ALDERWOOD MIDDLE SCHOOL

COUNTY REVIEW 2ND REVIEW DRAFT – SUBMITTED JULY 7, 2022

2022 - 2027
CAPITAL FACILITIES PLAN

Edmonds
SCHOOL DISTRICT
Each student learning, every day!
CAPITAL FACILITIES PLAN
EDMONDS SCHOOL DISTRICT

SCHOOL BOARD MEMBERS

Nancy Katims, President
Director District 5

Deborah Kilgore, Vice President
Director District 4

Carin Chase, Legislative Representative
Director District 1

Gary Noble
Director District 3

Keith Smith
Director District 2

SUPERINTENDENT
Dr. Gustavo Balderas

Adopted by Board of Directors, TBD

For information on the Edmonds School District Capital Facilities Plan, Contact Facilities Operations at (425) 431-7332.

This document is also available at: www.edmonds.wednet.edu
EDMONDS SCHOOL DISTRICT CAPITAL FACILITIES PLAN

TABLE OF CONTENTS

SECTION 1 — INTRODUCTION ............................................................................................................ 1
PURPOSE OF THE CAPITAL FACILITIES PLAN
OVERVIEW OF EDMONDS SCHOOL DISTRICT
PLANNING OBJECTIVES

SECTION 2 — STUDENT ENROLLMENT TRENDS AND PROJECTIONS ............................................. 3
HISTORIC TRENDS
FORECAST METHOD
PROJECTED STUDENT ENROLLMENT 2019-2025
2038 STUDENT ENROLLMENT PROJECTION
STUDENT GENERATION RATES

SECTION 3 — DISTRICT EDUCATIONAL FACILITY STANDARDS ..................................................... 7
EDUCATIONAL FACILITY CLASS SIZE AND CAPACITY FOR ELEMENTARY SCHOOLS
EDUCATIONAL FACILITY CLASS SIZE AND CAPACITY FOR MIDDLE & HIGH SCHOOLS
MINIMUM LEVELS OF SERVICE
   Elementary Schools, grades K-6
   Middle Schools, grades 7-8
   High Schools, grades 9-12

SECTION 4 — CAPITAL FACILITIES INVENTORY .......................................................................... 10
SCHOOLS
PROGRAM IMPROVEMENTS AND POPULATION GROWTH
MEASURES OF CAPACITY
RELOCATABLE CLASSROOM FACILITIES (PORTABLES)
LAND INVENTORY

SECTION 5 — PROJECTED FACILITY NEEDS .................................................................................... 19
FACILITY NEEDS THROUGH 2038

SECTION 6 — PLANNED IMPROVEMENTS ....................................................................................... 19
CONSTRUCTION PROJECTS (SIX YEAR PLAN)
RELOCATABLE CLASSROOM FACILITIES (PORTABLES) – (SIX-YEAR PLAN)
SITE ACQUISITION AND IMPROVEMENTS

SECTION 7 — CAPITAL FACILITIES FINANCING PLAN .................................................................. 22
GENERAL OBLIGATION BONDS
STATE CONSTRUCTION ASSISTANCE PROGRAM (SCAP)
SALES AND GROUND LEASE OF DISTRICT SURPLUS PROPERTY

SECTION 8 — IMPACT FEES .......................................................................................................... 23

APPENDIX A – FLO ANALYTICS REPORTS
APPENDIX B – DETERMINATION OF NONSIGNIFICANCE
APPENDIX C – SNOHOMISH COUNTY GENERAL POLICY PLAN
LIST OF FIGURES

Figure 1 — Enrollment History ................................................................. 3
Figure 2 — Comparison of Student Enrollment Projections.......................... 5
Figure 3 — Inventory of School & Facility Locations ..................................... 11

LIST OF TABLES

Table 1 — Comparison of Student Enrollment Projections ............................... 4
Table 2 — Projected Student Enrollment by Grade Span ................................. 5
Table 3 — Projected Student Enrollment through 2038 ................................. 6
Table 4 — Elementary School Capacity Inventory .......................................... 15
Table 5 — Middle School Capacity Inventory ............................................... 16
Table 6 — High School Capacity Inventory .................................................. 16
Table 7 — Relocatable Classroom Inventory .................................................. 17
Table 8 — Inventory of Support Facilities ..................................................... 17
Table 9 — Inventory of Undeveloped Sites .................................................... 18
Table 10 — Inventory of Developed Sites ...................................................... 18
Table 11 — Projected Maximum Available Student Capacity ............................. 19
Table 12 — Construction Projects ................................................................. 20
Table 13 — Capital Construction Finance Detail ............................................. 21
Purpose of the Capital Facilities Plan

This Capital Facilities Plan (CFP) is intended to provide Edmonds School District (District), Snohomish County (County), other jurisdictions and the community with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the next twenty-two years (2044). It also meets the planning requirements of the State Growth Management Act (GMA), the County’s GMA Comprehensive Plan and County Code (SCC 30.66C). A more detailed schedule and financing program for capital improvements over the next six years, (2022-2027) is also included.

In accordance with the Growth Management Act (GMA), this CFP contains the following elements:

- Minimum level of service (LOS) and how the District is meeting that LOS
- An inventory of existing capital facilities owned by the District, showing the locations and capacities of those facilities.
- A forecast of the future needs for capital facilities owned and operated by the District.
- A description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.
- Inventory of Existing Facilities
- The proposed locations and capacities of expanded or new capital facilities.
- A six-year plan for financing capital facilities.

Cities within ESD #15 include Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway. Upon adoption of this CFP by Snohomish County each City may be asked to adopt it as well.

Section 8 of this CFP addresses development fees, mitigation, and other sources of funding from developers. Impact fees are not anticipated during this 2022-2027 planning period. Should available funding fall short of meeting existing capital facility needs, the District will, first, assess its ability to meet its Planning Objectives (See below) and Educational Service Standards (Section 3) by reconfiguring schools or attendance boundaries or other methods discussed in this report.
If those strategies are unsuccessful, GMA rules allow the County to reassess the Land Use Element of its comprehensive plan to ensure that land use, development and the CFP are coordinated and consistent. This may include changes to the Plan to reduce lands available for residential development and reductions in student enrollments. The County’s update of its Plan is due in late 2024.

If impact fees are deemed desirable at some point, the District may request an amendment to this CFP during the 2022-24 biennium.

**Overview of Edmonds School District**

The District is the largest school district in the County, and the eleventh largest of Washington's 294 public school systems. The District covers an area of 36 square miles. It currently serves a total student population (headcount, including Kindergarten) of 19,653, as of October 2021 with twenty schools serving grades K-6; two schools serving grades K-8; four schools serving grades 7-8; five schools serving grades 9-12; one resource center for grades K-12 home-schooled students, one e-learning program, and one District program for students with severe disabilities. The grade configuration of schools has changed over time in response to the desires of the community, needs of the educational program and variability in financial resources available for staffing classrooms. These changes are made after a process that allows for community participation, with ultimate approval by the Board of Directors.

**Planning Objectives**

The objective of this Capital Facilities Plan is to assess existing school facility capacities, forecast future facility needs within six-year and approximate twenty-year planning horizons, and to articulate a facility and financing plan to address those needs. This CFP replaces and supersedes the District's 2020 Capital Facilities Plan. The current projections cycle is 2022 to 2027.

The process of delivering education within the District is not a static function. The educational program changes and adapts in response to the changing conditions within the learning community. This CFP must be viewed as a work-in-progress that responds to the changing educational program to assist in decision-making.

---

1 Headcount differs from FTE in that the figure reflects total number of students served by District educational programming, while FTE is Full Time Equivalent and adjusts for students who attend part time. Office of the Superintendent of Public Instruction Report No. 1251 H, (December, 2017)
The District monitors proposed new residential growth (e.g. the County Plan update) for impacts and implications to its facility planning and educational programs. The District comments, as needed, on specific proposed new developments, to ensure appropriate provisions for students are factored into the development proposal.

As the Urban Growth Area builds out, changes may require the District to modify its facilities (i.e., the location, design, etc.), and its educational program (i.e., school year, grade configuration, etc.). Changes would be made in consultation with the community and approved by the Board of Directors.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historic Trends

Student enrollment in the District reached its highest levels during the late 1960s and early 1970s, with 28,076 students attending District schools in 1970. Enrollment declined steadily between 1971 and 1985, reaching its lowest level in 1985 at 16,118 students. Enrollment then increased steadily from 1987 through 1998, staying fairly even until 2002 when it gradually declined until 2012. Since then, enrollment has levelled off at between 19-20,000. Enrollment in October 2022 was 19,407.
Future Forecasts

In previous capital facility plans, one of three forecast methodologies were used: one from Edmonds School District (FloAnalytics)\(^2\); a second by a former consultant to the District (Kendrick) and a third from the Washington State Office of Superintendent of Public Instruction (OSPI). In 2020 the current CFP estimated a growth in enrollment from 20,512 in 2020 to 21,562 in 2025, an increase of 5.1%. For this Capital Facilities Plan, the 2019 FLO Analytics and the OSPI enrollment forecasts have been averaged (Table 1). Table 2 shows the estimated grade level enrollments based on that average.

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>Actual</th>
<th>Projected</th>
<th>Change 2021-27</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2021</td>
<td>2022</td>
<td>2023</td>
<td>2024</td>
</tr>
<tr>
<td>Elementary (K-6)</td>
<td>10,394</td>
<td>10,288</td>
<td>10,772</td>
<td>10,776</td>
</tr>
<tr>
<td>Middle School (7-8)</td>
<td>3,054</td>
<td>2,950</td>
<td>3,003</td>
<td>2,967</td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>6,205</td>
<td>6,169</td>
<td>6,436</td>
<td>6,481</td>
</tr>
<tr>
<td>Total</td>
<td>19,653</td>
<td>19,407</td>
<td>20,211</td>
<td>20,224</td>
</tr>
</tbody>
</table>

\(^2\) Memorandum: Jerry Oelerich, FLO Analytics, to Stewart Mhyre, January 4, 2019.
2044 Student Enrollment Projection

School districts monitor long range population growth trends as a general guide to future enrollment forecasting. While the accuracy of future projections diminishes the further out into the future they go, they do provide some indication of what buildings may be needed and what future land purchases may be needed as new residential development is built within their attendance areas. These forecasts are reviewed during each biennial CFP update and adjusted accordingly.

In 2021, Snohomish County adopted future population estimates through 2044 as part of its Growth Management Act (GMA) responsibilities and the Vision 2050 programs organized through the Puget Sound Regional Council (PSRC). The County and its cities must update their comprehensive plan, in 2024. The planning horizon year for that update is 2044.

Ratio Forecasting Method

The County’s population estimate was used for the 2044 long range enrollment estimate, using a Ratio Method, where assumptions are made of what proportion of the official population forecasts will be students.

Past ratio trends (actual enrollments as a percentage of official Census or other records) were used as official data points using OSPI “actual” enrollments, decennial U.S. Census population totals with straight-line ratio projections between those data points. The official ratio trend was downward from 2000 to the present. The ratio of students (OSPI) to actual population (Census) in 2000 was 15.46%. The 2010 ratio was 13.05%; and in 2020 was 11.1%.

For future planning purposes, the District assumes that the trend will increase from the forecasted 2027 low point (9.9%) to 11.5% by 2044. This would reflect a current County policy of increasing densities in the Urban Growth Area. Applying that ratio to the County’s official 2044 population estimate of 263,674, the enrollment estimate for that year is 30,323 (Table 3).

### Table 3: Student/Population Ratios

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Enrollment</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>176,754</td>
<td>19,653</td>
<td>9.87%</td>
</tr>
<tr>
<td>2027</td>
<td>202,610</td>
<td>19,989</td>
<td>9.87%</td>
</tr>
<tr>
<td>2028</td>
<td>206,202</td>
<td>20,542</td>
<td>9.96%</td>
</tr>
<tr>
<td>2044</td>
<td>263,674</td>
<td>30,323</td>
<td>11.50%</td>
</tr>
</tbody>
</table>
**Student Generation Rates**

Student Generation Rates (SGR’s) are the average number of students by grade span (elementary, middle, and high school) typically generated by housing type. Student Generation Rates are calculated based on a survey of all new residential units permitted by the jurisdictions within the school district during the most recent five to eight-year period. For this CFP estimates of rates were provided in the Flow Analytics report. The 2018 Kendrick Update (Page 40) reported an estimated SGR of about .32 students for each new home and .14 students per apartment.

The purpose of SGR’s in the Capital Facilities Plan is primarily to assist districts with the calculation of school impact fees. The Edmonds School District does not charge impact fees at this time. However, based on future growth in the District, this may change. Updated student generation numbers will be provided at that time.

**Table 4**

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2022 Actual Student Headcount</th>
<th>2027 Projected Student Headcount</th>
<th>2044 Projected Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (K-6)</td>
<td>10,288</td>
<td>10,643</td>
<td>16,242</td>
</tr>
<tr>
<td>Middle School (7-8)</td>
<td>2,950</td>
<td>3,037</td>
<td>4,603</td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>6,169</td>
<td>6,309</td>
<td>9,478</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19,407</strong></td>
<td><strong>19,989</strong></td>
<td><strong>30,323</strong></td>
</tr>
</tbody>
</table>

**SECTION 3 -- DISTRICT EDUCATIONAL FACILITY STANDARDS**

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District’s adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, and current understanding of educational best practices, as well as classroom utilization, scheduling requirements and use of relocatable classroom facilities (portables).
Program factors, as well as government mandates, funding or community expectations, affect how classroom space is used. The District’s basic educational program is a fully integrated curriculum offering instruction to meet Federal, State, and District mandates. In addition, the District’s basic educational program is supplemented by special programs, such as music, intervention programs, and preschool programs that are developed in response to local community choices.

Special programs require classroom space that may reduce the overall capacity of buildings. Some students, for example, leave their regular classroom for a short period of time to receive instruction in special programs. Newer schools within the District have been designed to accommodate most of these programs. Older schools, however, often require space modifications to accommodate special programs, and, in some circumstances, these modifications may reduce the classroom capacity and, therefore, the student capacity of these schools.

Grade configurations have changed over time in response to desires from the community and to provide additional learning opportunities for students. New program offerings continue to evolve in response to research. It is expected that changes will continue in both the type of educational program opportunities and grade clustering being offered by the District.

The total curriculum program, including both the basic educational program and local-choice educational programs, is hereafter referred to as the total local educational program. This program may cause variations in student capacity between schools.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, funding, special programs, class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this CFP.

The District educational program standards, as they relate to class size and facility design capacity, are outlined below for the elementary, middle and high school grade levels.

**Educational Facility Class Size and Design Capacity Standards for Elementary Schools**
• The District’s student to classroom teacher ratio for staffing purposes for grades K-1 is 21.5 students, 24 students for grades 2-6.

• Some local-choice educational opportunities for students will be provided in self-contained classrooms designated as resource or program-specific classrooms (e.g. computer labs, music rooms, band rooms, remediation rooms, learning assistance programs).

• Current capacity for new elementary schools is based upon a District-wide Educational Specification which assigns a range of approximately 21-27 classrooms for K-6 or K-8 basic educational program and two or more classrooms for self-contained resource or program-specific activities.

• The actual capacity of individual schools may be lower than the maximum capacity depending on the local educational program offered at each school.

The application of these classroom staffing ratios and capacity standards to the District’s current educational program causes average classroom utilization to be approximately 90%.

**Educational Facility Class Size and Design Capacity Standards for Middle and High Schools**

• The District utilizes available teaching stations in our secondary schools from between the rates of 83% to over 100% with a class size average of 25.6 students at grades 7 and 8, and 24.8 for grades 9 through 12. At 83%, utilization, a teacher’s classroom is open one period without students for teacher planning. As the building increases in student population, and fewer classrooms are able to be freed up during the day for planning, higher utilization percentages are seen. In the most difficult cases, the building is over capacity and is using spaces not originally designed for instruction. In the event of overcrowding, the District may remediate by using facilities differently or continue adding relocatable classrooms.

• Actual capacity and actual enrollment of individual schools may vary. Actual capacity may be lower than the design might suggest depending on the total local educational programs offered at each school and the size and configuration of older schools. Likewise, actual capacity may be higher than the design capacity based on the design of the District’s educational program and the length of the educational day.
These standards is used in Section 4 to determine existing and future capacities.

**Minimum Levels of Service**

*Elementary Schools, grades K-6*
With a total of 616 classrooms, the District could accommodate 11,075 elementary school children based upon current maximum capacity.

*Middle Schools, grades 7-8*
With a total of 151 teaching stations, the District could accommodate 3,370 seventh and eighth graders in its K-8 and Middle Schools based on actual maximum capacity.

*High Schools, grades 9-12*
With a total of 272 teaching stations, the District could accommodate 6,649 high school students based upon actual maximum capacity.
The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate future demand (student enrollment) at acceptable or established levels of service. This section provides an inventory of capital facilities owned and operated by the District including schools, relocatable classrooms (portables), undeveloped land, developed properties and support facilities. School facility capacity was inventoried based on the space required to accommodate the District’s adopted educational program standards for class size and design capacity (see Section 3). A map showing locations of the District’s developed educational facilities is provided as Figure 3.

**Schools**

Edmonds School District currently operates:

- One school serving grade K
- Twenty schools serving grades K-6;
- Two schools serving grades K-8;
- Four schools serving grades 7-8;
- Five schools serving grades 9-12;
- One resource center for K-12 home-schooled students;
- One e-learning program;
- One former middle school as reserve facilities for schools being displaced due to construction or remodeling.

Edmonds offers a District program, Maplewood, for severely developmentally and physically challenged students 5 to 21 years of age. Additionally, the District also offers Alderwood Early Childhood Center (AECC) for pre-school children with developmental challenges.
Figure 3 - Inventory of School & Facility Locations
Edmonds School District

District Support Sites
- 90 - ESC - Educational Services Center
- 92 - Warehouse
- 93 - Stadium
- 101 - New Transportation Maintenance

Undeveloped Parcels
- 97 - Site 28
- 98 - Site 32
- 100 - Chase Lake Bog

Developed Parcels
- 68 - Alderwood Middle
- 106 - Former Lynnwood High School (leased)
- 108 - Meadowdale Playfields
- 109 - Former Woodway Elementary

Elementary Schools
1. Beverly Elementary
2. Meadowdale Elementary
3. Lyndale Elementary
4. Seaview Elementary
5. Maplewood Center (K-12)
6. Sherwood Elementary
7. Westgate Elementary
8. Mountlake Terrace Elementary
9. Terrace Park School
10. Brier Elementary
11. Cedar Way Elementary
12. Chase Lake Community School
13. Hazelwood Elementary
14. Cedar Valley Community School
15. Lynnwood Elementary
16. Spruce Elementary
17. Martha Lake Elementary
18. Oak Heights Elementary
19. Hilltop Elementary
20. Edmonds Elementary
21. College Place Elementary
22. Madrona School (K-8)
23. Maplewood Parent/Cooperative (K-8)
24. Edmonds Heights K-12

Middle Schools
- 64 - Meadowdale Middle
- 69 - Brier Terrace Middle
- 70 - College Place Middle
- 99 - Alderwood Middle

High Schools
- 82 - Mountlake Terrace High
- 83 - Meadowdale High
- 85 - Lynnwood High
- 86 - Edmonds-Woodway High
- 87 - Scriber Lake High

Early Childhood
- 7 - Alderwood Early Childhood Center

Recently Sold
- 91 - Transportation/Maintenance, sold 2021
- 95 - Esperance, sold 2015
- 96 - Site 29, sold 2017
- 105 - Civic Field, sold 2016
- 107 - Former Melody Hill Elementary, sold 2017
- 110 - Former Evergreen Elementary, sold 2016
- 111 - Former ESC, Educational Services Center, sold 2015
Program Improvements and Population Growth

Since 2016, the State of Washington employs an all-day kindergarten model. The State has also lowered funded teacher ratios in grades K-3 to 17:1. The District has identified a need to support students who are identified with an IEP (Individual Education Plan), 504, or English language Learners (ELL) by adding additional teaching staff. This change brought about a need for additional space. The District has added 37 relocatable classrooms since 2014. While this is a response to total additional space requirements, the assignment of how and what grade levels will use these remains flexible.

The District has re-evaluated the relationship between classrooms and how buildings have changed and how educational programs have grown to use various spaces differently. The traditional use of a classroom count to calculate building capacity has been limited in scope. Classrooms alone, for instance do not include small group instructional areas, the library or gymnasiums. Educational best practices have evolved to allow for more specialized support which amends the traditional classroom model through the use of smaller instructional spaces to provide enhanced opportunity for learning. This process has been on-going for many years and is a fluid and flexible model to enhance the quality and amount of small group or one-on-one time with students.

Previously, the District has measured basic education capacity by determining how, on average, rooms are assigned during the day. This assumes that not every room is used every period of the day and that teachers have access to their rooms for at least one preparation period each day. The maximum capacity is then reduced accordingly to determine the basic educational capacity of a school.

A more accurate descriptor, the teaching station, has been recognized at the secondary school level for more than a decade. How and where teaching stations are created is program dependent. Many such educational programs are funded through grants and other financial instruments such as agreements with the Gates Foundation, Title 2A and local grants. This is reflected in Table 6 - High School Capacity Inventory where the District.

In this edition of the Capital Facilities Plan, capacity figures have been refined to mirror current educational practice. The teaching station model, previously used for high schools is now extended to the middle schools as well. Capacity for the elementary level will remain with the classroom model for the time being but may recognize the shift to teaching stations in the future, or as result of state funded changes for smaller class sizes.
Measures of Capacity

The OSPI calculates school capacity by dividing gross square footage of a building by a standard square footage per student (e.g., 90 square feet per elementary student, 117 square feet per middle school student, and 130 square feet per high school student)\(^3\). This method is used by the State as a simple and uniform approach to determining school capacity for purposes of allocating available State Match Funds to school districts for new school construction. However, this method is not considered to be an accurate reflection of the actual capacity required to accommodate the adopted educational program of Edmonds School District.

For this plan, school capacity was determined by applying the District’s educational facility standards for class size and design capacity to individual schools. It is this capacity calculation that is used to establish the District’s maximum capacity and determine future capacity based on projected student enrollment.

\(^3\)WAC 392-343-035 Space Allocation
## Table 4 — Elementary School Capacity Inventory

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Site Size</th>
<th>Bldg. Area (Sq. Ft.)</th>
<th>Year Built or Last Remodel</th>
<th>Total Class Rooms</th>
<th>Max Student Capacity</th>
<th>90% Program Capacity</th>
<th>Future Capacity Improvements</th>
<th>Meets Facility Service Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alderwood</td>
<td>8.9</td>
<td>36,869</td>
<td>1965</td>
<td>20</td>
<td>n/a*</td>
<td>n/a*</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Beverly</td>
<td>9.1</td>
<td>48,020</td>
<td>1988</td>
<td>29</td>
<td>575</td>
<td>518</td>
<td>404</td>
<td>*</td>
</tr>
<tr>
<td>Brier</td>
<td>10.0</td>
<td>43,919</td>
<td>1989</td>
<td>25</td>
<td>456</td>
<td>410</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>22.1</td>
<td>64,729</td>
<td>2001</td>
<td>25</td>
<td>449</td>
<td>404</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Cedar Way</td>
<td>9.4</td>
<td>53,819</td>
<td>1993</td>
<td>26</td>
<td>488</td>
<td>439</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chase Lake</td>
<td>10.3</td>
<td>57,697</td>
<td>2000</td>
<td>25</td>
<td>451</td>
<td>406</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>College Place</td>
<td>9.0</td>
<td>48,180</td>
<td>1968</td>
<td>27</td>
<td>504</td>
<td>454</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edmonds</td>
<td>8.4</td>
<td>34,726</td>
<td>1966</td>
<td>20</td>
<td>358</td>
<td>322</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hazelwood</td>
<td>10.3</td>
<td>51,453</td>
<td>1987</td>
<td>28</td>
<td>519</td>
<td>467</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hilltop</td>
<td>9.8</td>
<td>49,723</td>
<td>1967</td>
<td>29</td>
<td>562</td>
<td>506</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynndale</td>
<td>10.0</td>
<td>69,045</td>
<td>2016</td>
<td>26</td>
<td>582</td>
<td>524</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Lynnwood</td>
<td>8.9</td>
<td>81,405</td>
<td>2018</td>
<td>27</td>
<td>618</td>
<td>556</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Madrona K-8</td>
<td>26.9</td>
<td>78,930</td>
<td>2018</td>
<td>28</td>
<td>485</td>
<td>437</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Maplewood K-8</td>
<td>7.4</td>
<td>76,554</td>
<td>2002</td>
<td>27</td>
<td>375</td>
<td>338</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Martha Lake</td>
<td>10.0</td>
<td>50,753</td>
<td>1993</td>
<td>26</td>
<td>462</td>
<td>416</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meadowdale</td>
<td>9.1</td>
<td>57,111</td>
<td>2000</td>
<td>25</td>
<td>455</td>
<td>410</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Mountlake Terrace</td>
<td>8.0</td>
<td>67,379</td>
<td>2018</td>
<td>21</td>
<td>486</td>
<td>437</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Oak Heights</td>
<td>9.4</td>
<td>49,355</td>
<td>1966</td>
<td>30</td>
<td>528</td>
<td>475</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Seaview</td>
<td>8.3</td>
<td>49,420</td>
<td>1997</td>
<td>22</td>
<td>396</td>
<td>356</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sherwood</td>
<td>13.6</td>
<td>43,284</td>
<td>1966</td>
<td>24</td>
<td>526</td>
<td>473</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spruce</td>
<td>8.9</td>
<td>71,742</td>
<td>1966</td>
<td>28</td>
<td>642</td>
<td>578</td>
<td>184</td>
<td></td>
</tr>
<tr>
<td>Terrace Park</td>
<td>15.3</td>
<td>71,664</td>
<td>2002</td>
<td>33</td>
<td>678</td>
<td>610</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Westgate</td>
<td>8.1</td>
<td>44,237</td>
<td>1989</td>
<td>25</td>
<td>480</td>
<td>432</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodway</td>
<td>13.1</td>
<td>37,291</td>
<td>1962</td>
<td>20</td>
<td>n/a**</td>
<td>n/a**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>264.3</td>
<td>1,337,305</td>
<td></td>
<td>616</td>
<td>11,075</td>
<td>9,968</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Facilities Operations Department, Edmonds School District, OSPI

* Alderwood Early Childhood Center serves Pre-K developmentally challenged children and is not included in total program capacity calculations for K-12 purposes

** Woodway is a reserve campus.

*** Future improvements are as currently planned by District. Funding only available for Oak Heights and Spruce (See Discussion of Six Year Plan and Table 12).
### Table 5 — Middle School Capacity Inventory

<table>
<thead>
<tr>
<th>Middle School</th>
<th>Site Size (Acres)</th>
<th>Building Area (Sq. Ft.)</th>
<th>Year Built or Last Remodel</th>
<th>Teaching Stations</th>
<th>Max Student Capacity (3)</th>
<th>Program Capacity 83%</th>
<th>Future Capacity Improvements (4)</th>
<th>Meets Facility Service Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alderwood</td>
<td></td>
<td>114,400</td>
<td>2016</td>
<td>38</td>
<td>800</td>
<td>664</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Brier Terrace</td>
<td>22.7</td>
<td>89,258</td>
<td>1969</td>
<td>38</td>
<td>785</td>
<td>652</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Place</td>
<td>18.7</td>
<td>87,031</td>
<td>1970</td>
<td>40</td>
<td>765</td>
<td>635</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Meadowdale</td>
<td>20.7</td>
<td>102,925</td>
<td>2011</td>
<td>35</td>
<td>750</td>
<td>622</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Madrona – 7 &amp; 8 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maplewood – 7 &amp; 8 (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>81</strong></td>
<td><strong>393,614</strong></td>
<td></td>
<td><strong>151</strong></td>
<td><strong>3,370</strong></td>
<td><strong>2,798</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Facilities Operations Department, Edmonds School District

Notes:
1. Madrona K-8: Grades 7 and 8
2. Maplewood K-8: Grades 7 and 8
3. Maximum Capacity equals 90% utilization of total seats.
4. Future improvements are as currently planned by District. Funding is not currently available (See Discussion of Six Year Plan and Table 12.

### Table 6 — High School Capacity Inventory

<table>
<thead>
<tr>
<th>High School</th>
<th>Site Size (acres)</th>
<th>Building Area (Sq. Ft.)</th>
<th>Year Built or Last Remodel</th>
<th>Teaching Stations</th>
<th>Max Student Capacity</th>
<th>Program Capacity 83%</th>
<th>Future Capacity Improvements</th>
<th>Meets Facility Service Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmonds-Woodway</td>
<td>28.5</td>
<td>208,912</td>
<td>1998</td>
<td>64*</td>
<td>1,539</td>
<td>1,277</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Lynnwood</td>
<td>40.5</td>
<td>217,597</td>
<td>2009</td>
<td>64</td>
<td>1,577</td>
<td>1,309</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Meadowdale</td>
<td>40.0</td>
<td>197,306</td>
<td>1998</td>
<td>59*</td>
<td>1,488</td>
<td>1,235</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountlake Terrace</td>
<td>33.2</td>
<td>211,950</td>
<td>1991</td>
<td>64*</td>
<td>1,541</td>
<td>1,279</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative Learning Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Proposed)</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total s</strong></td>
<td><strong>143.9</strong></td>
<td><strong>835,765</strong></td>
<td></td>
<td><strong>251</strong></td>
<td><strong>6,145</strong></td>
<td><strong>5,100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Source: Facilities Operations Department, Edmonds School District

*Notes: Capacity may vary depending on education program or schedules. These models assume that teachers use their classrooms one period a day for planning and preparation. If necessary, all classrooms could be used for all periods.

*Edmonds Heights and Scriber Lake High programs are housed at Woodway Campus. Scriber Lake to be replaced by Innovative Learning Center. Funding is not currently available.

**Relocatable Classroom Facilities (Portables)**

Temporary classrooms provide supplemental housing for students and may be located on a campus for extended periods. They may be used additionally to temporarily house students pending construction of permanent classrooms, or also to provide non-disruptive space for music programs. The useable life of a portable is 30 years.

As of September 1, 2022, there are a total of 51 relocatable classrooms to help with added enrollment, K-3 class reductions and all-day Kindergarten. Most portables are less than 30 years old; some are over 30 years, but still usable. There is no immediate need for replacements.

**Table 7 — Relocatable Classroom Inventory**

<table>
<thead>
<tr>
<th>School</th>
<th>Single Unit</th>
<th>Double Unit</th>
<th>Available Classroom</th>
<th>Student Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alderwood Middle</td>
<td>2</td>
<td>2</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Beverly Elementary</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>120</td>
</tr>
<tr>
<td>Cedar Way Elementary</td>
<td>5</td>
<td>5</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>College Place Elementary</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Edmonds-Woodway High</td>
<td>1</td>
<td>1</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Hazelwood Elementary</td>
<td>1</td>
<td>1</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Hilltop Elementary</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Martha Lake</td>
<td>2</td>
<td>2</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Meadowdale High</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Oak Heights Elementary</td>
<td>7</td>
<td>1</td>
<td>9</td>
<td>216</td>
</tr>
<tr>
<td>Sherwood Elementary</td>
<td>5</td>
<td>5</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Terrace Park</td>
<td>2</td>
<td>2</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Westgate Elementary</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Woodway Elementary</td>
<td>3</td>
<td>3</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Woodway Campus*</td>
<td>4</td>
<td>2</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>39</strong></td>
<td><strong>7</strong></td>
<td><strong>51</strong></td>
<td><strong>1,224</strong></td>
</tr>
</tbody>
</table>

*Two relocatable classrooms at Woodway Campus are used for non-educational purposes.*
In addition to schools, the District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 8.

**Table 8 — Inventory of Support Facilities**

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Building Area (Sq. Ft.)</th>
<th>Site Size (Acres)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Center (ESC)</td>
<td>57,400</td>
<td>5.0</td>
</tr>
<tr>
<td>Maintenance/Transportation</td>
<td>65,000</td>
<td>19.6</td>
</tr>
<tr>
<td>Warehouse</td>
<td>9,600</td>
<td>3.4</td>
</tr>
<tr>
<td>District Stadium</td>
<td>7,068</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Source: Facilities Operations Department, Edmonds School District

**Land Inventory**

**Undeveloped Sites**

The District owns three undeveloped parcels varying in size from 7.5 to 9.5 acres. An inventory of the undeveloped parcels (sites) owned by the District is summarized in Table 9.

**Table 9 — Inventory of Undeveloped Sites**

<table>
<thead>
<tr>
<th>School District Site Description</th>
<th>Acres</th>
<th>Status</th>
<th>Jurisdiction</th>
<th>Zoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chase Lake Bog</td>
<td>7.5</td>
<td>Wetlands South of CLE</td>
<td>Edmonds</td>
<td>Residential R8400</td>
</tr>
<tr>
<td>Site 28</td>
<td>9.5</td>
<td>Vacant South of LHS</td>
<td>Sno Co</td>
<td>Residential R9600</td>
</tr>
<tr>
<td>Site 32</td>
<td>9.4</td>
<td>Vacant North of BEV</td>
<td>Sno Co</td>
<td>Residential R8400</td>
</tr>
</tbody>
</table>

**Developed Sites**

Table 10 provides an inventory of District-owned sites that are currently developed or planned for uses other than schools, and under long-term ground leases. Each lease retains a recapture provision that would allow the District to reclaim the property if needed for school capacity needs.

**Table 10 — Inventory of Developed Sites**

<table>
<thead>
<tr>
<th>Facility/Site</th>
<th>Acres</th>
<th>Status</th>
<th>Jurisdiction</th>
<th>Zoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former LHS</td>
<td>40.1</td>
<td>Leased</td>
<td>Lynnwood</td>
<td>Mixed Use Commercial</td>
</tr>
<tr>
<td>Meadowdale Playfields</td>
<td>21</td>
<td>Leased</td>
<td>Lynnwood</td>
<td>Public</td>
</tr>
<tr>
<td>Former Alderwood Middle School</td>
<td>18.9</td>
<td>Held in reserve</td>
<td>Lynnwood</td>
<td>RMM</td>
</tr>
<tr>
<td>Former Woodway Elementary School</td>
<td>13.1</td>
<td>Held in reserve</td>
<td>Edmonds</td>
<td>RS6000</td>
</tr>
</tbody>
</table>

Source: Facilities Operations Department, Edmonds School District
Facility Needs Through 2044

Projected permanent student capacity was derived by subtracting projected student enrollment for each of the six years in the forecast period from the existing 2022 school maximum capacity as shown in Tables 4-6. As described above, the District counts relocatable (portable) classrooms (Table 7) in its facilities planning. The figures in Table 11 do not include those temporary capacity figures.

<table>
<thead>
<tr>
<th>Table 11</th>
<th>Existing and Future Capacity: 2022-2044</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2022 Enrollment</td>
</tr>
<tr>
<td>Elementary (K-6)</td>
<td>10,288</td>
</tr>
<tr>
<td>Middle School (7-8)</td>
<td>2,950</td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>6,169</td>
</tr>
<tr>
<td>Total</td>
<td>19,407</td>
</tr>
</tbody>
</table>

The District does have schools that are in need of rebuilding or remodeling within the long-range (2044) planning horizon. When construction funding opportunities arise, the District may seek voter approval for capital construction funds and use revenues from real estate taxes.

Due to all day kindergarten, class reduction and increasing enrollment, student capacity has seen a significant impact from previous years, putting capacity at all three grade levels in negative territory.
In February 2020, a proposed Bond program did not receive the required super majority vote for Capital Construction funding to complete Spruce Elementary Phase 2, new middle school, new College Place Middle, new Oak Heights Elementary, new Beverly Elementary, new Innovative Learning Center and multi-site renewal & upgrade projects. The additional capacity that would have been provided by these improvements are shown on Tables 4 and 5.

A 2020 Capital / Tech Levy also passed. That Levy totaled $96M; $34.87M was facilities related. And in 2021 another Capital Levy passed totaling $180M ($70M for Oak Heights, $45M for Spruce Phase 2 and $65M for Renewal and Upgrade projects).

Construction Projects - (Six-Year Plan)

Pending future passage of future Construction Bonds and/or Levies, the District could see construction of a number of new sites over the 2022 to 2029 period. The 2020 Enrollment Committee recommended changing grade configurations to relieve overcrowding at the elementary grade level. This approach, if used in the future would require adding significant capacity at both the elementary and middle school grade levels.

The Bond Committee identified $1.7 Billion in priority facilities needs and recommended a $600 Million initial construction program. Based on the recommendations of both Committees the District’s Board of Directors approved a $600 Million bond program that would add a new elementary school and a new middle school, replace two existing elementary schools, create an Innovative Learning Center, and upgrade or replace systems at multiple sites.

Table 12 — Construction Projects

<table>
<thead>
<tr>
<th>Proposed Projects</th>
<th>Estimated Completion Date</th>
<th>Student Capacity Change</th>
<th>Estimated Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Spruce Phase 2[2]</td>
<td>2022</td>
<td>184</td>
<td>$45,000,000</td>
</tr>
<tr>
<td>New Middle School</td>
<td>TBD</td>
<td>900</td>
<td>TBD</td>
</tr>
<tr>
<td>New College Place Middle</td>
<td>TBD</td>
<td>75</td>
<td>TBD</td>
</tr>
<tr>
<td>New Elementary School</td>
<td>TBD</td>
<td>550</td>
<td>TBD</td>
</tr>
</tbody>
</table>
If eventually approved by voters, completion of these construction projects will allow the District to continue to have sufficient capacity at the elementary, middle, and high school levels to house projected student enrollment through the year 2027 and to update existing classroom and building space to assist in achieving its total local educational program objectives. The District would adjust attendance boundaries to accommodate the new schools and balance enrollment among schools.

**Table 13 — Capital Construction Finance Detail**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Budget</th>
<th>Local Funds '21 Levy</th>
<th>State Construction Assistance*</th>
<th>Other Property Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Spruce Phase 2</td>
<td>$45,000,000</td>
<td>$45,000,000</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>New Middle School</td>
<td>TBD</td>
<td>Future Bond</td>
<td>Not eligible</td>
<td>TBD</td>
</tr>
<tr>
<td>New College Place Middle</td>
<td>TBD</td>
<td>Future Bond</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>New Elementary School</td>
<td>TBD</td>
<td>Future Bond</td>
<td>Not eligible</td>
<td>TBD</td>
</tr>
<tr>
<td>New Oak Heights Elementary</td>
<td>$70,000,000</td>
<td>$70,000,000</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>New Beverly Elementary</td>
<td>TBD</td>
<td>Future Bond</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>New Innovative Learning Center</td>
<td>TBD</td>
<td>Future Bond</td>
<td>Not eligible</td>
<td>TBD</td>
</tr>
<tr>
<td>Renewal &amp; Upgrade Projects (Multi-Site)</td>
<td>$65,000,000</td>
<td>$65,000,000</td>
<td>Not eligible</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Relocatable Classroom Facilities (Portables) - (Six-Year Plan)**

Fifty-one relocatable classrooms are currently in use at school sites throughout the District, providing additional capacity for increased enrollment and for full day kindergarten and reduced class size at the primary grade level. Future enrollment fluctuations may require these units to be moved to schools needing program capacity changes on a yearly basis.

**Site Acquisition and Improvements**

The District currently owns enough school sites to accommodate projected student housing needs through the year 2044.
Funding of school facilities is secured from a number of sources, with the major source being voter-approved bonds. Other sources may include State matching funds, development mitigation fees, proceeds from real-estate leases and surplus property sales. Each of these funding sources is discussed in greater detail below.

**General Obligation Bonds**

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. Voters in the District passed a capital construction bond for $275 million in February 2014.

**State Construction Assistance Program (SCAP)**

State Construction Assistance Program funds (SCAP) come from the Common School Construction Fund. School districts may qualify for SCAP funds for specific capital projects based on an eligibility system. State matching funds are generated from a complex formula based on many factors. At the present time, the State provides matching funds on Edmonds School District projects at a rate of 47.02% of eligible costs, which are a fraction of actual costs.

State Construction Assistance Program funds can only be generated by school construction projects. Site acquisition and improvements are not eligible to receive SCAP funds from the State. Because availability of State match funds has not kept pace with enrollment growth, increasing construction costs, or actual square footage constructed per student, matching funds from the State may not be received by a school district until two or three years after a school has been constructed. If a project is to stay on schedule, a District may have to commit to construction without any certainty of when State matching funds will be available. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from reserves in the Capital Projects Fund.) When the State share is disbursed (without accounting for escalation), the District’s capital projects fund is reimbursed, but without interest earnings or accounting for escalating construction costs.

**Sales and Ground Lease of District Surplus Property**
School districts are permitted to sell or engage in long-term leases of surplus properties. The proceeds of these activities are deposited in the Capital Facilities Fund and become available to fund capital construction projects.

SECTION 8 -- IMPACT FEES

As with the current 2020 CFP, the District will not seek development impact fees in its updated 2022 Plan. The County is currently the only local government within the District's jurisdictional boundaries that has adopted a GMA-based impact fee ordinance. The implementing ordinance is found at SCC Title 30.66C. Local city governments within the District's boundaries have the ability to adopt their own approach to school impact fee assessment or to adopt an ordinance requiring compliance with the County's 30.66C criteria; and incorporating the County-approved CFP by reference. Additionally, the State Environmental Policy Act (SEPA) authorizes jurisdictions to require mitigation for impacts directly related to a proposed development. In the previous years, some impacts to schools resulting from new residential development have been mitigated through voluntary agreements negotiated on a case-by-case basis. The State subdivision code also addresses the need to provide appropriate provisions for schools (Chapter 58.17 RCW).

The District may decide to collect impact fees in the future. This decision will be based on information available at the time. Given the dynamic development of additional residential capacity within the District’s borders, the District cannot rule out the need for future fees. The District will closely monitor development as it occurs and will actively seek appropriate developer contributions for impacts upon the District on a case-by-case basis as authorized by applicable law.
Appendix A
FLO Analytics Reports

Enrollment and Student Generation Rates

(To be provided in Final Documents)
Appendix B

Determination of Nonsignificance
DETERMINATION OF NONSIGNIFICANCE
Edmonds School District Capital Facilities Plan

DESCRIPTION OF PROPOSAL: This threshold determination pertains to environmental impacts associated with the Edmonds School Board adoption of its Capital Facilities Plan 2022-2027 and its incorporation into the Snohomish County Growth Management Comprehensive Plan pursuant to the requirements of Snohomish County Code 30.66C. Following adoption of the updated Capital Facilities Plan, it is anticipated that it will also be incorporated by reference into the comprehensive plans of the cities of Lynnwood, Edmonds, Mountlake Terrace, Brier, and the Town of Woodway. Adoption of the Capital Facilities Plan does not involve actual construction of schools or other facilities. These will be reviewed in more detail at the time of their proposed construction.

PROPOSENENT: Edmonds School District No. 15

LOCATION OF PROPOSAL: The Edmonds School District covers an area of approximately 36 square miles and includes the incorporated cities of Edmonds, Brier, Lynnwood, and Mountlake Terrace, as well as the Town of Woodway and some unincorporated areas of south Snohomish County, The District is generally bounded by King County on the south, Puget Sound on the west, 148th Street Southwest on the north, and Everett and Northshore School Districts on the east.

LEAD AGENCY: Edmonds School District No. 15

The lead agency for this Capital Facilities Plan adoption has determined that it does not have a probable significant adverse impact on the environment. An environmental impact statement (EIS) is not required under RCW 43.21C.030(2)(c). This determination assumes compliance with State law and ordinances related to general environmental protection. This decision was made after review of a completed environmental checklist and other information on file with the lead agency. This information is available to the public on request.

This DNS is issued under WAC 197-11-340(2). The lead agency will not act on this plan adoption proposal for 14 days from the date below. Comments may be submitted to the Responsible Official as named below. Board adoption is scheduled for September 8, 2020.

RESPONSIBLE OFFICIAL: Lydia Sellie
POSITION/TITLE: Executive Director of Business & Finance
ADDRESS: Edmonds School District No. 15
20420 – 68th Avenue West
Lynnwood, WA 98036-7400
PHONE: 425-431-7334

PUBLISHED: TBD

There is no agency appeal.
Appendix C

Snohomish County General Policy Plan
Appendix F
REVIEW CRITERIA FOR SCHOOL DISTRICT CAPITAL FACILITY PLANS

Required Plan Contents

1. Future Enrollment Forecasts by Grade Span, including:
   - a 6-year forecast (or more) to support the financing program;
   - a description of the forecasting methodology and justification for its consistency with OFM population forecasts used in the county's comprehensive plan.

2. Inventory of Existing Facilities, including:
   - the location and capacity of existing schools;
   - a description of educational standards and a clearly defined minimum level of service such as classroom size, school size, use of portables, etc.;
   - the location and description of all district-owned or leased sites (if any) and properties;
   - a description of support facilities, such as administrative centers, transportation and maintenance yards and facilities, etc.; and
   - information on portables, including numbers, locations, remaining useful life (as appropriate to educational standards), etc.

3. Forecast of Future Facility Needs, including:
   - identification of new schools and/or school additions needed to address existing deficiencies and to meet demands of projected growth over the next 6 years; and
   - the number of additional portable classrooms needed.

4. Forecast of Future Site Needs, including:
   - the number, size, and general location of needed new school sites.

5. Financing Program (6-year minimum Planning Horizon)
   - estimated cost of specific construction and site acquisition and development projects proposed to address growth-related needs;
   - projected schedule for completion of these projects; and
   - proposed sources of funding, including impact fees (if proposed), local bond issues (both approved and proposed), and state matching funds.

6. Impact Fee Support Data (where applicable), including:
   - an explanation of the calculation methodology, including description of key variables and their computation;
   - definitions and sources of data for all inputs into the fee calculation, indicating that it:
     a) is accurate and reliable and that any sample data is statistically valid;
     b) accurately reflects projected costs in the 6-year financing program; and
   - a proposed fee schedule that reflects expected student generation rates from, at minimum, the following residential unit types: single-family, multifamily/studio or 1-bedroom, and multi-family/2-bedroom or more.
**Plan Performance Criteria**

1. School facility plans must meet the basic requirements set down in RCW 36.70A (the Growth Management Act). Districts proposing to use impact fees as a part of their financing program must also meet the requirements of RCW 82.02.

2. Where proposed, impact fees must utilize a calculation methodology that meets the conditions and tests of RCW 82.02.

3. Enrollment forecasts should utilize established methods and should produce results which are not inconsistent with the OFM population forecasts used in the county comprehensive plan. Each plan should also demonstrate that it is consistent with the 20-year forecast in the land use element of the county's comprehensive plan.

4. The financing plan should separate projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding. The financing plan and/or the impact fee calculation formula must also differentiate between projects or portions of projects which address existing deficiencies (ineligible for impact fees) and those which address future growth-related needs.

5. Plans should use best-available information from recognized sources, such as the U.S. Census or the Puget Sound Regional Council. District-generated data may be used if it is derived through statistically reliable methodologies.

6. Districts which propose the use of impact fees should identify in future plan updates alternative funding sources in the event that impact fees are not available due to action by the state, county or the cities within their district boundaries.


**Plan Review Procedures**

1. District capital facility plan updates should be submitted to the County Planning and Development Services Department for review prior to formal adoption by the school district.

2. Each school district planning to expand its school capacity must submit to the county an updated capital facilities plan at least every 2 years. Proposed increases in impact fees must be submitted as part of an update to the capital facilities plan and will be considered no more frequently than once a year.

3. Each school district will be responsible for conducting any required SEPA reviews on its capital facilities plan prior to its adoption, in accordance with state statutes and regulations.

4. School district capital facility plans and plan updates must be submitted no later than 180 calendar days prior to their desired effective date.

5. District plans and plan updates must include a resolution or motion from the district school board adopting the plan before it will become effective.