Type number here   **Date**: May 20, 2021

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE & MEMBERSHIP BILLING

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA officials officiate, and which are authorized and offered by School Board approval and listed on the school's WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a $100.00 late fee.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Alan Spicciati   Signature:_____

School Board President (if applicable): Laurie Theimer   Signature:_____

School Board Members (list WIAA Contact as first school board member):

1. Laurie Bishop   Signature:_____

2. Tracy Arnold   Signature:_____

3. Arlista Holman   Signature:_____

4. Sheilia McLaughlin   Signature:_____

5.   Signature:_____

PREPARING YOUTH FOR LIFE, FROM ONE GENERATION TO THE NEXT.

SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. Hybrid Learning Update

    Ryan Foster, Associate Superintendent of Principal Leadership and School Programs will have Terminal Park Elementary School principal, Mike Weibel, and Kindergarten teacher, Tami Manning give an update on Hybrid Learning. Mr. Foster will also introduce Hazelwood Elementary School Principal, Sally Colburn and 4th/5th combination Grades teacher, Karen Kearney to give a hybrid learning update.

2. High School ELA for ELL 1, 2, and 3 – First Reading

    Starting in the 2019-2020 School Year, the Auburn School District determined a need for new EL curriculum. Heidi Harris, Assistant Superintendent of the Department of Student Learning, will introduce the presentation team of Maeghan Bowman, EL Coordinator and Emily Marsh, EL Teacher from Auburn High School, who helped facilitate the curriculum adoption process. Maeghan Bowman will report on the work of the Piloting Team and share a presentation describing their recommendations for implementation over the next few months beginning with summer 2021 and continuing through spring 2022, and answer any questions from the board.

Recommendation:	That the board approve the new EL curriculum recommendations for first reading, with second reading scheduled for June 28th.

3. High School ELA LA 9 - LA 10 - American Literature Honors 9 - Honors 10 Recommendations – First Reading

    Starting in the 2020-2021 School Year, the Auburn School District determined a need for new ELA curriculum. Heidi Harris, Assistant Superintendent of the Department of Student Learning, will introduce the presentation team of Adam Ladage, Director of 6-12 Student Learning who helped facilitate the curriculum adoption process, Heidi Bendt, Language Arts Teacher from Auburn Mountainview High School, and Abigail Grisel, Language Arts Teacher from Auburn High School,. Adam Ladage will report on the work of the Piloting Team and share a presentation describing their recommendations for purchase of materials implementation over the next few months beginning with summer 2021 and continuing through spring 2022, and answer any questions from the board.

Recommendation:	That the board approve the new ELA curriculum recommendations for first reading, with second reading scheduled for June 28th.

National Geographic EDGE

- Updated and diverse content
- Aligned with state ELD standards
- Strong support to English Learners in acquiring both oral and literacy skills in English
- Rigorous content and opportunities for growth

ALIGNED STANDARDS

- CURRENT: ELPA21
- 2021-2022: WIDA
- COMMON CORE ALIGNED

ADOPTION TIMELINE

March 2020

Agreement to Pilot

November 2020–January 2021

Piloting of Curriculum

February 2021

Vote to Adopt Curriculum

March – June 2021

Development of Scope and Sequence

September 2021

Implementation of curriculum in the classroom

PILOT PARTICIPANTS

AHS	AMHS	ARHS	WAHS
Tamela (Darian) Hardy	Shaunessey Lewis	Vallery McCann	Karen (Kelly) Love
Emily Marsh	Alexander Wilde	Ana Kear	
Edna Salinas-Luchi	Laheeb Luay		
Suzanne Chorlins	Sarah Botkin		

Rubrics and Materials REVIEW

Rubrics Reviewed

- Equip
- Five Questions

Rubric Used

Compiled and curated from Equip and Five Questions

Guiding Questions

❖ Is there an articulated scope and sequence that builds English Proficiency?

❖ Do lessons actually teach or merely use language along a scope and sequence?

❖ Does the taught language support both academics and real-life contexts?

❖ Do the image and layout reflect our EL students and their needs?

❖ Are additional resources available to aid both teacher and student?

❖ Do assessments focus on accuracy, complexity, and fluency of language use?

❖ Are students provided opportunities to develop metalinguistic awareness?

Rubrics and Materials **REVIEW**

Materials Reviewed

- Edge
- Keystone
- EL Achieve

Rubrics and Materials REVIEW: Teacher Feedback on EDGE

Why would we pilot this?

- Significant improvement from Visions
- Good for higher levels
- Array of supporting materials
- Hits all language domains
- Comprehensive
- Skills-based

What issues does this curriculum address?

- Lack of sophistication
- More than just reading comprehension
- Thematic
- CCSS

Pilot Process

Fundamentals

Level A

Level B

It passed the tech review and it's unanimous!

Semester 2 of 19-20 and Semester 1 of 20-21

Pilot **Evaluation**

72.7%

- 27-question survey, average scores was 3 out of 4.
- Level 1 and Newcomer students- Inside the USA
- $ 106,279.00
- **Voted on and approved** by teachers on February 8, 2021
- **Voted on and approved** by High School Curriculum, Instruction, and Assessment committee on February 11, 2021
- **Voted on and approved** by the District Curriculum, Instruction, and Assessment committee on March 12, 2021

Impact

- 545 of the 817 EL Students enrolled in ASD high schools
- Foundational support with grade-level content for our newly arrived students
- Academically rigorous and culturally relevant instruction
- EMILY MARSH, AHS

Next Steps

- March-June: Building a Scope and Sequence

- August: Roll Out Scope and Sequence with training on District

  Designated Days

- November-January: Equity Inventory

- February- May: Scope and Sequence Revision

Questions?

Maeghan Bowman

6-12 EL Program Coordinator

mpbowman@auburn.wednet.edu

Supplemental Resources:

- [New WIDA Standards](#)
- [Rubric Used](#)
- [Meeting Notes (12/2018)](#)
- [Proposal to pilot](#) (3/10/2020)
  - [Pilot quote from National Geographic/Cengage](#)
- [Technical Review](#)
- Unanimous [vote](#) to pilot only Edge curriculum
- [Pilot Evaluation form](#)
- [Roll out Plan and Professional Development](#)

WIDA ELD Standards <u>Statements</u>

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
9-12 Score Range: 487 or below	9-12 Score Range: 488-538	9-12 Score Range: 539-630	9-12 Score Range 631-661	9-12 Score Range: 662 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information.	identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.	determining the meaning of general academic and content-specific words and phrases in literary and informational text; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources.	determining the meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings.	determining the meaning of figurative language, and idiomatic expressions; accurately identifying, summarizing, analyzing, and critiquing key points, main ideas and arguments of others presented in writing; gathering and synthesizing information from multiple written sources, evaluating the reliability of each source.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
9-12 Score Range: 484 or below	9-12 Score Range: 485-532	9-12 Score Range: 533-614	9-12 Score Range: 615-640	9-12 Score Range: 641 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.	writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.	using multiple complete sentences with organization and some details to develop an informational topic; constructing written claims to communicate clear, coherent, context-specific messages using a variety of language structures; participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; writing relevant questions that demonstrate understanding.	producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts, and issues; introducing and developing an informational topic with facts, details, and evidence.	producing a coherent narrative with details using compound and complex sentences, with complex and varied transitions to link the sections of a text and to clarify relationships among events and ideas; composing informational texts about a variety of topics with relevant details, concepts, examples, and information; expressing ideas clearly and persuasively; introducing and distinguishing a claim from a counter-claim, providing logically ordered, relevant reasons and supporting evidence to refute the counter-claim.

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
9-12 Score Range: 450 or below	9-12 Score Range: 451-490	9-12 Score Range: 491-570	9-12 Score Range: 571-612	9-12 Score Range: 613 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh- questions.	determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations.	determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding information and evidence to oral exchanges.	determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; demonstrating comprehension by participating in a range of discussion topics; inferring the intent and analyzing the speaker's development of themes and ideas; analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim.	determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; determining and summarizing central ideas or themes, analyzing their development and evidence discussed; construct meaning from oral presentations on academic topics and literary texts; inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
9-12 Score Range: 480 or below	9-12 Score Range: 481-535	9-12 Score Range: 536-592	9-12 Score Range: 593-618	9-12 Score Range: 619 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh- questions; expressing an opinion about a familiar topic.	producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.	speaking about informational and complex literary text or delivering short oral presentations using standard language forms; recounting a sequence of events with a beginning, middle, and end; introducing and developing an informational topic with facts and details and a conclusion; participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas.	using standard language forms and complex transitions to clarify relationships among events and ideas; analyzing and critiquing others' arguments; participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; developing presentations to communicate research; introducing and developing a claim or an informational topic with facts, details, and evidence.	participating in extended conversations and discussions and delivering oral presentations on a range of topics, texts, and issues; asking and answering questions to probe reasoning and claims; summarizing key ideas and evidence; fully developing a claim or topic with relevant details, concepts, examples, and information; analyzing and integrating information into a clearly organized oral text.

HS ELL Pilot Curriculum Rubric

Rating Scale: 0= no evidence, 1= little or weak evidence, 2= some or inconsistent, 3= sufficient and consistent

Is there an articulated scope and sequence that builds English Proficiency?

Early to late Emerging/Beginning

0	1	2	3

Early to late Expanding/Intermediate

0	1	2	3

Early to late Bridging/Advancing

0	1	2	3

Builds foundational vocabulary

0	1	2	3

Builds linguistic patterns

0	1	2	3

Links to CCSS thinking skills

0	1	2	3

Links to ELP standards

0	1	2	3

Do lessons actually teach or merely use language along a scope and sequence?

Language input is at proficiency level

0	1	2	3

Language output is modeled

0	1	2	3

Language use is explained

0	1	2	3

Ample student practice

0	1	2	3

Meaningful contexts

0	1	2	3

Focused on communicating skills

0	1	2	3

Integrates skills (reading, writing, listening, speaking)

0	1	2	3

Does the taught language support both academics and real-life contexts?

Academic discussions, reading, writing

0	1	2	3

Interpersonal purposes (adult, peer)

0	1	2	3

Pragmatics (usefulness/ application)

0	1	2	3

Variety of functions and purposes

0	1	2	3

Variety of language experiences

0	1	2	3

High level questioning

0	1	2	3

Engaging and culturally relevant readings

0	1	2	3

Includes fiction and non-fiction texts

0	1	2	3

Offers paired texts

0	1	2	3

Includes leveled readers

0	1	2	3

Includes primary sources

0	1	2	3

Multiple points of view are represented

0	1	2	3

Do the image and layout reflect our EL students and their needs?

Includes charts and illustrations

0	1	2	3

Includes audio-visual components

0	1	2	3

Graphics and pictures that represent diverse populations

0	1	2	3

Layout is easy to follow/not busy

0	1	2	3

Are additional resources available to aid both teacher and student?

Student practice online component

0	1	2	3

Teacher online component

0	1	2	3

Supports digital literacy

0	1	2	3

Offers consumables for students

0	1	2	3

Do assessments focus on accuracy, complexity, and fluency of language use?

Focus on vocabulary

0	1	2	3

Includes appropriate Tier II vocabulary

0	1	2	3

Focus on forms (applying grammatical knowledge flexibly)

0	1	2	3

Meaning-based application

0	1	2	3

Minute by minute

0	1	2	3

Daily

0	1	2	3

Weekly

0	1	2	3

End of unit

0	1	2	3

Are students provided opportunities to develop metalinguistics awareness?

Multiple ways to express similar ideas

0	1	2	3

Opportunities to experiment

0	1	2	3

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Qty	Update Qty	Product	Price	Quoted Price	Total
60		**Edge 2014 Fundamentals: Student Edition + myNGconnect (6-year access)** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285806884 / 1285806883	$118.50	$118.50	$7,110.00
60		**EDGE FUND MYNGCONNECT (1-YR)** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285775494 / 128577549X	$29.75	$29.75	$1,785.00
20		**Edge 2014 Fundamentals: Interactive Practice Book** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285760476 / 1285760476	$18.25	$18.25	$365.00
1		**Edge 2014 Fundamentals: Interactive Practice Book Teacher's Annotated Edition** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285760483 / 1285760484	$41.75	$41.75	$41.75
4		**Edge 2014 Fundamentals: Teacher's Edition Set** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285806914 / 1285806913	$377.50	$377.50	$1,510.00
1		**Edge 2014 Fundamentals: Leveled Library Classroom Set** National Geographic Learning 1st Edition [K12, 2009] 9780736259668 / 073625966X	$842.50	$842.50	$842.50
1		**Edge 2014 Fundamentals: Assessments Handbook** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285760636 / 1285760638	$141.00	$141.00	$141.00
80		**Edge 2014 A: Student Edition + myNGconnect (6-year access)** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285806921 / 1285806921	$118.50	$118.50	$9,480.00
105		**EDGE A MYNGCONNECT (1-YR)** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285775463 / 1285775465	$29.75	$29.75	$3,123.75

105		**Edge 2014 A: Interactive Practice Book** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285440064 / 1285440064	$18.25	$18.25	$1,916.25
4		**Edge 2014 A: Interactive Practice Book Teacher's Annotated Edition** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285443478 / 1285443470	$41.75	$41.75	$167.00
4		**Edge 2014 A: Teacher's Edition Set** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285806952 / 1285806956	$345.50	$345.50	$1,382.00
3		**Edge 2014 A: Leveled Library Classroom Set** National Geographic Learning 1st Edition [K12, 2009] 9780736239509 / 0736239502	$1,749.50	$1,749.50	$5,248.50
1		**Edge 2014 A: Complex Text Library Classroom Set** Moore/Short/Smith/Tatum 1st Edition [K12, 2014] 9781285846613 / 1285846613	$463.00	$463.00	$463.00
60		**Edge 2014 B: Student Edition + myNGconnect (6-year access)** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285806969 / 1285806964	$118.50	$118.50	$7,110.00
1		**Edge 2014 A: Assessment Handbook** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285443768 / 1285443764	$141.00	$141.00	$141.00
125		**Edge 2014 B: Interactive Practice Book** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285443423 / 128544342X	$18.25	$18.25	$2,281.25
125		**EDGE B MYNGCONNECT (1-YR)** Moore/Short/Smith/Tatum 1st Edition [K12, 2014] 9781285775470 / 1285775473	$29.75	$29.75	$3,718.75
4		**Edge 2014 B: Interactive Practice Book Teacher's Annotated Edition** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285443485 / 1285443489	$41.75	$41.75	$167.00
4		**Edge 2014 B: Teacher's Edition Set** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285806990 / 1285806999	$345.50	$345.50	$1,382.00
3		**Edge 2014 B: Leveled Library Classroom Set** National Geographic Learning 1st Edition [K12, 2009] 9780736239608 / 073623960X	$1,771.25	$1,771.25	$5,313.75
3		**Edge 2014 B: Assessment Handbook** Moore/Short/Smith/Tatum 2nd Edition [K12, 2014] 9781285443775 / 1285443772	$141.00	$141.00	$423.00
1		**Edge 2014: Placement Test 10-Pack** National Geographic Learning 1st Edition [K12, 2009] 9780736242158 / 0736242155	$40.00	$40.00	$40.00

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<u>Edge</u>
To Do:
- Uses (groups of students,etc.)
  - Not pre-literate students, all others
  - Not sufficient as a standalone curriculum for lower students
- Why would we adopt this?
  - Significant improvement from Visions
  - Good for higher levels
  - Array of supporting materials
  - Hits all language domains
  - Comprehensive
  - Skills-based
- What problem is this solving?
  - Lack of sophistication
  - More than just reading comprehension
  - Thematic
  - Address CCSS
- Does this continue to the next round of review?
  - Yes

Overall thoughts:
- "I like it."
- Visually interesting to students
- Higher levels do a better job tying in more culturally diverse texts
- Quality of questioning (HOTs)
- Students like the worksheets and the formats
- Like thematic units, lesson planner, transparencies
- Ample practice
- Starting discussions for units are good - very visual

Rubric:
- Is there an articulate scope and sequence that builds English Proficiency?
  - Yes
  - Concerned about newcomers and if we can reach student all the way down to brand new to language students
- Do lessons actually teach or merely use language along a scope and sequence?
  - Actually teach
- Does the taught language support both academics and real-life contexts?
  - Yes
  - Fundamentals - there's a lot of science tie-in and current events from a science perspective

- Do the images and layouts reflect our EL students and their needs?
  - Yes
  - Entry point discussions are relevant/visual
- Are additional resources available to aid both teacher and student?
  - Yes
  - And online
- Do assessments focus on accuracy, complexity, and fluency of language use?
  - Kind of (B & C, not A)
  - If a student can do level C, they can probably mainstream
- Are students provided opportunities to develop metalinguistics awareness?
  - Yes
  - Kind of separate, not intrinsic; needs to be incorporated

Please get Access World History for EL World Studies course.

Proposal to Pilot

High School
Curriculum for EL Language Arts

NG Edge Fundamentals
NG Edge Level A
NG Edge Level B

Proposal to Pilot

Subject Area: __EL Language Arts__   Course Title: __EL Language Arts 1, 2 & 3__

Purpose of Pilot:

X Pilot curriculum   ☐ Pilot Semester Course   ☐

☐ Pilot Full Year Course   ☐ Pilot other _____

Pilot Lead: __Maeghan Bowman__   School: __Auburn Mountainview High School__

Pilot Participants:

Teacher Name	**School**
Darian Hardy, Edna Salinas, Kyle Larson, Emily Marsh	Auburn High School
Maeghan Bowman, Shaunessy Lewis, Alex Wilde	Auburn Mountainview High School
Vallery McCann, Cheryl Moyd, Ana Kear	Auburn Riverside High School
Kelly Love	West Auburn High School (Level B)

1. Provide a brief description of the pilot including the approximate number of students participating in the pilot.

Products:
National Geographic Edge Fundamentals to be used in EL Language Arts 1 and 2
National Geographic Edge Level A and B to be used in EL Language Arts 2 and 3

Locations: Pilot at all high schools in all EL Language Arts classes. 11 teachers. Approximately 280 students
Pilot Period: 1st Quarter 2020-21 School Year

Training: Option 1: Late June; Option 2: August 21

2. In the table below, identify the costs associated with the pilot.

	To School	**To District**
Staff	*No cost to pilot*	*No cost to pilot*
Materials/Equipment	*No cost to pilot*	*No cost to pilot*
Other (transportation, etc.)	*No cost to pilot*	*No cost to pilot*
Training	*No cost*	*per diem for 11 teachers for training*
Total Cost of Pilot	*No cost*	*No cost*

3. Describe the academic needs driving this request. Include pertinent data:

There is a great need for an updated curriculum, aligned with state ELD standards, to provide strong support to English Learners in acquiring both oral and literacy skills in English. That support needs to be appropriate to the varying levels of ELs in each of the 4 domains of language development. ELs in the early stages of literacy development benefit from strong systematic reading instruction, including instruction of the sound system, and ELs at all levels benefit from systematic instruction in language functions.

4. Explain how this pilot support would support current standards mastery, school improvement plans, and the district strategic plan:

The proposed pilot curriculum is aligned with state [English Language Proficiency Standards](#). These ELPs are themselves aligned with CCSS, describing how students in varying levels of English language development can be expected to demonstrate skills relating to CCSS. The proposed curriculum is designed to provide instruction relevant to the needs of our diverse population of English Learners (Culturally Relevant Instruction) and strong support toward students acquiring the skills necessary to succeed in mainstream content classes.

5. Identify the impact of the pilot on facilities and/or support services:
   Facilities support a pre-pilot training that will occur June and/or August via on-line and/or in-person formats.

6. Identify the impact of the pilot on staffing and/or Master Schedule.
   Materials will be piloted in leveled EL Language Arts classes already included in master schedule planning.

7. Identify the impact of the pilot on instruction and/or professional development.
   EL certs will receive required PD on pilot materials prior to the pilot and use the materials with fidelity during the first quarter of the 2020-21 school year.

8. In the table below, identify estimated ongoing costs if the pilot is successful.

	To School	**To District**
Staff	*N/A*	*N/A*
Materials/Equipment	*TBD*	*TBD*
Other (transportation, etc.)	*N/A*	*N/A*
Training	*TBD*	*TBD*
Total Ongoing Costs	*TBD*	*TBD*

PROPOSAL TO PILOT EVALUATION	SIGNATURES	DATE
Curriculum, Instruction, & Assessment Committee Recommendation: ✔ *Approve request* ☐ *Continue pilot*[**] ☐ *Deny request* Comments:		
Assistant Superintendent for K-12 Student Learning ☐ *Approve request* ☐ *Continue pilot*[**] ☐ *Deny request* Comments:		

Pilot Evaluation *Page 1 of 3*

(To be completed by piloting instructor(s) <u>at the end of the pilot period</u>.)

Submitted by: ___*Maeghan Bowman*_____ School: *AHS, AMHS, ARHS, WAHS*

Content Area: _____*ELL*_____ Course Title: ___*ELL Language Arts 1, 2, & 3*___

1. Describe how the pilot meets the academic needs of the students as outlined in the pilot proposal.

The pilot provided an updated curriculum, aligned with state ELD standards, which offered strong support to English Learners in acquiring both oral and literacy skills in English. The support addressed the varying levels of ELs in our schools in each of the 4 domains of language development. ELs in the early stages of literacy development benefit from strong systematic reading instruction, including instruction of the sound system, and ELs at all levels benefit from systematic instruction in language functions. Overall, the materials provided rigorous content and opportunities for growth. There is still some need to identify a curriculum that best meets the needs of our SLIFE students who are illiterate in their L1.

2. Describe outcomes of the pilot in regards to:
   a. State Essential Academic Learning Requirements and/or Grade Level Expectations:

   The piloted curriculum is aligned with state <u>English Language Proficiency Standards</u>. These ELPs are themselves aligned with CCSS, describing how students in varying levels of English language development can be expected to demonstrate skills relating to CCSS. The curriculum is designed to provide instruction relevant to the needs of our diverse population of English Learners (Culturally Relevant Instruction) and strong support toward students acquiring the skills necessary to succeed in mainstream content classes.

   b. School Improvement Plan:

   see above

   c. District Improvement Goals:

   see above

   d. Instructional Programs (Changes in current delivery methods/trainings staff development):

   As a result of this pilot, EL teachers will work with the district coordinator to develop a scope and sequence to be used in all classes using this curriculum as the core resource for instruction. This will include common assessments across the district allowing for discussions around student performance data and best teaching practices.

   e. Staff [increase or decrease staffing or require reassignment of existing staff including Student Support Services):

   The piloted materials will be used in leveled EL Language Arts classes (Ell 101, 201, 301) already included in master schedule planning.

   f. Materials and Equipment Cost (include initial and ongoing maintenance costs both to the district and building):

   $ 106,279.00

   g. Facilities:

This pilot did not have an impact on facilities.

h. Support Services <small>(purchasing, maintenance, transportation, and food services)</small>:

This pilot did not have an impact on support services.

3. Is the time allowed appropriate for the content to be taught?
      Yes

4. Feedback on the pilot from (or attach information):
    a. Staff—administrators and teachers
        On a 27-question evaluation survey of the Edge materials, the average scores given by EL certs was 3 (0= no evidence- 4= the text does this well.) Lower scores tended to be from teachers who teach Level 1 and newcomer students. Overall,, 72.7% of the EL certs who participated in the pilot (11 teachers) voted to adopt the Edge Curriculum.

    b. Students

    c. Parents

5. Describe unexpected or additional costs incurred as a result of the pilot.
      No unexpected costs were incurred because of the pilot.

6. Describe additional changes or corrections needed (if any).
      Washington State is adopting WIDA standards starting in the 2021-2022 school year. With the creation of the scope and sequence and common assessment, the WIDA standards will be aligned to the piloted curriculum. Both the ELPA21 and WIDA standards align with CCCS.
    The cost listed for the materials includes some supplementatal resources (Inside the USA) to fill the gap between what Edge offers and the needs of newcomer students. We will continue to review supplemental materials to address the needs of our newcomer students to fill gaps in this program as identified by teachers. These materials will be identified collaboratively during the creation of a common scope and sequence and common assessment.

PILOT EVALUATION	SIGNATURES	DATE
1. Originator/Pilot Lead Teacher	Maeghan Bowman	2/8/2021
2. Department Head/Team Leader	Alexander Wilde, Vallery McCann, Tamerla Hardy	2/8/2021
3. Principal Recommendation:	Maeghan Bowman/ Peter Lamb	2/8/2021
✔ *Approve request*		
☐ *Continuation of pilot*		
☐ *Request Denied*		

Comments:

PILOT EVALUATION	SIGNATURES	DATE

Curriculum, Instruction, & Assessment Committee
  Committee Recommendation:
  ✔   *Approve request*
 	
  ☐   *Continue pilot***
 	
  ☐   *Deny request*
  Comments:
	HS CIA: Vote took place in Google Meet	2/11/2021

Assistant Superintendent for K-12 Student Learning
  ☐   *Approve request*
 	
  ☐   *Continue pilot***
 	
  ☐   *Deny request*
  Comments:		

***Describe parameters of pilot continuation:*

Technical Review

Round One Review

Yellow) To be completed in advance of committee review of materials.

Balance) To be completed in advance of classroom pilots to insure any materials considered will operate and can be supported in the district's technical environment. DSL to provide DOT access/contact with vendor(s).

Data Security	YES	NO	Notes
Terms of Service and Privacy Statement meet or exceed Auburn SD data security standards.			https://www.cengage.com/legal/#terms https://www.cengage.com/privacy/statement Terms of Use state that a parent/guardian must accept terms for student under 13. Data Sharing Agreement will override this. Privacy Policy states that they do collect personal information, but not if this is for adult or student users. This should be clarified in the Data Sharing Agreement. Personal information may be collect from social media sites. Personal information may be used in marketing communications. Data Sharing Agreement is required for pilot/purchase.
User Management	YES	NO	Notes
Does the product support Clever Instant sign-in w/rostering? *		NO	"Edge does not support Clever instant sign-in with rostering."
Does the product support Clever Saved-Password sign-in? *	YES		"myNGconnect platform that houses Edge product has been used by other customer using Clever Saved password. We do not have any documentation

	YES	NO	Notes
			regarding this, suggest working with your Clever representative."
Does the product support Google SSO single sign-in w/Classroom Integration? *		**NO**	"Does not currently support Google SSO"
Does the product support LDAP sign-in? Provide technical detail for assessment. *		**NO**	"Does not support LDAP sign in, but does support SAML authentication for single sign on."
Other than Clever, does the product support automatic (immediate) user sign-in integration with Skyward (SIS)? Provide technical detail for implementation assessment.		**NO**	"Does not integrate directly with any Student information system, only support SAML."
Does the product support near-time user sign-in integration via a scheduled, automated task (e.g. SFTP upload or other)? Provide technical detail for implementation assessment.	**YES**		"We support OneRoster 1.0 or 1.1 CSV files posted to an Cengage provided SFTP server. OneRoster specs are attached, minimum of the 7 files in the attachment must be provided."
Additional Criteria – System Requirements	**YES**	**NO**	**Notes**
Is the software cloud/Internet based/hosted? Provide technical detail.	**YES**		
Does the software support Windows 7?	**YES**		
Does the software support Windows 10?	**YES**		
Does the software support MacOSX (what version)?	**YES**		10.13. See below.
What version or versions of Internet Explorer does the software support?	**YES**		11. See below.
What version or versions of Edge does the software support?	**YES**		16 & 17. See below.
What version or versions of the Chrome browser are supported?	**YES**		68 & 69. (Not 70 & 71). See below.
Does the software run on ChromeOS (Chromebooks)?	**YES**		
What is the minimum and maximum ChromeOS version supported? What version or versions of Chrome does the software support?			"Via supported browsers, See browser matrix below"
Does the software require Adobe Flash? (Flash support ends after 2020. Answer needs to be no) If yes, will the software be upgraded to phase out by December 2020.	**YES**		"Currently support html5 with exception of comprehension coach component. Fall 2019 all flash will be divorced."
Does the software require Java Apps to run? (Answer needs to be no)		**NO**	
Does the software utilize Javascript? Provide technical detail.	**YES**		

Does the software utilize PDFs?	**YES**		"Yes, teacher resources has many documents that are in pdf mode that can only be downloaded or viewed with in program."
Minimum system requirements for running software, if not covered above:			See below
Comments:			

Bold = required.

*One of these needs to be a yes.

Hardware and System Requirements

Recommended Desktop Hardware Requirements

- 2.33GHz or faster x86-compatible processor, or Intel® Atom™ 1.6GHz or faster processor for netbooks
- Microsoft® Windows® XP (32 bit), Windows Server® 2003 (32-bit), Windows Server 2008 (32 bit), Windows Vista® (32 bit), Windows 7 (32 bit and 64 bit), or Windows 8 (Classic and Modern)
- 512MB of RAM (1GB of RAM recommended for netbooks); 128MB of graphics memory
- External microphone recommended for Comprehension Coach
- * High Speed Internet Connection (Cable, DSL) is recommended

Supported & Compatible Browsers and Versions

Supported Browsers/OS: September 2018 Update										
	Windows 10	**Windows 8.1**	**Windows 8**	**Windows 7**	**OSX 10.13**	**OSX 10.12**	**OSX 10.11**	**OSX 10.10**	**Chrome OS**	**iOS**	**Android**
Microsoft Edge 17	Full	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported
Microsoft Edge 16	Smoke	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported
Internet Explorer 11	Smoke	None	None	Smoke	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported	unsupported
FireFox 63, 64	None	None	None	None	None	None	None	None	unsupported	unsupported	unsupported
FireFox 62	Smoke	None	None	None	None	None	None	None	unsupported	unsupported	unsupported
Chrome 70, 71	None	None	None	None	None	None	None	None	None	None	None
Chrome 69	Full	None	None	Smoke	None	None	None	None	None	None	None
Chrome 68	Full	Smoke	Smoke	Smoke	Full	Smoke	Smoke	Smoke	Smoke	None	None
Safari 12	unsupported	unsupported	unsupported	unsupported	Smoke	None	None	None	None	None	unsupported
Safari 11	unsupported	unsupported	unsupported	unsupported	Full	Smoke	Smoke	None	None	Smoke	unsupported

QA and Tester Debriefing

MS Edge 18 is the latest version of Edge however, Edge 17 is fully supported on Windows 10.
Internet Explorer 11 is Smoke tested on Windows 10 and Windows 7.
Firefox 64 is the latest version, but usage not up to support status as of yet.
Firefox 62 is the only version that requires smoke testing on Windows 10
Chrome 70 & 71 are the most recent versions of Chrome, but not yet in use widely to require support.
Chrome 68 & 69 is fully supported on Windows 10.
Chrome 68 continues to require Smoke testing across several Operating Systems.
Safari 13 on OSX 10.14 (Mojave) is too new for any support just yet.
Safari 11 is fully supported on OSX 10.13 (High Sierra) and smoke tested on 10.12 (Sierra) and 10.11 (El Capitan).

Legend	
Full	Products have been comprehensively tested with this combination of browsers, operating systems, and/or screen resolutions. All functionality will work. All content will be readable/viewable. Variations in presentation between browsers and operating systems will be insignificant.
Smoke	Products have been essentially tested with this combination of browsers, operating systems, and/or screen resolutions or are expected to function based on similar underlying layout engines and operating systems. All core functionality will work; some functionality may be limited. All content will be readable/viewable, although some additional steps may be necessary (e.g. scrolling to the right in the browser window). Variations in presentation between browsers and operating systems may exist but will not affect functionality. Flash is required for some platforms and certain operating systems do not enable Flash Support. Flash-based products will not function properly in Operating Systems that do not support Flash.
None	Valid browser/OS combination, but its use isn't high enough (5%+full, 1-5% smoke) to merit support and testing.
unsupported	Browser/OS combo that's invalid or not supported by either the browser or OS.

Round Two Review

Task	Assignment Personnel	Timeline Implications
Identify key contacts in ASD and		

with vendor for technical and training.		

Identify type of rostering in place
 	
Skyward extract
  - Clever
  - Skybuild - Pearson
  - OneRoster - HMH
 	
Google SSO/Classroom integration (only - analysis for import requirement; domain whitelisting?)		

Identify/Document roles, groups of users and the content needed for each group **Check:** School-level Admin Instr Spec Teachers Shared/co-teachers Student teachers ELL Teachers SpEd Teachers Other Specialists District Staff - Admin, TOSAs Paras Students Parents	<table><tr><td></td><td>**Pilot**</td><td>**Full Adoption**</td></tr><tr><td>**School-level Admin**</td><td></td><td></td></tr><tr><td>**Instr Spec**</td><td></td><td></td></tr><tr><td>**Teachers**</td><td></td><td></td></tr><tr><td>**Shared/co-teachers**</td><td></td><td></td></tr><tr><td>**Student teachers**</td><td></td><td></td></tr><tr><td>**ELL Teachers**</td><td></td><td></td></tr><tr><td>**SpEd Teachers**</td><td></td><td></td></tr><tr><td>**Other Specialists**</td><td></td><td></td></tr></table>	

	District Staff - Admin, TOSAs			
	Paras			
	Students			
	Parents			
Data Sharing Agreement				
Insure licensing purchase covers all users for whom access is planned				
Determine engineer involvement (Skyward, Google extracts other than Clever SSO w/rostering)				
Create staff accounts and extracts				
Test accounts				
Document login processes on Online Curriculum Resource document (online too) Symbaloo Updated				
Train staff in access Coordination with vendors so appropriate login is communicated in training				

Checklist for Accessibility Standards can be found at AchieveOER Rubric, page 11.

Additional Resources:

Accessible Instructional Materials at the Center for Applied Special Technology
- http://aim.cast.org/learn/e-resources/accessibility_resources
National Center for Accessible Media
- http://ncam.wgbh.org/about/accessibility-links
Accessible Publishing: Best Practice Guidelines for Publishers.
-PDF: http://www.editeur.org/109/Enabling-Technologies-Framework/
-HTML: http://www.editeur.org/files/Collaborations/Accessibility/WIPO.html

Resources considered:

SAMR Model

CEL 5D Instructional Framework

Washington OER Review Process: *Achieve OER Rubric Selected Modules*
Retrieved from http://digitallearning.k12.wa.us/oer/review/instruments.php

District Reform Support Network Blended Learning Readiness and Progress Rubric

15-16 Kent School District Math Secondary Math Resource Review Tool

Additional content resources:

http://qualitycontent.setda.org/wp-content/uploads/sites/13/2017/01/spoton-public-rubric-111416-1.pdf

http://www.louisianabelieves.com/resources/library/curricular-resources

HS EDGE PILOT CURRICULUM ADOPTION - 11/9/20	
Full Name DELETE	Building DELETE
CHORLINS, SUZANNE BETH	AUBURN HIGH
DENNEY, EMILY	AUB RIVERSIDE
HARDY, TAMELA DARIAN	AUBURN HIGH
KEAR, ANA	AUB RIVERSIDE
LARSON, KYLE J	AUBURN HIGH
LEWIS, SHAUNESSY CORTE	AMHS
MARSH, EMILY YASONIA	AUBURN HIGH
MCCANN, VALLERY	AUB RIVERSIDE
MOYD, CHERYL CE	AUB RIVERSIDE
SALINAS-LUCHI, EDNA	AUBURN HIGH
WILDE, ALEXANDER EVAN	AMHS

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QUOTE PREPARED FOR:

Auburn School Dist 408

915 4TH ST NE

AUBURN, WA 98002-4452

ACCOUNT NUMBER: 429845

CONTACT:

SUBSCRIPTION/DIGITAL CONTACT:

SALES REP INFORMATION:

John Slagle

john.slagle@mheducation.com

Section Summary	Value of All Materials	Free Materials	Product Subtotal
StudySync c2021	$454,636.39	($13,578.63)	$441,057.76
PRODUCT TOTAL*	$454,636.39	($13,578.63)	$441,057.76
ESTIMATED S&H**			$16,822.92
ESTIMATED TAX**			$46,245.96
GRAND TOTAL*			$504,126.64

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

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QUOTE DATE:	05/21/2021	ACCOUNT NAME: Auburn School Dist 408	EXPIRATION DATE: 07/05/2021
QUOTE NUMBER:	MGARBUTT-05212021-023	ACCOUNT #: 429845	PAGE #: 1

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
StudySync c2021					
STUDYSYNC CORE ELA GRADE 9 STD UNITIZED STUDENT BNDL 8 YR PRINT DIGITAL	978-0-07-906924-5	650	$199.00	$0.00	$129,350.00
STUDYSYNC CORE ELA GRADE 9 STUDENT ONLINE 8YEAR SUBSCRIPTION	978-0-07-907021-0	200	$120.00	$0.00	$24,000.00
STUDYSYNC CORE ELA GRADE 9 TEACHER EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703787-1	12	$168.99	$0.00	$2,027.88
STUDYSYNC CORE ELA GRADE 9 TEACHER ONLINE 8 YEAR SUBSCRIPTION	978-0-07-907034-0	12	$198.00	$0.00	$2,376.00
STUDYSYNC CORE ELA GRADE 9 TEACHER EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703787-1	13	$168.99	$2,196.87	*Free Materials
STUDYSYNC CORE ELA GRADE 9 TEACHER ONLINE 8 YEAR SUBSCRIPTION	978-0-07-907034-0	13	$198.00	$2,574.00	*Free Materials
STUDYSYNC CORE ELA GRADE 10 STD UNITIZED STUDENT BNDL 8 YR PRINT DIGITAL	978-0-07-906926-9	600	$199.00	$0.00	$119,400.00
STUDYSYNC CORE ELA GRADE 10 STUDENT ONLINE 8YEAR SUBSCRIPTION	978-0-07-907024-1	250	$120.00	$0.00	$30,000.00
STUDYSYNC CORE ELA GRADE 10 TEACHER EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703791-8	7	$168.99	$0.00	$1,182.93
STUDYSYNC CORE ELA GRADE 10 TEACHER ONLINE 8 YEAR SUBSCRIPTION	978-0-07-907036-4	7	$198.00	$0.00	$1,386.00
STUDYSYNC CORE ELA GRADE 10 TEACHER EDITION PACKAGE VOLUMES 1 AND 2	978-0-07-703791-8	13	$168.99	$2,196.87	*Free Materials
STUDYSYNC CORE ELA GRADE 10 TEACHER ONLINE 8 YEAR SUBSCRIPTION	978-0-07-907036-4	13	$198.00	$2,574.00	*Free Materials
STUDYSYNC CORE ELA AMER LIT STD UNITIZED STUDENT BNDL 8 YR PRINT DIGITAL	978-0-07-906930-6	500	$199.00	$0.00	$99,500.00
STUDYSYNC CORE ELA AMER LIT STUDENT ONLINE 8YEAR SUBSCRIPTION	978-0-07-907027-2	250	$120.00	$0.00	$30,000.00
STUDYSYNC CORE ELA AMER LIT TEACHER EDITION PACKAGE VOLUMES 1 & 2	978-0-07-689739-1	5	$168.99	$0.00	$844.95
STUDYSYNC CORE ELA AMER LIT TEACHER ONLINE 8 YEAR SUBSCRIPTION	978-0-07-907039-5	5	$198.00	$0.00	$990.00
STUDYSYNC CORE ELA AMER LIT TEACHER EDITION PACKAGE VOLUMES 1 & 2	978-0-07-689739-1	11	$168.99	$1,858.89	*Free Materials

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
STUDYSYNC CORE ELA AMER LIT TEACHER ONLINE 8 YEAR SUBSCRIPTION	978-0-07-907039-5	11	$198.00	$2,178.00	*Free Materials
		StudySync c2021 Subtotal:		$13,578.63	$441,057.76

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QUOTE NUMBER:	MGARBUTT-05212021-023	ACCOUNT #: 429845	PAGE #: 3

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QUOTE PREPARED FOR:

Auburn School Dist 408

915 4TH ST NE

AUBURN, WA 98002-4452

ACCOUNT NUMBER: 429845

CONTACT:

VALUE OF ALL MATERIALS	$454,636.39
FREE MATERIALS	($13,578.63)
PRODUCT TOTAL*	**$441,057.76**
ESTIMATED SHIPPING & HANDLING**	$16,822.92
ESTIMATED TAX**	$46,245.96
GRAND TOTAL	**$504,126.64**

SUBSCRIPTION/DIGITAL CONTACT:

Comments:

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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School Purchase Order Number:

_____   _____
Name of School Official (Please Print)   Signature of School Official

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Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE:	05/21/2021	ACCOUNT NAME: Auburn School Dist 408		EXPIRATION DATE:	07/05/2021
QUOTE NUMBER:	MGARBUTT-05212021-023	ACCOUNT #: 429845		PAGE #:	4

Roll Out and PD Planning
Edge Curriculum and Scope and Sequence for HS EL Programs

March 2021- June 2021
- Work groups to develop Scope and Sequence (SS) for Edge
  - Participants invited from all high schools
  - SS group to debrief their assigned course to the group

April 2021- August 2021
- Asynchronous WIDA Framework training available for EL certs (provided by WIDA)

August 2021
- Announcement of Adopted Curriculum to building leadership
- Roll out of Scope and Sequence for teachers
  - SS group will lead walk-through of SS with their colleagues
  - SIOP micro sessions (using scope and sequence and instructional practice)
- Asynchronous WIDA Screener training (provided by WIDA)

Training Sessions
- August- September 2021
  - WIDA standards and the Edge Scope and Sequence
- Jan- Feb 2021
  - Booster Sessions for Edge Scope and Sequence and WIDA Standards

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A Comprehensive ELA Curriculum for Grades 9-12

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✓ Supports interchangeable print and digital use

✓ Features a continuously growing library of over 1,700 classic and contemporary texts

Student Print Edition

Novel Options

THE ODYSSEY (TRANSLATED BY SAMUEL BUTLER) — Homer

HEART OF DARKNESS — Joseph Conrad

THE AWAKENING — Kate Chopin

THE JUNGLE — Upton Sinclair

THE SCARLET LETTER — Nathaniel Hawthorne

PRIDE AND PREJUDICE — Jane Austen

HAMLET — William Shakespeare

FRANKENSTEIN — Mary Shelley

GREAT EXPECTATIONS — Charles Dickens

JULIUS CAESAR — William Shakespeare

✓ Includes extensive writing and research practice

✓ Automatically embeds scaffolds so ALL students reach their potential

Teacher Print

ACT/SAT Test Prep

studysync®

ACT and SAT Test Prep:
English, Reading, and Writing

Comprehensive Student and Teacher Digital Experience

PICK YOUR PATH

StudySync provides **four curricular options** to enhance your teaching experience in print and online. Pacing guides are included for options 1–3.

1 Thematic Units
These units contain several text types from a variety of genres. Selections include multiple paired readings to challenge students to compare within and across genres.

2 Novel Studies
Each unit has at least three novel study options. Teachers can choose a whole-class novel study or employ a more independent, student-choice model.

The Persistence of Memories

How does the past impact the future?

In childhood, each new day seems like a brand new experience. At some point, however, we mature enough to re___ that the past not only exists but also has a hold on us. The past also has something to teach us. Exploring the ___ helps us make wiser choices as we move forward in our lives.

How does a person's childhood shape the adult he or she becomes? What can we learn about ourselves by recolle___ our memories and childhood dreams? Can we avoid certain mistakes in the future by learning about the past?

Students will think about the unit's theme and essential question as they focus on surrealist literature, analy___ excerpts from *The Secret Life of Salvador Dalí* and an excerpt from *Dream Psychology: Psychoanalysis for Begin___* They will also study the genre of informational texts while reading excerpts from the following autobiographies ___ memoirs: "By Any Other Name"; "Rituals of Memory"; *Rock, Ghost, Willow, Deer: A Story of Survival*; and the gra___ novel Persepolis. In addition, reading the poems "From Behind a Covered Window" by Ngo Tu Lap and "Love Is ___ All" by Edna St. Vincent Millay will provide students with an opportunity to read across genres and consider how ___ experiences affect one's ability to exist in the world.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned a___ narrative elements to their own narrative writing projects.

Unit Structure

Every StudySync unit can be taught two ways.
Pacing Guides for each option are provided on pages that follow.

A Thematic Option
The thematic option provides 30 days of integrated reading and writing instruction with a series of short texts connected to a common theme.

B Novel Study Option
Each novel study option provides 30 days of comparative texts with integrated reading and writing instruction.

Thematic Selections

48	By Any Other Name INFORMATIONAL TEXT *Santha Rama Rau*
50	Rituals of Memory INFORMATIONAL TEXT *Kimberly Blaeser*
64	Seeing at the Speed of Sound INFORMATIONAL TEXT *Rachel Kolb*
82	From Behind a Covered Window POETRY *Ngo Tu Lap (translated by Martha Collins)*
90	Love Is Not All POETRY *Edna St. Vincent Millay*
110	Facial expressions—including fear—may not be as universal as we thought INFORMATIONAL TEXT *Michael Price*
126	Dream Psychology: Psychoanalysis for Beginners INFORMATIONAL TEXT *Sigmund Freud*
132	The Secret Life of Salvador Dalí INFORMATIONAL TEXT *Salvador Dalí*
144	Rock, Ghost, Willow, Deer: A Story of Survival INFORMATIONAL TEXT *Allison Adelle Hedge Coke*
160	The Namesake FICTION *Jhumpa Lahiri*
126	Persepolis INFORMATIONAL TEXT *Marjane Satrapi*
132	The Immortal Life of Henrietta Lacks INFORMATIONAL TEXT *Rebecca Skloot*
165	Self-Selected Reading
166	Timed Writing

Novel Study Choices

Paper Towns
FICTION
John Green

PAPER TOWNS
John Green

Oedipus Rex
DRAMA
Sophocles

OEDIPUS REX
Sophocles

The Namesake
FICTION
Jhumpa Lahiri

THE NAMESAKE
Jhumpa Lahiri

The Immortal Life of Henrietta Lacks
INFORMATIONAL TEXT
Rebecca Skloot

THE IMMORTAL LIFE OF HENRIETTA LACKS
Rebecca Skloot

3 American or British Literature
Teachers in Grades 11 and 12 can choose an optional chronological format to American and British literature.

4 Unit Creator
Turn the page to learn how to create your own units.

GO ONLINE!
See **page 5** of the Digital Guide to access Instructional Path online.

CUSTOMIZE YOUR PATH

Build the units you want using **StudySync's Unit Creator** and library of thousands of texts and instructional materials.

1. Create your own unit.

2. Insert your chosen texts from the StudySync Library.

3. Choose and insert skill lessons.

Common Core State Standards
Begin your search for standard-specific content by typing the "strand" in the search box above.

For example, a Common Core ELA Reading: Informational Text standard would start "RI". RI.8.3 stands for Reading, Informational Text, grade 8, standard 3.

Depth of Knowledge
Begin your search with the word Level.

4. Search by standard to pinpoint specific lessons.

NEW CONTENT ADDED DAILY

StudySync's continuously growing library includes short stories, poems, excerpts and complete texts of novels and dramas, essays, speeches, and primary source documents, and Blasts. **New texts are added every month.**

o de los Biguás

Commencement Address at the New School

A Cup of Tea

Heart of Darkness

Catch the Moon

Corrido de Reyes Ruiz

from the Lost Letters of Frederick Douglass

Add your own library items or request the texts that you want to see in the library.

Search the library by genre, grade level, topic, or even Lexile®-level.

BLASTS

Blasts are short, high-interest read/write assignments that deliver content around relevant topics and current events to students in a familiar, social media format. A new Blast is published every school day.

Blast articles are available at three different Lexile®-levels.

Top 10 Blasts

Students compete anonymously to make the Top 10 list.

Immediate Feedback

Peer reviews provide immediate feedback on students' writing on a platform mediated by teachers.

RESEARCH AND WRITING

StudySync offers embedded writing, grammar, and research opportunities throughout each lesson and unit.

Extended Writing Project and Grammar

Each unit's Extended Writing Project leads students through the steps of the writing process to teach standards-aligned writing skills in genre characteristics and craft necessary for open-ended writing. Students write in multiple forms, including:

- ✓ Personal or fictional narrative
- ✓ Argumentative essay
- ✓ Literary analysis
- ✓ Argumentative research
- ✓ Research-based oral presentation
- ✓ Correspondence

Anonymous peer review is available for every written response. These reviews create an authentic audience for student writing.

Research Opportunities

Unit overviews include multiple research options. StudySync's step-by-step process guides students through research projects.

Pacing Guide: Thematic

Research

The following lessons include opportunities for research:

- **Blast** The Persistence of Memories Research Links*
- **Blast** Painting History Research Links*
- **Close Read** Rituals of Memory Text to World (Beyond)
- **Independent Read** From Behind a Covered Window Text to World (Beyond)
- **First Read** Love Is Not All Developing Background Knowledge
- **Independent Read** Dream Psychology Developing Background Knowledge
- **Independent Read** The Namesake Developing Background Knowledge
- **First Read** Persepolis Developing Background Knowledge
- **Close Read** Persepolis Beyond the Book
- **Blast** Cheating an Ecosystem Research Links*

Self-Selected Reading Prompt

After reading a self-selected text, students will respond to the following informational / expository prompt:

Humorous? Inspirational? Thought-provoking? Certain lines of text stick in our memories. But why? Different readers remember different lines of text for different reasons. But what makes these lines of text leave a lasting impression?

What makes a line of text memorable?

You've just selected and read a text that relates to ideas and issues explored in the unit. What is a line of that text that stuck with you? Was the line funny? Did it inspire you? Did it change your opinion about something? Using your self-selected text, write a response in which you identify a memorable line and tell why the language in that line is special to you.

Timed Writing Prompt

Students will respond to the following SAT-style rhetorical analysis prompt:

Write an essay in which you explain how the author builds an argument to persuade their audience that saving lives should take priority over preserving traditions.

In your essay, analyze how the author uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of their argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree or not with the author's claims, but instead explain how the author builds an argument in an attempt to persuade his or her audience.

Unit Overview xvii

PLAN → PLANNING RESEARCH → EVALUATING SOURCES → RESEARCH AND NOTETAKING → CRITIQUING RESEARCH

DRAFT → CONSIDERING AUDIENCE AND PURPOSE → REVISE → SOURCES AND CITATIONS → EDIT AND PUBLISH

ACCESS FOR ALL

Every student using StudySync has the same opportunity and access regardless of native language, proficiency level, or physical, social, and emotional ability.

EL Resources

English Language Learner Resources are designed to match the thematic focus, text structure, and writing form of the unit. They include two leveled texts and an Extended Oral Project.

EL Texts	Differentiated Text Levels	Skill Instruction
THE KISS	**BEGINNING** 590L	370 words **INTERMEDIATE** 820L	606 words **ADVANCED** 930L	622 words **ADVANCED HIGH** 1040L	730 words Use this text in place of, or as an extension to The Namesake	• Sight Vocabulary and High-Frequency Words • Using Prereading Supports • Analyzing Expressions • Developing Background Knowledge • Pronouns and Antecedents
WELCOME TO AMERICA, MR. HARRIS	**BEGINNING** 800L	649 words **INTERMEDIATE** 900L	672 words **ADVANCED** 960L	705 words **ADVANCED HIGH** 1010L	709 words Use this text in place of, or as an extension to By Any Other Name	• Classroom Vocabulary • Environmental Print • Language Structures • Main Ideas and Details • Spelling Patterns and Rules
EXTENDED ORAL PROJECT INTRODUCTION	In this Extended Oral Project, students write and perform a dramatic scene. This may be assigned in place of this unit's EWP.	• Acquiring Vocabulary • Sentence Lengths

GO ONLINE!
See **page 13** of the Digital Guide to access StudySync's EL Resources online.

Automatic scaffolds appear for students at the press of a button.

Term	Definition	Image
anxious *ansioso/a*	wanting something, but with a feeling of not being sure *querer algo, pero con el sentimiento de no estar seguro/a*	
automatically *automáticamente* COGNATE	happening without thought or action *que sucede sin pensamiento ni acción*	

Visual Glossary and Spanish Cognates

Visual glossaries allow EL students to access a text along with their proficient peers.

Directions:
Use the speaking frames as you discuss the text.

Scaffolds

1. Rikki-tikki was a mongoose that lived _____. One day a _____ washed him out of his home. He was rescued by a small _____ and his family.

2. Nag is a "big, black _____ that makes a "_____ cold sound." This description suggests that Nag shoudl be _____.

Speaking and Sentence Frames

Speaking and sentence frames help EL students with class discussion.

◀) AUDIO   ✏ ANNOTATION   ⬍ NUMBERS

Read

This is the story of the great war that Rikki-tikki-tavi fought single-handed, through the bath-rooms of the big bungalow in Segowlee cantonment. Darzee, the Tailorbird, helped him, and Chuchundra, the musk-rat, who never comes out into the middle of the floor, but always creeps round by the wall, gave him advice, but Rikki-tikki did the real fighting.

▶ 00:03 / 20:39   ◀) ━━●━━ A♪ Highlight ◀⊦ Slow ✖

Audio with Variable Speed and Text Highlight

Text phrases highlight while the audio plays. Students and teachers can reduce the rate a text is read by up to 25% with no loss of resolution.

13

ACCESS FOR ALL

Students with Different Abilities

StudySync offers a variety of accessibility features, customization options, and instructional strategies to address the needs of students with different abilities **compliant with WCAG version 2.0 AA guidelines.**

- ✓ Student content is interoperable with standard screen readers.
- ✓ The digital subscription provides a high-contrast option and uses visual clues in addition to colors to convey information.
- ✓ The student subscription can be used with keystrokes or voice commands for students who are unable to use a mouse.

Approaching and Beyond Grade-Level Learners

Approaching:
Complete Vocabulary Chart

Beyond:
Graphic Organizer

Teachers can access point-of-use differentiation to both support and challenge all levels of learners.

Prepare for Advanced Courses

The Prepare for Advanced Courses section of the lesson plan, found in the print and digital Teacher's Edition, gives Beyond Grade-level learners additional extension activities.

DATA-DRIVEN ASSESSMENT

Gauge progress and inform instruction as students prepare for high-stakes testing.

6 Prepare students for high-stakes testing with questions that match the length and rigor of state assessments and college entrance exams.

1 Generate a quick snapshot of student preparedness for grade-level reading with the **Readiness Screener.**

2 Use **Benchmark Assessments** to track student progress on standards-aligned skills.

5 Assess student mastery of the unit's key skills.

4 Review and remediate with Spotlight skills.

3 Monitor student progress throughout the year with **Instruction and Formative Assessment.**

6 Test Preparation and Practice

1 Screening and Diagnostic

2 Benchmark Assessment

3 Instruction and Formative Assessment

4 Review

5 End-of-Unit Assessment

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Instructions for Student
Reread paragraphs 58–72 of the story. Then answer the multiple-choice questions that follow.

From "The Necklace" by Guy de Maupassant:

58. It took them to their dwelling in the Rue des Martyrs, and sadly they mounted the stairs to their flat. All was ended for her. As to him, he reflected that he must be at the ministry at ten o'clock that morning.

59. She removed her wraps before the glass so as to see herself once more in all her glory. But suddenly she uttered a cry. She no longer had the necklace around her neck!

1. What is what the main ironic event in paragraphs 58 and 59?

☐ A. The Loisels arrive home in a cab and are sad to to be back.

☐ B. Madame Loisel looks in the mirror, wanting to admire herself one last time, but is surprised to discover that the necklace is gone.

☐ C. Madame Loisel is deeply disappointed to go home, but her husband is relieved.

☐ D. Despite wanting to go to the ball, Madame Loisel tired of the attention she received and is glad to arrive home.

Instruction and Formative Assessment

End-of-Unit Assessment

Assessed Reading Skills

✓ Context Clues ★   ✓ Compare and Contrast ★
✓ Text Dependent Responses ★   ✓ Interpreting Text ★
✓ Theme ★   ✓ Plot ★
✓ Character ★   ✓ Dramatic Elements ★
✓ Setting ★
✓ Author's Purpose and Message ★

End-of-Unit Assessment

STUDENT					
Able, Everett	80%	85%	80%	85%	80%
Alfonsi, Gianna	88%	42%	88%	42%	88%
Barrantes, Sofia	100%	80%	100%	80%	100%
Battan, Oscar	89%	91%	89%	91%	89%
Bordelon, Patrick	85%	88%	85%	88%	85%
Imbergano, Anthony	91%	73%	91%	73%	91%
James, Joshua	75%	90%	75%	90%	75%
Lawson, Joy	71%	71%	71%	71%	71%

Screening and Diagnostic

17

FLEXIBLE IMPLEMENTATION

Choose Your Delivery

Content works seamlessly across print, digital, and mobile access.

PRINT

DIGITAL

MOBILE

Choose Your Classroom Setup

Grouping suggestions in every lesson plan help students collaborate and practice independently.

WHOLE
GROUP

SMALL
GROUPS

ON THEIR
OWN

ACTIVITY	WHOLE GROUP	PAIRS OR SMALL GROUPS	ON THEIR OWN
Complete Vocabulary Chart			✓
Complete Skill Focus		✓	✓
Writer's Notebook			✓
Watch and Discuss StudySyncTV®	✓		
Collaborative Conversation		✓	
Review Prompt and Rubric	✓		✓
(Optional) Prewrite with Graphic Organizer			✓
Peer Review and Reflect			✓
(Optional) Connect to Extended Writing Project	✓		
(Optional) Beyond the Book	✓		

STUDYSYNC IN YOUR CLASSROOM

Skill Lesson: Students revisit the text to learn how to analyze genre and structural characteristics of a text.

5 MINUTES

Introduce the standards-aligned reading skill to your students, and activate their prior knowledge.
StudySync Resources:
- Concept Definition Videos
- Concept Definitions
- Vocabulary Practice

Learning Scaffold: visual vocabulary

10 MINUTES

Teach the steps for analyzing literature focused on a standards-aligned skill.
StudySync Resources:
- Student-facing checklists for literary analysis

Learning Scaffold: annotation guide

20 MINUTES

Model literary analysis with expert thinking and short, complex passages from the reading.
StudySync Resources:
- Visual Skill Models for literary analysis
- Suggestions for Guided Practice

Learning Scaffold: speaking frames

5 MINUTES

Transition students to answer multiple-choice questions with a new passage of the same text for a quick check for understanding.
StudySync Resources:
- Text Talk discussion questions

Learning Scaffold: Your Turn Questions

HOMEWORK

Give students a jump-start on tomorrow's close reading with a reflective writing assignment connected to the Unit's essential question.
StudySync Resources:
- Close Read Writer's Notebook activities

Learning Scaffold: differentiated writing prompt

Independent Read: Day 1: Students practice reading a complex text on their own and engage in collaborative activities with their peers. Independent Read lessons can be shorter, single day lessons or stretched out over two days to include a range of student-led conversations and reflective writing.

5 MINUTES

Engage and excite students in today's reading.
StudySync Resources:
- Movie trailer-like Preview Videos
- Text Introduction
- Discussion questions

Learning Scaffold: speaking frames

10 MINUTES

Ground students in the context of the text to activate their background knowledge.
StudySync Resources:
- Entry Point mini-lectures
- Developing Background Knowledge, Cultural Awareness, and Social and Emotional Learning Activities

Learning Scaffold: annotation guide and suggestions for small group differentiated instruction

25 MINUTES

Circulate as students independently read and annotate the text with the goal of comprehension. Meet with small groups as needed, including English Learners and students with special needs.
StudySync Resources:
- Annotation guide
- Check for Success strategies
- Suggestions for small group differentiation

Learning Scaffold: native language summaries, visual glossary, and EL text synopsis

10 MINUTES

Keeping the Unit's literary focus in mind, students free-write a response that connects what they've learned from their reading to the relevant literary period or movement.
StudySync Resources:
- Writer's Notebook activity
- Suggestions for small group differentiation

Learning Scaffold: suggestions for oral practice and pantomime activities for English Learners

HOMEWORK

For continued practice and to assess students' understanding of the reading, choose from a variety of formative assessment options that can be completed at home.
StudySync Resources:
- Selection quiz (Reading Comprehension questions)
- Think Questions (short, written responses)

Learning Scaffold: ability to modify the number of questions you assign and fillable sentence frames

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Category

ELA HIGH SCHOOL

Compare Specific Materials

MATERIALS **GRADE** **ALIGNMENT**

☐ **Reports with enhanced technology information**

UNDERSTANDING GATEWAYS ↗ **UNDERSTANDING ALIGNMENT** ↗

Update How Results Are Shown

ALPHABETICAL ◢ **TEXT QUALITY** ◢ **BUILDING KNOWLEDGE** ◢ **ALIGNMENT** ◥ **USABILITY** ◢

ARC (American Reading Company) Core (2017) ⚠

Published By: American Reading Company | Date Published: 2018/09/17 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	30/32	30/32	Meets Expectations	33/34
Tenth Grade	30/32	30/32	Meets Expectations	33/34
Eleventh Grade	30/32	30/32	Meets Expectations	33/34
Twelfth Grade	30/32	30/32	Meets Expectations	33/34

Collections (2017)

Published By: Houghton Mifflin Harcourt | Date Published: 2017/02/22 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	29/32	14/32	Partially Meets Expectations	N/A
Tenth Grade	27/32	12/32	Does Not Meet Expectations	N/A

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Eleventh Grade	29/32	18/32	Partially Meets Expectations	N/A
Twelfth Grade	23/32	12/32	Does Not Meet Expectations	N/A

Developing Core Literacy Proficiencies (2016)

Published By: Odell Education | Date Published: 2017/08/31 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	29/32	28/32	Meets Expectations	31/34
Tenth Grade	29/32	28/32	Meets Expectations	31/34
Eleventh Grade	29/32	28/32	Meets Expectations	31/34
Twelfth Grade	29/32	28/32	Meets Expectations	31/34

Foundations of Language and Literature; Advanced Language and Literature (2018)

Published By: Bedford, Freeman, & Worth High School Publishers | Date Published: 2019/10/16 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	30/32	24/32	Partially Meets Expectations	N/A
Tenth Grade	28/32	24/32	Partially Meets Expectations	N/A

Holt McDougal Literature (2012)

Published By: Houghton Mifflin Harcourt | Date Published: 2017/08/31 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING

	GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
	Ninth Grade	25/32	16/32	Partially Meets Expectations	N/A
	Tenth Grade	25/32	16/32	Partially Meets Expectations	N/A
	Eleventh Grade	25/32	14/32	Does Not Meet Expectations	N/A
	Twelfth Grade	25/32	14/32	Does Not Meet Expectations	N/A

Into Literature (2020)

Published By: Houghton Mifflin Harcourt | Date Published: 2019/11/07 | *EdReports Review Tool v1* | **View These Reports**

	GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
	Ninth Grade	28/32	32/32	Meets Expectations	32/34
	Tenth Grade	28/32	32/32	Meets Expectations	33/34
	Eleventh Grade	28/32	32/32	Meets Expectations	33/34
	Twelfth Grade	28/32	32/32	Meets Expectations	33/34

Mirrors & Windows: Connecting with Literature (2016)

Published By: EMC School Publishing | Date Published: 2018/10/24 | *EdReports Review Tool v1* | **View These Reports**

	GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
	Ninth Grade	28/32	18/32	Partially Meets Expectations	N/A
	Tenth Grade	28/32	18/32	Partially Meets Expectations	N/A
	Eleventh Grade	28/32	18/32	Partially Meets Expectations	N/A

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Twelfth Grade	28/32	18/32	Partially Meets Expectations	N/A

MyPerspectives (2017)

Published By: Savvas Learning Company (f/k/a Pearson) | Date Published: 2017/05/19 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	32/32	32/32	Meets Expectations	34/34
Tenth Grade	32/32	32/32	Meets Expectations	34/34
Eleventh Grade	32/32	32/32	Meets Expectations	34/34
Twelfth Grade	32/32	32/32	Meets Expectations	34/34

Paths to College and Career English Language Arts 9-12 (2015) [!]

Published By: John Wiley & Sons | Date Published: 2018/05/14 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	29/32	30/32	Meets Expectations	30/34
Tenth Grade	29/32	30/32	Meets Expectations	30/34
Eleventh Grade	28/32	30/32	Meets Expectations	30/34
Twelfth Grade	28/32	30/32	Meets Expectations	30/34

Pearson Literature (2015)

Published By: Savvas Learning Company (f/k/a Pearson) | Date Published: 2017/08/31 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	22/32	8/32	Does Not Meet Expectations	N/A
Tenth Grade	23/32	18/32	Partially Meets Expectations	N/A
Eleventh Grade	21/32	8/32	Does Not Meet Expectations	N/A
Twelfth Grade	21/32	14/32	Does Not Meet Expectations	N/A

Springboard (2021)

Published By: College Board | Date Published: 2020/08/27 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	31/32	32/32	Meets Expectations	31/34
Tenth Grade	31/32	32/32	Meets Expectations	31/34
Eleventh Grade	31/32	32/32	Meets Expectations	32/34
Twelfth Grade	31/32	32/32	Meets Expectations	33/34

Springboard English Language Arts Common Core Edition (2018)

Published By: College Board | Date Published: 2018/03/16 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	31/32	32/32	Meets Expectations	34/34
Tenth Grade	31/32	32/32	Meets Expectations	34/34
Eleventh Grade	31/32	32/32	Meets Expectations	34/34

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Twelfth Grade	31/32	32/32	Meets Expectations	34/34

StudySync (2017)

Published By: McGraw-Hill Education | Date Published: 2018/04/12 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	32/32	30/32	Meets Expectations	32/34
Tenth Grade	32/32	32/32	Meets Expectations	32/34
Eleventh Grade	32/32	32/32	Meets Expectations	32/34
Twelfth Grade	32/32	32/32	Meets Expectations	32/34

StudySync ELA (2021)

Published By: McGraw-Hill Education | Date Published: 2020/09/03 | *EdReports Review Tool v1* | **View These Reports**

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Ninth Grade	30/32	32/32	Meets Expectations	31/34
Tenth Grade	30/32	32/32	Meets Expectations	31/34
Eleventh Grade	30/32	32/32	Meets Expectations	31/34
Twelfth Grade	30/32	32/32	Meets Expectations	31/34

HS ELA Adoption Access to Curriculum for Review

College Board - Springboard (Pre-Ap)	To begin your review, I have set up a digital demo. It can be accessed using the following credentials: URL: preview.springboardonline.org Choose: Washington Username: auburnteacher Password: auburnteacher Review Guide: http://asset.springboardonline.org/ebook/public/documents/Getting-Started-NA_final.pdf Additionally, I created a demo of the student view that can be accessed here: URL: preview.springboardonline.org Choose: Washington Username: auburnstudent Password: auburnstudent **NOTE: You must log out of each account, not just "close" it, in order to switch views. Presentation by Springboard on their materials: on-demand playback. In the webinar we mentioned a variety of resources that are available with SpringBoard. Learn more about: ● The benefits of SpringBoard

	- SpringBoard's core [ELA grades 6-12 instructional materials](#) - [Close Reading Workshops](#) - [Language Workshops](#) - [Writing Workshops](#) - Our partnership with [Zinc Learning Labs](#) - Our partnership with [Turnitin Revision Assistant](#) - [SpringBoard Digital](#) - [Professional Learning](#) - How SpringBoard is [making an impact](#)

Pearson - MyPerspectives (our Middle Schools use their product)	Go To: www.savvasrealize.com
	
	Click on: "Sign-In"
	
	Enter the desired Username and Password:
	
	TEACHER DEMO ACCOUNT (Grades 9, 10, and 11th)
	
	    UN: myperspectives@auburn
	
	    PW: password1
	
	9th GRADE STUDENT ACCOUNT
	
	    UN: ela9@auburn
	
	    PW: password1
	
	10th GRADE STUDENT ACCOUNT
	
	    UN: ela10@auburn

	PW: password1 11th GRADE STUDENT ACCOUNT UN: ela11@auburn PW: password1 Resources available: https://padlet.com/jen_caragol/ASDreview
HMH - Into Literature (Collections ReplacEement)	Get started today by logging in and follow these steps to log in: 1. Using **Google Chrome** as the browser on a desktop/laptop device, please visit www.hmhco.com/ed 2. For **State**, select **EVALUATOR** 3 For **District**, select INTO Literature 5 -91002840 and click "Submit" 4. Then enter your current Username and Password to log in **Teacher user view** Username: EvalTeacher886_91002841 Password: E!1w15xt7uc **Student user view**

	Username: EvalStudent886_91002841 Password: E!1cpqfe106c **You have to select 'manage products' in the top right and pick high school texts. It defaults to 6-8 ELA.**
American Reading Company - Core	https://www.americanreading.com/core-adoption/rholcombe/ **Username: arc** **Password: Nov2020!**
Odell Education - Developing Core Literacy Proficiencies	I created an account that you can use: https://ela.odelleducation.com/lcms/users/sign_in Username: ALadage@auburn.wednet.edu Password: Auburn2020 Program Information: https://www.odelleducation.com/curriculum/
John Wiley & Sons - Paths to College and Career English Language Arts 9-12	This is EngageNY packaged. You can review it at www.engageny.org **Instructions for accessing your/ Wiley E-Text:** 1. Go to www.vitalsource.com/download to download the VitalSource Bookshelf®. o *If you already have the Bookshelf®, log in to your Bookshelf® account and skip to step 3.* 2. *Complete all fields in the Registration form.* 3. *In the Bookshelf®, click on the Accounts drop-down menu and choose "Redeem Code".*

4. *Enter the code in the Redemption Code field and click OK. The title will download.*
5. *Double-click on the title to open the E-Text.*

Downloading VitalSource Software on Your Mobile Device

- · Apple Device: http://itunes.apple.com/us/app/vitalsource-bookshelf/id389359495
- · Android Device: https://play.google.com/store/apps/details?id=com.vitalsource.bookshelf
- · Kindle Fire: http://support.vitalsource.com/

Only redeem ONE code for your grade level please.

Once you have redeemed the code please put your name next to the code so no one else tries to use that code.

9th Grade:
F8TZ5EKEDEYTK8HEJTFB Paths 9.1 Teacher Guide
VRTEK3FSJZT8VJEJCR2C Paths 9.1 Teacher Guide
625ZW6SZHYXE5R8RSU6A Paths 9.1 Teacher Guide
RD5JUSZ667BM3PVKDNVH Paths 9.1 Teacher Guide
CZNKZVUCFA6Y3ZPJE4XP Paths 9.1 Teacher Guide
MKU7BNPAY3MDJFDGSHC5 Paths 9.1 Teacher Guide
RPEGQJBB76SZ822UPAA8 Paths 9.1 Teacher Guide
PFXHVS3TRMZEDMYS76MB Paths 9.1 Teacher Guide - HH
854H8WP8ZNZ3KADAFZZP Paths 9.1 Teacher Guide
PGWW2YDWD5XVKHACGSQB Paths 9.1 Teacher Guide - CHU

_____
MNQ3YPNTU3EN6SBNPNZ6 Paths Grade 9 Student Journal, Modules 1,2,3,4
UXYGJHTJNXHQEVQ5G7NM Paths Grade 9 Student Journal, Modules 1,2,3,4
J5FRD6ZY8F2M256SA4EP Paths Grade 9 Student Journal, Modules 1,2,3,4
VBBWHJ4W36XRDG57V56R Paths Grade 9 Student Journal, Modules 1,2,3,4

KYD5XFBZCRH65RCR78EN Paths Grade 9 Student Journal, Modules 1,2,3,4
2TPYYEJWXBGAT4KHJPHM Paths Grade 9 Student Journal, Modules 1,2,3,4
K3M4B7E8X4QXZJCPCDUA Paths Grade 9 Student Journal, Modules 1,2,3,4
MDQBCMFQP3MZQFTRDZYA Paths Grade 9 Student Journal, Modules 1,2,3,4
TFNDUZXQJQ6BG5SXH8G6 Paths Grade 9 Student Journal, Modules 1,2,3,4
WA6FHFUUYMFEA4SVPM5D Paths Grade 9 Student Journal, Modules 1,2,3,4

10th Grade:
SASKNCMRG8DQPGYHP8PH Paths 10.1 Teacher Guide
4P37WHRSRPT8DGDRN3FD Paths 10.1 Teacher Guide
C7D36XMKSPM57B5HGU82 Paths 10.1 Teacher Guide
SJVZA5SJUEQGWZEHCJBP Paths 10.1 Teacher Guide
AGWET7AAMXRFA5GCAZFM Paths 10.1 Teacher Guide
JZN7MQJUCH8T22D4G8R3 Paths 10.1 Teacher Guide
EGABA6WZAXYAD6YDYM2M Paths 10.1 Teacher Guide-Lewis
_____
HG85Y8PWPAW8SNBEKVHU Paths Grade 10 Student Journal, Modules 1,2,3,4
WDS4V866H8S2TE7SX8YQ Paths Grade 10 Student Journal, Modules 1,2,3,4
MBQVGZQFCMQQHRP7R5XK Paths Grade 10 Student Journal, Modules 1,2,3,4
Q44BEFETXKSYZCN8Q5UZ Paths Grade 10 Student Journal, Modules 1,2,3,4
GJDS63VZ5UCTAFPRRJAH Paths Grade 10 Student Journal, Modules 1,2,3,4
PDHDMRVJ44PJAC3KWFB8 Paths Grade 10 Student Journal, Modules 1,2,3,4
T57X2SKA3K3B6AWHUGMN Paths Grade 10 Student Journal, Modules 1,2,3,4- Lewis

11th Grade
YYAXZN36EYDDCA7SVT4E Paths 11.1 Teacher Guide
FHBPM8REPK36JJESAVBY Paths 11.1 Teacher Guide
XBJEFHAKTJGSFN7G72FH Paths 11.1 Teacher Guide
FRKEU6TUNK2ETDDJ2TEB Paths 11.1 Teacher Guide
BKZYJVCWMNFPH6GYH3TD Paths 11.1 Teacher Guide
B4H7DK72KKFSTKW477BW Paths 11.1 Teacher Guide
5JUFKCGWNBTRCSSBJD64 Paths 11.1 Teacher Guide
_____
4Y868J6HCNA7SW3G8AGX Paths Grade 11 Student Journal, Modules 1,2,3,4

	HFV2MQDX6URTSAZHNSHW Paths Grade 11 Student Journal, Modules 1,2,3,4 8WAWXTDANKPVUMDXKDCP Paths Grade 11 Student Journal, Modules 1,2,3,4 JMMZS6V653X2V4EP6J2Q Paths Grade 11 Student Journal, Modules 1,2,3,4 BZCHVB7TC38AJP4FZZEH Paths Grade 11 Student Journal, Modules 1,2,3,4 ZWBAKXUEBRDFUFSY25AU Paths Grade 11 Student Journal, Modules 1,2,3,4 ZK2NYW3APYCVEJMVDZUV Paths Grade 11 Student Journal, Modules 1,2,3,4

Glencoe - StudySync (Our Elementary students use their product - Wonders)	**Please find:**
	
	1. **A PDF Overview of *StudySync*, the groundbreaking and digitally-forward resources I believe will best suit your diverse ELA interests and needs. This is a great place to start your exploration of *StudySync* and to really get an initial feel for what it has to offer.**
	    a. **https://drive.google.com/file/d/1aybWTMxrTNXubgzFHbcloWF1U1wUB47x/view?usp=sharing**
	2. **A link to a brief *StudySync* Overview Video.**
	    a. **StudySync Overview Video – (URL: https://vimeo.com/399214661/d62717714b)**
	
	This quick tour will share the big ideas behind *StudySync* with your review team.
	
	3. **A "nickeled" guide to the *StudySync* Demonstration Account**
	    a. **https://studysync.nickelled.com/nnhswalkthrough)**
	4. **A comprehensive easy-to-use padlet which prove invaluable to Auburn's review.**
	    a. **You can simply go to https://bit.ly/357VxCP. Password: studysync.**
	
	Go to: My.mheducation.com
	
	Username: StudySync2021
	
	Password: MHEela21
	
	Click on Launch StudySync at the bottom once you log-in.

Honors & American Lit

1) [EQuIP Rubric](#)
2) [IMET ELA Rubric](#) ([Shortened Version Link](#))

IMET ELA Rubric	
Pros	Cons
- Non-negotiables are good. It is important to have non-negotiables. - Pages 43 & 44 where there are condensed bullets is good. - Point system is good. - Calls for literary + Non-fiction texts - Integrates supports for ELL and SPED students (Metric 4)	- Too long (44 pgs) - Too wordy - Does not include wording on asynchronous/synchronous learning or online access - Some criteria standards are very precise with percentages and ratios which may not reflect student or teacher needs - I couldn't find a specifically stated inclusion of learning targets in this document
Changes to be made if used	
- This rubric is MUCH too long. If we use it, we would need to make it shorter and more user friendly. - Use the summary pages (ie, page 9) to create a more concise rubric. - Non-negotiables would need to be edited to reflect ASD non-negotiables. - How can the non-negotiables be adjusted to support ELL/SPED - A few years ago, the middle school ELA folks/DSL created this beautiful scope and sequence. It eventually included pieces from the curriculum that could be used for the skills in the scope and sequence. So the curriculum was a tool to support the learning goals, rather than being the driver of what kids learned. It was brilliant. Perhaps a bit off topic for today, but it can take a bit of pressure off the curriculum… - Would need to intentionally state the need for multicultural texts - AC Metric 4D - I think for EL students (and probably Resource and gend ed struggling readers) reading strategies need to be explicitly taught, and the wording of this feels a bit tacked on at the end. I feel like high school teachers might not love that they're still needing to teach the science of reading, so I hate to be a pain, but the deep thinking skills that will make struggling readers stronger can also help great readers go deeper. - Question: Will anchor texts be required to be used for 80% of instruction? With classes that need significant amounts of scaffolding to build a foundation at the start of the class, that becomes challenging (and possibly unrealistic). - Question: Is there a way to include a growth rubric for students that are well below grade level? (Something that we all use? If we are going to be teaching the same curriculum)	

EQuIP Rubric *** Won Unanimously	
Pros	Cons
- Directly addresses each of the different standards and elements of CCSS for ELA. - Short and concise - Helps break out units vs final assessments. - Integrates supports for ELL and SPED students - Built in strategies for students being accountable for independent reading. - Seems to focus on argumentative and informational reading/writing (which could be a Con too) - Explicitly states that all language domains should be integrated into lessons (especially important for ELL) - Provides "clear and explicit purpose for instruction." How lovely to have our learning targets and success criteria right there as the director and providing direction of the lesson aligned with the given material. "Assesses student proficiency using methods that are unbiased and accessible to all students. "	"Instruction in literacy skills" built into the curriculum, rather than just "application of literacy skills." - Compatibility with Google tools - Measuring the new curriculum against the compatibility with google tools - Plagiarism checker - Diversity of text and/or alternate perspectives - Would like to see more UBD approach (Understanding by Design)
Changes to be made if used	
- Defining and clarifying what "productive struggle looks like - Measuring the new curriculum against the compatibility with google tools (Tech Rubric) - Assessments, formative and summative are editable and easy to access (Tech Rubric) - Plagiarism checker	

- Informational text that is updated and relevant as time goes on.
- Graphic Organizers that can be utilized to support some of our lower level readers
- "Instruction in literacy skills" built into the curriculum, rather than just "application of literacy skills."
- Evaluate for embedded and ease of use for grammar and vocabulary skills
- Evaluate for technology integration and ease of online use (Tech Rubric)
- Add and choose non-negotiables for this rubric
- Would need to intentionally state the need for multicultural texts
- Question: Is there a way to include a growth rubric for students that are well below grade level?
- Research and writing need to be able to differentiate for different student learning needs and levels (online and offline)
- (Something that we all use? If we are going to be teaching the same curriculum)
- There needs to be grammar instruction.
- Needs to evaluate flexibility of using varied texts
- Needs to evaluate if curriculum is novel-based or excerpt-based
- The rubric needs to evaluate the inclusion of deliberate writing instruction

I. Alignment to the Depth of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:

- Targets a set of grade-level CCSS ELA/Literacy standards.
- Includes a clear and explicit purpose for instruction.
- Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).
- Provides opportunity or flexibility to add common and diverse novels to the curriculum at teacher discretion.

A unit or longer lesson should

- Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
    - o Adequately targets grade level <u>reading</u> standards for students to prepare and develop their skills over the course of the year.
    - o Adequately targets grade level <u>writing</u> standards for students to prepare and develop their skills over the course of the year.
    - o Adequately targets grade level <u>speaking</u> standards for students to prepare and develop their skills over the course of the year.
    - **0** Adequately targets grade level <u>listening</u> standards for students to prepare and develop their skills over the course of the year.

II. Key Shifts in the CCSS

The lesson/unit addresses key shifts in the CCSS:

- **Reading Text Closely**: *Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.*
- **Text-Based Evidence**: *Facilitates rich and rigorous evidence-based discussions and writing about common <u>and diverse</u> texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).*
- **Writing from Sources**: *Routinely expects that students draw evidence from common and diverse texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, research or formal essays).*
- **Academic Vocabulary**: *Focuses on building students' academic vocabulary in context throughout instruction.*

A unit or longer lesson should:

- **Increasing Text Complexity**: *Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.*
- **Building Disciplinary Knowledge**: *Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.*
- **Balance of Texts**: *Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).*
- **Balance of Writing**: *Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects incorporating digital texts where appropriate.*

III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

- *Cultivates student interest and engagement in reading, writing and speaking about diverse texts that meet the needs of our students from all backgrounds.*
- *Diverse texts are given equal importance; they are not included only to discuss themes of oppression, slavery, or a struggle for freedom.*
- *Addresses instructional expectations and is easy to understand and use.*
- *Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.*
- *Focuses on challenging sections of diverse text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.*
- *Integrates appropriate supports in reading, writing, listening and speaking for students who are EL, have disabilities, or read well below the grade level text band.*
- *Uses graphic organizers and other supports for students to support their learning and understanding of texts and/or concepts.*
- *Provides adequate differentiation and is compatible with district tech tools for accessibility (i.e. Snap & Read, Co Writer etc.) for students who are struggling or who learn in different ways than their peers.*
- *Provides extensions and/or more advanced text for students who read well above the grade level text band.*
- *Provides directly embedded and easy to use instruction and support for grammar and vocabulary skills.*
- *Provides support in developing a students' writing ability over time using diverse texts, concepts and ideas.*
- *Provides examples of quality learning targets and success criteria for teachers to use.*

A unit or longer lesson should:

- *Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units).*

- *Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units).*
- *Provide for authentic learning, instruction and application of literacy and research skills, student directed inquiry, analysis, evaluation and/or reflection.*
- *Integrate targeted instruction in such areas as grammar and conventions, vocabulary instruction, writing strategies, discussion rules and all aspects of foundational reading for High School students.*
- *Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (may be more applicable across the year or several units).*
- *Use technology and media compatible with district technology tools (e.g. Google Suite) to deepen learning and draw attention to evidence and texts as appropriate.*
- *Informational text is updated and relevant with the changes in society and culture.*
- *Uses technology to hold students accountable to works that are authentic and their own (Plagiarism checker).*

IV. Assessment

The lesson/unit regularly assesses whether students are mastering standards based content and skills:
- *Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).*
- *Assesses student proficiency using differentiated methods that are unbiased and accessible to all students.*
- *Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.*

A unit or longer lesson should:

- *Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.*
- *The system allows for evaluation of student growth over time not just against the grade level standards.*

	Average Score	No	Yes	Average of Targets a set of grade-level CCSS ELA/Literacy standards.	Average of Includes a clear and explicit purpose for instruction.	Average of Selects text(s) that measure within the grade-level text complexity band and are of sufficient	Average of Provides opportunity or flexibility to add common and diverse novels to the curriculum at	Average of Does the Curriculum/Text Integrate reading, writing, speaking and listening so that students apply and synthesize	Average of Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep	Average of Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions	Average of Writing from Sources: Routinely expects that students draw evidence from common and diverse texts to	Average of Academic Vocabulary: Focuses on building students' academic vocabulary in context	Average of Increasing Text Complexity: Focus students on reading a progression of complex	Average of Building Disciplinary Knowledge: Provide opportunities for students to build knowledge	Average of Balance of Texts: Within a collection of grade-level units a balance of informational and literary
American Lit															
College Board - Springboard	2.68	5		3.00	3.20	3.40	2.40	3.00	3.40	3.00	2.80	2.40	2.60	3.00	3.00
Glencoe StudySync	3.77		5	4.00	3.80	3.80	4.00	3.80	3.80	4.00	3.80	3.60	3.80	3.80	3.60
HMH - Into Literature	3.36	2	3	3.40	3.60	3.60	3.20	3.40	3.20	3.40	3.60	3.40	3.60	3.40	3.60
Pearson - MyPerspectives	3.22	3	1	3.75	3.50	3.50	3.25	3.75	3.50	3.25	3.50	3.00	3.25	3.25	3.25
EL															
College Board - Springboard	3.03	1		4.00	3.00	3.00	2.00	2.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00
Glencoe StudySync	3.72		2	4.00	4.00	4.00	3.00	3.50	3.50	4.00	4.00	3.50	3.50	4.00	3.50
HMH - Into Literature	3.32		1	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Pearson - MyPerspectives	3.84		1	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Honors 10															
College Board - Springboard	3.02	2	1	4.00	3.67	3.67	2.33	3.00	3.33	3.00	3.00	3.33	3.00	3.00	2.67
Glencoe StudySync	3.82		4	4.00	4.00	4.00	4.00	3.50	3.75	3.50	4.00	3.75	4.00	3.50	4.00
HMH - Into Literature	3.45	1	3	3.75	3.50	3.50	3.50	3.50	4.00	3.50	3.75	3.50	3.75	3.50	3.75
Pearson - MyPerspectives	3.50	1	3	4.00	3.75	3.25	3.50	4.00	3.75	3.50	3.75	3.25	3.25	3.50	3.50
Honors 9															
College Board - Springboard	3.03	1	2	4.00	3.67	3.67	1.67	3.33	4.00	3.67	3.33	3.67	3.00	3.67	3.00
Glencoe StudySync	3.85		3	3.67	3.67	4.00	4.00	3.33	4.00	4.00	4.00	3.67	3.67	4.00	4.00
HMH - Into Literature	3.21	3		3.67	3.33	3.67	3.33	3.00	3.67	3.67	3.67	3.00	3.33	3.67	3.33
Pearson - MyPerspectives	3.40	2	1	3.67	3.67	3.33	3.00	3.33	3.33	3.33	3.33	3.67	3.33	3.67	3.33
LA10															
College Board - Springboard	2.04	3		2.67	2.67	2.00	1.33	2.33	2.67	2.33	2.33	2.33	2.00	1.67	1.67
Glencoe StudySync	3.88		3	4.00	4.00	4.00	4.00	3.67	4.00	4.00	4.00	4.00	4.00	4.00	4.00
HMH - Into Literature	2.09	2		2.50	2.00	2.50	3.00	2.00	2.50	3.00	3.00	1.50	2.00	2.50	2.00
Pearson - MyPerspectives	2.08	2		3.00	3.00	3.00	2.00	3.00	2.50	2.50	2.50	2.50	2.50	2.50	2.00
LA9															
College Board - Springboard	2.91	4	1	3.40	3.20	3.20	2.40	2.60	3.60	3.00	3.00	3.40	2.80	3.20	2.80
Glencoe StudySync	3.84		5	4.00	4.00	4.00	3.80	4.00	3.80	4.00	3.80	4.00	3.80	3.80	3.80
HMH - Into Literature	3.27	2	3	3.80	3.60	3.40	3.00	3.60	3.40	3.20	3.20	3.40	3.20	3.40	3.20
Pearson - MyPerspectives	3.07	3	2	3.60	3.60	3.00	3.00	3.20	3.20	3.00	3.40	3.00	2.80	3.20	3.40
Sped															
College Board - Springboard	2.49	3		3.33	3.33	2.67	2.00	2.67	3.33	2.67	3.00	3.00	2.67	2.67	2.67
Glencoe StudySync	3.69		3	3.67	3.67	3.67	4.00	3.67	3.67	3.67	3.33	4.00	3.67	3.33	3.67
HMH - Into Literature	2.96	1	2	3.67	3.33	3.33	2.67	3.00	3.33	3.33	3.00	3.00	3.33	3.33	3.33
Pearson - MyPerspectives	3.32	1	2	3.67	3.33	3.33	2.67	3.33	3.33	3.33	3.67	3.67	3.33	3.33	3.67
Overall															
College Board - Springboard	2.73	19	4	3.39	3.26	3.13	2.09	2.78	3.43	3.00	2.96	3.00	2.74	2.96	2.74

Glencoe StudySync	3.80		25	3.92	3.88	3.92	3.88	3.68	3.80	3.88	3.84	3.80	3.80	3.76	3.80
HMH - Into Literature	3.17	11	12	3.57	3.39	3.43	3.13	3.26	3.43	3.39	3.43	3.17	3.35	3.39	3.35
Pearson - MyPerspectives	3.20	12	10	3.68	3.55	3.27	3.05	3.45	3.36	3.23	3.45	3.23	3.14	3.32	3.32
Core															
College Board - Springboard	2.63	16	1												
Glencoe StudySync	3.78	0	18												
HMH - Into Literature	3.00	7	9												
Pearson - MyPerspectives	3.11	9	6												
Honors															
College Board - Springboard	3.02	3	3												
Glencoe StudySync	3.84	0	7												
HMH - Into Literature	3.33	4	3												
Pearson - MyPerspectives	3.45	3	4												

Average of Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple	Average of Cultivates student interest and engagement in reading, writing and speaking about diverse	Average of Diverse texts are given equal importance; they are not included only to discuss themes of	Average of Addresses instructional expectations and is easy to understand and use.	Average of Provides all students with multiple opportunities to engage with text of appropriate complexity	Average of Focuses on challenging sections of diverse text(s) and engages students in a productive	Average of Integrates appropriate supports in reading, writing, listening and speaking for students who	Average of Uses graphic organizers and other supports for students to support their learning and understandin	Average of Provides adequate differentiation and is compatible with district tech tools for accessibility	Average of Provides extensions and/or more advanced text for students who read well above the	Average of Provides directly embedded and easy to use instruction and support for grammar	Average of Provides support in developing a students' writing ability over time using diverse texts,	Average of Provides examples of quality learning targets and success criteria for teachers to	Average of Include a progression of learning where concepts and skills advance and deepen over time	Average of Gradually remove supports, requiring students to demonstrate their independent	Average of Provide for authentic learning, instruction and application of literacy and research
3.00	1.80	2.20	1.60	2.00	2.60	1.80	2.80	2.20	3.40	2.60	2.60	3.20	2.80	2.60	2.60
4.00	4.00	3.80	3.80	3.80	3.60	3.80	3.80	3.40	3.80	3.80	3.80	3.20	3.40	3.80	3.80
3.40	3.00	3.00	3.20	3.40	3.40	2.80	3.40	3.40	3.40	3.40	3.40	3.40	3.40	3.00	3.40
3.25	3.00	2.50	2.75	3.00	3.00	3.25	2.75	3.00	3.50	2.75	3.50	3.25	3.25	3.25	3.00
4.00	2.00	3.00	3.00	2.00	3.00	1.00	3.00	2.00	2.00	3.00	3.00	4.00	4.00	3.00	3.00
3.00	4.00	3.50	4.00	4.00	4.00	4.00	3.50	3.00	3.50	4.00	4.00	3.50	4.00	4.00	3.50
3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00
3.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
3.33	3.00	2.67	2.67	3.00	2.67	2.33	3.33	2.33	3.00	3.00	3.33	3.33	3.33	3.00	3.33
3.75	4.00	4.00	3.75	4.00	4.00	4.00	3.75	3.50	3.75	3.75	4.00	3.75	4.00	4.00	3.75
3.00	3.25	3.00	3.50	3.25	3.25	3.50	3.00	2.75	3.50	2.75	3.25	3.25	3.50	2.75	3.25
3.75	3.50	3.50	3.75	3.75	3.50	3.25	2.75	3.00	3.50	2.75	3.50	3.25	3.50	3.50	3.50
3.00	2.67	3.00	3.00	3.00	4.00	1.67	3.00	2.00	3.00	2.67	2.67	4.00	3.33	2.67	3.00
4.00	4.00	4.00	4.00	4.00	3.67	4.00	3.67	3.67	4.00	3.67	4.00	3.67	3.67	3.67	4.00
3.00	3.00	3.00	2.67	2.67	2.67	3.00	3.00	2.67	2.67	3.33	3.00	3.67	3.00	3.00	3.00
3.33	3.00	3.33	3.67	3.67	3.33	3.33	3.67	3.33	3.00	3.33	3.67	3.67	3.33	3.00	3.33
2.00	1.67	2.00	1.67	1.67	2.00	2.00	2.33	1.33	2.00	1.67	2.00	3.00	2.00	2.00	2.00
3.67	3.67	3.67	4.00	4.00	4.00	4.00	3.67	3.67	3.67	4.00	4.00	3.67	4.00	3.67	4.00
2.00	1.50	2.50	1.50	2.00	1.50	2.00	1.50	1.00	1.00	2.00	2.50	2.50	2.00	2.00	2.00
2.50	1.00	1.00	2.00	2.50	1.00	2.00	2.50	1.50	1.00	2.00	1.00	1.50	2.00	2.00	2.00
2.80	2.40	2.80	2.60	3.00	2.60	2.00	2.80	2.60	3.40	2.40	3.00	3.00	3.20	2.80	3.20
3.80	3.80	3.60	3.80	3.80	3.60	3.80	3.80	3.60	4.00	4.00	4.00	3.60	3.60	3.80	3.60
3.20	2.80	3.00	3.20	3.20	3.20	3.20	3.20	3.40	2.80	3.00	3.20	3.20	3.40	3.40	3.40
3.00	3.00	2.80	2.80	3.00	2.80	2.60	3.00	2.80	3.40	3.00	2.80	3.20	2.80	3.20	3.20
2.67	2.33	1.33	1.33	1.67	2.33	2.00	2.67	2.00	3.33	2.00	2.67	3.00	3.00	3.00	3.00
3.67	4.00	4.00	3.67	4.00	3.33	4.00	4.00	4.00	4.00	4.00	3.67	3.67	3.33	3.33	3.00	3.33
3.33	3.00	3.00	2.67	2.67	2.67	2.67	2.67	2.33	3.33	2.67	3.00	3.00	3.00	2.67	3.00
3.33	3.67	3.67	3.00	3.00	3.33	2.67	3.67	3.00	3.00	3.67	3.33	3.33	3.33	3.00	3.00
2.87	2.26	2.39	2.17	2.39	2.70	1.91	2.83	2.13	3.04	2.43	2.74	3.26	3.00	2.70	2.87

3.76	3.92	3.80	3.84	3.92	3.72	3.92	3.76	3.56	3.84	3.84	3.92	3.52	3.68	3.72	3.72
3.09	2.87	2.96	2.96	3.00	2.96	2.96	2.96	2.83	2.96	3.00	3.13	3.22	3.17	2.91	3.13
3.23	3.05	2.91	3.09	3.23	3.00	2.95	3.09	2.91	3.14	3.00	3.14	3.18	3.14	3.14	3.14

Average of Integrate targeted instruction in such areas as grammar and conventions, vocabulary instruction,	Average of Indicate how students are accountable for independent reading based on student	Average of Use technology and media compatible with district technology tools (e.g. Google Suite)	Average of Informational text is updated and relevant with the changes in society and culture.	Average of Uses technology to hold students accountable to works that are authentic and their own	Average of Elicits direct, observable evidence of the degree to which a student can independently	Average of Assesses student proficiency using differentiated methods that are unbiased and	Average of Includes aligned rubrics or assessment guidelines that provide sufficient guidance for	Average of Use varied modes of assessment, including a range of pre-,	Average of The system allows for evaluation of student growth over time
3.00	2.60	2.80	2.40	3.00	3.00	2.20	2.80	2.80	2.40
3.80	3.80	3.80	3.60	4.00	3.80	3.60	3.80	3.80	3.80
3.20	3.20	3.20	3.40	3.60	3.60	3.20	3.60	3.60	3.40
3.25	3.25	3.75	3.00	3.25	3.50	2.75	3.50	3.75	2.75
3.00	3.00	3.00	3.00	2.00	4.00	2.00	3.00	3.00	3.00
4.00	3.50	4.00	4.00	3.00	4.00	3.50	4.00	3.50	4.00
3.00	3.00	4.00	4.00	3.00	3.00	3.00	2.00	2.00	3.00
4.00	4.00	3.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00
3.00	3.00	2.33	2.67	2.67	3.00	3.00	3.00	3.33	3.00
3.50	3.50	4.00	4.00	3.75	3.50	4.00	3.75	3.75	3.75
3.25	3.50	3.50	4.00	3.25	3.75	3.75	4.00	4.00	3.75
2.75	3.25	4.00	3.75	3.50	3.75	3.50	3.75	3.75	3.75
2.33	2.00	3.00	2.67	3.00	3.67	2.67	2.67	3.00	2.67
4.00	4.00	3.67	4.00	4.00	4.00	3.67	3.67	4.00	3.67
3.00	2.33	3.67	3.00	4.00	3.67	3.67	3.33	3.00	3.67
3.00	3.33	3.67	3.00	3.00	3.67	3.33	4.00	3.67	3.67
2.00	1.00	1.67	2.00	2.33	2.67	2.00	2.67	2.00	1.67
4.00	3.67	4.00	4.00	4.00	4.00	4.00	3.67	3.33	3.67
2.00	1.00	2.50	1.50	2.50	2.00	2.50	2.50	2.50	2.50
2.00	1.50	2.00	1.50	2.00	2.50	2.50	2.50	2.00	2.00
2.80	3.00	3.00	3.00	3.00	2.80	2.60	3.40	2.60	3.00
3.80	3.80	3.80	3.80	4.00	4.00	4.00	3.80	3.80	4.00
3.00	3.00	3.40	3.60	3.20	3.60	3.40	3.60	3.20	3.20
2.80	2.80	3.40	2.80	3.40	3.20	3.00	3.20	3.40	3.00
2.33	2.00	3.33	2.00	3.67	2.00	1.33	1.67	2.33	1.67
4.00	3.67	3.67	4.00	3.67	3.33	4.00	3.67	3.67	3.67
3.00	2.67	2.67	2.33	3.67	3.00	2.67	3.00	2.67	2.67
3.67	3.33	3.67	3.33	3.33	3.33	3.00	3.33	3.33	3.33
2.65	2.39	2.74	2.52	2.91	2.91	2.30	2.78	2.70	2.48

3.84	3.72	3.84	3.88	3.84	3.80	3.84	3.76	3.72	3.80
3.00	2.83	3.26	3.22	3.39	3.39	3.26	3.39	3.22	3.26
3.00	3.05	3.50	3.00	3.18	3.41	3.09	3.45	3.45	3.18

Company	Does the Curriculum/Text appear to align to the depth of the CCSS in ELA/Literacy?	Does the Curriculum/Text appear to adequately target grade level standards in Reading, Writing, Speaking and Listening?	Does the Curriculum/Text appear to provide adequate differentiation for students who are struggling or who learn in different ways than their peers (including EL)?	Does the Curriculum/Text appear to have diverse texts included in its design?	Does the Curriculum/Text appear to use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures?	Does the Curriculum/Text appear to be easy to navigate and user friendly?
Springboard	3.74	3.37	2.47	2.84	3.21	2.47
Pearson - MyPerspectives	3.80	3.60	2.45	2.95	3.15	3.10
HMH - IntoLiterature	3.68	3.42	2.79	2.79	3.21	2.68
ARC-Core	2.89	2.58	2.42	2.42	2.47	1.89
Odell Education	3.25	3.00	2.25	3.05	2.95	2.75
Wiley and Sons	3.41	3.24	2.18	2.47	2.41	2.00
Glencoe StudySync	3.63	3.63	3.21	3.53	3.00	3.37

Is this a Curriculum/Text you would like to see a formal presentation by the company for? (Y/N)	Total Score	Rank Order
0.63	18.74	4
0.75	19.80	2
0.58	19.16	3
0.11	14.79	7
0.45	17.70	5
0.24	15.94	6
0.84	21.21	1

Common Cores Standards Review

Reading for Literature		
CCR Anchor Area	**Current Curriculum meets this how:**	**Gaps that need to be addressed:**
Key Ideas and Details	Collections: CCSS RI1, RI2, RI3 Large collection of diverse text for Authors and Backgrounds Started with short stories and skill building 1st semester to help with transitioning to the large stories 2nd semester. Provides Academic vocabulary for each story. Spring Board:	Collections: Need more diverse stories especially when needing to scaffold. This program is tough to get going and lots of background building/skills is needed to use this. Spring Board: Double Entry Journals is a challenge for ELL and SPED students. It would be helpful if they were 3 columns so that more information and focus can be added. *ARHS SPED - Currently does not have access to any of the ELA materials. We create our own materials/curriculum to try and match the Gen-ed Curriculum as much as possible. *ARHS EL -I've borrowed a few books from the ELA Dept. and have periodically used a few graphic organizers from Springboard, but we're working on a separate curriculum
Craft and Structure	Collections: CCSS RI4, RI5, RI6 Large collection of diverse text for Authors and Backgrounds Started with short stories and skill building 1st semester to help with transitioning to the large stories 2nd semester. Provides Academic vocabulary for each story. Spring Board:	Collections: Need more diverse stories especially when needing to scaffold. This program is tough to get going and lots of background building/skills is needed to use this. Spring Board: Double Entry Journals is a challenge for ELL and SPED students. It would be helpful if they were 3 columns so that more information and focus can be added.
Integration of Knowledge and Ideas	Collections: CCSS RI7, RI8, RI9 Large collection of diverse text for Authors and Backgrounds	Collections: Need more diverse stories especially when needing to scaffold.

	Started with short stories and skill building 1st semester to help with transitioning to the large stories 2nd semester. Provides Academic vocabulary for each story. Spring Board:	This program is tough to get going and lots of background building/skills is needed to use this. Spring Board: Double Entry Journals is a challenge for ELL and SPED students. It would be helpful if they were 3 columns so that more information and focus can be added.
Range of Reading and Level of Text Complexity	Collections: CCSS RI10 Large collection of diverse text for Authors and Backgrounds Started with short stories and skill building 1st semester to help with transitioning to the large stories 2nd semester. Provides Academic vocabulary for each story. Spring Board:	Collections: Need more diverse stories especially when needing to scaffold. This program is tough to get going and lots of background building/skills is needed to use this. Spring Board: Double Entry Journals is a challenge for ELL and SPED students. It would be helpful if they were 3 columns so that more information and focus can be added.

Reading for Informational Text		
CCR Anchor Area	**Current Curriculum meets this how:**	**Gaps that need to be addressed:**
Key Ideas and Details	Collections: Asks students to read and provide text evidence, central idea and offer it in responses Springboard: Asks students to respond to text in a variety of formats Students are asked to provide text evidence, central idea and cite source	Collections: more explicit guidance on finding text evidence and what responses should look like, what evidence is appropriate to question Springboard:
Craft and Structure	Collections: limited discussion of words and meanings of words	

Integration of Knowledge and Ideas	Collections: Does not offer clear scaffolding regarding bias and diverse perspectives in the text Springboard: texts sources were from limited viewpoints texts were all provided and limited in scope	
Range of Reading and Level of Text Complexity	Collections: Wide range available - texts, paintings, histories, History Channel videos, etc. Springboard: Also wide range available - especially non-print texts	Collections: Many texts are also old, less relevant than they could be Springboard: 9th grade specifically doesn't have as wide a range, it's mostly literature Not enough present-day relevance, some texts are very old Wants more YouTube and electronic components

Writing		
CCR Anchor Area	**Current Curriculum meets this how:**	**Gaps that need to be addressed:**
Text Types and Purposes	Collections: Consumable books which guides students through 3 major writing types Argument, Narrative and Informative Springboard: Each unit offers choice of writing assessment at end of completing essay / project	Collections: provided instructional materials but it was online and not in the printed materials - not available to students without teacher access Need graphic organizers, scaffolding to steps and proofreading skills Springboard:
Production and Distribution of Writing	Collections: Performance assessment books guide students through the steps of research, drafting, editing and final drafts in limited way	Collections: Gaps are in the writing for drafts, editing and purposes. Teachers would need to fill this in with

	Springboard: structured research, drafting, editing and final drafts	feedback and having students read and revise. No integrated request to publish Need graphic organizers, scaffolding to steps and proofreading skills Springboard:
Research to Build and Present Knowledge	Collections: Provided sources and question to research Time frame and project scope is given by task Springboard: Provided sources and question to research	Collections: Need to provide or offer option Need graphic organizers, scaffolding to steps and proofreading skills Springboard: Need to provide or offer the option
Range of Writing	Collections: Both short and longer responses associated with texts were asked for. Different types of longer writing were embedded in writing booklets Springboard:	Collections: Need graphic organizers, scaffolding to steps and proofreading skills Writing materials were not linked and embedded into the actual reading textbooks Springboard:
Speaking and Listening		
CCR Anchor Area	**Current Curriculum meets this how:**	**Gaps that need to be addressed:**
Comprehension and Collaboration	Springboard has many opportunities for students to work in groups and communicate with peers and express ideas Collections provides some group work throughout (partner discussion etc.)	Neither Springboard nor Collections really teaches kids how to participate in Socratic Seminar or how to identify/respond to the perspective of the speaker.

Presentation of Knowledge and Ideas	Springboard allows ample opportunity for presenting knowledge in a variety of ways (presentations, graphic organizers, essays, narratives, technology, etc.) Collections offers a lot of opportunities for presenting knowledge through writing/essays, but not as many opportunities for creative writing.	
Language		
CCR Anchor Area	**Current Curriculum meets this how:**	**Gaps that need to be addressed:**
Conventions of Standard English	Limited and random in Springboard. (IXL has been a nice addition to fill this gap this semester).	Would like a more structured grammar component. We would prefer something digital like IXL or No Red Ink. This is a big piece missing in both Collections & Springboard.
Knowledge of Language	Springboard and Collections both do a good job of incorporating knowledge of language.	
Vocabulary Acquisition and Use	Collections also focuses on academic vocabulary. Each text has vocabulary within the reading. Springboard focuses on literary terms and academic vocabulary.	Would like to see more supplemental vocabulary for Honors/AP such as SAT high frequency words.

BUILDING PROGRAM

1. <u>Change Order – Chinook Elementary School Replacement</u>

   Attached is a copy of Change Order No. 1 for the Chinook Elementary School Replacement project that should be considered to permit a change in the construction contract.

Original Contract	$	42,775,567.00
Previously Approved	$	0.00
Change Order No. 1	$	68,229.00
New Contract Amount	$	42,843,796.00

   Jeffrey Grose, Executive Director of Capital Projects, will be present to recommend acceptance of this change order.

   Recommendation: That Change Order No. 1 be accepted for the Chinook Elementary School Replacement project and the contract amount be increased by $68,229.00 for a new contract amount of $42,843,796.00.

2. <u>Sewer Easement – Chinook Elementary School Replacement</u>

   Attached is an easement to the City of Auburn for the purposes of laying, maintaining, and installing a sanitary sewer and appurtenances at the Chinook Elementary School property.

   The sewer located within the easement area will be maintained by the City of Auburn. Granting of an easement is required by the City of Auburn as a condition for the construction and maintenance of a sewer main that is needed for the Chinook Elementary School Replacement project.

   Jeffrey Grose will be present to recommend granting of the easement.

   Recommendation: That the Sewer Easement be granted to the City of Auburn.

3. <u>Water Easement – Chinook Elementary School Replacement</u>

   Attached is an easement to the City of Auburn for the purposes of laying, maintaining, and installing a water main and appurtenances at the Chinook Elementary School property.

   The water main located within the easement area will be maintained by the City of Auburn. Granting of an easement is required by the City of Auburn as a condition for the construction and maintenance of a water main that is needed for the Chinook Elementary School Replacement project.

   Jeffrey Grose will be present to recommend granting of the easement.

Recommendation: That the Water Easement be granted to the City of Auburn.

4. <u>Resolution No. 1340 – Adopting the 2021-2027 Capital Facilities Plan</u>

Resolution No. 1340 adopts the 2021 through 2027 Capital Facilities Plan. The Plan establishes the anticipated capital construction program required to meet the projected pupil enrollment for the next six years. In addition, it computes the anticipated school impact fees under the King County model. The plan will be presented to King County, and the Cities of Auburn, Algona, Black Diamond, Kent and Pacific. Cindi Blansfield, Associate Superintendent will introduce Bob Kenworthy, Assistant Director for Capital Projects, and they will review the plan with the board. The plan has been reviewed by Ms. Denise Stiffarm of Pacifica Law Group which serve as counsel for the district regarding school impact fees.

Recommendation: That the board adopt Resolution No. 1340.

Change Order

PROJECT: Chinook Elementary School Replacement   CHANGE ORDER NO.: 1
              3502 Auburn Way S
              Auburn, WA 98092   DATE: June 7, 2021

TO CONTRACTOR: Skanska USA   CONTRACT DATED: May 1, 2020
              221 Yale Avenue N., Suite 400
              Seattle, WA 98109   ARCHITECT'S PROJECT NO.:   121-19021

The Contract is changed as follows:

1.	PR-001/CE-0003 – Revise cabinet locks	Deduct	($ 4,951.00)
2.	PR-002/CE-0004 – Delete 2 roof hatch safety rails	Deduct	($ 3,581.00)
3.	PR-004/CE-0006 – Revise railings at stairs	Add	$ 74,785.00
4.	PR-013/CE-0013 – Add fire extinguisher in elevator equipment room	Add	$ 282.00
5.	CCA-002/CE-0014 – Increase metal deck gauge at entry canopy	Add	$ 1,694.00

The original Contract Sum was $ 42,775,567.00
Net change by previously authorized Change Orders $ 0.00
The Contract Sum prior to this Change Order was $ 42,775,567.00
The Contract Sum will be **increased** by this change order $ 68,229.00
The new Contract Sum including this Change Order will be $ 42,843,796.00

The Contract Time for the Work will be **unchanged** by   0 calendar days
The date of Substantial Completion as of the date of this Change Order is   July 29, 2022.

NAC Architecture   Auburn School District #408   Skanska USA
2025 First Avenue, Suite 300   915 Fourth Street N.E.   221 Yale Avenue N., Suite 400
Seattle, WA 98121-3131   Auburn, WA 98002   Seattle, WA 98109

By: _____   By: _____   By: _____

Date: _____   Date: _____   Date: _____

Steven M. Shiver
Digitally signed by Steven M. Shiver
DN: C=US, E=sshiver@nacarchitecture.com, O=NAC Architecture, CN=Steven M. Shiver
Date: 2021.06.07 13:45:35-07'00'

Return Address:
City of Auburn
City Clerk
25 West Main
Auburn, WA 98001

Above this line reserved for recording information.

SANITARY SEWER EASEMENT
FAC20-0013

Reference # (if applicable):	N/A
Grantor:	Auburn School District 408
Grantee:	City of Auburn
Legal Description/STR:	Section 21, Township 21N and Range 5E
Assessor's Tax Parcel ID#:	212105-9042

For and in consideration of the sum of TEN DOLLARS ($10.00) and other good and valuable consideration, receipt of which is hereby acknowledged, and for benefits to be derived by the Grantor herein, Grantor, Auburn School District 408 hereby conveys and warrants to the City of Auburn, Grantee herein, a municipal corporation of the State of Washington, its successors and assigns, a perpetual Nonexclusive Easement under, over, through and across the following described real property ("Easement Area") for the purpose of laying, maintaining, and installing sewer and appurtenances thereto, the Easement Area being a portion of the above-designated King County Tax Parcel ("Parent Parcel"), and described as follows:

SEE EXHIBITS "A" AND "B", ATTACHED HERETO AND BY THIS REFERENCE MADE A PART HEREOF.

Grantee shall have the absolute right, at times as may be necessary, for immediate entry upon said Easement Area for the purpose of maintenance, inspection, construction, repair or reconstruction of the above improvements without incurring any legal obligation or liability therefore.

Grantee shall have the absolute right to place any type of driving surface within the Easement Area deemed necessary by the Grantee.

Grantor shall not in any way block, restrict or impede access and egress to or from the Easement Area, and/or in any way block, restrict or impede full use of the real property within the Easement Area by the Grantee for the above-described purposes. No building, wall, rockery, fence, trees or structure of any kind shall be erected or planted, nor shall any fill material be placed within the boundaries of the Easement Area, without the express written consent of the Grantee. With Grantee permission, Grantor may fence across said Easement Area and/or along the boundaries of the Easement Area, provided that a gate is constructed in the fence. The gate shall be of sufficient length and location to allow the Grantee full use of, and access and egress to and from the Easement Area. If the gate is to be locked, keys shall be provided to the Grantee.

No excavation shall be made within three (3) feet of the sewer service facilities and the surface level of the ground within the Easement Area shall be maintained at the elevation as currently existing.

Grantor grants to the Grantee the right of ingress and egress to the Easement Area over and across all paved, graveled, or otherwise improved driveways or parking lots within the Parent Parcel. If direct access to the Easement Area is not available from such driveways or parking lots, the Grantee's right of ingress and egress shall include such other areas within the Parent Parcel as the Grantee determines are necessary to access the Easement Area from such driveways and parking lots or from the Parent Parcel's boundaries. In the case of any damage or disruption of the Parent Parcel, the Grantee shall return the property to a condition reasonably comparable to its condition as it existed immediately before entry and/or work was made thereon by the Grantee or its agents.

Grantor additionally grants to the Grantee, the use of such additional area immediately adjacent to the Easement Area as shall be required for the construction, reconstruction, maintenance and operation of said sewer facilities. The use of such additional area shall be held to a reasonable minimum and in the case of any damage or disruption of the Parent Parcel, the Grantee shall return the property to a condition reasonably comparable to its condition as it existed immediately before entry and/or work was performed by the Grantee or its agents. In addition to the other restrictions herein, Grantor shall not convey to a third party any easement or other right of usage in the Parent Parcel that would impair or limit the Grantee's use of the Easement Area.

This Easement shall be a covenant running with the Parent Parcel shall burden said real estate, and shall be binding on the successors, heirs and assigns of all parties hereto.

IN WITNESS WHEREOF, said corporation has caused this instrument to be executed by its proper officer(s) this _____ day of _____, 2021.

AUBURN SCHOOL DISTRICT NO. 408,
a municipal corporation of the State of Washington

_____
ALAN SPICCIATI   Date
Superintendent

STATE OF WASHINGTON)
) ss
COUNTY OF KING   )

I certify that I know or have satisfactory evidence that _____.
is the person who appeared before me, and said person acknowledged that they signed this instrument, on oath stated that they were authorized to execute the instrument and acknowledged it as the Superintendent of the AUBURN SCHOOL DISTRICT NO. 408 **a municipal corporation**, to be the free and voluntary act of such party for the uses and purposes mentioned in this instrument.

_____

_____
Notary Public in and for the State of Washington
Residing at _____
My appointment expires_____

EXHIBIT "A"

LEGAL DESCRIPTION

SANITARY SEWER EASEMENT

THAT PORTION OF THE NORTHEAST QUARTER OF THE SOUTHWEST QUARTER OF THE SOUTHWEST QUARTER OF SECTION 21, TOWNSHIP 21 NORTH, RANGE 5 E. W.M., KING COUNTY, STATE OF WASHINGTON; THAT PORTION BEING DESCRIBED AS FOLLOWS:

COMMENCING AT THE SOUTHEAST CORNER OF THE NORTHEAST QUARTER OF THE SOUTHWEST QUARTER OF THE SOUTHWEST QUARTER OF SAID SECTION 21;
THENCE ALONG THE EAST LINE OF SAID NORTHEAST QUARTER OF THE SOUTHWEST QUARTER OF THE SOUTHWEST QUARTER, NORTH 01°27'11" EAST **[BASIS OF BEARING]**, 41.85 FEET TO THE NORTH RIGHT-OF-WAY MARGIN OF AUBURN WAY SOUTH;
THENCE ALONG SAID MARGIN, NORTH 89°02'42" WEST, 277.91 FEET TO THE **POINT OF BEGINNING** OF A 15.00 FOOT STRIP OF LAND, LYING 7.50 FEET EACH SIDE OF THE FOLLOWING DESCRIBED CENTERLINE:
THENCE LEAVING SAID MARGIN, NORTH 03°06'58" EAST, 59.14 FEET TO THE **POINT OF TERMINUS**.

THE SIDELINES OF WHICH ARE LENGTHENED OR SHORTENED TO CREATE A FULL AND CONTINUOUS STRIP OF LAND FROM SAID NORTH MARGIN TO LINES PERPENDICULAR TO POINTS OF TERMINUS.

05/20/2021

CONTAINING 887 SQUARE FEET.

EXHIBIT "B"

NE COR OF NE1/4, SW1/4, SW1/4

NOBLE COURT SE

658.91'
N1° 27' 11"E
[BASIS OF BEARING]

P.O.T.

N3° 06' 58"E
59.14'

15'
SEWER
ESMT

N89° 02' 42"W
277.91'

25'

N1° 27' 11"E
41.85'

AUBURN WAY SOUTH

P.O.B.

30'

P.O.C.
SE COR OF NE1/4, SW1/4, SW1/4

05/20/2021

N

1"=200'
JOB NO. 2190498.50
5/20/21
Waterline Esmt Exhibit
LEGAL BY: SAR EXHIBIT BY: SAR
SE1/4 & SW1/4, OF SW1/4, S21, T21N, R5E
w:\sdskproj\2019\2190498\2190498_water_swer esmt.dwg

SCEAN A. RIPLEY
STATE OF WASHINGTON
REGISTERED
41296
PROFESSIONAL LAND SURVEYOR

AHBL

2215 North 30th Street,

Suite 200,

Tacoma, WA 98403

253.383.2422 TEL

253.383.2572 FAX

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Return Address:
City of Auburn
City Clerk
25 West Main
Auburn, WA 98001

<center>Above this line reserved for recording information.</center>

WATER EASEMENT
FAC20-0013

Reference # (if applicable):	N/A
Grantor:	Auburn School District 408
Grantee:	City of Auburn
Legal Description/STR:	Section 21, Township 21N and Range 5E
Assessor's Tax Parcel ID#:	212105-9042, 212105-9092 & 212105-9038

For and in consideration of the sum of TEN DOLLARS ($10.00) and other good and valuable consideration, receipt of which is hereby acknowledged, and for benefits to be derived by the Grantor herein, Grantor, Auburn School District 408 hereby conveys and warrants to the City of Auburn, Grantee herein, a municipal corporation of the State of Washington, its successors and assigns, a perpetual Nonexclusive Easement under, over, through and across the following described real property ("Easement Area") for the purpose of laying, maintaining, and installing water main and appurtenances thereto, the Easement Area being a portion of the above-designated King County Tax Parcel ("Parent Parcel"), and described as follows:

SEE EXHIBITS "A" AND "B", ATTACHED HERETO AND BY THIS REFERENCE MADE A PART HEREOF.

Grantee shall have the absolute right, at times as may be necessary, for immediate entry upon said Easement Area for the purpose of maintenance, inspection, construction, repair or reconstruction of the above improvements without incurring any legal obligation or liability therefore.

Grantee shall have the absolute right to place any type of driving surface within the Easement Area deemed necessary by the Grantee.

Grantor shall not in any way block, restrict or impede access and egress to or from the Easement Area, and/or in any way block, restrict or impede full use of the real property within the Easement Area by the Grantee for the above-described purposes. No building, wall, rockery, fence, trees or structure of any kind shall be erected or planted, nor shall any fill material be placed within the boundaries of the Easement Area, without the express written consent of the Grantee. With Grantee permission, Grantor may fence across said Easement Area and/or along the boundaries of the Easement Area, provided that a gate is constructed in the fence. The gate shall be of sufficient length and location to allow the Grantee full use of, and access and egress to and from the Easement Area. If the gate is to be locked, keys shall be provided to the Grantee.

No excavation shall be made within three (3) feet of the water service facilities and the surface level of the ground within the Easement Area shall be maintained at the elevation as currently existing.

Grantor grants to the Grantee the right of ingress and egress to the Easement Area over and across all paved, graveled, or otherwise improved driveways or parking lots within the Parent Parcel. If direct access to the Easement Area is not available from such driveways or parking lots, the Grantee's right of ingress and egress shall include such other areas within the Parent Parcel as the Grantee determines are necessary to access the Easement Area from such driveways and parking lots or from the Parent Parcel's boundaries. In the case of any damage or disruption of the Parent Parcel, the Grantee shall return the property to a condition reasonably comparable to its condition as it existed immediately before entry and/or work was made thereon by the Grantee or its agents.

Grantor additionally grants to the Grantee, the use of such additional area immediately adjacent to the Easement Area as shall be required for the construction, reconstruction, maintenance and operation of said water facilities. The use of such additional area shall be held to a reasonable minimum and in the case of any damage or disruption of the Parent Parcel, the Grantee shall return the property to a condition reasonably comparable to its condition as it existed immediately before entry and/or work was performed by the Grantee or its agents. In addition to the other restrictions herein, Grantor shall not convey to a third party any easement or other right of usage in the Parent Parcel that would impair or limit the Grantee's use of the Easement Area.

This Easement shall be a covenant running with the Parent Parcel shall burden said real estate, and shall be binding on the successors, heirs and assigns of all parties hereto.

IN WITNESS WHEREOF, said corporation has caused this instrument to be executed by its proper officer(s) this _____ day of _____, 2021.

AUBURN SCHOOL DISTRICT NO. 408,
a municipal corporation of the State of Washington

_____
ALAN SPICCIATI   Date
Superintendent

STATE OF WASHINGTON)
) ss
COUNTY OF KING   )

I certify that I know or have satisfactory evidence that _____
is the person who appeared before me, and said person acknowledged that they signed this instrument, on oath stated that they were authorized to execute the instrument and acknowledged it as the Superintendent of the AUBURN SCHOOL DISTRICT NO. 408 **a municipal corporation**, to be the free and voluntary act of such party for the uses and purposes mentioned in this instrument.

_____

_____
Notary Public in and for the State of Washington
Residing at _____
My appointment expires_____

EXHIBIT "A"
LEGAL DESCRIPTION
WATER EASEMENT

THAT PORTION OF THE NORTHEAST QUARTER OF THE SOUTHWEST QUARTER OF THE SOUTHWEST QUARTER OF SECTION 21, AND THE NORTHWEST QUARTER OF THE SOUTHEAST QUARTER OF THE SOUTHWEST QUARTER OF SECTION 21, TOWNSHIP 21 NORTH, RANGE 5 E. W.M., KING COUNTY, STATE OF WASHINGTON; THAT PORTION BEING DESCRIBED AS FOLLOWS:

COMMENCING AT THE SOUTHEAST CORNER OF THE NORTHEAST QUARTER OF THE SOUTHWEST QUARTER OF THE SOUTHWEST QUARTER OF SAID SECTION 21;
THENCE ALONG THE EAST LINE OF SAID NORTHEAST QUARTER OF THE SOUTHWEST QUARTER OF THE SOUTHWEST QUARTER, NORTH 01°27'11" EAST **[BASIS OF BEARING]**, 41.85 FEET TO THE NORTH RIGHT-OF-WAY MARGIN OF AUBURN WAY SOUTH;
THENCE ALONG SAID MARGIN, NORTH 89°02'42" WEST, 16.33 FEET TO THE **POINT OF BEGINNING** OF A 15.00 FOOT STRIP OF LAND, LYING 7.50 FEET EACH SIDE OF THE FOLLOWING DESCRIBED CENTERLINE:
THENCE LEAVING SAID MARGIN, NORTH 00°57'18" EAST, 194.30 FEET TO A POINT HEREAFTER KNOWN AS POINT "A";
THENCE NORTH 89°03'46" WEST, 166.90 FEET TO A POINT HEREAFTER KNOWN AS POINT "B";
THENCE CONTINUING, NORTH 89°03'46" WEST, 55.64 FEET;
THENCE NORTH 00°57'18" EAST, 187.63 FEET TO A POINT HEREAFTER KNOWN AS POINT "C";
THENCE CONTINUING, NORTH 00°57'18" EAST, 2875 FEET TO A POINT HEREAFTER KNOWN AS POINT "G";
THENCE CONTINUING, NORTH 00°57'18" EAST, 88.79 FEET;
THENCE NORTH 45°57'18" EAST, 47.36 FEET;
THENCE SOUTH 89°02'42" EAST, 29.66 FEET TO A POINT HEREAFTER KNOWN AS POINT "D";
THENCE CONTINUING, SOUTH 89°02'42" EAST, 169.56 FEET TO A POINT HEREAFTER KNOWN AS POINT "E";
THENCE CONTINUING, SOUTH 89°02'42" EAST, 247.43 FEET TO A POINT HEREAFTER KNOWN AS POINT "F";
THENCE CONTINUING, SOUTH 89°02'42" EAST, 153.68 FEET MORE OR LESS TO THE WEST RIGHT-OF-WAY MARGIN OF NOBLE COURT SE AND TO THE **POINT OF TERMINUS** OF THIS DESCRIBED CENTERLINE;

AND
BEGINNING AT AFORESAID POINT "A";
THENCE SOUTH 89°03'46" EAST, 104.08 FEET;
THENCE NORTH 00°56'14" EAST, 17.84 FEET TO THE **POINT OF TERMINUS** OF THIS DESCRIBED CENTERLINE;

AND
BEGINNING AT AFORESAID POINT "B";
THENCE NORTH 00°56'14" EAST, 12.50 FEET TO THE **POINT OF TERMINUS** OF THIS DESCRIBED
CENTERLINE;

AND
BEGINNING AT AFORESAID POINT "C";
THENCE SOUTH 89°02'31" EAST, 45.00 FEET TO THE **POINT OF TERMINUS** OF THIS DESCRIBED
CENTERLINE;

AND
BEGINNING AT AFORESAID POINT "D";
THENCE SOUTH 00°57'18" WEST, 42.96 FEET TO THE **POINT OF TERMINUS** OF THIS DESCRIBED
CENTERLINE;

AND
BEGINNING AT AFORESAID POINT "E";
THENCE SOUTH 00°57'18" WEST, 85.08 FEET;
THENCE NORTH 89°02'42" WEST, 12.50 FEET TO THE **POINT OF TERMINUS** OF THIS DESCRIBED
CENTERLINE;

AND
BEGINNING AT AFORESAID POINT "F";
THENCE SOUTH 00°57'18" WEST, 101.93 FEET TO THE **POINT OF TERMINUS** OF THIS DESCRIBED
CENTERLINE.
[END OF 15.00 FOOT STRIP OF LAND]

AND
BEGINNING AT AFORESAID POINT "G", A 22.50 FOOT STRIP OF LAND, LYING 11.25 FEET EACH
SIDE OF THE FOLLOWING DESCRIBED CENTERLINE:
THENCE SOUTH 89°02'42" EAST, 41.00 FEET TO THE **POINT OF TERMINUS** OF THIS DESCRIBED
CENTERLINE.
[END OF 22.50 FOOT STRIP OF LAND]

05/20/2021

THE SIDELINES OF WHICH ARE LENGTHENED OR SHORTENED TO
CREATE A FULL AND CONTINUOUS STRIP OF LAND FROM SAID
NORTH MARGIN, TO SAID WEST MARGIN OR TO LINES
PERPENDICULAR TO POINTS OF TERMINUS.

CONTAINING 26,947 SQUARE FEET, OR 0.62 ACRES MORE OR
LESS.

EXHIBIT "B" (SHEET 1 OF 2)

NE COR OF NE1/4, SW1/4, SW1/4

PNT "D"

PNT "E"

PNT "F"

P.O.T.

22.5' WATER ESMT

L6

L7

L8

L16

L9

L18

L10

PNT "G"

L5

L15

15' WATER ESMT

PNT "C"

L19

L17

658.91' N1° 27' 11"E [BASIS OF BEARING]

PNT = POINT

L4

L14

L3

NOBLE COURT SE

L13

L1

L12

L11

L2

PNT "A"

PNT "B"

N0° 57' 18"E 194.30'

25'

P.O.B. [BASIS OF BEARING]
N1° 27' 11"E 41.85'

30'

AUBURN WAY SOUTH

P.O.C.

N89° 02' 42"W 16.33'

SE COR OF NE1/4, SW1/4, SW1/4

05/20/2021

SCEAN A. RIPLEY
STATE OF WASHINGTON
41296
REGISTERED
PROFESSIONAL LAND SURVEYOR

N

1"=200'
JOB NO. 2190498.50
5/20/21
Waterline Esmt Exhibit
LEGAL BY: SAR EXHIBIT BY: SAR
SE1/4 & SW1/4, OF SW1/4, S21, T21N, R5E
w:\sdskproj\2019\2190498\2190498_water_swer esmt.dwg

AHBL

2215 North 30th Street,
Suite 200,
Tacoma, WA 98403
253.383.2422 TEL
253.383.2572 FAX

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LINE TABLE

LINE #	LENGTH	DIRECTION
L1	166.90	N89° 03' 46"W
L2	55.64	N89° 03' 46"W
L3	187.63	N0° 57' 18"E
L4	28.75	N0° 57' 18"E
L5	88.79	N0° 57' 18"E
L6	47.36	N45° 57' 18"E
L7	29.66	S89° 02' 42"E
L8	169.56	S89° 02' 42"E
L9	247.43	S89° 02' 42"E
L10	153.68	S89° 02' 42"E
L11	104.08	S89° 03' 46"E
L12	17.84	N0° 56' 14"E
L13	12.50	N0° 56' 14"E
L14	45.00	S89° 02' 31"E
L15	42.96	S0° 57' 18"W
L16	85.08	S0° 57' 18"W
L17	12.50	N89° 02' 42"W
L18	101.93	S0° 57' 18"W
L19	41.00	S89° 02' 42"E

SCEAN A. RIPLEY
STATE OF WASHINGTON
41296
PROFESSIONAL LAND SURVEYOR
REGISTERED

JOB NO. 2190498.50
5/14/21
Waterline Esmt Exhibit
LEGAL BY: SAR EXHIBIT BY: SAR
SE1/4 & SW1/4, OF SW1/4, S21, T21N, R5E
w:\sdskproj\2019\2190498\2190498_water_swer esmt.dwg

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Auburn School District No. 408

CAPITAL FACILITIES PLAN
2021 through 2027

**DRAFT to be Adopted by the Auburn
School District Board of Directors**

June 2021

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

AUBURN
SCHOOL DISTRICT
ENGAGE • EDUCATE • EMPOWER

915 Fourth Street NE
Auburn, Washington 98002

(253) 931-4900

Serving Students in:
Unincorporated King County
City of Auburn
City of Algona
City of Kent
City of Pacific
City of Black Diamond

BOARD of DIRECTORS

Tracy Arnold

Laurie Bishop

Arlista Holman

Sheilia McLaughlin

Laura Theimer

Dr. Alan Spicciati, Superintendent

Table of Contents

Auburn School District No. 408
Capital Facilities Plan

2021 through 2027

Section I

Executive Summary

Auburn School District No. 408
CAPITAL FACILITIES PLAN
2021 through 2027

I.   Executive Summary

This six-year Capital Facilities Plan (the "Plan") has been prepared by the Auburn
School District (the "District") as the District's principal planning document, in compliance
with the requirements of Washington's Growth Management Act and the adopted
ordinances of the counties and cities served by the District. This Plan was prepared
using data available in the spring of 2021.

This Plan is consistent with prior long-term capital facilities plans adopted by the District.
However, this Plan is not intended to be the sole plan for all of the District's needs. The
District may prepare interim and periodic long-range Capital Facilities Plans consistent
with Board Policies and actions, taking into account a longer or a shorter time period;
other factors and trends in the use of facilities; and other needs of the District as may be
required. However, any such plan or plans will be consistent with this six-year Capital
Facilities Plan.

To enable the collection of impact fees in the unincorporated areas of King County and
within the Cities of Auburn, Black Diamond and Kent; the King County Council, the City
of Auburn, the City of Black Diamond, and the City of Kent will adopt this Plan by
reference as part of each jurisdiction's respective comprehensive plan. To enable the
collection of impact fees in the Cities of Algona and Pacific, these municipalities must
also adopt this Plan and adopt school impact fee ordinances.

Pursuant to the requirements of the Growth Management Act and the local ordinances,
this Plan will be updated on an annual basis, and any changes in the fee schedule(s)
adjusted accordingly.

The Plan establishes the District's "standard of service" in order to ascertain the District's
current and future capacity. While the State Superintendent of Public Instruction
establishes square footage guidelines for capacity, those guidelines do not account for
the local program needs of the District. The Growth Management Act and the school
impact fee ordinance authorize the District to define its standard of service based on the
District's specific needs. In general, the District's current standard provides that class
size for grades K-3 should not exceed 17 students and class size for grades 4-5 should
not exceed 27 students. When averaged over the six elementary school grades, this
computes to 20.33 students per classroom. Class size for grade 6 should not exceed 27
students and class size for grades 7 and 8 should not exceed 28.53 students. When
averaged over the three middle school grades, this computes to 28.02 students per
classroom. Class size for 9-12 should not exceed 28.74 students, with some subject
areas restricted to lesser numbers. Decisions by current legislative actions may create
the need for additional classrooms. (See Section III for more specific information.)

The capacity of the schools in the District is calculated based on this standard of service
and the existing inventory of facilities including transitional classrooms. The District's

2020-21 capacity was 17,082. The actual number of individual students was 16,702 as of October 1, 2020. (See Section V for more specific information.)

The Capital Construction Plan shown in Section VI addresses the additions and proposed modernization to the District's existing facilities. The plan includes the ongoing replacement of five elementary schools and one middle school, construction of two new elementary schools, and acquisition of future school sites to accommodate growth. The new facilities are required to meet the projected elementary school class size reductions mandated by the State of Washington and student population increases generated by the large development areas within the Auburn School District. Three areas that have significant impact on the school district are the Lakeland South, Lea Hill, and the valley areas of the district. There are also other development pockets that impact the District.

The District completed a comprehensive review of all district facilities in October 2008. A Steering Committee made recommendations to the Board for capital improvements to existing facilities and replacement of seven schools over the next ten years. These recommendations led to a capital improvements levy and a bond issue that was placed on the ballot in March 2009. Both ballot measures were unsuccessful in March. The Board determined to rerun only the capital improvements levy in November 2009, which the voters approved.

In the fall of 2011, the Board determined to move forward with the Auburn High School Modernization and Reconstruction Project and placed the project before the voters in February of 2012. The bond issue was supported by the community at nearly 57% approval rate, but was short of the super majority requirement of 60%. In March of 2012, the Board determined to rerun the bond in November of 2012. In November 2012, the bond passed at 62%. The project was completed during the summer of 2016.

In the spring of 2016, the Board determined to move forward with the replacement of six schools and the construction of two new elementary schools. The project was placed before the voters in November 2016 and the bond passed at 62.83%. The first of the projects, the replacement of Olympic Middle School, started construction in May 2018 and opened in Fall 2019. The district's new elementary, Bowman Creek Elementary, started construction in May 2019 and opened in August 2020.Construction for replacement of Dick Scobee Elementary School started in June 2019 and the school opened in August 2020. Construction of new Elementary School #16 and construction of the replacement Pioneer Elementary School started May 2020. Both are scheduled to open in the Fall of 2021. Construction for the replacement of both Lea Hill Elementary School and Chinook Elementary School started in June 2021.

The School Impact Fee Ordinances adopted by King County, the City of Auburn, City of Black Diamond and City of Kent provide for the assessment of impact fees to assist in meeting some of the fiscal impacts incurred by a district experiencing growth and development. Section VII sets forth the proposed school impact fees for single family and multi-family dwelling units. The student generation factors have been developed using the students who actually attend school in the Auburn School District from single family and multi-family developments constructed in the last five years. There have been dramatic changes in the student generation factors for single and multi-family in the past five years. The District plans to carefully monitor the numbers over the next several years to determine if this is a trend or an anomaly. The method of collecting the data is with the use of GIS mapping software, data from King County and Pierce County

GIS, data from Davis Demographics and integration of the mapping with student data from the District's student data system.   This method gives the District actual student generation numbers for each grade span for identified developments. This data is contained in Appendix A.3.

For purposes of this 2021 update, the District is choosing to continue to use the 2020 Student Generation Factor data given that remote learning and COVID-related enrollment disruption likely presents an inaccurate data set of the students generated from recent new development. The District will obtain updated data to calculate Student Generation Factors for the 2022 update to this Plan.

CAPITAL FACILITIES PLAN

2021 through 2027

EXECUTIVE SUMMARY

Listed below is a summary level outline of the changes from the 2020 Capital Facilities Plan that are a part of the 2021 Plan. The changes are noted by Section for ease of reference.

Section I
Executive Summary
     A.   Updated to reflect new information within the Plan.
     B.   Summary level list of changes from previous year.

Section II
Enrollment Projections
     A.   Updated projections. See Section II & Appendices A.1.

Section III
Standard of Service
     A.   Updated to reflect current number of classrooms allocated to non-standard classroom uses.

Section IV
Inventory of Facilities
     A.   Add 2 portables at Mt. Baker Middle School
     B.   Add 3 portables at Cascade Middle School.
     C.   Add 4 portables at Olympic Middle School.
     D.   Add 2 portables at Rainier Middle School.
     E.   Add 2 portables at Auburn High School.
     F.   Add 2 portables at Auburn Mountainveiw High School.
     G.   Add 2 portables at Auburn Riverside High School.
     H.   Remove 13 portables from Lea Hill Elementary School.*
     I.   Remove 6 portables from Chinook Elementary School.**
     J.   Remove 1 portable from Gildo Rey Elementary School.
     K.   Remove 1 portable from Terminal Park Elementary School.

*Note; Two portable classrooms at Lea Hill Elementary School will move to JPF Admininstration Bldg.
**Note: Two portable classrooms at Chinook Elementary School will be demolished.

Section V
Pupil Capacity
       The 19 portables to be relocated in July 2021 are needed to accommodate enrollment increases.

Auburn School District No. 408
CAPITAL FACILITIES PLAN
2021 through 2027

EXECUTIVE SUMMARY

Impact Fees   *CHANGES TO IMPACT FEE DATA ELEMENTS 2020 to 2021*

DATA ELEMENTS	CPF 2020	CPF 2021	EXPLANATION
Student Generation Factors			
Single Family			Consistent with King County Ordinance 11621, Student Generation Factors are calculated by the school district based on district records of average actual student generation rates for new developments constructed over the last five years.
Elementary	0.2500	0.2500	
Middle School	0.1310	0.1310	
Sr. High	0.1520	0.1520	
Multi-Family			
Elementary	0.4330	0.4330	
Middle School	0.1850	0.1850	For the purposes of this 2021 update, the District is choosing to continue to use the 2020 Student Generation Factor data given that remote learning and COVID-related enrollment disruption likely presents an inaccurate data set of the students generated from recent new development. The District will obtain updated data to calculate Student Generation Factors for the 2022 update to this Plan.
Sr. High	0.1750	0.1750	
School Construction Costs			
Elementary	$60,200,000		From new school construction cost estimate in April 2021.
Middle		$112,000,000	
Site Acquisition Costs			
Cost per acre	$404,377	$444,771	Updated estimate based on 10% annual inflation.
Area Cost Allowance Boeckh Index	$225.97	$238.22	Updated to current OSPI schedule. (July 2020)
Match % - State	66.32%	62.87%	Updated to current OSPI schedule (May 2020)
Match % - District	33.68%	37.13%	Computed
District Average AV			
Single Family	$374,661	$402,640	Updated from March 2021 King County Dept of Assessments data.
Multi-Family	$160,501	$197,141	Updated from March 2021 King County Dept of Assessments data using average AV for apartments and condominiums.
Debt Serv Tax Rate	$2.41	$2.31	Current Fiscal Year
GO Bond Int Rate	2.44%	2.44%	Current Rate (Bond Buyers 20 Index 3-14)

Auburn School District No. 408
Capital Facilities Plan

2021 through 2027

Section II

Enrollment Projections
and
Student Generation Factors

Student Enrollment Projections

Projection techniques give consideration to historical and current data as a basis for forecasting the future. In addition, certain assumptions must be made about the variables in the data being used. Forecasting can be defined as the extrapolation or logical extension from history to the future or from the known to the unknown.

The projection logic does not attempt to weigh the individual sociological, psychological, economic, and political factors that are present in any demographic analysis and projection. An example of this is with the COVID-19 pandemic. The logic embraces the assumptions that whatever these individual factors have been in the past are present today and will be in the future. It further moderates the impact of singular factors by averaging data over time.

The basis of enrollment projections in the Auburn School District has been cohort survival analysis. Cohort survival is the analysis of a group of students in a grade level as it progresses through time. This analysis uses historical information to develop averages and project the averages forward. If all students in one grade level progress to the next, the cohort number would be 1.00. If fewer students from the group progress the number will be less than 1. The district has used this method with varying years of history (3 years, 6 years, 10 years and 13 years) as well as weighted factors to study several projections.

The degree to which the actuals deviate from the projections can only be measured after the fact. This deviation provides a point of departure to evaluate the effectiveness of the assumptions and logic being used to calculate future projections. Monitoring deviation is critical to the viability and creditably of the projections derived by these techniques.

Summary of 2021-22 Enrollment Projections

Table 1 shows historical enrollment for the October 1 count in the Auburn School District over the past 20 years. The data shows overall average growth over the recent 10 years is 1.24%. This average, however, includes the -4.22% decrease in October 2020 enrollment due to the COVID pandemic. Without this anomaly year, the average growth is at 1.58%. Enrollment growth between 2012 and 2019 averaged over 2%.

TABLE 1	Historical Enrollment: October 1 Actuals, K-12 (No RS, OD, GA) Source: OSPI 1251H																				
GRADE	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	GRADE
KDG	846	905	921	892	955	940	995	998	1,032	1,010	1,029	1,098	1,170	1,232	1,198	1,237	1,261	1,271	1,291	1,038	KDG
1	968	900	982	960	963	1,012	995	1,014	1,033	1,066	1,068	1,089	1,188	1,219	1,279	1,210	1,276	1,290	1,314	1,236	1
2	949	961	909	992	963	1,001	1,019	1,024	998	1,016	1,097	1,083	1,124	1,196	1,289	1,300	1,251	1,311	1,295	1,243	2
3	966	940	996	918	1,002	1,031	997	1,048	993	1,013	996	1,111	1,125	1,136	1,232	1,317	1,328	1,275	1,320	1,243	3
4	1,077	973	947	1,016	939	1,049	1,057	1,045	1,073	1,024	1,022	1,038	1,123	1,156	1,170	1,237	1,328	1,378	1,316	1,257	4
5	1,108	1,062	1,018	956	1,065	998	1,077	1,070	1,030	1,079	1,017	1,070	1,075	1,122	1,172	1,199	1,269	1,345	1,361	1,294	5
6	1,028	1,104	1,111	1,020	1,004	1,061	1,008	1,096	1,040	1,041	1,063	1,041	1,076	1,059	1,116	1,152	1,207	1,275	1,337	1,306	6
7	1,017	1,021	1,131	1,124	1,028	1,014	1,057	1,034	1,125	1,060	1,032	1,086	1,072	1,091	1,099	1,132	1,194	1,232	1,295	1,319	7
8	1,004	1,026	1,052	1,130	1,137	1,069	1,033	1,076	1,031	1,112	1,046	1,018	1,116	1,088	1,136	1,108	1,183	1,213	1,236	1,264	8
9	1,404	1,432	1,464	1,459	1,379	1,372	1,337	1,257	1,245	1,221	1,273	1,200	1,159	1,275	1,229	1,261	1,257	1,372	1,399	1,351	9
10	1,073	1,233	1,246	1,260	1,383	1,400	1,367	1,341	1,277	1,238	1,168	1,278	1,229	1,169	1,316	1,248	1,300	1,313	1,410	1,376	10
11	1,070	902	991	1,019	1,153	1,294	1,305	1,304	1,269	1,212	1,177	1,116	1,187	1,169	1,111	1,248	1,188	1,198	1,218	1,174	11
12	905	888	841	833	989	1,068	1,176	1,259	1,319	1,251	1,220	1,231	1,186	1,218	1,175	1,104	1,266	1,126	1,113	1,090	12
TOTALS	13,415	13,347	13,609	13,579	13,960	14,309	14,423	14,566	14,465	14,343	14,208	14,459	14,830	15,130	15,522	15,753	16,308	16,599	16,905	16,191	TOTALS
Student Gain/Loss			194	-30	381	349	114	143	-101	-122	-135	251	371	300	392	231	555	291	306	-714	
Percent Gain/Loss			1.45%	-0.22%	2.81%	2.50%	0.80%	0.99%	-0.69%	-0.84%	-0.94%	1.77%	2.57%	2.02%	2.59%	1.49%	3.52%	1.78%	1.84%	-4.22%	
										Average Student Gain/Loss for 10 years										185	
										Average Percent Gain/Loss for Recent 10 years										1.24%	

Due to the pandemic, it was important to consider the impact the current enrollment will have on future projections. Using the Cohort Survival method, the decrease in enrollment of 4.22% in October 2020 will skew enrollment projections for 2021 and beyond.

Some of the assumptions made in calculating projections for the 2021-22 school year are:

1. Kindergarten enrollment will return to pre-pandemic levels.
   a. ASD Kindergarten classes are approximately 5% of births in King County. In the year 2016, there were 26,011 live births in King County projecting approximately 1,300 students will be in Kindergarten in October 2021.
2. 2020-21 Kindergarteners who will be first graders in 2021 will return to "normal" pre-COVID levels.
3. ASD will realize the enrollment growth due to new housing in 2021.

Calculations were made to create cohort scenarios based upon the following survival ratios: 3-year average, 3-year weighted average, 6-year average, 6-year median, and the 10-year average. Two of the scenarios (3-year weighted average and 3-year average) were not considered because of the impact October 2020 had on the calculation. The decision was made to use the 6-year median scenario which is found in Table 2 below.

TABLE 2											
6-Year Median Projection											
		Actual Births				**Projected Births (based upon 4-year birth average)**					
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
		26,011	25,274	24,337	24,090	24,928	24,657	24,657	24,583	24,706	24,651
		5.03%	5.03%	5.03%	5.03%	5.03%	5.03%	5.03%	5.03%	5.03%	5.03%
6-Year Median	**GRADE**	**21-22**	**22-23**	**23-24**	**24-25**	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**	**30-31**
5.03%	KDG	1,308	1,271	1,224	1,212	1,253.86	1,240	1,240.25	1,236.52	1,242.72	1,239.93
1.0273	1	1,066	1,344	1,306	1,258	1,244.75	1,288	1,274.06	1,274.06	1,270.23	1,276.60
1.0219	2	1,263	1,090	1,373	1,335	1,285.08	1,272	1,316.29	1,301.99	1,301.99	1,298.08
1.0204	3	1,268	1,289	1,112	1,401	1,361.73	1,311	1,297.94	1,343.09	1,328.50	1,328.50
1.0191	4	1,267	1,293	1,313	1,133	1,428.26	1,388	1,336.34	1,322.78	1,368.80	1,353.93
1.0133	5	1,274	1,284	1,310	1,331	1,148.24	1,447	1,406.28	1,354.15	1,340.40	1,387.03
0.9944	6	1,287	1,267	1,276	1,302	1,323.47	1,142	1,439.12	1,398.34	1,346.50	1,332.83
1.0182	7	1,330	1,310	1,290	1,300	1,326.11	1,348	1,162.54	1,465.31	1,423.79	1,371.00
1.0121	8	1,335	1,346	1,326	1,305	1,315.31	1,342	1,363.79	1,176.54	1,482.97	1,440.95
1.1320	9	1,431	1,511	1,523	1,501	1,477.47	1,489	1,519.30	1,543.86	1,331.89	1,678.77
1.0293	10	1,391	1,473	1,555	1,568	1,544.96	1,521	1,532.62	1,563.83	1,589.12	1,370.93
0.9380	11	1,291	1,304	1,382	1,459	1,470.90	1,449	1,426.47	1,437.58	1,466.85	1,490.57
0.9708	12	1,140	1,253	1,266	1,341	1,416.32	1,428	1,406.77	1,384.75	1,395.54	1,423.96
	TOTALS	16,650	17,034	17,257	17,446	17,596	17,665	17,722	17,803	17,889	17,993
		459	384	224	188	151	68	57	81	86	104
		2.83%	2.31%	1.31%	1.09%	0.86%	0.39%	0.32%	0.46%	0.49%	0.58%
TOTALS BY LEVEL											
	K-5	7,447	7,570	7,639	7,669	7,722	7,947	7,871	7,833	7,853	7,884
	6-8	3,951	3,922	3,892	3,907	3,965	3,831	3,965	4,040	4,253	4,145
	9-12	5,252	5,541	5,727	5,869	5,910	5,887	5,885	5,930	5,783	5,964
	FTRS	343	362	374	383	386	384	384	387	377	389
	GRAND TOTAL	16,993	17,395	17,631	17,829	17,982	18,049	18,106	18,190	18,267	18,382

Student Generation Factors

Planned residential development data is collected to determine the number of new residential units that may be built in the near future. The projected units will have the appropriate Student Generation Factor applied to determine the number of new students that planned residential development might yield.

This data was obtained through discussions with the major developers within the District boundaries, the City of Algona, Auburn, Kent, Pacific, King County, and District officials. The student population by residence includes all approved and tentative tract maps in addition to any planned or proposed development that possibly will occur within the project timeframe. The planned residential development information and phasing estimates are a snapshot of the District as of this time. The information may change and is updated annually.

Closely related to the planned residential development units are Student Generation Factors. When applied to planned residential development units, the Student Generation Factors determine how many additional students will be generated from new construction within the District.

Two sets of data are used to calculate Student Generation Factors: current student enrollment and current housing data. This information associates each student with a housing unit. Two general housing categories are analyzed: Single Family and Multi-Family. Data showing the number of students generated from previous single- and multi-family developments generates the Student Generation Factor to be applied to future developments.

The tables on the next two pages show the information for both single-and multi-family developments. The components include:

- "Development Name" is a list of developments in process of filling occupancy. Fully occupied developments stay on the list for five years contributing to the Student Generation Factor. Once the five years is up, the development is removed from the list. This component includes the name of the development, year of full occupancy (if applicable), the number of units, the amount of current units occupancy and the remaining units to be occupied.
- "Feeder Pattern" shows the elementary, middle and high school feeder pattern associated with the development.
- "Actual Students" is the data of actual students generated from the units already occupied.
- "Student Generation Factors" is the calculation of actual students divided by the number of occupied units.
- "Single Family--2021 and beyond" lists the developments that are in process, but have not yet started to occupy units.
- The units for these developments are multiplied by the Student Generation Factor for each to determine the "Estimated Students Based on Student Generation Factors"

The table at the bottom of the page shows an estimated timeline of when the unoccupied units are scheduled to be occupied.

Table 3 shows the single- and multiple-family units to be occupied, the estimated number of students generated and a timeline by year of when those students would potentially be enrolled. The bottom table reflects a cumulative number over a period of 7 school years.

The final page repeats enrollment projections by grade and summarized into grade bands. Table 5 takes the projected enrollment by school year and added the projected students generated for each school year to get an updated total projected enrollment.

Auburn School District

Development Growth since 1/1/15

May 2020 (Based on Oct 1, 2019 Enrollment)

SINGLE FAMILY

Development Name	Year of Full Occupancy	Units/ Parcels	Current Occupancy	To Be Occupied	Feeder Elementary	Actual Students				Student Generation Factors			
						Elem	Middle	HS	Total	Elem	Middle	HS	Total
Alicia Glenn	2016	28	28	0	Elementary 16	6	10	13	29	0.214	0.357	0.464	1.036
Anthem (formerly Megan's Meadows)	2018	13	13	0	Ilalko	14	4	1	19	1.077	0.308	0.077	1.462
Bridges		380	355	25	Aurthur Jacobsen	69	31	57	157	0.194	0.087	0.161	0.442
Canyon Creek	2018	151	151	0	Evergreen Hts.	29	9	9	47	0.192	0.060	0.060	0.311
Dulcinea	2018	6	6	0	Lea Hill	1	2	0	3	0.167	0.333	0.000	0.500
Hastings		10	7	3	Evergreen Hts.	0	0	0	0	0.000	0.000	0.000	0.000
Hazel View	2018	22	22	0	Lea Hill	8	8	4	20	0.364	0.364	0.182	0.909
Kendall Ridge	2015	106	106	0	Elementary 16	28	13	14	55	0.264	0.123	0.132	0.519
Lakeland East Portola	2015	130	130	0	Bowman Creek	43	26	32	101	0.331	0.200	0.246	0.777
Lakeland Hills Estates	2017	66	66	0	Bowman Creek	21	8	11	40	0.318	0.121	0.167	0.606
Edgeview at Lakeland Hills	2015	368	368	0	Bowman Creek	81	40	50	171	0.220	0.109	0.136	0.465
Lakeland: Pinnacle Estates	2018	99	99	0	Bowman Creek	51	32	24	107	0.515	0.323	0.242	1.081
Villas at Lakeland Hills	2015	81	81	0	Bowman Creek	30	15	7	52	0.370	0.185	0.086	0.642
Lozier Ranch		18	4	14	Chinook	0	0	0	0	0.000	0.000	0.000	0.000
Monterey Park	2016	238	238	0	Evergreen Hts.	50	30	29	109	0.210	0.126	0.122	0.458
Mountain View	2018	55	55	0	Evergreen Hts.	6	0	7	13	0.109	0.000	0.127	0.236
Omnia Palisades Plate		16	3	13	Alpac	0	1	1	2	0.000	0.333	0.333	0.667
Seremounte	2019	30	30	0	Aurthur Jacobsen	7	5	8	20	0.233	0.167	0.267	0.667
Sonata Hills	2017	69	69	0	Lea Hill	10	2	8	20	0.145	0.029	0.116	0.290
Spencer Place	2017	13	13	0	Hazelwood	10	7	3	20	0.769	0.538	0.231	1.538
Vasiliy		8	1	7	Terminal Park	0	0	0	0	0.000	0.000	0.000	0.000
Willow Place		11	10	1	Elementary 16	0	0	4	4	0.000	0.000	0.400	0.400
Totals		1918	1855	**63**		464	243	282	**989**	**0.250**	**0.131**	**0.152**	**0.533**

For purposes of this 2021 update, the District is choosing to continue to use the 2020 Student Generation Factor data given that remote learning and COVID-related enrollment disruption likely presents an inaccurate data set of the students generated from recent new development. The District will obtain updated data to calculate Student Generation Factors for the 2022 update to this Plan.

SINGLE FAMILY-- 2020 and beyond

Development Name	Units/ Parcels	Current Occupancy	To Be Occupied		Estimated Students Based on Student Generation Factors			
					Elem	Middle	HS	Total
Anderson Acres	14	0	14		4	2	2	7
Backbone Ridge	7	0	7		2	1	1	4
Bridle Estates	18	0	18		5	2	3	10
Hastings 10 *	10	0	10		3	1	2	5
Greenvale	17	0	17		4	2	3	
Lakeland: Forest Glen At ..	30	0	30		8	4	5	16
Lakeland: Park Ridge	256	0	256		64	34	39	136
Lakeland: River Rock*	14	0	14		4	2	2	7
Pacific Lane	11	0	11		3	1	2	6
Ridge At Tall Timbers	104	0	104		26	14	16	55
Richardson BLA/Plat	6	0	6		2	1	1	3
Huntionton Woods	74	0	74		19	10	11	39
Topaz Short Plat	4	0	4		1	1	1	2
Oxbow Acres	3	0	3		1	0	0	2
Wyncrest II	41	0	41		10	5	6	22
Wesport Capital	306	0	306		77	40	47	163
Current Partially Occupied Developments	1918	1855	63		16	8	10	34
	2833		**978**	Totals	245	128	149	521

* currently under construction

For purposes of this 2021 update, the District is choosing to continue to use the 2020 Student Generation Factor data given that remote learning and COVID-related enrollment disruption likely presents an inaccurate data set of the students generated from recent new development. The District will obtain updated data to calculate Student Generation Factors for the 2022 update to this Plan.

Auburn School District
Development Growth since 1/1/15
May 2020 (Based on Oct 1, 2019 Enrollment)

MULTI FAMILY

Development Name	Year of Full Occupancy	Units/ Parcels	Current Occupancy	To Be Occupied	Feeder Elementary	Actual Students				Student Generation Factors			
						Elem	Middle	HS	Total	Elem	Middle	HS	Total
Promenade Apts	2018	294	294	0	Lea Hill	205	98	90	393	0.697	0.333	0.306	1.337
The Villas at Auburn	2018	295	295	0	Washington	50	11	13	74	0.169	0.037	0.044	0.251
Totals		**589**	**589**	**0**		**255**	**109**	**103**	**467**	**0.433**	**0.185**	**0.175**	**0.793**

2020 and beyond

	Units/ Parcels	Current Occupancy	To Be Occupied		Estimated Students Based on Student Generation Factors			
Sundallen Condos	48	0	48		21	9	8	38
Auburn Town Center Apt	226	0	226		98	42	40	179
Copper Gate Apt.	500	0	500		216	93	87	396
Current Partially Occupied Developments	589	589	0		0	0	0	0
	1363		774	**Total**	**335**	**143**	**135**	**614**

For purposes of this 2021 update, the District is choosing to continue to use the 2020 Student Generation Factor data given that remote learning and COVID-related enrollment disruption likely presents an inaccurate data set of the students generated from recent new development. The District will obtain updated data to calculate Student Generation Factors for the 2022 update to this Plan.

BASE DATA - BUILDOUT SCHEDULE

ASSUMPTIONS:

1. Build out estimates are received from developers.

2. Some development data received from Davis Demographics.

STUDENT GENERATION FACTORS

2021	Single Family	Multi-Family
Elementary	0.25	0.433
Middle	0.131	0.185
High	0.152	0.175
Total	**0.533**	**0.793**

TABLE 3 Units to be Occupied

	2021	2022	2023	2024	2025	2026	2027	Total
Single Family Units	**22**	**65**	**82**	**44**	**9**	**1**	**1**	**224**
Projected Students								
Elementary (K-5)	6	16	21	11	2	0	0	56
Middle (6-8)	3	9	11	6	1	0	0	29
High (9-12)	3	10	12	7	1	0	0	34
Total K-12	12	35	44	23	5	1	1	119
Multi-Family Units	**350**	**126**	**0**	**0**	**0**	**0**	**0**	**476**
Projected Students								
Elementary (K-5)	152	55	0	0	0	0	0	206
Middle (6-8)	65	23	0	0	0	0	0	88
High (9-12)	61	22	0	0	0	0	0	83
Total K-12	278	100	0	0	0	0	0	377
Total Housing Units	**372**	**191**	**82**	**44**	**9**	**1**	**1**	**700**
Projected Students								
Elementary (K-5)	157	71	21	11	2	0	0	262
Middle (6-8)	68	32	11	6	1	0	0	117
High (9-12)	65	32	12	7	1	0	0	117
Total K-12	289	135	44	23	5	1	1	497

Cumulative Projection	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Elementary (K-5)	157	228	248	259	262	262	262
Middle (6-8)	68	99	110	116	117	117	117
High (9-12)	65	97	109	116	117	117	117
Total K-12	289	424	468	491	496	496	497

TABLE 4 Enrollment Projections by Grade

GRADE	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Kinder	1,038	1,308	1,271	1,224	1,212	1,254	1,240
1	1,236	1,066	1,344	1,306	1,258	1,245	1,288
2	1,243	1,263	1,090	1,373	1,335	1,285	1,272
3	1,243	1,268	1,289	1,112	1,401	1,362	1,311
4	1,257	1,267	1,293	1,313	1,133	1,428	1,388
5	1,294	1,274	1,284	1,310	1,331	1,148	1,447
6	1,306	1,287	1,267	1,276	1,302	1,323	1,142
7	1,319	1,330	1,310	1,290	1,300	1,326	1,348
8	1,264	1,335	1,346	1,326	1,305	1,315	1,342
9*	1,351	1,431	1,511	1,523	1,501	1,477	1,489
10	1,376	1,391	1,473	1,555	1,568	1,545	1,521
11	1,174	1,291	1,304	1,382	1,459	1,471	1,449
12	1,090	1,140	1,253	1,266	1,341	1,416	1,428
Totals	16,191	16,650	17,034	17,257	17,446	17,596	17,665

*Grades 9-12 include Full-Time Running Start, Open Doors and Grad Alliance program enrollment.

TABLE 4a Enrollment Projections by Grade Band

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K-5	7,311	7,446	7,571	7,638	7,670	7,722	7,946
6-8	3,889	3,952	3,923	3,892	3,907	3,965	3,832
9-12	4,991	5,253	5,541	5,726	5,869	5,910	5,887
Totals	16,191	16,651	17,035	17,256	17,446	17,596	17,665

TABLE 5 Enrollment Projections by Grade Band plus Estimated Students Generated Based upon Developments

	2020-21	2021-22			2022-23			2023-24			2024-25			2025-26		
		projection	projected students generated	total projection	projection	projected students generated	total projection	projection	projected students generated	total projection	projection	projected students generated	total projection	projection	projected students generated	total projection
K-5	7,311	7,446	157	7,603	7,571	71	7,642	7,638	21	7,659	7,670	11	7,681	7,722	2	7,724
6-8	3,889	3,952	68	4,020	3,923	32	3,955	3,892	11	3,903	3,907	6	3,913	3,965	1	3,966
9-12	4,991	5,253	65	5,318	5,541	32	5,573	5,726	12	5,738	5,869	7	5,876	5,910	1	5,911
Totals	16,191	16,651	289	16,940	17,035	135	17,170	17,256	44	17,300	17,446	23	17,469	17,596	5	17,601

Auburn School District No. 408
Capital Facilities Plan

2021 through 2027

Section III

Standard of Service

CAPITAL FACILITIES PLAN

STANDARD OF SERVICE

The School Impact Fee Ordinances adopted by King County, the City of Auburn, City of Black Diamond and the City of Kent indicatethat each school district must establish a "Standard of Service" in order to ascertain the overall capacity to houseits projected student population. The Superintendent of Public Instruction establishes square footage "capacity" guidelines for computing state funding support. The fundamental purpose of the OSPI guidelines is to provide a vehicle to equitably distribute state matching funds for school construction projects.   By default these guidelines have been used to benchmark the district's capacity to house its student population. The OSPI guidelines do not make adequate provision for local district program needs, facility configurations, emerging educational reform, or the dynamics of each student's educational program. The Auburn School District Standard of Service addresses those local considerations that require space in excess of the OSPI guidelines. The effect on the space requirements for both permanent and relocatable facilities is shown below for each grade articulation pattern. Conditions that may result in potential space needs are provided for information purposes without accompanying computations.

OVERVIEW
As reflected in enrollment numbers for the 2020-21 school year, the Auburn School District operates fifteen elementary schools housing 7,311 students in grades K through 5. The four middle schools house 3,889 students in grades 6 through 8. The District operates three comprehensive senior high schools and one alternative high school, housing 4,991 students in grades 9 through 12. (Source: October 1, 2020 Enrollment)

CLASS SIZE
The number of pupils per classroom determines the number of classrooms required to house the student population. Specialists create additional space needs. Class sizes are subject to collective bargaining agreements. Changes to class size agreements can have significant impact on available space.

The current pupil/teacher limit across all elementary programs is an average of 20.33 students per teacher. Consistent with this staffing limit, room capacities are set at 20.33 students per room at grades K - 5. At grades 6 - 8 the limit is set at 28.02 students per room. At grades 9 - 12 the limit is set at 28.74 students per room. The OSPI space allocation for each grade articulation level, *less* the computed reduction for the Auburn School District Standard of Service, determines the District's capacity to house projected pupil populations. These reductions are shown below by grade articulation level.

ELEMENTARY SCHOOLS

STRUCTURED LEARNING FOR DEVELOPMENTALLY DISABLED SPECIAL EDUCATION
The Auburn School District operates a structured learning program for students with moderate to severe disabilities at the elementary school level which currently uses 15 classrooms to provide for 135 students. The housing requirements for this program are provided for in the OSPI space guidelines. No loss of capacity is expected unless population with disabilities grows at a disproportionate rate compared to total elementary population.

PATHWAYS SPECIAL EDUCATION
The Auburn School District operates an adaptive behavior program for students with behavior disabilities at the elementary school level. The program uses three classrooms to provide for 24 students. The housing requirements for this program exceed the OSPI space allocations.
(Three classrooms @ 20.33 - 8 = 12.33)

Loss of Permanent Capacity 3 rooms @ 12.33 each =	(37)
Loss of Temporary Capacity 0 rooms @ 12.33 each =	0
Total Capacity Loss =	(37)

STANDARD OF SERVICE

SPECIAL EDUCATION RESOURCE ROOMS
The Auburn School District operates a resource room program at the elementary level for special education students requiring instruction to address their specific disabilities. Twenty standard classrooms are required to house this program. The housing requirements for this program are provided for in the OSPI space guidelines at Lakeland Hills, Dick Scobee, and Bowman Creek Elementary Schools. Continued loss of capacity is expected as growth in program is larger than the total elementary population.

Loss of Permanent Capacity 17 (20-3) rooms @ 20.33 each = (346)
Loss of Temporary Capacity 0 rooms @ 20.33 each = 0
Total Capacity Loss = (346)

NATIVE AMERICAN RESOURCE ROOM
The Auburn School District operates one resource room to support the education of Native American students at the elementary level. One standard classroom is fully dedicated to serve these students.

Loss of Permanent Capacity 1 room @ 20.33 each = (20)
Loss of Temporary Capacity 0 rooms @ 20.33 each = 0
Total Capacity Loss = (20)

EARLY CHILDHOOD SPECIAL EDUCATION
The Auburn School District operates a pre-school program for young children below age five with disabilities. This program is housed at eleven different elementary schools and currently uses 13 standard classrooms. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 13 rooms @ 20.33 each = (264)
Loss of Temporary Capacity 0 rooms @ 20.33 each = 0
Total Capacity Loss = (264)

READING LABS
The Auburn School District operates a program for students needing remediation and additional language arts instruction. These programs utilize non-standard classroom spaces if available in each elementary school. Four elementary schools do not have non-standard rooms available, thus they are housed in a standard classroom. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 5 rooms @ 20.33 each = (102)
Loss of Temporary Capacity 0 rooms @ 20.33 each = 0
Total Capacity Loss = (102)

MUSIC ROOMS
The Auburn School District elementary music programs require one acoustically-modified classroom at each school for music instruction. The housing requirements are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 15 rooms @ 20.33 each = (305)
Loss of Temporary Capacity 0 rooms @ 20.33 each = 0
Total Capacity Loss = (305)

STANDARD OF SERVICE

ENGLISH LANGUAGE LEARNERS PROGRAM

The Auburn School District operates pullout programs at the elementary school level for students learning English as a second language. This program requires 30 standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 30 rooms @ 20.33 each =		(610)
Loss of Temporary Capacity 0 rooms @ 20.33 each =		0
Total Capacity Loss =		(610)

SECOND GRADE TOSA PROGRAM

The Auburn School District provides a TOSA reading specialist program for eight highly-impacted elementary schools. This pullout model provides direct instruction to students who are not at grade level and do not receive other services. This program requires eight standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 8 rooms @ 20.33 each =		(163)
Loss of Temporary Capacity 0 rooms @ 20.33 each =		0
Total Capacity Loss =		(163)

ELEMENTARY LEARNING SPECIALIST PROGRAM

The Auburn School District provides a learning specialist program to increase literacy skills for first and second graders. This program model was originally created from the I-728 funds and currently has the specialist going into existing teacher classrooms, as well as pulling out students into designated classrooms. The district is utilizing classrooms at all fourteen elementary schools.

Loss of Permanent Capacity 15 rooms @ 20.33 each =		(305)
Loss of Temporary Capacity 0 rooms @ 20.33 each =		0
Total Capacity Loss =		(305)

EARLY CHILDHOOD EDUCATION ASSISTANCE PROGRAM

The Auburn School District operates an ECEAP program for 236 pre-school aged children in twelve sections of half-day length and one full-day program. The program is housed at seven elementary schools and utilizes seven standard elementary classrooms and one additional classroom space and seven auxiliary office spaces. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 7 rooms @ 20.33 each =		(142)
Loss of Temporary Capacity 0 rooms @ 20.33 each =		0
Total Capacity Loss =		(142)

STANDARD OF SERVICE

MIDDLE SCHOOLS

SPECIAL EDUCATION RESOURCE ROOMS
The Auburn School District operates a resource room program for each grade at the middle school level.
This is to accommodate special education students needing remedial instruction to address their specific
disabilities. Eleven classrooms are required at the middle school level to provide for approximately 330 students.
The housing requirements for this program are not entirely provided for in the OSPI space guidelines.

PATHWAYS SPECIAL EDUCATION
The Auburn School District offers a self-contained program for students with moderate to severe behavior
disabilities. The program is housed at one of the middle schools and uses two classrooms. One of the
two classrooms for this program are provided for in the OSPI space allocations.

Loss of Permanent Capacity 1 rooms @ 28.02 each =	(28)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(28)

STRUCTURED LEARNING CENTER AND DEVELOPMENTALLY DISABLED SPECIAL EDUCATION
The Auburn School District operates seven structured learning classrooms at the middle school level for
students with moderate to severe disabilities. Two of the seven classrooms for this program are provided for
in the OSPI space allocations.

Loss of Permanent Capacity 5 rooms @ 28.02 each =	(140)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(140)

NATIVE AMERICAN RESOURCE ROOM
The Auburn School District operates one resource room to support the education of Native American
students at the middle school level. One standard classroom is fully dedicated to serve these students.

Loss of Permanent Capacity 1 room @ 28.02 each =	(28)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(28)

ENGLISH LANGUAGE LEARNERS PROGRAM
The Auburn School District operates a pullout program at the middle school level for English Language
Learner students. This program requires ten standard classrooms that are not provide for in the OSPI
space guidelines.

Loss of Permanent Capacity 10 rooms @ 28.02 each =	(280)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(280)

STANDARD OF SERVICE

ROOM UTILIZATION

The Auburn School District provides a comprehensive middle school program that includes elective options in special interest areas. Facilities to accommodate special interest activities are not amenable to standard classroom usage. The district averages 95% utilization of all available teaching stations. OSPI Report #3 dated 12/14/11 identifies 148 teaching stations available in the mid-level facilities. The utilization pattern results in a loss of approximately 8 teaching stations.

Loss of Permanent Capacity 8 rooms @ 28.02 each =	(224)
Loss of Temporary Capacity 0 rooms @ 28.02 each =	0
Total Capacity Loss	(224)

STANDARD OF SERVICE

SENIOR HIGH SCHOOLS

NATIVE AMERICAN RESOURCE ROOM
The Auburn School District operates one resource room to support the education of Native American students at the high school level. One standard classroom is fully dedicated to serve these students.

Loss of Permanent Capacity 1 room @ 28.74 each =	(29)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(29)

SENIOR HIGH COMPUTER LABS
The Auburn School District support standard allows for one open computer lab at each of the senior high schools. The housing requirements for this program are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 4 rooms @ 28.74 each =	(115)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(115)

ENGLISH LANGUAGE LEARNERS PROGRAM
The Auburn School District operates a pullout program at three comprehensive high schools for English Language Learner students. This program requires twelve standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 12 rooms @ 28.74 each =	(345)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(345)

PATHWAYS SPECIAL EDUCATION
The Auburn School District offers a self-contained program for students with moderate to severe behavior diabilities. The program is housed at one of the high schools and uses two classrooms. The housing requirements for this program are not provided for in the OSPI space allocations.

Loss of Permanent Capacity 2 rooms @ 28.74 each =	(57)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(57)

STRUCTURED LEARNING CENTER PROGRAM
The Auburn School District operates twelve structured learning center classrooms for students with moderate to severe disabilities. This program is housed at three high schools requiring standard classrooms that are not provided for in the OSPI space guidelines.

Loss of Permanent Capacity 12 rooms @ 28.74 each =	(345)
Loss of Temporary Capacity 0 rooms @ 28.74 each =	0
Total Capacity Loss	(345)

STANDARD OF SERVICE

SPECIAL EDUCATION RESOURCE ROOMS
The Auburn School District operates a resource room program at the senior high level for special education students requiring instruction to address their specific learning disabilities. The current high school program requires 15 classrooms to provide program to meet educational needs of the students. The OSPI space guidelines provide for one of the 15 teaching stations.

Loss of Permanent Capacity 14 rooms @ 28.74 each =		(402)
Loss of Temporary Capacity 0 rooms @ 28.74 each =		0
	Total Capacity Loss	(402)

PERFORMING ARTS CENTERS
Auburn High School includes 25,000 square feet used exclusively for a Performing Arts Center. The OSPI Inventory includes this space when computing unhoused student capacity. This space was not intended for, nor is it usable for, classroom instruction. It was constructed to provide a community center for the performing arts. Using OSPI capacity guidelines, 25,000 square feet computes to 208 unhoused students or 7.25 classrooms.

Loss of Permanent Capacity 7.25 rooms @ 28.74 each =	(208)

ROOM UTILIZATION
The Auburn School District provides a comprehensive high school program that includes numerous elective options in special interest areas. Facilities to accommodate special interest activities are not amenable to standard classroom usage. The district averages 95% utilization of all available teaching stations. There are 185 teaching stations available in the senior high facilities. The utilization pattern results in a loss of approximately 10 teaching stations.

Loss of Permanent Capacity 10 rooms @ 28.74 each =		(287)
Loss of Temporary Capacity 0 rooms @ 28.74 each =		0
	Total Capacity Loss	(287)

STANDARD OF SERVICE COMPUTED TOTALS
ELEMENTARY

Loss of Permanent Capacity	(2,294)
Loss of Temporary Capacity	0
Total Capacity Loss	(2,294)

MIDDLE SCHOOL

Loss of Permanent Capacity	(701)
Loss of Temporary Capacity	0
Total Capacity Loss	(701)

SENIOR HIGH

Loss of Permanent Capacity	(1,789)
Loss of Temporary Capacity	0
Total Capacity Loss	(1,789)

TOTAL

Loss of Permanent Capacity	(4,783)
Loss of Temporary Capacity	0
Total Capacity Loss	(4,783)

Auburn School District No. 408
Capital Facilities Plan

2021 through 2027

Section IV

Inventory of Facilities

INVENTORY OF FACILITIES

Table IV.1 shows the current inventory of permanent district facilities and their OSPI rated capacities.

Table IV.2 shows the number and location of each portable by school. The district uses relocatable facilities to:
1. provide interim housing in school attendance areas uniquely impacted by increasing school populations that would otherwise require continual redistricting,
2. make space available for changing program requirements and offerings determined by unique student needs, and
3. provide housing to cover district needs until permanent facilities can be financed and constructed.

Relocatable facilities are deemed to be interim, stop gap measures that often place undesirable stress on existing physical plants. Core facilities (i.e. gymnasiums, restrooms, kitchens, labs, lockers, libraries, etc.) are not of sufficient size or quantity to handle the increased school population served by adding relocatable classrooms.

Table IV.1	Permanent Facilities @ OSPI Rated Capacity (March 2021)

District School Facilities

Building	Capacity	Acres	Address
Elementary Schools			
Washington Elementary	494	5.33	20 E Street Northeast, Auburn WA, 98002
Terminal Park Elementary	415	6.09	1101 D Street Southeast, Auburn WA, 98002
Dick Scobee Elementary	819	8.90	1031 14th Street Northeast, Auburn WA, 98002
Pioneer Elementary	441	8.40	2301 M Street Southeast, Auburn WA, 98002
Chinook Elementary	461	10.99	3502 Auburn Way South, Auburn WA, 98092
Lea Hill Elementary	450	20.24	30908 124th Avenue Southeast, Auburn WA, 98092
Gildo Rey Elementary	566	10.05	1005 37th Street Southeast, Auburn WA, 98002
Evergreen Heights Elem.	463	10.10	5602 South 316th, Auburn WA, 98001
Alpac Elementary	505	10.68	310 Milwaukee Boulevard North, Pacific WA, 98047
Lake View Elementary	581	16.44	16401 Southeast 318th Street, Auburn WA, 98092
Hazelwood Elementary	594	13.08	11815 Southeast 304th Street, Auburn WA, 98092
Ilalko Elementary	592	14.23	301 Oravetz Place Southeast, Auburn WA, 98092
Lakeland Hills Elementary	594	12.00	1020 Evergreen Way SE, Auburn WA, 98092
Arthur Jacobsen Elementary	614	10.02	29205 132nd Street SE, Auburn WA, 98092
Bowman Creek Elementary	812	22.03	5701 Kersey Way SE, Auburn, WA 98092
ELEMENTARY CAPACITY	**8401**		
Middle Schools			
Cascade Middle School	837	16.94	1015 24th Street Northeast, Auburn WA, 98002
Olympic Middle School	974	17.45	839 21st Street SE, Auburn WA, 98002
Rainier Middle School	843	25.54	30620 116th Avenue Southeast, Auburn WA, 98092
Mt. Baker Middle School	837	30.00	620 37th Street Southeast, Auburn WA, 98002
MIDDLE SCHOOL CAPACITY	**3491**		
Senior High Schools			
West Auburn HS	233	5.26	401 West Main Street, Auburn WA, 98001
Auburn HS	2,127	23.74	711 East Main Street, Auburn WA, 98002
Auburn Riverside HS	1,387	35.32	501 Oravetz Road, Auburn WA, 98092
Auburn Mountainview HS	1,443	39.42	28900 124th Ave SE, Auburn WA, 98092
HIGH SCHOOL CAPACITY	**5,190**		
TOTAL CAPACITY	**17082**		

Map labels:

- SR 167
- SR 18
- SR 18
- SR 18
- AUBURN WAY N
- Auburn Mountainview HS
- Arthur Jacobsen ES
- Elementary 16
- Cascade MS
- Hazelwood ES
- Rainier MS
- Lea Hill ES
- Evergreen Heights ES
- Dick Scobee ES
- Lake View ES
- Administration Building
- West Auburn HS
- Auburn HS
- Washington ES
- Terminal Park ES
- Olympic MS
- Chinook ES
- Pioneer ES
- AUBURN WAY S
- Urban Growth Boundary
- Gildo Rey ES
- Mt Baker MS
- Alpac ES
- Auburn Riverside HS
- Ilalko ES
- Bowman Creek ES
- AUBURN-ENUMCLAW RD SE
- Lakeland Hills ES
- STATE ROUTE 167

Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community

INVENTORY OF FACILITIES

TABLE IV.2	TEMPORARY/RELOCATABLE FACILITIES INVENTORY (June 2021)						
Elementary Location	2020-21	2021-22	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Washington	7	7	7	7	7	7	7
Terminal Park	8	7	0	0	0	0	0
Dick Scobee	0	0	0	0	0	0	0
Pioneer	0	0	0	0	0	0	0
Chinook	6	0	0	0	0	0	0
Lea Hill	13	0	0	0	0	0	0
Gildo Rey	4	3	3	3	3	3	3
Evergreen Heights	4	4	4	4	4	4	4
Alpac	8	8	8	8	8	8	8
Lake View	2	2	2	2	2	2	2
Hazelwood	2	2	2	2	2	2	2
Ilalko	7	7	7	7	7	7	7
Lakeland Hills	7	7	7	7	7	7	7
Arthur Jacobsen	4	4	4	4	4	4	4
Bowman Creek	0	0	0	0	0	0	0
Elementary #16	0	0	0	0	0	0	0
TOTAL UNITS	72	51	44	44	44	44	44
TOTAL CAPACITY	1,464	1,037	895	895	895	895	895

Middle School Location	2020-21	2021-22	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Cascade	1	4	6	6	6	6	6
Olympic	4	8	8	8	8	8	8
Rainier	9	11	11	11	11	11	11
Mt. Baker	10	12	12	12	12	12	12
TOTAL UNITS	24	35	37	37	37	37	37
TOTAL CAPACITY	672	981	1,037	1,037	1,037	1,037	1,037

Sr. High School Location	2020-21	2021-22	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
West Auburn	0	0	0	0	0	0	0
Auburn High School	0	2	4	4	4	4	4
Auburn High School - *TAP	1	1	1	1	1	1	1
Auburn Riverside	13	15	16	16	16	16	16
Auburn Mountainview	4	6	8	8	8	8	8
TOTAL UNITS	18	24	29	29	29	29	29
TOTAL CAPACITY	517	690	833	833	833	833	833

*TAP - Transition Assistance Program for 18-21 year old students with special needs.

	2020-21	2021-22	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
COMBINED TOTAL UNITS	**114**	**110**	**110**	**110**	**110**	**110**	**110**
COMBINED TOTAL CAPACITY	**2,654**	**2,707**	**2,765**	**2,765**	**2,765**	**2,765**	**2,765**

Auburn School District No. 408
Capital Facilities Plan

2021 through 2027

Section V

Pupil Capacity

PUPIL CAPACITY

While the Auburn School District uses the OSPI inventory of permanent facilities as the data from which to determine space needs, the District's educational program requires more space than that provided for under the formula. This additional square footage is converted to numbers of pupils in Section III, Standard of Service. The District's capacity is adjusted to reflect the need for additional space to house its programs. Changes in the capacity of the district recognize new funded facilities. The combined effect of these adjustments is shown on Line B in Tables V.1 and V.2 below. Table V.1 shows the Distict's capacity with relocatable units included and Table V.2 without these units.

Table V.1

	Capacity WITH relocatables	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
A.	SPI Capacity	17,082	17,082	17,291	18,330	18,565	18,565	18,565	18,565
A.1	SPI Capacity-New Elem			650					
A.2	SPI Capacity-Replacements		209	389	235				
A.3	SPI Capacity-New MS								800
B.	Capacity Adjustments	(2,129)	(2,018)	(2,018)	(2,018)	(2,018)	(2,018)	(2,018)	(2,018)
C.	Net Capacity	14,953	15,273	16,312	16,547	16,547	16,547	16,547.	17,347.
D.	ASD Enrollment	16,702	16,650	17,034	17,257	17,446	17,596	17,665	17,665
E.	ASD Surplus/Deficit	(1,749)	(1,377)	(722)	(710)	(899)	(1,049)	(1,118)	(318)
	CAPACITY ADJUSTMENTS								
	Include Relocatable	2,654	2,765	2,765	2,765	2,765	2,765	2,765	2,765
	Exclude SOS (pg 17)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)
	Total Adjustments	(2,129)	(2,018)	(2,018)	(2,018)	(2,018)	(2,018)	(2,018)	(2,018)

3/ (row E), 2/ (row Exclude SOS)

Table V.2

	Capacity WITHOUT relocatables	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
A.	SPI Capacity	17,082	17,082	17,291	18,330	18,565	18,565	18,565	18,565
A.1	SPI Capacity-New Elem			650					
A.2	SPI Capacity-Replacements	0	209	389	235				
A.3	SPI Capacity-New MS								800
B.	Capacity Adjustments	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)
C.	Net Capacity	12,299	12,508	13,547	13,782	13,782	13,782	28,364	14,582
D.	ASD Enrollment	16,702	16,650	17,034	17,257	17,446	17,596	17,665	17,665
E.	ASD Surplus/Deficit	(4,403)	(4,142)	(3,487)	(3,475)	(3,664)	(3,814)	10,699	(3,083)
	CAPACITY ADJUSTMENTS								
	Exclude SOS (pg 17)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)
	Total Adjustments	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)	(4,783)

3/ (row E), 2/ (row Exclude SOS)

1/ New facilities shown in 2019-20 through 2023-24 are funded by the 2016 School Bond Issue.

2/ The Standard of Service represents 27.69% of OSPI capacity. When new facilities are added the Standard of Service computations are decreased to 24.16% of SPI capacity.

3/ Students beyond the capacity are accommodated in other spaces (commons, library, theater, shared teaching space).

PUPIL CAPACITY

> **PERMANENT FACILITIES**
> **@ SPI Rated Capacity**
> **(March 2021)**

A. Elementary Schools

Building	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
Washington	494	494	494	494	494	494	494	494
Terminal Park	415	415	415	650	650	650	650	650
Dick Scobee	819	819	819	819	819	819	819	819
Pioneer	441	650	650	650	650	650	650	650
Chinook	461	461	650	650	650	650	650	650
Lea Hill	450	450	650	650	650	650	650	650
Gildo Rey	566	566	566	566	566	566	566	566
Evergreen Heights	463	463	463	463	463	463	463	463
Alpac	505	505	505	505	505	505	505	505
Lake View	581	581	581	581	581	581	581	581
Hazelwood	594	594	594	594	594	594	594	594
Ilalko	592	592	592	592	592	592	592	592
Lakeland Hills	594	594	594	594	594	594	594	594
Arthur Jacobsen	614	614	614	614	614	614	614	614
Bowman Creek	812	812	812	812	812	812	812	812
Elementary #16	--	--	650	650	650	650	650	650
ELEMENTARY CAPACITY	8,401	8,610	9,649	9,884	9,884	9,884	9,884	9,884

B. Middle Schools

Building	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
Cascade	837	837	837	837	837	837	837	837
Olympic	974	974	974	974	974	974	974	974
Rainier	843	843	843	843	843	843	843	843
Mt. Baker	837	837	837	837	837	837	837	837
Middle School #5	--	--	--	--	--	--	--	800
MIDDLE SCHOOL CAPACITY	3,491	3,491	3,491	3,491	3,491	3,491	3,491	4,291

C. Senior High Schools

Building	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
West Auburn	233	233	233	233	233	233	233	233
Auburn	2,127	2,127	2,127	2,127	2,127	2,127	2,127	2,127
Auburn Riverside	1,387	1,387	1,387	1,387	1,387	1,387	1,387	1,387
Auburn Mountainview	1,443	1,443	1,443	1,443	1,443	1,443	1,443	1,443
HIGH SCHOOL CAPACITY	5,190	5,190	5,190	5,190	5,190	5,190	5,190	5,190

| **COMBINED CAPACITY** | **17,082** | **17,291** | **18,330** | **18,565** | **18,565** | **18,565** | **18,565** | **19,365** |

Auburn School District No. 408
Capital Facilities Plan

2021 through 2027

Section VI

Capital Construction Plan

CAPITAL CONSTRUCTION PLAN

The formal process used by the Board to address current and future facility needs began in 1974 with the formation of a community wide citizens committee. The result of this committee's work was published in the document titled '*Guidelines for Development*.' In 1985 the Board formed a second Ad Hoc citizens committee to further the work of the first and address the needs of the District for subsequent years. The work of this committee was published in the document titled *'Directions for the Nineties.'* In 1995 the Board commissioned a third Ad Hoc citizens committee to make recommendations for improvements to the District's programs and physical facilities. The committee recommendations are published in the document titled *'Education Into The Twenty-First Century - - A Community Involved.'*

The 1995 Ad Hoc committee recommended the District develop plans for the implementation, funding, and deployment of technology throughout the District's programs. The 1996 Bond proposition provided funding to enhance the capacity of each facility to accommodate technological applications. The 1998 Capital Levy provided funding to further deploy technology at a level sufficient to support program requirements in every classroom and department. In 2005, 2014, and 2020, replacement technology levies were approved to continue to support technology across all facets of the District's teaching, learning and operations.

In addition to the technology needs of the District, the Ad Hoc committee recognized the District must prepare for continued student enrollment growth. As stated in their report, "the District must pursue an appropriate high school site as soon as possible." The Ad Hoc recommendation included commentary that the financing should be timed to maintain consistent rates of tax assessments.

A proposition was approved by the voters on April 28, 1998 that provided $8,000,000 over six years to address some of the technology needs of the District; and $5,000,000 to provide funds to acquire school sites.

During the 1997-98 school year, a Joint District Citizen's Ad Hoc Committee was appointed by the Auburn and Dieringer School Boards to make recommendations on how best to serve the school population from an area that includes a large development known as Lakeland South. Lakeland South at that time was immediately adjacent to the southern boundary of the Auburn School District. On June 16, 1998, the Ad Hoc Committee presented its recommendation at a joint meeting of the Auburn and Dieringer Boards of Directors. On June 22, 1998, the Auburn School Board adopted Resolution No. 933 authorizing the process to initiate the adjustment of the boundaries of the District in accordance with the Ad Hoc Committee's recommendation. On June 23, 1998, the Dieringer School Board adopted a companion Resolution No. 24-97-98 authorizing the process to initiate the adjustment of the boundaries in accordance with the Ad Hoc Committee's recommendation. These actions resulted in the transfer of an area from Dieringer to Auburn containing most of the Lakeland South development and certain other undeveloped properties.

Property for the third comprehensive high school was acquired in 1999. The Board placed the proposition to construct a new high school on the ballot four times. Each election was extremely close to passing. After the fourth failure a community meeting was held and from that meeting the Board determined need for further community study.

In April of 2002, the Board formed a fifth citizen's Ad Hoc committee to address the following two items and make recommendations to the Board in the Fall of 2002:
  a. A review of the conclusion and recommendations of 1985 and 1995 Ad Hoc Committees related to accommodating high school enrollment growth. This included the review of possible financing plans for new facilities.
  b. Develop recommendations for accommodating high school enrollment growth for the next 10 years if a new senior high school is not built.

CAPITAL CONSTRUCTION PLAN

This committee recommended the Board place the high school on the ballot for the fifth time in February 2003. The February election approved the new high school at 68.71% yes votes. The school opened in the fall of 2005.

In the fall of 2003, the Board directed the administration to begin the planning and design for Elementary #13 and Elementary #14. In the fall of 2004, the Board passed Resolution No. 1054 to place two elementary schools on the ballot in February 2005. The voters approved the ballot measure in February of 2005 at 64.72%. Lakeland Hills Elementary (Elementary #13) opened in the fall of 2006.   Arthur Jacobsen Elementary (Elementary #14) is located in the Lea Hill area and opened in the fall of 2007. These two elementary schools were built to accommodate the housing growth in Lakeland Hills and Lea Hill areas of the school district.

In the 2004-05 school year, the Board convened a sixth Citizen's Ad Hoc committee to again study and make recommendations about the future impacts in the District. One of the areas of study was the need for New Facilities and Modernization. The committee made a number of recommendations including school size, the need for a new middle school, and to begin a capital improvements program to modernize or replace facilities based upon criterion.

During the 2005-06 school year, a Joint District Citizen's Ad Hoc Committee was appointed by the Auburn and Kent School Boards to make recommendations on how best to serve the school population that will come from an area that includes a number of projected developments in the north Auburn valley. On May 17, 2006, the Ad Hoc Committee presented its recommendation at a joint meeting of the Auburn and Kent Boards of Directors. On June 14, 2006, the Kent School Board adopted Resolution No. 1225 authorizing the process to initiate the adjustment of the boundaries of the District in accordance with the Ad Hoc Committee's recommendation. On June 26, 2006, the Auburn School Board adopted a companion Resolution No. 1073 authorizing the process to initiate the adjustment of the boundaries in accordance with the Ad Hoc Committee's recommendation. These actions resulted in the transfer of an area from the Kent School District to the Auburn School District effective September 29, 2006.

In October of 2008, after two years of review and study, a Steering Committee made recommendations to the Board regarding the capital improvements program to modernize or replace facilities as recommended by the 2004-05 Citizen's Ad Hoc Committee. These recommendations, based on specific criteria, led to the Board placing a school improvement bond and capital improvements levy on the ballot in March 2009. Voters did not approve either measure that would have updated 24 facilities and replaced three aging schools. The Board decided to place only a six-year Capital Levy on the ballot in November of 2009, which passed at 55.17%. The levy funded $46.4 million of needed improvement projects at 24 sites over the following seven school years. Planning for the replacement of aging schools was started with educational specifications and schematic design process for the replacement of Auburn High School.

The District acquired a site for a future high school in 2008 and a second site for a future middle school in 2009. The District also continued efforts to acquire property around Auburn High School. The Special Education Transition Facility opened in February of 2010. This facility is designed for students with disabilities that are 18 to 21 years old.

In the November 2012 election, the community supported the $110 million bond issue for the Auburn High School Modernization and Reconstruction Project at 62%. Construction began in February 2013. The entire new building was occupied by Auburn High School students and staff in the fall of 2015, with site improvements being completed during the 2015-16 school year.

CAPITAL CONSTRUCTION PLAN

In January 2015, a citizen's ad hoc committee was convened by direction of the Board to address growth and facilities. The major recommendations were to construct two new elementary schools in the next four years and to acquire 3 new elementary school sites as soon as possible.

In the November 2016 election, the community supported the $456 million bond issue for the replacement of six schools and the construction of two new elementary schools at 62.83%. Construction for the replacement of Olympic Middle School began in May 2018 and was completed in Fall 2019. Construction for New Elementary School #15 began in May 2019 and was completed in Fall 2020. Construction for the replacement of Dick Scobee Elementary School began in June 2019 and was completed in Fall 2020. Construction for New Elementary School #16 and replacement of Pioneer Elementary School began in May 2020 and will be completed in Fall 2021. Construction for replacement of Chinook and Lea HIll Elementary Schools began in June 2021 and will be completed in Fall of 2022. Construction for replacement of Terminal Park Elementary School will begin in June 2022 and will be completed in Fall of 2023.

We anticipate running a Capital Bond Measure in 2026. Funds will be used to construct a new middle school on property currently owned by the District, and may include funds to replace one or more existing schools.

The table below illustrates the current capital construction plan for the next six years. The exact timelines are wholly dependent on the rate of growth in the school age population.

2021-27 Capital Construction Plan (May 2021)				Project Timelines						
Project	Funded	Projected Cost	Fund Source	21-22	22-23	23-24	24-25	25-26	26-27	27-28
Technology Modernization	Yes	$35,000,000	2020 6 Year Cap. Levy	XX	XX	XX	XX	XX	XX	
1/ Portable Relocation	Yes	$1,400,000	Impact Fees	XX						
1/ Property Purchase - 1 New Elementary	Yes	$7,500,000	Bond Impact Fee	XX						
2/ Middle School #5	Yes	$112,000,000	Bond Impact Fee				XX plan	XX const	XX const	XX open
1/ Replacement of five Elementary Schools	Yes	$242,500,000	Bond	XX const	XX const	XX open				

1/ These funds may be secured through a combination of the 2016 Bond Issue, sale of real property, impact fees, and state matching funds.

2/ These funds may be secured through a combination of a bond issue, impact fees, and state matching funds.

Auburn School District No. 408
Capital Facilities Plan

2021 through 2027

Section VII

Impact Fees

IMPACT FEE COMPUTATION (Spring 2021)

I. SITE COST PER RESIDENCE

Formula: ((Acres x Cost per Acre)/Facility Size) x Student Factor

	Site Acreage	Cost/ Acre	Facility Capacity	Student Generation Factor Single Family	Multi Family	Cost/ Single Family	Cost/ Multi Family
Elem (K - 5)	15	$0	650	0.2500	0.4330	$0.00	$0.00
Middle Sch (6 - 8)	25	$0	800	0.1310	0.1850	$0.00	$0.00
Sr High (9 - 12)	40	$0	1500	0.1520	0.1750	$0.00	$0.00
						$0.00	*$0.00*

II. PERMANENT FACILITY CONSTRUCTION COST PER RESIDENCE

Formula: ((Facility Cost/Facility Size) x Student Factor) x (Permanent to Total Square Footage Percentage)

Single Family	Facility Cost	Facility Size	% Perm Sq Ft/ Total Sq Ft	Student Generation Factor Single Family	Multi Family	Cost/ Single Family	Cost/ Multi Family
Elem (K - 5)	$0	650	0.9459	0.2500	0.4330	$0.00	$0.00
Mid Sch (6 - 8)	$112,000,000	800	0.9459	0.1310	0.1850	$17,348.09	$24,499.22
Sr High (9 - 12)	$0	1500	0.9459	0.1520	0.1750	$0.00	$0.00
						$17,348.09	*$24,499.22*

III. TEMPORARY FACILITY CONSTRUCTION COST PER RESIDENCE

Formula: ((Facility Cost/Facility Size) x Student Factor) x (Temporary to Total Square Footage Ratio)

Single Family	Facility Cost	Facility Size	% Temp Sq Ft/ Total Sq Ft	Student Generation Factor Single Family	Multi Family	Cost/ Single Family	Cost/ Multi Family
Elem (K - 5)	$200,000	20.33	0.0541	0.2500	0.4330	$133.02	$230.38
Mid Sch (6 - 8)	$200,000	28.02	0.0541	0.1310	0.1850	$50.57	$71.42
Sr High (9 - 12)	$200,000	28.74	0.0541	0.1520	0.1750	$57.21	$65.86
						$240.79	*$367.67*

IV. STATE MATCH CREDIT PER RESIDENCE

Formula: (Boeckh Index x SPI Footage x District Match x Student Factor)

	Boeckh Index	SPI Footage	State Match	Student Generation Factor Single Family	Multi Family	Cost/ Single Family	Cost/ Multi Family
Elem (K - 5)	$0.00	90	62.87%	0.2500	0.4330	$0.00	$0.00
Mid Sch (6 - 8)	$238.22	108	62.87%	0.1310	0.1850	$2,118.93	$2,992.38
Sr High (9 - 12)	$0.00	130	62.87%	0.1520	0.1750	$0.00	$0.00
						$2,118.93	*$2,992.39*

V. **TAX CREDIT PER RESIDENCE**

Formula: Expressed as the present value of an annuity

TC = PV(interest rate,discount period,average assd value x tax rate)

	Ave Resid Assd Value	Curr Dbt Serv Tax Rate	Bnd Byr Indx Ann Int Rate	Number of Years	Tax Credit Single Family	Tax Credit Multi Family
Single Family	$402,640	$2.31	2.44%	10	*$8,165.58*	
Multi Family	$197,141	$2.31	2.44%	10		*$3,998.04*

VI. **DEVELOPER PROVIDED FACILITY CREDIT**

Formula: (Value of Site or Facility/Number of dwelling units)

	Value	No. of Units	Facility Credit
Single Family	$0.00	1	*$0.00*
Multi Family	$0.00	1	*$0.00*

FEE RECAP SUMMARY	PER UNIT IMPACT FEES		
	Single Family		Multiple Family
Site Costs	$0.00		$0.00
Permanent Facility Const Costs	$17,348.09		$24,499.22
Temporary Facility Costs	$240.79		$367.67
State Match Credit	($2,118.93)		($2,992.39)
Tax Credit	($8,165.58)		($3,998.04)
FEE (No Discount)	$7,304.37		$17,876.45
FEE (50% Discount)	$3,652.19		$8,938.23
Less ASD Discount	$0.00		$0.00
Facility Credit	$0.00		$0.00
Net Fee Obligation	*$3,652.19*		*$8,938.23*

CAPITAL FACILITIES PLAN
2021 through 2027

		SINGLE FAMILY			MULTI FAMILY		
IMPACT FEE ELEMENTS		Elem	Mid Sch	Sr High	Elem	Mid Sch	Sr High
		K - 5	6 - 8	9 - 12	K - 5	6 - 8	9 - 12
Student Factor	Single Family - Auburn actual count April 2020	0.250	0.131	0.152	0.433	0.185	0.175
New Fac Capacity		650	800	1500	650	800	1500
New Facility Cost	Middle School Cost Estimate May 2021		$112,000,000		$0	$112,000,000	
Temp Rm Capacity	ASD District Standard of Service.	20.33	28.02	28.74	20.33	28.02	28.74
	Grades K - 5 @ 20.33, 6 - 8 @ 28.02, & 9 - 12 @ 28.74.						
Temp Facility Cost	Relocatables, including site work, set up, and furnishing.	$200,000	$200,000	$200,000	$200,000	$200,000	$200,000
Site Acreage	ASD District Standard or SPI Minimum	12	25	40	12	25	40
Site Cost/Acre	See below	$444,771	$444,771	$444,771	$444,771	$444,771	$444,771
Perm Sq Footage	15 Elementary, 4 Middle, and 4 High Schools	1,799,423	1,799,423	1,799,423	1,799,423	1,799,423	1,799,423
Temp Sq Footage	2 x 768 SF + 24 x 864 SF + 87 x 896 SF + TAP 2661	102,885	102,885	102,885	102,885	102,885	102,885
Total Sq Footage	Sum of Permanent and Temporary above	1,902,308	1,902,308	1,902,308	1,902,308	1,902,308	1,902,308
% - Perm Facilities	Permanent Sq. Footage divided by Total Sq. Footage	94.59%	94.59%	94.59%	94.59%	94.59%	94.59%
% - Temp Facilities	Temporary Sq. Footage divided by Total Sq. Footage	5.41%	5.41%	5.41%	5.41%	5.41%	5.41%
SPI Sq Ft/Student	From OSPI Regulations (WAC 392-343-035)	90	108	130	90	108	130
Boeckh Index	From OSPI projection for July 2020	$238.22	$238.22	$238.22	$238.22	$238.22	$238.22
Match % - State	From OSPI May 2020	62.87%	62.87%	62.87%	62.87%	62.87%	62.87%
Match % - District	Computed	37.13%	37.13%	37.13%	37.13%	37.13%	37.13%
Dist Aver AV	King County Department of Assessments March 2020	$402,640	$402,640	$402,640	$197,141	$197,141	$197,141
Debt Serv Tax Rate	Current Fiscal Year	$2.31	$2.31	$2.31	$2.31	$2.31	$2.31
G. O Bond Int Rate	Current Rate - (Bond Buyer 20 Index Feb. 2020 avg)	2.44%	2.44%	2.44%	2.44%	2.44%	2.44%

Site Cost Projections

Recent Property Acquisitions	Acreage	Purchase Year	Purchase Price	Purchase Cost/Acre	Adjusted Present Day	Projected Annual Inflation Factor	Sites Required	Latest Date of Acquisition	Projected Cost/Acre
Elem. #16 Parcel 1	1.26	2019	$480,000	$382,166	$441,401	10.00%	Elementary	2022	$489,248
Elem. #16 Parcel 2	8.19	2019	$2,959,561	$361,363	$417,374	2019 Annual Inflation Factor	2020 Annual Inflation Factor	2021 Annual Inflation Factor	
Elem. #16 Parcel 3	0.80	2018	$460,000	$575,000	$730,538				
Total	**10.25**		$3,899,561	$380,593	$444,771	10.00%	5%	10.00%	

DIRECTORS

1. <u>August Events in Person</u>

   Dr. Spicciati will discuss the return to in person events.

2. <u>Discussion</u>

<u>Informational</u>

June enrollment reports attached.

ASD HEADCOUNT SUMMARY

DATE: June 3, 2021

ELEMENTARY SCHOOLS

ELEMENTARY SCHOOLS		Preschool Sec	Preschool No.		Kindergarten Sec	Kindergarten No.	Grade 1 Sec	Grade 1 No.	Grade 2 Sec	Grade 2 No.	Grade 3 Sec	Grade 3 No.	Grade 4 Sec	Grade 4 No.	Grade 5 Sec	Grade 5 No.	K-5 TOTALS Sec	K-5 TOTALS No.	ELEM SCHOOL TOTALS Sec	ELEM SCHOOL TOTALS No.
ALPAC	(ECE) (PEER) (ECEAP)	2.0 1.0	16 13 38	REG	4.0	93	4.0	110	4.0	108	4.0	99	4.0	94	4.0	101	24.0	605	24.0	605
ARTHUR JACOBSEN	(ECE) (PEER)	4.0	33 18	REG	3.0	76	4.0	77	4.0	80	4.0	84	3.5	86	3.5	98	22.0	501	22.0	501
BOWMAN CREEK	(ECEAP) (ECE) (PEER)	-- 2.0	-- 11 12	REG	4.0	63	3.5	67	3.5	66	2.5	63	2.5	54	2.0	55	18.0	368	18.0	368
CHINOOK	(ECE) (PEER) (ECEAP)	2.0 --	12 4 --	REG	4.0	85	4.0	93	4.0	81	4.0	84	3.5	78	3.5	104	23.0	525	23.0	525
DICK SCOBEE	(ECE) (PEER)	4.0	24 12	REG	4.0	75	4.0	103	4.0	90	3.0	84	3.0	81	3.0	79	21.0	512	21.0	512
EVERGREEN HEIGHTS		-- --	-- --	REG	4.0	85	4.0	92	4.0	83	3.0	79	4.0	95	3.0	79	22.0	513	22.0	513
GILDO REY	(ECE) (PEER)	2.0	10 8	REG	3.0	69	3.0	62	3.0	64	2.0	61	3.0	79	3.0	62	17.0	397	17.0	397
HAZELWOOD	(ECE) (PEER)	1.0 --	5 --	REG	3.0	69	4.0	87	4.5	103	4.5	97	3.5	80	3.5	104	23.0	540	23.0	540
ILALKO	(ECE) (PEER)	2.0	14 5	REG	3.0	62	4.0	77	4.0	90	3.5	81	3.5	91	3.0	82	21.0	483	21.0	483
LAKE VIEW	(ECE) (PEER)	2.0	15 9	REG	3.0	69	3.5	63	4.5	93	3.0	66	3.0	67	3.0	74	20.0	432	20.0	432
LAKELAND	(ECE) (PEER)	2.0	7 6	REG	4.0	65	4.0	89	4.0	88	4.5	100	3.5	85	4.0	98	24.0	525	24.0	525
LEA HILL	(ECEAP) (ECE) (PEER)	2.0 -- --	36 -- --	REG Pathways	4.0 -- --	99 -- --	4.0 -- --	83 -- --	4.0 -- --	88 -- --	5.0 -- --	122 -- --	5.0 -- --	116 -- --	4.0 -- --	107 -- --	26.0 0.0 --	615 0 --	26.0	615
PIONEER	(ECEAP) (ECEAP main)	2.0 2.0	16 37	REG	2.5	49	2.5	69	3.0	73	3.0	80	2.5	67	2.5	74	16.0	412	16.0	412
TERMINAL PARK		-- --	-- --	REG STEP	3.0 --	50 --	3.0 --	65 --	3.0 --	55 --	3.0 --	62 --	2.5 1.5	72 33	2.5 1.5	53 37	17.0 3.0	357 70	20.0	427
WASHINGTON	(ECEAP) ECEAP Full Day)	2.0	13 2	REG	3.0	66	5.0	97	3.0	87	4.0	87	3.0	80	3.0	85	21.0	502	21.0	502

	Sec	No.		Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.	Sec	No.
ECE	20.0	147	TOTALS BY GRADE	51.5	1075	56.5	1234	56.5	1249	53.0	1249	51.5	1258	49.0	1292	318	7357	318	7357
ECEAP	7.0	127																ELEMENTARY TOTALS	
PEER	1.0	87																	
MESSIAH	2.0	15																	
CHILDHAVEN																			

MIDDLE SCHOOLS

MIDDLE SCHOOLS		Grade 6	Grade 7	Grade 8	TOTALS
CASCADE	REG	276	272	233	781
	SPED	29	35	33	97
	total	305	307	266	878
OLYMPIC	REG	300	298	267	865
	SPED	31	33	27	91
	total	331	331	294	956
MT. BAKER	REG	339	299	318	956
	SPED	17	26	29	72
	total	356	325	347	1028
RAINIER	REG	277	307	301	885
	SPED	30	37	40	107
	total	307	344	341	992
	REG	1192	1176	1119	3854 MIDDLE SCHOOL TOTALS
	SPED	107	131	129	
TOTALS BY GRADE		1299	1307	1248	

DISTRICT TOTALS BY GRADE GROUPS

DISTRICT TOTALS BY GRADE GROUPS	K - 5	6-8	9-12	TOTALS
PROJECTIONS 10/1	7818	3976	5222	17016
CURRENT	7357	3854	5341	16552
difference	-461	-122	119	-464

HIGH SCHOOLS

HIGH SCHOOLS		Grade 9	Grade 10	Grade 11	Grade 12	TOTALS
AUBURN HIGH SCHOOL	REG	390	374	324	259	1347
	SPED	41	60	51	86	238
	subtotal	431	434	375	345	1585
	FTRS	0	0	42	50	92
	total	431	434	417	395	1677
AUBURN MOUNTAINVIEW HIGH SCHOOL	REG	390	385	340	310	1425
	SPED	46	32	35	32	145
	subtotal	436	417	375	342	1570
	FTRS	0	0	28	68	96
	total	436	417	403	410	1666
AUBURN RIVERSIDE HIGH SCHOOL	REG	440	449	370	300	1559
	SPED	26	32	22	16	96
	subtotal	466	481	392	316	1655
	FTRS	0	0	57	68	125
	total	466	481	449	384	1780
WEST AUBURN HIGH SCHOOL	REG	9	16	31	50	106
	SPED	3	4	11	7	25
	subtotal	12	20	42	57	131
	GrAll	0	7	9	7	23
	OD	0	0	6	57	63
	FTRS	0	0	1	0	1
	total	12	27	58	121	218
	REG	1229	1224	1065	919	4437
	SPED	116	128	119	141	504
	subtotal	1345	1352	1184	1060	4941
	GrAll	0	7	9	7	23
	OD	0	0	6	57	63
	FTRS	0	0	128	186	314
TOTALS BY GRADE		1345	1359	1327	1310	5341 HIGH SCHOOL TOTALS

Auburn School District
Current Enrollment Compared to Last Year
and Projected Enrollment

Elementary Enrollment

Legend: 2019-20 | 2020-21 | Projected 2020-21

7818

Middle School Enrollment

Legend: 2019-20 | 2020-21 | Projected 2020-21

3976

High School Enrollment

Legend: 2019-20 | 2020-21 | Projected 2020-21

5222

Reporting date: June 3, 2021

Auburn School District
Elementary School Enrollment
Three-Year Comparison by Building

Alpac Elementary

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	604	607	609	604	607	606	606	602	604	607
2019-20	631	633	638	641	639	641	649	656	656	655
2020-21	603	598	599	592	593	596	605	605	599	605

Arthur Jacobsen Elementary

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	542	572	569	571	566	563	565	565	562	557
2019-20	529	534	535	531	534	528	527	526	526	526
2020-21	494	500	497	497	494	498	495	502	503	501

Bowman Creek Elementary

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2020-21	381	379	376	370	366	366	377	370	368	368

Chinook Elementary

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	502	521	521	527	526	530	536	530	529	524
2019-20	542	552	550	554	555	559	556	557	557	558
2020-21	500	512	511	514	515	521	520	525	526	525

Reporting date: June 3, 2021

Auburn School District
Elementary School Enrollment
Three-Year Comparison by Building

Dick Scobee Elementary

Month	2018-19	2019-20	2020-21
SEPT	491	455	436
OCT	499	459	443
NOV	505	463	444
DEC	494	459	450
JAN	500	453	454
FEB	498	448	458
MAR	500	449	466
APR	498	450	496
MAY	490	451	505
JUNE	486	449	512

Evergreen Hts. Elementary

Month	2018-19	2019-20	2020-21
SEPT	521	548	513
OCT	530	555	519
NOV	539	546	515
DEC	531	551	515
JAN	527	550	514
FEB	531	559	521
MAR	533	558	516
APR	536	555	516
MAY	531	554	513
JUNE	531	554	513

Gildo Rey Elementary

Month	2018-19	2019-20	2020-21
SEPT	590	594	390
OCT	596	603	392
NOV	600	604	390
DEC	600	599	389
JAN	597	604	393
FEB	603	608	395
MAR	604	606	395
APR	601	603	396
MAY	596	603	398
JUNE	598	599	397

Hazelwood Elementary

Month	2018-19	2019-20	2020-21
SEPT	573	585	524
OCT	600	592	531
NOV	598	590	533
DEC	599	585	535
JAN	596	585	534
FEB	592	590	534
MAR	595	589	539
APR	592	592	538
MAY	594	593	539
JUNE	592	593	540

Reporting date: June 3, 2021

Auburn School District
Elementary School Enrollment
Three-Year Comparison by Building

Ilalko Elementary

Month	2018-19	2019-20	2020-21
SEPT	655	645	487
OCT	661	657	492
NOV	667	654	487
DEC	670	653	481
JAN	672	653	483
FEB	679	646	476
MAR	681	646	479
APR	679	643	480
MAY	672	639	486
JUNE	666	639	483

Lake View Elementary

Month	2018-19	2019-20	2020-21
SEPT	449	477	434
OCT	445	487	429
NOV	446	487	427
DEC	444	481	429
JAN	441	479	431
FEB	443	480	427
MAR	439	479	425
APR	439	480	429
MAY	442	480	431
JUNE	447	480	432

Lakeland Hills Elementary

Month	2018-19	2019-20	2020-21
SEPT	699	659	534
OCT	704	662	536
NOV	704	660	530
DEC	705	658	532
JAN	705	654	531
FEB	702	654	529
MAR	703	654	525
APR	708	652	527
MAY	715	649	527
JUNE	711	648	525

Lea Hill Elementary

Month	2018-19	2019-20	2020-21
SEPT	645	612	605
OCT	603	646	620
NOV	611	643	617
DEC	612	637	615
JAN	606	639	615
FEB	616	642	622
MAR	618	642	622
APR	637	642	615
MAY	638	642	621
JUNE	635	642	615

Reporting date: June 3, 2021

Auburn School District
Elementary School Enrollment
Three-Year Comparison by Building

Pioneer Elementary

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	444	455	459	461	462	450	451	467	470	469
2019-20	465	471	472	465	469	461	461	458	455	454
2020-21	407	411	423	422	421	411	410	412	418	412

Legend: ■2018-19 ■2019-20 ■2020-21

Terminal Park Elementary

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	466	473	468	468	470	463	465	463	464	460
2019-20	465	478	479	476	470	469	467	465	463	463
2020-21	438	438	438	433	435	430	431	421	424	427

Legend: ■2018-19 ■2019-20 ■2020-21

Washington Elementary

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	592	606	594	598	591	591	592	587	592	586
2019-20	559	570	567	565	565	564	569	562	560	559
2020-21	503	511	513	518	516	517	514	503	506	502

Legend: ■2018-19 ■2019-20 ■2020-21

Reporting date: June 3, 2021

Auburn School District
Middle School Enrollment
Three-Year Comparison by Building

Cascade Middle School

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	834	846	843	840	839	832	833	838	842	841
2019-20	878	884	882	888	882	884	886	886	887	887
2020-21	866	879	877	873	873	882	880	881	884	878

Mt. Baker Middle School

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	1000	1011	1007	1014	1011	1009	1008	998	997	993
2019-20	1043	1042	1043	1040	1038	1033	1036	1031	1037	1028
2020-21	968	981	984	988	984	992	991	984	984	982

Olympic Middle School

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	860	877	875	878	884	879	873	867	872	877
2019-20	961	970	970	969	969	969	971	967	966	966
2020-21	981	962	963	959	955	959	949	953	952	956

Rainier Middle School

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	975	985	979	980	974	965	959	958	951	952
2019-20	1017	1034	1036	1035	1033	1032	1028	1027	1029	1029
2020-21	1005	1006	1003	999	999	995	993	989	994	992

Reporting date: June 3, 2021

Auburn School District
High School Enrollment
Three-Year Comparison by Building

Auburn High School

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	1746	1735	1725	1723	1711	1689	1680	1664	1642	1616
2019-20	1732	1778	1770	1746	1734	1714	1708	1696	1684	1685
2020-21	1738	1739	1730	1720	1710	1701	1698	1687	1690	1677

Auburn Mountainview High School

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	1608	1630	1614	1604	1597	1586	1577	1575	1570	1566
2019-20	1632	1664	1661	1652	1642	1632	1631	1630	1628	1628
2020-21	1679	1687	1682	1679	1675	1670	1662	1654	1668	1666

Auburn Riverside High School

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	1694	1668	1662	1667	1657	1659	1654	1639	1626	1616
2019-20	1760	1777	1772	1768	1761	1738	1732	1729	1724	1723
2020-21	1803	1824	1824	1818	1814	1808	1801	1783	1794	1780

West Auburn High School

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018-19	267	325	361	344	342	332	328	325	352	327
2019-20	231	313	317	334	322	327	317	358	330	318
2020-21	267	252	248	253	222	236	232	218	230	218

Reporting date: June 3, 2021

Auburn School District
ELL Enrollment
Three-Year Comparison

Total District ELL Enrollment

3,314 • 3,615 • 3,651 • 3,647 • 3,642 • 3,661 • 3,686 • 3,696 • 3,719 • 3,713

Months: September, October, November, December, January, February, March, April, May, June

Legend: 2018-2019 | 2019-2020 | 2020-2021

Elementary ELL Enrollment

1,908 • 2,151 • 2,172 • 2,174 • 2,182 • 2,197 • 2,210 • 2,223 • 2,243 • 2,242

Months: September, October, November, December, January, February, March, April, May, June

Legend: 2018-19 | 2019-20 | 2020-21

Middle School ELL Enrollment

620 • 647 • 643 • 640 • 640 • 643 • 652 • 658 • 659 • 655

Months: September, October, November, December, January, February, March, April, May, June

Legend: 2018-19 | 2019-20 | 2020-21

High School ELL Enrollment

786 • 817 • 836 • 833 • 820 • 821 • 824 • 815 • 817 • 816

Months: September, October, November, December, January, February, March, April, May, June

Legend: 2018-19 | 2019-20 | 2020-21

Reporting date: June 3, 2021

Auburn School District
Former English Learner Enrollment
Three-Year Comparison

Total District FEL Enrollment

725, 729, 731, 728, 731, 729, 726, 725, 724, 723

Legend: 2018-2019, 2019-2020, 2020-2021

Elementary FEL Enrollment

446, 447, 448, 447, 450, 450, 449, 447, 448, 447

Legend: 2018-19, 2019-20, 2020-21

Middle School FEL Enrollment

185, 189, 190, 188, 188, 187, 186, 187, 185, 184

Legend: 2018-19, 2019-20, 2020-21

High School FEL Enrollment

94, 93, 93, 93, 93, 92, 91, 91, 91, 92

Legend: 2018-19, 2019-20, 2020-21

Reporting date: June 3, 2021

Auburn School District
CTE Enrollment

High School CTE Enrollment

Legend: 2018-2019, 2019-2020, 2020-2021

Data labels (2020-2021): September 2380, October 2387, November 2353, December 2441, January 2384, February 2470, March 2444, April 2409, May 2423, June 2395

2020-21 High School CTE Enrollment by Building

Legend: AHS, AMHS, ARHS, WAHS

Month	AHS	AMHS	ARHS	WAHS
September	845	692	754	89
October	838	700	766	83
November	819	691	759	32
December	801	804	751	85
January	800	773	731	80
February	842	796	743	89
March	835	786	735	88
April	823	785	722	79
May	774	828	751	70
June	753	829	746	67

5-Year Historical Monthly High School CTE FTE

Legend: 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021

Data labels (2020-2021): September 754.48, October 757.2, November 747.48, December 774.32, January 756.48, February 783.28, March 775.04, April 764.56, May 769.76, June 761.04

Reporting date: June 3, 2021

Auburn School District
CTE Enrollment

Middle School CTE Enrollment

Data labels (2020-2021): September 548, October 555, November 593, December 616, January 607, February 708, March 691, April 684, May 584, June 587

Legend: ■ 2018-2019 ■ 2019-2020 ■ 2020-2021

2020-21 Middle School CTE Enrollment by Building

September: 89, 144, 153, 162
October: 93, 144, 152, 166
November: 92, 184, 152, 165
December: 122, 198, 149, 147
January: 122, 195, 148, 142
February: 118, 256, 119, 215
March: 118, 257, 118, 198
April: 118, 252, 118, 196
May: 137, 183, 113, 151
June: 139, 180, 116, 152

Legend: ■ Cascade ■ Mt Baker ■ Olympic ■ Rainier

5-Year Historical Monthly Middle School CTE FTE

Data labels (2020-2021): September 175.36, October 177.6, November 189.76, December 197.12, January 194.24, February 226.56, March 221.12, April 218.88, May 186.88, June 187.84

Legend: ■ 2016-2017 ■ 2017-2018 ■ 2018-2019 ■ 2019-2020 ■ 2020-2021

Reporting date: June 3, 2021