



Salty School: 1896 to 1911. Once located on the SE corner of 44th Avenue West and SW 212th Street. Property and timber were donated to the District by John Salty. It was later called the Burleson School.

2020-2025 CAPITAL FACILITIES PLAN



Edmonds
SCHOOL DISTRICT

Each student learning, every day!

Response to County First Review

June 2020

CAPITAL FACILITIES PLAN EDMONDS SCHOOL DISTRICT

SCHOOL BOARD MEMBERS

Deborah Kilgore, President

Director District 4

Gary Noble, Vice President

Director District 3

Carin Chase, Legislative Representative

Director District 1

Ann McMurray

Director District 2

Nancy Katims

Director District 5

SUPERINTENDENT

Dr. Kristine McDuffy

Adopted by Board of Directors, August __, 2020
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 – INTRODUCTION1
PURPOSE OF THE CAPITAL FACILITIES PLAN
OVERVIEW OF EDMONDS SCHOOL DISTRICT
PLANNING OBJECTIVES

SECTION 2 – STUDENT ENROLLMENT TRENDS AND PROJECTIONS3
HISTORIC TRENDS
FORECAST METHOD
PROJECTED STUDENT ENROLLMENT 2019-2025
2038 STUDENT ENROLLMENT PROJECTION
STUDENT GENERATION RATES

SECTION 3 – DISTRICT EDUCATIONAL FACILITY STANDARDS7
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 INVENTORY10
SCHOOLS
PROGRAM IMPROVEMENTS AND POPULATION GROWTH
MEASURES OF CAPACITY
RELOCATABLE CLASSROOM FACILITIES (PORTABLES)
LAND INVENTORY

SECTION 5 – PROJECTED FACILITY NEEDS19
FACILITY NEEDS THROUGH 2038

SECTION 6 – PLANNED IMPROVEMENTS19
CONSTRUCTION PROJECTS (SIX YEAR PLAN)
RELOCATABLE CLASSROOM FACILITIES (PORTABLES) – (SIX-YEAR PLAN)
SITE ACQUISITION AND IMPROVEMENTS

SECTION 7 – CAPITAL FACILITIES FINANCING PLAN22
GENERAL OBLIGATION BONDS
STATE CONSTRUCTION ASSISTANCE PROGRAM (SCAP)
SALES AND GROUND LEASE OF DISTRICT SURPLUS PROPERTY

SECTION 8 – IMPACT FEES23

APPENDIX A26

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	21

SECTION 1 -- INTRODUCTION

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 eighteen years. It also meets the planning requirements of the State Growth Management Act and the County's GMA Comprehensive Plan (SCC 30.66C). A more detailed schedule and financing program for capital improvements over the next six years, (2020-2025) is also included. In accordance with the Growth Management Act (GMA), this CFP contains the following elements:

- 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.
- 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.

In addition to the CFP elements required by the Growth Management Act (GMA), Section 8 of this CFP addresses development fees, mitigation, and other regulatory sources of funding from developers. Impact fees are not anticipated during this 2020-2025 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.

If impact fees are deemed desirable as part of this strategy, the District may request an amendment to this CFP during the 2021-22 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. The District currently serves a total student population (headcount, including Kindergarten) of 20,238¹(as of October 2019) 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 2018 Capital Facilities Plan. The current projections cycle is 2020 to 2025.

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 and will assist in decision-making. The District monitors proposed new residential growth for impacts and implications to its facility planning and educational programs. Additionally, the District comments, as needed, upon proposed new development, working to ensure appropriate provisions for students are factored into a proposed development. Changes to the character of the District are noted as the Southwest Snohomish County Urban Growth Area (UGA) builds out with resulting issues of congestion and affordability occurring. These 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.

The CFP records and documents how the District utilizes its educational facilities given current District enrollment configurations, educational program standards and locations, fixed capital facilities, and known capital

¹ Headcount differs from FTE in that the figure reflects total number of students served by District educational programming, while FTE is Full Time Enrollment and adjusts for students who attend part time. Office of the Superintendent of Public Instruction Report No. 1251 H, (December, 2017)

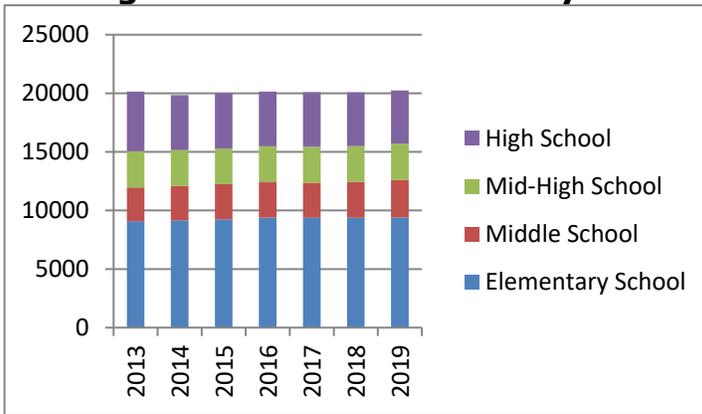
funding sources. Using this information as a platform to look into the future, the CFP analyzes the implications of current variables upon future possibilities and arrives at directional conclusions and courses of action.

Supporting materials for this report are referenced by footnote or are listed in the bibliography. Information regarding the planning process is included in this introduction. This report uses headcount as a standard unit of measure, as opposed to Full Time Equivalencies, (FTE) as explained in Section 2.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Historic Trends

Figure 1 Enrollment History



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 where it gradually declined until 2012. Since then, increasing residential development has pushed enrollment above 20,000. Enrollment in October 2019 was 20,238.

Forecast Method

School districts typically forecast enrollment based on *cohort survival*: the number of students that remain in a grade group as they transition together from one grade to the next. Enrollment forecast models are generally based upon trend data from previous years, and as such assume that trends in a particular direction will continue in that direction, (for instance, a series of years in which enrollment declines will forecast as a continuation of those declines). Therefore, enrollment projections are most accurate for the initial years of a forecast period. Underlying cohort survival methodologies are based on assumptions about economic conditions and demographic trends in the current year that become less valid the further into the future the projection is made. Because cohort survival models cannot be applied to kindergarten enrollment (since there are no preceding

grade levels), how kindergarten is forecast is important as well. Districts typically forecast kindergarten enrollment using birth rates in the County and may use other factors influencing population growth or decline for the area (termed “net migration”).

In previous capital facility plans, one of two forecast methodologies were used: one from Edmonds School District; and a second from the Washington State Office of Superintendent of Public Instruction, (OSPI). In January 2019 the latest of several enrollment studies was presented² to the District with enrollment forecasts through 2025, increasing to 21,653 from a 2018 figure of 20,325. A previous (April 2018) study by the District’s Bond Committee had estimated a 2017 enrollment of 22,153

For this Capital Facilities Plan, the 2019 FLO Analytics enrollment forecasts have been used. Its plan is used by the District for its ongoing planning work. Its estimates are compared with the other two methods on Table 1.

Projected Student Enrollment 2019 -2025

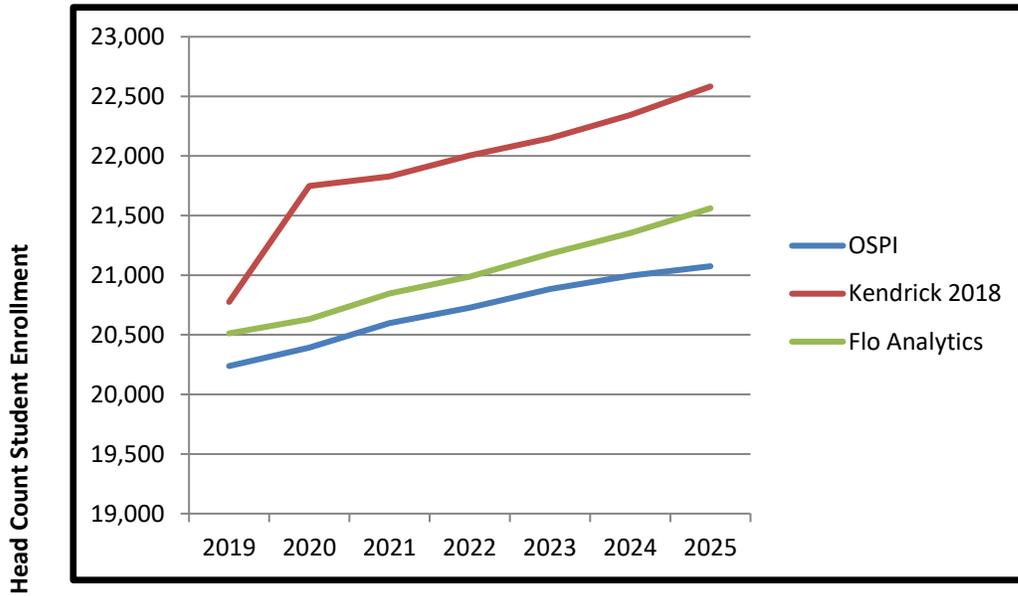
According to the FLO Analytics study (2019), total enrollment is expected to increase by 1,049 students by the year 2025, an increase of 5.1% from existing levels. Based on OSPI projections, which include the *actual* 2019 enrollment count, the District would be expected to grow by 4.1%. The 2018 Kendrick Study estimated a 22,583 enrollment. These are shown in Table 1 and Figure 2.

**Table 1 – Comparison of Student Enrollment Projections
Edmonds School District 2019-2025**

Source	2019	2020	2021	2022	2023	2024	2025	% Inc.
OSPI	20,238	20,392	20,598	20,727	20,883	20,996	21,075	4,1%
Kendrick 2018	20,776	21,749	21,828	22,005	22,149	22,343	22,583	8.6%
Flo Analytics	20,512	20,632	20,846	20,988	21,180	21,353	21,562	5.1%

² Memorandum: Jerry Oelerich, FLO Analytics, to Steward Mhyre, January 4, 2019.

Figure 2 – Comparison of Student Enrollment Projections



**Table 2 – Projected Student Enrollment by Grade Span
Edmonds School District 2019-2025**

Grade Span	Actual	Projected						Change 2019-25	% Change
		2019	2020	2021	2022	2023	2024		
Elementary (K-6)	11,147	11,164	11,275	11,310	11,442	11,597	11,697	515	4.9%
Middle School (7-8)	3,093	3,208	3,232	3,210	3,204	3,135	3,222	129	4.2%
High School (9-12)	6,272	6,260	6,340	6,467	6,533	6,622	6,643	371	5.9%
Total	20,512	20,632	20,846	20,988	21,180	21,353	21,562	1,049	5.1%

FLO Analytics 2020

2038 Student Enrollment Projection

In 2018 an appointed Enrollment Committee issued a report estimating future enrollments through the year 2038. These estimates are used by the District in its long range facility plan. At the same time, the District acknowledges the County’s capital facilities plan process under SCC 30.66C. Extrapolation of the District’s 2038 estimate back to the County’s 2035 population estimate is shown on Table 3. The District

enrollment estimate (22,762) as a percentage of the County’s total population estimate for 2035 (203,942) is 11.16%. This compares with recent population/enrollment ratios of about 11.50%, a difference of about 700 students. As a comparison between two separate documents estimating enrollments fifteen years into the future, the 3% difference is considered negligible. The District Enrollment Committee estimates are used in this CFP.

Table 3 – Projected Student Enrollment Through 2038

Grade Span	2025 Projected Student Headcount (District)	2035 Projected Student Headcount (District)	2038 Projected Student Headcount (District)
Elementary (K-6)	11,697	12,273	12,446
Middle School (7-8)	3,222	3,411	3,468
High School (9-12)	6,643	7,078	7,208
Total	21,562	22,762	23,122

Medium Growth Model: Source: W. Les Kendrick, February 2018; FLO Analytics, 2020

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.

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. This CFP illustrates the educational program in this manner for the ease of the reader. As noted earlier, other grade configurations also exist.

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.

The application of 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.

SECTION 4 -- CAPITAL FACILITIES INVENTORY

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 2.

Schools

Edmonds School District currently operates:

- 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 elementary school and 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.

Edmonds School District

District Support Sites

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

Undeveloped Parcels

- 96 - Site 29 (P & S agreement)
- 97 - Site 28
- 98 - Site 32
- 100 - Chase Lake Bog

Developed Parcels

- 68 - Alderwood Middle
- 91 - Transportation/Maintenance (for sale)
- 106 - Former Lynnwood High School
- 107 - Former Melody Hill Elementary (for sale)
- 108 - Meadowdale Playfields
- 109 - Former Woodway Elementary

Elementary Schools

- 1 - Beverly Elementary
- 2 - Meadowdale Elementary
- 4 - Lynndale Elementary
- 5 - Seaview Elementary
- 6 - Maplewood Center (K-12)
- 8 - Sherwood Elementary
- 9 - Westgate Elementary
- 13 - Mountlake Terrace Elementary
- 14 - Terrace Park School
- 15 - Brier Elementary
- 16 - Cedar Way Elementary
- 20 - Chase Lake Community School
- 22 - Hazelwood Elementary
- 23 - Cedar Valley Community School
- 24 - Lynnwood Elementary
- 25 - Spruce Elementary
- 27 - Martha Lake Elementary
- 30 - Oak Heights Elementary
- 33 - Hilltop Elementary
- 35 - Edmonds Elementary
- 36 - College Place Elementary
- 39 - Madrona School (K-8)
- 40 - Maplewood Parent Cooperative (K-8)
- 77 - 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

- 95 - Esperance, sold 2015
- 105 - Civic Field, sold 2016
- 111 - Former ESC, Educational Services Center, sold 2015
- 110 - Former Evergreen Elementary, sold 2016

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, 504, or ELL by adding additional teaching staff. This will put increasing pressure on capacity. 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 has not previously listed the number of teaching stations for all buildings. Secondary schools constructed since 2009 and those under construction or in the planning stages will be built to accommodate this shift from the traditional classroom model.

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.

³WAC 392-343-035 Space Allocation

Table 4 – Elementary School Capacity Inventory

Elementary School	Site Size Acres	Bldg. Area (Sq. Ft.)	Year Built or Last Remodel	Total Class Rooms	Max Student Capacity	90% Program Capacity	Future Capacity Improvements ***	Meets Facility Service Standard
Alderwood	8.9	36,869	1965	20	n/a*	n/a*		
Beverly	9.1	48,020	1988	29	575	518	TBD	
Brier	10.0	43,919	1989	25	456	410		
Cedar Valley	22.1	64,729	2001	25	449	404		
Cedar Way	9.4	53,819	1993	26	488	439		
Chase Lake	10.3	57,697	2000	25	451	406		
College Place	9.0	48,180	1968	27	504	454		
Edmonds	8.4	34,726	1966	20	358	322		
Hazelwood	10.3	51,453	1987	28	519	467		
Hilltop	9.8	49,723	1967	29	562	506		
Lynndale	10.0	69,045	2016	26	582	524		
Lynnwood	8.9	81,405	2018	27	618	556		
Madrona K-8	26.9	78,930	2018	28	485	437		
Maplewood K-8	7.4	76,554	2002	27	375	338		
Martha Lake	10.0	50,753	1993	26	462	416		
Meadowdale	9.1	57,111	2000	25	455	410		
Mountlake Terrace	8.0	67,379	2018	21	486	437		
Oak Heights	9.4	49,355	1966	30	528	475	TBD	
Seaview	8.3	49,420	1997	22	396	356		
Sherwood	13.6	43,284	1966	24	526	473		
Spruce	8.9	71,742	1966	28	642	578	184	
Terrace Park	15.3	71,664	2002	33	678	610		
Westgate	8.1	44,237	1989	25	480	432		
Woodway	13.1	37,291	1962	20	n/a**	n/a**		
New Elementary							550	
Totals	264.3	1,337,305		616	11,075	9,968		

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 is not currently available
 (See Discussion of Six Year Plan and Table 12.

Table 5 – Middle School Capacity Inventory

Middle School	Site Size (Acres)	Building Area (Sq. Ft.)	Year Built or Last Remodel	Teaching Stations	Max Student Capacity (3)	Program Capacity 83%	Future Capacity Improvements (4)	Meets Facility Service Standard
Alderwood	18.9	114,400	2016	38	800	664		
Brier Terrace	22.7	89,258	1969	38	785	652		
College Place	18.7	87,031	1970	40	765	635	75	
Meadowdale	20.7	102,925	2011	35	750	622		
Madrona – 7 & 8 (1)					150	125		
Maplewood – 7 & 8 (2)					120	100		
New							900	
Totals	81	393,614		151	3,370	2,798		
Source: Facilities Operations Department, Edmonds School District 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

High School	Site Size (acres)	Building Area (Sq. Ft.)	Year Built or Last Remodel	Teaching Stations	Maximum Student Capacity	Program Capacity 83%	Meets Facility Service Standard
Edmonds-Woodway	28.5	208,912	1998	64*	1,539	1,277	
Lynnwood	40.5	217,597	2009	64	1,577	1,309	
Meadowdale	40.0	197,306	1998	59*	1,488	1,235	
Mountlake Terrace	33.2	211,950	1991	64*	1,541	1,279	
Innovative Learning Center (Proposed)	TBD						
Totals	141.2	835,765		251	6,145	5,100	
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. (1) Edmonds Heights and Scriber Lake High programs are housed at Woodway Campus. Scriber Lake to be replaced by Innovative Learning Center							

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.

As of September 1, 2019, there are a total of 50 relocatable classrooms to help with added enrollment, K-3 class reductions and all-day Kindergarten.

Table 7 – Relocatable Classroom Inventory

School	Single Unit	Double Unit	Available Classroom	Student Capacity
Alderwood Middle	2		2	48
Beverly Elementary	1	2	5	120
Cedar Way Elementary	4		4	96
College Place Elementary		1	2	48
Edmonds-Woodway High	1		1	24
Hazelwood Elementary	2		2	48
Hilltop Elementary	1	1	3	72
Meadowdale High	2	1	4	96
Oak Heights Elementary	7	1	9	216
Sherwood Elementary	6		6	144
Spruce Elementary	5		5	120
Westgate Elementary	3	1	5	120
Woodway Campus*	4		2	48
Totals	38	7	50	1,200

*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

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

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

School District Site Description	Acres	Status	Jurisdiction	Zoning
Chase Lake Bog	7.5	Wetlands South of CLE	Edmonds	Residential R8400
Site 28	9.5	Vacant South of LHS	Sno Co	Residential R9600
Site 32	9.4	Vacant North of BEV	Sno Co	Residential R8400

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

Facility/Site	Acres	Status	Jurisdiction	Zoning
Former LHS	40.1	Leased	Lynnwood	Mixed Use Commercial
Meadowdale Playfields	21	Leased	Lynnwood	Public
Former Alderwood Middle School	18.9	Held in reserve	Lynnwood	RMM
Former Woodway Elementary School	13.1	Held in reserve	Edmonds	RS6000
Former Trans/Maint	9.1	Purchase and sale agreement	Lynnwood	Commercial

Source: Facilities Operations Department, Edmonds School District

SECTION 5 -- PROJECTED FACILITY NEEDS

Facility Needs Through 2038

Projected permanent student capacity was derived by subtracting projected student enrollment for each of the six years in the forecast period from the existing 2019 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 11 – Projected Maximum Available Student Capacity
2019-2025
(without Relocatable Classrooms)**

Grade Span	2019	2020	2021	2022	2023	2024	2025	2035	2038
	Elementary (K-6)	-72	-89	-200	-235	-367	-522	-622	-1,198
Middle School (7-8)	277	162	138	160	166	235	148	-41	-98
High School (9-12)	-127	-115	-195	-322	-388	-477	-498	-933	-1,063
Total	78	-42	-257	-397	-589	-764	-972	-2,172	-2,532

The District does have schools that are in need of rebuilding or remodeling within the long range 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 elementary capacity in the negative territory.

SECTION 6 -- PLANNED IMPROVEMENTS

In February 2020, the 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.

The 2020 Capital Construction Bond scope of work is discussed below. The majority of the capital construction would be focused, adding capacity, replacing, modernizing and renovating schools and building systems. Many of the District’s schools will be remodeled or building systems renovated as funding becomes available.

Construction Projects - (Six-Year Plan)

The 2020 to 2026 period will see activity in the construction of a number of new sites. Over the last two and a half years the District has worked with its Enrollment Committee and Capital Facilities Bond Committee to evaluate needs and recommend projects to the Board of Directors. The Enrollment Committee recommended changing grade configurations to relieve overcrowding at the elementary grade level. This approach 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. These projects are described in Table 12. In February 2020 this bond measure received 56% voter approval, short of the needed 60%. The Board of Directors is evaluating next steps.

Table 12 – Construction Projects

Proposed Projects	Estimated Completion Date	Student Capacity Change	Estimated Project Cost
Complete Spruce Phase 2 ²	2021	184	\$42,200,000
New Middle School	2024	900	\$128,800,000
New College Place Middle	2024	75	\$128,800,000
New Elementary School	2022	550	\$67,000,000
New Oak Heights Elementary ¹⁻³	2023	TBD	\$64,200,000
New Beverly Elementary ¹⁻³	2023	TBD	\$63,000,000
New Innovative Learning Center	2023	TBD	\$55,000,000
Renewal & Upgrade Projects (Multi-Site)	2020-2026	0	\$51,000,000

1 New replacement school will have a capacity of 550 students.

2. Relocatable classrooms excluded in calculation of existing capacity.

3. Boundary Adjustment will affect capacity change. Precise numbers to be determined.

Table 13 – Capital Construction Finance Detail

	Budget	Local Funds '20 Bond	State Construction Assistance*	Other Property Revenue
Complete Spruce Phase 2	\$42,200,000	\$42,200,000	TBD	TBD
New Middle School	\$ 130,500,000	\$130,500,000	Not eligible	
New College Place Middle	\$130,500,000	\$130,500,000	TBD	TBD
New Elementary School	\$66,000,000	\$66,000,000	Not eligible	TBD
New Oak Heights Elementary	\$61,600,000	\$61,600,000	TBD	TBD
New Beverly Elementary	\$65,000,000	\$65,000,000	TBD	TBD
New Innovative Learning Center	\$ 47,000,000	\$ 47,000,000	Not eligible	TBD
Renewal & Upgrade Projects (Multi-Site)	\$ 57,200,000	\$ 57,200,000	Not eligible	TBD

*Under the Current School Construction Assistance Program the Edmonds School District is not eligible for assistance to increase enrollment capacity at the K-8 grade level. The District's only eligibility is for modernization or new-in-lieu replacement of existing square footage.

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 2023 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.

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

Fifty 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 2036.

SECTION 7 -- CAPITAL FACILITIES FINANCING PLAN

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 fees and mitigations, and 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

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.

Schools are also eligible to receive developer contributions for impacts attributable to development by operation of other laws, such as the State Environmental Policy Act, and the Subdivision Act.

Appendix A
FLO Analytics Reports

Enrollment and Student Generation Rates

