

Facilities Advisory Committee Recommendations – January 12, 2021

Background

The Lake Washington School District (District) Facilities Advisory Committee (FAC) was formed in November 2019. The District has experienced rapid enrollment growth and foresees the continuation of that growth in the next 10 years. In 2014 the District convened a Long-Term Facilities Task Force (LTFTF) to develop a plan to address the District's facility challenges. The Task Force worked for over a year, reviewing the District's facility needs and covered topics including the District's methodologies for projecting growth, the current capacity at all the District's facilities, expectations for how facilities support the educational experience, and available funding mechanisms. Staff and community members provided feedback throughout the process. In November 2015, the Task Force presented [recommendations](#) for how the District should address long-term facility needs. Following the work of the Task Force, a Bond Advisory Committee (BAC) assisted the District with developing the funding plan to implement the LTFTF recommendations. The long-term plan guides the District as we continue building toward future success. The funding plan included four phases: an April 2016 bond that was passed by voters, a February 2018 bond that was not approved by voters, and future bonds planned for 2022 and 2026.

Given that the Task Force recommendations were based on assumptions from 2014 and enrollment growth patterns continue to change, the District brought together the FAC to review and update the 2014 Task Force recommendations.

The FAC met monthly for in-person meetings from November 2019 to February 2020. The COVID-19 pandemic required emergency school closures. As a result, the originally scheduled in-person March meeting was postponed to early April. The FAC collectively shared interest in continuing this important work, so the meeting structure was adapted to allow for remote participation for remaining FAC meetings.

Additionally, the FAC and the District collectively agreed to postpone community outreach to solicit feedback on the FAC's recommendations (originally planned for Spring 2020) until Fall 2020. An online community survey was conducted in the fall. More than 1,000 responses were received. The FAC met in December 2020 to review and discuss the input and revised the recommendations accordingly.

FAC Charge and Members

The District formed the Facility Advisory Committee to make recommendations for future facility planning, informed by enrollment trends, community expectations and District programs.

The District directed the FAC to align the facility strategy with the District's strategic plan and make recommendations to accommodate the District's rapid enrollment growth and continue to provide quality learning environments. The main purposes of the FAC were to:

- Learn about Lake Washington School District's work to date on long-term facilities planning, including the recommendations from the 2014/2015 Long-Term Facilities Task Force and the 2016 Bond Advisory Committee.
- Review current demographic information, student growth projections and capacities.
- Consider recommendations made by the Long-Term Facilities Task Force and the Bond Advisory Committee in the context of current information and recommend any needed revisions or updates.
- Provide recommendations on future facilities needs and financing options.

The FAC was comprised of a variety of community members and representatives, such as parents of students enrolled in the District, local businesses, senior citizens, City government representatives and District staff.

Facilities Advisory Committee members:

- Julie Akhter
- Shayna Begun
- Tracy Boucher
- Nancy Brown
- Cindy Burt
- Roy Captain
- Kelley Cochran
- Martha Daman
- Patricia Elkoury
- Heather Frazier
- Will Gray
- Megan Hayton
- Jon Hedin
- Jessica Jackson
- Jayme Jonas
- Gregory Kovsky
- Diana Laforana
- Tiffany Lansing
- Mindy Lincicome
- Kim Mendenhall
- Dan Montgomery
- Linda Murphy
- Mark Nelson
- Donneta Oremus
- Catherine Potter
- David Pyle
- Jonathan Russell
- Victor Scarpelli
- Janset Sey-Iskin
- Balendra Sutharshan
- John Towers
- An Tran
- Wei Zheng

Facilities Advisory Committee technical team:

- Chris Brenengen
- Brian Buck
- Laura DeGooyer
- Shannon Parthemer
- Barbara Posthumus
- Jane Stavem, Superintendent (through June 2020)
- Dr. Jon Holmen, Superintendent, (July 2020 to present)
- Eric Laliberte, School Board member

Facilities Advisory Committee facilitation team

- Penny Mabie, EnviroIssues
- Jordan Sanabria, EnviroIssues

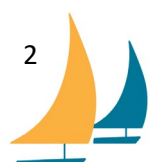


Table 1 - Meeting Topics and Outcomes

Date	Topic	Outcomes
Meeting 1 – November 20, 2019	Getting Oriented and Organized	<ul style="list-style-type: none"> - Grounding FAC with background of District facilities needs - Understanding history of work done and District's response - Understanding role of the FAC
Meeting 2 – December 19, 2019	Enrollment and Capacity	<ul style="list-style-type: none"> - Understanding of capacity challenges, current shortfalls, and aging facilities - Understanding of how building condition is assessed - Awareness of available property and shortfall based on projected needs
Meeting 3 – January 16, 2020	Managing Growth	<ul style="list-style-type: none"> - Establish understanding of updated demographics and enrollment projections and updated District needs - Understanding of how facilities (condition and overcrowding) contribute to student learning and success - Understanding of how growth affects staff support needs
January – February	Community Consultation	<ul style="list-style-type: none"> - Hear from the community regarding rapid growth, capacity shortfalls and aging facilities
Meeting 4 – February 27, 2020	Workshop: What We Build	<ul style="list-style-type: none"> - Develop a revised project plan that incorporates revised enrollment projections
Meeting 5 – April 2, 2020	Funding	<ul style="list-style-type: none"> - Understand facility funding options - Understand facility construction costs - Understand pros and cons of funding options
Meeting 6 – April 16, 2020	What We Build – Cost (Part I)	<ul style="list-style-type: none"> - Revise preliminary project plan as needed to incorporate preliminary cost estimates - Revise funding options as needed in light of preliminary cost estimates
Meeting 7 – April 30, 2020	What We Build – Cost (Part II)	<ul style="list-style-type: none"> - Review revised project recommendations table and validate - Develop proposed project sequence/funding approach - Develop innovations recommendation - Review and confirm recommendations in Long Term Facilities Task Force report
Meeting 8 – May 21, 2020	Refine recommendations	<ul style="list-style-type: none"> - Review and confirm draft of recommendations report

October – November 2020	Community Consultation – online open house	- Hear from the community on the FAC’s draft recommendations report
Meeting 9 – December 3, 2020	Review community input	- Review community input - Develop proposed changes to draft recommendations - Hear from the District about support and training space needs
Meeting 10 – January 7, 2021	Finalize recommendations	- Review revised recommendations draft - Develop consensus on recommendations report

Table 1 – Committee meetings overview

Community Consultation

During January and February 2020, the District used an online platform, ThoughtExchange, to ask the LWSD community about facilities planning. The platform allowed community members to respond to an open-ended question and then provide their reactions to each other’s responses. The open-ended question was:

- What are the most important perspectives to consider as we plan for future facilities to accommodate growth in our District?

The FAC reviewed the results of the inquiry at their meeting on February 27, 2020. Key themes were discussed and can be found on the District’s website [here](#).



Figure 1 - ThoughtExchange word cloud

In October and November 2020, the District again consulted with the community, using an online platform, *lwsdgrowth.participate.online*. In this consultation, the FAC’s work and draft recommendations were presented. The community was asked to provide feedback on the FAC’s proposed list of building projects and on how to sequence the proposed bond funding methodology. More than 1,000 people provided feedback through the online site. The FAC reviewed the feedback and made adjustments to their draft recommendations based on what they learned.

Timing of the FAC's recommendations and COVID-19

The FAC began meeting in the late Fall of 2019 and continued through May 2020. This timeframe included the COVID-19 stay-at-home orders by the State of Washington. School was cancelled as of March 12, 2020 and the remaining FAC meetings were held online.

It is possible that consequences from COVID-19 may impact enrollment up or down. Some items to consider are people moving out of the area due to job loss, more people wanting to teach their children at home or online, or a baby boom that will reach kindergarten in the 2026/2027 school year. The FAC developed their recommendations based on enrollment and capacity projections that were done before COVID-19 and recognize changing context may result in a need to revisit recommendations around project priorities. The FAC also discussed educational practices and experiences during 2020 (particularly during the period of COVID-19). These discussions, along with community input, are reflected in these recommendations.

Recommendations

After careful examination of the LTFTF recommendations and review of updated data from the District, the FAC developed their recommendations. The FAC followed the same structure in organizing the recommendations as the LTFTF report. Thus, the recommendations are organized into sections that cover “when we plan,” “when we build,” “if we can’t build quite enough or fast enough,” and “if we can’t build at all.” The FAC, in ten meetings, did not fully explore the LTFTF recommendations, focusing their time primarily on “when we plan” and “when we build”.

Four members of the FAC, An Tran, Martha Daman, Tracy Boucher and Kim Mendenhall, volunteered to draft the recommendations for the committee’s review. Additional writing was done by Julie Kane Akhter, Mindy Lincicome, Diana Lafornera and Kim Mendenhall after the FAC received community input on the June 2020 draft recommendations.

Many resources, including capacity and enrollment and facilities conditions data, were used by the committee in their work. These can be found on the District’s website at www.lwsd.org/get-involved/standing-committees/facility-advisory-committee.

WHEN WE PLAN

Background: The Facilities Advisory Committee reviewed the 2015 LTFTF’s report and recommendations. The FAC also reviewed how the District responded to the LTFTF’s recommendations, updated enrollment and capacity data developed by the District, and enrollment and capacity data developed by an independent consultant, Flo Analytics.

Findings: The District has a robust method for assessing enrollment and capacity for the 10-year horizon and has engaged a professional demographer to perform enrollment projections. The District witnessed rapid growth in student population between 2010 and 2020. Schools at all levels are seeing growth and have capacity needs. We anticipate this high, uncommon growth will continue through 2030. There was speculation that district enrollment growth might slow in the aftermath of COVID-19. However, in Fall 2020, the district saw one of the lowest amounts of enrollment decline (about 1.5% or 458 students below prior year and 700 students below projections) compared to other King County school districts. The average decline in King County was 3.3% with a range of 1%-8% decline.

The LTFTF report also identified District practices for planning for new schools. It noted:

“When planning for new school sites, the District considers detailed demographics, growth trends and projects to ensure schools are sited to meet long-term population needs, for example for the next 30-50 years. While planning for new site purchases, the District considers prioritizing sites with the greatest potential to accommodate new buildings and require less site preparation to maximize investment and minimize additional site development costs. Additionally, while planning for new school site locations, the District evaluates local traffic patterns and works with local municipalities to address community traffic concerns.”

The FAC learned that the District has currently and historically actively sought acquisition of parcels that are appropriate for building sites. However, due to the growth in the District, both residential and commercial, available land for new facilities is severely limited. The District owned multiple properties before the Washington State Growth Management Act ([GMA](#)) was enacted that are now outside the [Urban Growth Boundary](#). The GMA requires schools to be built within the boundary. The FAC learned that many of the District’s existing vacant properties are outside that boundary.

Given the scarcity of available land, the FAC discussed innovative ways the District could meet capacity shortfalls.

While tasked with focusing on the district facilities needs, the committee realized how interconnected facilities decisions are with district strategic direction regarding programs, choice schools and education delivery models.

Recommendations:

These strategies from the LTFTF remain relevant:

Accurately Assess Enrollment and Capacity. The District should continue using its current methods for enrollment forecasts, including looking at birth rates, zoning and development activities, and grade-progression models.

Continue Building Assessment Programs. The District should continue its existing methods for evaluating building and portable conditions annually. The committee recommends the District regularly share assessment results with the community and District staff. The most recent building condition assessment report is attached to this recommendation, as Appendix A.

Reduce Need for New Schools. To reduce the need for new schools, the District should strongly consider the following strategies to provide additional classroom space in the District’s current schools.

- Build additions at schools that can accommodate more classrooms
- Rent or lease space for preschool classes
- Consider innovative programs that have students in traditional classrooms less often
- Apply the innovation and experience necessitated during the 2020 remote learning adaptation to create regular full-time, part-time and/or a hybrid version of online learning options

Strategic Context. Facilities decisions should be made within the context of overarching district strategies regarding programs, choice schools and learning options (in-person, online or hybrid).

Additional strategy recommendations from the FAC

Urban Growth Boundary. Continue to advocate for and ask the State Legislature and King County to implement changes allowing building schools on property outside the GMA's Urban Growth Boundary in order to expand the potential for locating appropriate parcels. Ask King County to consider Urban Growth Area (UGA) amendments and other mechanisms to allow school sites or portions thereof to be located outside of the Urban Growth Boundary.

Work with local jurisdictions to implement a new business impact fee to support funding of schools.

Ask local businesses for assistance monetarily, with space/land or in creating partner programs.

Ask for increases to building impact fees from local jurisdictions.

WHEN WE BUILD

Background:

The LTFTF prioritized building additional classroom capacity and addressing aging facilities. The FAC reviewed the Building Condition Assessment report to understand the condition of all the District's needs, as well as the Enrollment and Capacity data, to determine if the priorities of the LTFTF and the projects and sequence recommended by the Bond Advisory Committee should be revised. They also reviewed and discussed the number and age of portables currently in use by the District and the availability of land appropriately sized and zoned for building new facilities. The FAC learned that due to the Growth Management Act and growth of the community in general, large parcels of land for traditional large school campuses are becoming scarce.

Given the scarcity of available land for new schools, the FAC discussed other ways to meet capacity needs. Discussions included alternative building styles, such as urban schools, renovating space in unused commercial buildings or co-locating multiple programs on older properties that can handle additional capacity. The District provided a presentation on innovative school styles across the country, which included urban schools and schools designed in partnership with and/or co-located with businesses.

Findings:

Based on data provided prior to COVID-19, the District was experiencing unprecedented and sustained enrollment growth. Projections show the growth trajectory continuing over the 10-year planning cycle, even given the current COVID-19 impacts. The level of growth surpasses "typical" growth patterns and is causing overcrowding in many of the District's schools. The District has already taken numerous steps to address the growth including building classroom additions and new schools, financed by a bond measure in 2016 and a capital levy in 2018 (when a second bond measure recommended by the BAC failed.) However, these actions are not adequate to address the enrollment and capacity shortfalls the District is experiencing based on the District's rapid growth. The District anticipates the impact from COVID-19 to be short-term, and therefore continues to plan for growth in the long-term. Capacity and space needs information shared with the committee at their February 2020 meeting are located on the [FAC webpage](#).

FAC members discussed observations that community members believe the District doesn't plan appropriately when new buildings are at or over capacity soon after completion of construction. The committee learned that the District uses long-term projections to identify needs. A project can take up



to six years including planning, design and construction. This time lag, along with the district's rapid enrollment growth, can result in new schools being at or near capacity within a short time of opening.

School size – The committee discussed school sizes as they relate to managing growth. They learned the District has built recent elementary schools for capacity at 690 students, middle schools at 900 and high schools at about 1,800. In many buildings, enrollment has surpassed these numbers. Since undeveloped buildable land is scarce in the District, current schools may need to be expanded to accommodate more students and/or new schools will need to be built larger to accommodate greater capacity. There is a tension between building big enough to address rapid growth and being able to fund these projects vs. opening new buildings with underutilized space. Best practices in school sizing was also identified as a topic of interest by some committee members.

No agreement was reached as to the ideal size for schools. Preferences for smaller schools were expressed by some members while others noted larger schools could address the rapid growth challenges and design could help large schools be a positive experience for students and teachers. Additionally, some expressed concern that new schools, if not built larger, would be at or over capacity shortly after opening, causing community concern about the reliability of District planning. The FAC also learned that schools across the District are not all the same size which causes concern to some. These discussions and findings influenced the committee's recommendations regarding additions or rebuilds of recommended projects.

Use of portables – The committee observed a strong dislike of portables by some community members during an online ThoughtExchange forum hosted by the District to compile community input about growth and facilities' needs. The committee's discussions revealed mixed opinions amongst the members. Some desired the District move away from using portables as a strategy. Many noted the high cost associated with a strategy that would seek to replace all portables with permanent buildings. Others noted that portables play an important role in managing capacity and newer portables provide a learning environment similar to permanent buildings. Some members noted they had heard support for portables and a preference for being in portables from some students or teachers. While many agreed newer portables are much improved, they noted security concerns still exist.

Some FAC members acknowledged portables serve as a means to adjust capacity in a somewhat flexible manner. And finally, many observed that the cost to build permanent buildings to replace all portables would be high and moving away from portables entirely should not be a goal.

The recommendations for the Lake Washington and Eastlake Learning Communities are based in part on the desire to reduce reliance on portables, as that is where the fastest growth has occurred and the most portables have been deployed. There was fairly strong agreement in the FAC around the need to help educate the community about the role that portables play in addressing capacity and the recognition that 59 of the District's 160 portables are more than 30 years old.

Choice schools – The committee discussed choice schools, comprehensive schools and the District's use of them. Comprehensive elementary, middle and high schools are neighborhood schools that provide a full array of academic programs, extracurricular activities and athletic programs. Choice schools and programs have been created to meet specific needs and interests; they use innovative approaches to education that may be different from the District's comprehensive schools.



Table 2 - Comprehensive and Choice School Size Information

	Elementary		Middle		High	
	Comprehensive	Choice	Comprehensive	Choice	Comprehensive	Choice
Number of Schools*	29	3	8	5	4	4
Target Capacity (Number of Students)**	690	72	900	90-140	1800	25-600
Average land acreage needed***	10 acres		25 acres		35-40 acres	

*Includes choice schools, does not include choice programs within schools. Does not include Emerson K-12.

**Target capacity represents capacity for schools designed and built from the most recent 2016 bond. Schools in this phase were pre-planned for future expansion that can add additional student capacity. Not all schools meet target capacity.

*** Acreage needed for comprehensive schools including fields, stadiums, etc. Choice schools can be accommodated on less acreage. Urban designs (e.g., more than 3 stories) could also be accommodated on less acreage.

Choice schools therefore have greater flexibility in their size and location: without providing full facilities they can be accommodated on smaller plots of land that would not fit larger school facilities and they are often housed within an existing school or on the same campus as another school. While the term “choice” may evoke the perception that these schools are in premier facilities, it solely describes the choice a student makes to attend a school other than their neighborhood school: some choice schools are housed entirely in portables on the campus of a comprehensive school, while others occupy their own facility on their own parcel.

Choice schools and programs are open to all students in the district, but are not a fit for every student as they have narrower course offerings and can’t offer as many options as comprehensive schools. Students must apply to be considered for enrollment in the school or program: the schools are small by design, so enrollment is limited. The demand for these programs significantly outstrips program supply and many students are placed on waiting lists. Choice schools draw students across the district to help alleviate capacity at our comprehensive schools. Approximately 10% of our student population attends choice schools.

The LWSD made an intentional decision in the early 2000s not to build a fifth comprehensive high school, as the district does not have the approximately 40 acres that is needed to accommodate such a facility. Instead the district built additions on two current high schools, built one choice high school (600 students) and has proposed building additional smaller (600 students) choice high school campuses where the district has property. While there are a variety of opinions regarding choice schools, the FAC recognized that choice schools are an appealing facilities solution to address capacity issues due to their flexibility regarding location and size. Choice schools are also highly valued by many community members for their programmatic flexibility. At the same time, there are many concerns about equity issues associated with choice schools including the ability of all students to access choice schools since

transportation is not provided to and from all choice schools, and the location and spread of choice schools throughout the four learning communities to provide equal geographic access.

Urban schools – Urban schools are being used across the country in dense locations where space for a traditional school, such as a comprehensive high school, is unavailable. Urban schools are being used for all levels of school – elementary, middle and high school. While playfields are not being included, rooftops and inner courtyards are frequently used to provide outdoor spaces and innovative structures such as stairs and window insets are being designed to also provide internal gathering spaces.

Partnerships with businesses to house schools on business property or to jointly develop a school are proving successful. An example is Aviation High School in the Highline School District.

The FAC learned that repurposing commercial spaces for education is challenging, as significant refurbishing would be needed to meet state building requirements for schools. However, commercial spaces could be used for purposes designed to free up classroom space in existing schools, such as moving preschools to different spaces.

Innovative methods for addressing capacity – In one of its meetings, the FAC conducted a brainstorming session to help define what was intended by the LTFTF’s recommendation to pursue innovative methods to address capacity needs. During the session, ideas about how to innovate without building were suggested. Some ideas were discussed further and some were not discussed all.

Some project or program ideas that could alleviate some need for traditional classroom space while also enriching student experiences were suggested during a prioritization activity as part of small group work. Many of the ideas would not need capital funding to be implemented, so some FAC members suggested these ideas be considered before building new buildings or while planning for new buildings.

No agreement on these ideas was reached. The ideas are presented as considerations for further study in the Recommendations section. It was suggested that these ideas be looked at by another committee focused on innovation as this was outside the scope of the Facilities Advisory Committee.

Equity lens – Equity is an important priority for the District. The committee discussed equity as it applies to availability of facilities that support the learning experience and needs of all students. The committee learned that there are concerns among some parents and staff about programmatic and facilities equity regarding existing choice schools and the availability of programs at different types of schools.

Recommendations:

The Facilities Advisory Committee concurred with the LTFTF’s recommendation to prioritize building additional classroom capacity and addressing aging facilities. Additionally, the FAC recommends the following:

Land availability

- Where rebuilding is occurring, maximize the use of the available land space.
- The District should continue to actively seek appropriate parcels for acquisition.

School sizes

- Additional discussion about desired/needed school sizes is warranted before starting the design phase of new buildings.
- Without changing the District's standards for school sizing, the District should increase the size of new schools when needed to add capacity and to bring more consistency to existing school sizes.
- New buildings should be constructed for larger capacity.

Create quality design that reduces costs

- The Committee recommends the District continue pre-design work to help identify ways to lower costs of building new schools and classroom spaces. The District should continue design principles recommended by the 2015 Task Force such as stacking buildings, efficient and simple designs, pleasing aesthetics appropriate for the neighborhood, and grouping multiple projects to use the same design team and/or contractor.
- Further, the Committee recommends the District ensure that new buildings and remodel designs do not limit future needs of expansion. For example, ensure parking lot and playground placement will not impact a potential future building addition or small choice school being added on site. This can help maximize land usage at currently owned properties.

Build in the best locations

- The FAC recommends the District continues existing methodology to determine where new schools are located.
- The FAC recommends the District continue to seek acquisition of parcels appropriate for school facilities.

Choice schools

While it is beyond the scope of this committee to recommend programmatic changes to address the equity issues regarding choice schools, it was frequently discussed and the following ideas were brought up for future consideration. Challenges for attracting currently underrepresented students in our district include: transportation challenges, difficulty accessing the full spectrum of special education supports, lack of curricula honoring our diverse communities, lack of resources for working families needing afterschool services, and difficulty accessing extracurricular activities only offered at comprehensive schools. The FAC recommends the district explore solutions to increase representation of currently underrepresented groups of students, including providing transportation for students to choice schools, surveys to understand barriers, and locating new choice schools as close to comprehensive schools as possible (when unable to co-locate them with comprehensive schools) in order to make it easier for students and staff to access services at comprehensive schools.

- All choice facilities should be constructed with the appropriate spaces to ensure services for all students or be co-located on comprehensive school campuses to fully support a wide

range of students in the district, or to attract currently underrepresented groups of students.

- Recognizing the current disparities in access and enrollment in existing choice schools, particularly among low income, special education, English Language Learner, and currently underrepresented racial groups, it will be important for future efforts to consider the ways in which siting and design can help to increase equitable access to such valued programs to more closely resemble the demographics of the district as a whole.

Build with innovation in mind

- Consider leasing or purchasing and converting commercial facilities.
- To use existing land space more effectively, consider how to use available property when rebuilding schools. Example: Kamiakin Middle School could be rebuilt to use the property more efficiently and house multiple grade levels, programs or facilities.
- Explore non-traditional locations and business partnerships. For example, look to develop partnerships with large businesses in the District to house or co-fund specialized schools such as Aviation High School.
- Consider urban school designs for innovation and to address lack of available land for comprehensive schools.
- Conduct further research or consider convening a group to further discuss the ideas listed below and provide advice on innovative methods to address capacity and space issues. This list of ideas for innovation, discussed in the Findings section previously, are not strictly facilities-related nor are they formal recommendations as the FAC did not have time to further explore them. However, the FAC agreed these ideas do warrant future exploration and discussion.
 - Explore expanding current alternative programs such as the Washington Network for Innovative Careers (WaNIC) and Running Start.
 - Expand on business internship and real-world experience opportunities.
 - Explore partnerships with public/private entities. Many businesses are busy in the evenings but empty during a school day and can offer daytime space for special programs. This could include athletic facilities, cooking schools, etc.
 - Consider offering half-day kindergarten as an option for those that want it. Note: This suggestion does not currently meet legislative requirements.
 - Leverage virtual, online and off-campus programs.
 - Expand parent partnership/home school program by making it available in other parts of the District. Look at similar programs in other Districts.

Equity lens

- Look at new projects with an equity lens and in consultation with the LWSD Opportunity, Equity and Inclusion department. Students may access or experience the benefits of the educational programming differently based on the siting or design of the project, as well as the programmatic aspects of the school. Future projects should consider how to improve the ways in which all students access and experience educational programming.

Recommended projects to address lack of classroom capacity and aging facilities

Background: The FAC reviewed the LTFTF and BAC’s recommended projects and sequencing. They compared the two groups’ recommendations with the data provided and the FAC’s findings on current needs for capacity and aging facilities. As the LTFTF and BAC did, the FAC looked at the District’s needs from a District-wide scale, the District’s four learning communities, and at the individual school scale, and attempted to balance needs at all scales.

The FAC developed a list of projects they identified as the best to meet the 2029-2030 capacity needs and the most reasonable means to address the lack of capacity and aging school issues (see Table 2). The capacity shortfall numbers discussed in the narrative section refer to permanent space (not portables) needs shortfalls. Table 3 reflects both shortfalls in permanent space capacity and shortfalls in capacity assuming the use of the current inventory of available portables. Refer to the Funding Recommendations Section for information about prioritizing the projects in Table 3. This section is organized with findings and recommendations presented separately for each Learning Community (LC).

Table 3 – Project Recommendations

	Juanita Learning Area	Lake Washington Learning Area	Redmond Learning Area	Eastlake Learning Area
Capacity Shortfall by 2029-30	0 0	506 506	429 641	0 0
High School	n/a	Build a new choice school	- Build a choice school in either Redmond LC or Eastlake LC - Build an addition at Redmond HS	- Build a choice school in either Redmond LC or Eastlake LC
Capacity Shortfall by 2029-30	55 202	224 473	100 274	0 6
Middle School	- Rebuild or expand Kamiakin to 900 capacity - Reboundary to alleviate Finn Hill capacity or - Evaluate moving Environmental MS to Kamiakin campus (or move Stella Schola)	- Build addition to bring Kirkland MS to at least 900 capacity - Reboundary Rose Hill MS and Kirkland MS - Evaluate moving Stella Schola from Rose Hill to Kamiakin campus (or move Environmental MS)	- Reboundary between middle schools	- Rebuild or expand Evergreen MS to at least 900 - Reboundary to alleviate Inglewood MS capacity
Capacity Shortfall by 2029-30	75 397	47 668	0 762	85 959
Elementary School	Move existing preschools off elementary campuses to alleviate ES capacity	- Add one new elementary school - Reboundary to alleviate ES capacity	- Build capacity on Redmond ES site - Rebuild and expand Rockwell ES - Reboundary to alleviate ES capacity	- Rebuild and expand Alcott ES and Smith ES - Reboundary to alleviate ES capacity
Other	- Refurbish Juanita field house and pool; partner with government or non-profit for athletic field use - Build or acquire space for preschools	Build or acquire space for preschools	Build or acquire space for preschools	Build or acquire space for preschools

Capacity data from February 27, 2020 Flo Analytics Capacity and Space Needs - Capacity through 2029-30
 Capacity Shortfall: Numbers represent shortfall with portables | Shortfall without portables
 If area has capacity, shortfall is shown as zero.

I. Juanita Learning Community Projects

High School Findings: The District completed the Juanita High School rebuild/remodel project in Fall 2020, which addresses projected 2029-2030 capacity needs for the Juanita Learning Community.

Middle School Findings: The current data shows that Finn Hill Middle School will have a shortfall of 116 seats in the 10-year projection (current capacity is 635 not including the 125-student capacity for Environment and Adventure School (EAS), which is on the Finn Hill Campus). Finn Hill was remodeled in 2011 with the possibility of an addition to increase capacity to 800. Kamiakin Middle School will have a shortfall of 86 (current permanent capacity is 570). The Kamiakin site is a total of 26 acres. Kamiakin is also one of the lowest scoring facilities identified in the Building Condition Assessment report.

Middle School Recommendations: Remodel or replace Kamiakin Middle School. It is recommended to increase capacity to at least 900 and address the aging facility. Increasing capacity allows for space for at least one, possibly two choice middle schools on the campus. The extra space could be used to alleviate the capacity issues at Rose Hill MS, by moving Stella Schola Choice School to the Kamiakin campus. Rebuilding would also allow the District to maximize the use of the available property on the Kamiakin site as future needs occur. The Kamiakin Middle School project is a high priority recommendation and should be in the first bond request.

Look at the boundaries for Finn Hill and Kamiakin to alleviate the capacity issues at Finn Hill Middle School (or evaluate moving EAS Middle School to the Kamiakin campus making it more centrally located for the District and making space at Finn Hill).

Elementary School Findings: The current data shows that elementary schools in the Juanita Learning Community will have a shortfall of 397 seats, in the 10-year projections.

Elementary School Recommendations: Acquire space for preschool to increase elementary school capacity. Existing preschool classes at Bell, Juanita, Muir and Sandburg elementary schools take classroom space that could be used for meeting K-5 elementary capacity needs.

II. Lake Washington Learning Community Projects

High School Findings: The recent addition to Lake Washington High School addresses some capacity needs identified by the LTTF in 2015. A capacity shortfall of 506 high school seats is still projected for the 2029-30 school year.

High School Recommendations: The addition of a new standalone choice high school could address remaining capacity requirement, cost-effectiveness and demand for additional choice school seats. A choice school sited in Lake Washington learning community could provide up to an additional 600 seats to cover the expected gap. Implementation of a choice school could also manage fluctuating capacity demands between Juanita and Lake Washington Learning Communities.

Middle School Findings: The current data shows a shortfall of 473 permanent seats in the Lake Washington Learning Community for middle schools (249 seats added with portables between the two middle schools for 2020). Kirkland Middle School will be at 111 seats over permanent capacity and Rose Hill Middle School will be 362 over permanent capacity. Rose Hill Middle School has Stella Schola Choice School on its campus, which uses 90 seats.

Middle School Recommendations: Expand Kirkland MS to 900 students to address growth (current permanent capacity is 684). Redraw boundaries between Rose Hill MS and Kirkland MS. Recommend evaluating moving Stella Schola Choice School to the Kamiakin site to give Rose Hill MS more capacity.

Elementary School Findings: The current data shows elementary schools in the Lake Washington Learning Community with a shortfall of 668 seats. There is a high reliance on portables for classroom capacity in this learning community.

Elementary School Recommendations: To alleviate the forecasted shortage of 668 elementary student seats in the Lake Washington learning community, it is recommended to look at changing the boundaries in those areas affected the most. It is also recommended to add one new elementary school to this learning community to reduce reliance on portables.

III. Redmond Learning Community Projects

Given the feeder patterns of the Redmond and Eastlake learning communities, the FAC noted potential solutions could serve one or both learning communities.

High School Findings: There is a capacity shortfall of 641 high school seats projected for the 2029-30 school year. There is concern about overall high school size as the District has tried to stay around 2,000 at the high school level. The FAC discussed an option that would provide a special program on the regular campus to give the feeling of separate smaller schools.

High School Recommendations: Add an addition to Redmond High School (RHS). Adding classrooms at RHS could increase capacity to 2,500, adding 600 seats to address capacity needs. An addition to the existing school on the current site adds capacity without requiring additional land purchase, making it a cost-effective option. An addition would need to address core facilities (e.g., cafeteria, library) and concerns expressed by the community about the ability of the core facilities to meet the needs of the student population.

An alternative to classroom and core addition to RHS is to add a choice high school to either the Redmond or Eastlake learning community. The addition of a choice high school addresses capacity and demand for additional choice seats. A choice high school requires a smaller land parcel, since students interested in athletics access facilities and programs may utilize these options at their home school. Implementation of a choice school, in place of an addition to RHS, would help manage fluctuating capacity demands projected between the two learning communities.

Middle School Findings: The current data shows an overall permanent shortfall of 274 seats by 2029-2030. Redmond Middle School will have a shortfall of 406 seats. Timberline Middle School will have capacity for 132 more students.

Middle School Recommendations: Look at redrawing boundaries between Redmond Middle and Timberline Middle.

Elementary School Findings: The current data shows elementary schools in the Redmond Learning Community with a shortfall of 762 seats.

Elementary School Recommendations: To alleviate capacity needs in the elementary schools it is recommended to build an additional building on the Redmond Elementary school site. The FAC also recommends rebuilding and expanding the Rockwell Elementary campus to address its capacity needs. The FAC also recommends adjusting boundaries in the learning community to help balance capacity.

IV. Eastlake Learning Community

Given the feeder patterns of the Eastlake and Redmond learning communities, the FAC noted potential solutions could serve one or both learning communities.

High School Findings: Eastlake High School has 2,361 seats which will meet the 2029-30 enrollment forecast of 2,253 for this learning community.

High School Recommendations: As discussed in the Redmond Learning Community section, the FAC recommends the District consider the addition of a choice high school in either the Redmond or Eastlake Learning Community. This addition addresses capacity and demand for additional choice seats. A choice high school requires a smaller land parcel, since students interested in athletics access facilities and programs at their home school. Implementation of a choice school, in place of an addition to RHS, would help manage fluctuating capacity demands projected between the two learning communities.

Middle School Findings: The current data shows Inglewood Middle School at a shortfall of 49 seats by 2029 (permanent capacity is 1,282). Evergreen MS will have space for 43 (permanent capacity is 821).

Middle School Recommendations: Rebuild or expand Evergreen MS to increase permanent capacity to at least 900 and address the aging facility. Adjust boundaries to alleviate Inglewood Middle School capacity or offer an optional program at Evergreen Middle School to voluntarily draw Inglewood students to Evergreen.

Elementary School Findings: The current data shows elementary schools in the Eastlake Learning Community will have a shortfall of 959 seats in the 10-year projection. A significant portion of students are housed in portables in this area making permanent capacity shortfall high.

Elementary School Recommendations: The FAC recommends rebuilding and expanding Alcott and Smith elementary schools to address both schools' capacity needs and aging facilities. Rebuilding Alcott is a high priority recommendation and should be in the first bond request. In addition, the FAC recommends looking at adjusting boundaries to alleviate capacity at the elementary level.

V. Other projects or facilities:

Findings:

The Juanita field house and pool are highly valued by the community but are in high need of refurbishment.

In other Districts, innovative partnerships or interlocal agreements with city or county parks departments or other entities are successful in expanding capacity and providing additional access to athletic fields, pools or other high-cost facilities in order to reduce ongoing costs to the District for upkeep and refurbishment.

Moving preschool out of elementary school could free up additional capacity for K-5 classes. Additional space for preschool is needed to accomplish that.

Providing additional school facilities to meet growth results in a commensurate need for additional space for support activities. These activities include staff and teacher training, administration (includes human resources, technology, professional development, payroll, accounting and other central office functions), maintenance facilities, etc. The committee learned that the district is currently having to spend resources leasing space in order to accommodate growth and it has limited space to accommodate the staff training needs across the district.

Recommendations:

-Juanita Pool/Field House: Refurbish the Juanita field house and pool located on the high school site.

-Explore additional partnerships with government or non-profit agencies for potential field house, athletic fields or pool use in order to reduce costs to the District and increase community access to valuable resources.

-Preschools: Acquire space for preschools not on elementary campuses to increase elementary school capacity. This could include building, buying or leasing additional space. When choosing or building new spaces for preschools, ensure preschool spaces have appropriate spaces for student needs.

-Support space: The school district should provide additional space for school support such as human resources, technology, professional development, payroll, accounting, maintenance, facilities, transportation and other central office functions.

IF WE CAN'T BUILD QUITE ENOUGH OR FAST ENOUGH and IF WE CAN'T BUILD AT ALL

The FAC individually reviewed the 2015 LTFTF's recommendations in these two sections but did not focus their discussions here. Therefore, the FAC has no new or additional recommendations beyond what the LTFTF recommended. The FAC noted that should funding fail to materialize for adding capacity to address current and projected shortfalls, additional discussions about these recommendations will be necessary.

ONGOING COORDINATION AND ENGAGEMENT

The FAC learned a great deal about the District's long-term facility challenges and the complexity of planning and managing a capital program. The group strongly believes the broader community should continue to be kept informed and consulted as the District continues to make difficult choices about facility needs.

Recommendations for engaging the community:

Provide transparency and opportunities for additional feedback from the community on three long-term challenges: lack of classroom capacity, aging facilities, and lack of available property for new schools.

Continue working with a small advisory group to review design and construction of funded projects.

Continue engaging community members in dialogue about long-term facilities planning issues. Active, multi-channel engagement with the community is necessary to build trust and educate them about facility-related choices.

Transparency should continue to be a value demonstrated by the District in its capital planning to demonstrate the impact of funds used and to show the rationale behind facility choices.

In discussions about communications with the public, the FAC noted the following additional suggestions for transparency and openness:

- Be transparent about the reason we're doing this – aging facilities, impacts to taxpayers, etc.
- Provide regular bond updates, including financial updates on how the money is being spent, how budgets are being met, tax impacts, etc.
- Present specifics about the actual challenges facilities face. Show the community examples, like classes being held in Shared Learning spaces, to help people understand the reality. Help people understand the context and the impacts of lack of capacity and aging facilities.
- Educate the community regarding the benefits of flexibility of choice schools to address growth. Acknowledge the challenges and work remaining to be done around inequities associated with the choice schools program as it is currently implemented.
- Expand outreach to those in the District without children in school. Recognize that our cities are also seeing rapid growth. Participate in city council meetings where growth is being addressed to provide information and awareness about how growth is affecting the school District.
- Educate the community regarding the District's inability to build new schools on land outside the Urban Growth Boundary.
Encourage students to be engaged in discussions about capacity and aging facility decisions to share their unique perspectives.

FUNDING RECOMMENDATIONS

Background: Capital projects (buildings) can be funded either by bonds or capital levies. Bond measures can fund larger sums of money and the money can be acquired quickly via sales of bonds to fund projects. Bond measures require approval by a 60% voter threshold. Capital levies provide funding on an annual basis and do not provide as much capital at one time as bonds for the same tax rate. Capital levies require only a simple majority for voter approval (50% + 1).

Findings: The FAC had a preference for bonds, as the District can ask voters to approve a larger proposal and funds would be available more quickly for project expenses.

The 60% approval threshold for bond packages may be challenging to achieve.

Concern was expressed over bond fatigue from multiple bond requests, and as a result some members preferred asking for one large, comprehensive bond. However, the majority of the FAC preferred bond phases and dividing the recommended projects in Table 2 into separate bond phases. Community feedback broke down in a similar way. All FAC members agreed to recommend the multiple phases approach.

Recommendations:

Pursue a series of two bond measures, considering projects for each of the two bond measures as suggested in Table 3.

Prioritize projects using the following criteria:

- Prioritize projects that address both capacity and aging schools
- Spread projects across the District’s learning communities and across grades
- Prioritize schools with capacity issues that can be enlarged and available land can be used more efficiently

Based on the FAC discussions and community input in the Fall 2020 survey, Table 4 proposes a distribution of projects across two phases of bonds.

Table 4 – Recommended Projects by Bond Phase and by Grade Level Bands

	Projects by Phase	
	Phase 1	Phase 2
High School	-Build Choice HS in Redmond or Eastlake Learning Area	-Addition at Redmond HS + core expansion -Build Choice HS in Lake Washington Learning Area
Middle School	-Rebuild or expand Kamiakin MS	-Rebuild or expand Evergreen MS -Addition at Kirkland MS + core expansion
Elementary School	-Rebuild and expand Alcott ES -Build new ES in Lake Washington Learning Area -Build capacity on Redmond ES site	- Rebuild and expand Smith ES - Rebuild and expand Rockwell ES
Other	-Refurbish Juanita Field House and Pool	-Early learning center in Juanita Learning Area -Early learning center in Lake Washington Learning Area

-The District should use capital levies as a fallback strategy to raise funds if a bond measure fails to achieve the necessary voter approval.

-Regardless of which funding mechanism is pursued, community education should be a high priority to build awareness of the District’s recent successes and current challenges and needs regarding facilities.

-The District should continue to advocate to the State Legislature for a reduction of the 60% approval threshold for bonds.

Next Steps:

The School Board will consider the FAC's recommendations and determine next steps for addressing the District's urgent growth and capacity challenges.

Appendix A
Building Condition Assessments (BCA) & Asset Preservation Program (APP) – March 2019

Building Condition Assessments (BCA) & Asset Preservation Program (APP)

Support Services annually assesses permanent buildings identified by the State for Asset Preservation Program (APP) tracking. Districts are required to assess any building that received State Construction Assistance after 1993. The annual evaluation can be done by trained in-house staff with every sixth year requiring verification by a third-party evaluator. The APP is an additional and unfunded state-required planning tool (replacing the former “2% Rule”). Building scores will determine whether a proposed project will receive the intended eligible State Construction Assistance or a percentage of the intended amount based on the condition rating of the existing building.

The state implementation of the system began in 2009-2010 school year. In response to APP, Lake Washington’s Board of Directors adopted an APP policy in March 2009. Subsequently, a district procedure and program have been developed along with the alignment of the plan with the State Study and Survey. The district began to implement APP building condition assessments in 2010-2011. Though not required, the district assessed and continues to assess and track all permanent buildings that include all non-APP schools. The reason for the more global approach is to ensure appropriate care for all buildings and to integrate planning strategies across all district facilities.

The State introduced the Joint Legislative Audit & Review Committee’s automated building inventory system (known as ICOS - i.e. Inventory and Condition of Schools) in 2010-2011 as the database system to capture facilities information from all school districts across the State. In 2010-2011, district staff worked with OSPI Facilities staff to plan the implementation of this database tool in 2011-2012.

Since its implementation in 2011-2012, the district has utilized a third-party vendor to conduct the Building Condition Assessment (BCA) for all permanent school facilities and uploaded the data into ICOS. Though not required by the State, the district has since expanded the program to assess the entire portable classroom inventory. The following is a comprehensive annual summary report of the BCA scores for all district school facilities (both permanent and portable buildings), including those under the State Asset Preservation Program (APP).

<u>Description</u>	<u>Score Range</u>	<u>Maintenance</u>
Excellent	95% to 100%	Preventative
Good	85% to 94%	Routine
Fair	62% to 84%	Minor
Poor	30% to 61%	Major
Unsatisfactory	0% to 29%	Replacement

The OSPI rating system is designed so that a school condition assessment score will reduce over time, even if the school is properly maintained. In general, a school’s score should go from 100% at new construction to approximately 62% or “Poor/Fair” in 30 years (even if well maintained), when it is assumed that the school would be next eligible for state assistance funding.

OSPI uses the Unifomat system for the Building Condition Assessments. The assessment looks at 19 major systems such as foundations, interior finishes, roofing, mechanical, electrical, and furnishings. Within the 19 major systems there are approximately 58 subcategories that are individually scored during the assessments. The aggregate score for a building is made up from the individual sub-categories, but certain systems are given more “weight” in the overall scoring (e.g. foundations, walls, and mechanical/HVAC).

There are a number of reasons that schools of similar design and age might have different conditions scores. For starters, there are very few schools that are exactly the same design, construction, and age. But assuming that two schools are similar (even prototypical schools), some reasons why the scores would vary include differences in: finishes and systems in design and construction; maintenance and upkeep; how the schools deteriorate and age over time (e.g. heavy use, use patterns and vandalism); what is replaced and upgraded over time; the result of code changes; and, subjectivity in assessments.

Building Condition Assessment Scores

Level	Name	Year Built	Mod Year	2018	Previous Year
Elementary	Alcott	1986		74.69%	77.74%
	Audubon	1965	2001	77.85%	80.64%
	Bell	1966	2013	90.18%	91.00%
	Blackwell	1998		78.34%	83.15%
	Carson	2008	2008	87.92%	89.34%
	Dickinson	1992		75.14%	79.55%
	Einstein	1997		79.02%	82.67%
	Franklin	1967	2005	86.34%	87.47%
	Frost	1969	2009	87.99%	90.00%
	Juanita	1950	2005	85.03%	85.19%
	Keller	1969	2012	90.02%	91.20%
	Kirk	1975		55.85%	59.74%
	Lakeview	1955	2001	87.31%	89.82%
	Mann	1964	2003	85.33%	86.36%
	McAuliffe	1990		81.87%	82.85%
	Mead	1979		66.49%	67.46%
	Muir	1970	2012	90.02%	92.22%
	Redmond	1998		85.50%	89.27%
	Rockwell	1981		80.15%	80.10%
	Rosa Parks	2006		88.51%	86.38%
	Rose Hill	1954	2006	90.02%	89.97%
	Rush	1970	2012	90.13%	90.43%
	Sandburg/Discovery	1970	2012	91.06%	93.42%
	Smith	1988		72.09%	76.44%
Thoreau	1964	2003	82.06%	84.57%	
Twain	1962	2000	79.03%	82.67%	
Wilder	1989		84.18%	86.89%	
Middle	Evergreen	1983		65.15%	70.79%
	Finn Hill/EAS	1967	2011	88.71%	90.89%
	Inglewood	1991		72.63%	74.49%
	International/Community	1965	2012	87.36%	92.06%
	Kamiakin	1974		62.34%	64.06%
	Kirkland	1961	2004	81.53%	82.08%
	Northstar (at Emerson HS)	2012		90.00%	90.00%
	Redmond	1958	2001	79.01%	80.41%
	Renaissance (at Eastlake HS)	2012		90.00%	90.00%
	Rose Hill/Stella Schola	1969	2013	87.81%	92.02%
High	Eastlake	1993		84.04%	85.09%
	Emerson	1983		74.48%	74.55%
	Juanita	1971		63.66%	63.60%
	Lake Washington	1949	2010	89.24%	90.97%
	Redmond	1964	2003	85.07%	86.49%
	Tesla STEM	2012		90.06%	91.48%

Portable Condition Assessment Scores

Name	Portable Number	Year Built	BCA Report 2018	Previous Year
Elementary Schools				
Alcott Elementary	P213	1986	Fair	Good
	P267	1988	Fair	Fair
	P272	1989	Good	Good
	P289S	2007	Good	Good
	P292	1989	Good	Good
	P339	2007	Good	Good
	P340A	2007	Good	Good
	P340B	2007	Good	Good
	P380	2015	Excellent	Excellent
	P381	2015	Excellent	Excellent
	P382	2015	Excellent	Excellent
	P406	2016	Excellent	Excellent
Audubon Elementary	P212	1986	Poor	Poor
	P277	1989	Poor	Poor
	P383	2015	Excellent	Excellent
Blackwell Elementary	P204	1987	Fair	Fair
	P247	1988	Fair	Fair
	P269	1989	Fair	Fair
Carson Elementary	P344A	2009	Good	Good
	P344B	2009	Good	Good
	P345A	2009	Good	Good
	P345B	2009	Good	Good
Dickinson/Explorer	P296	1990	Fair	Fair
	P341A	2007	Fair	Fair
	P341B	2007	Fair	Fair
	P342A	2007	Fair	Fair
	P342B	2007	Fair	Fair
	P413	2017	Excellent	Excellent
	P414	2017	Excellent	Excellent
	P415	2017	Excellent	Excellent
Einstein Elementary	P350	2010	Good	Good
Franklin Elementary	P205	1987	Good	Good
	P255	1988	Good	Good
	P403	2015	Excellent	Excellent
Frost Elementary	P386	2015	Excellent	Excellent
Keller Elementary	P407	2016	Excellent	Excellent
Kirk Elementary	P207	1986	Fair	Fair
	P208	1986	Fair	Fair
	P333	1995	Fair	Fair

Portable Condition Assessment Scores

Lakeview Elementary	P202	1986	Fair	Good
	P293	1989	Fair	Good
	P351A	2011	Good	Good
	P351B	2011	Good	Good
	P427	2018	New	
	P428	2018	New	
Mann Elementary	P376	2014	Good	Good
	P377	2014	Good	Good
	P378	2014	Good	Good
	P379	2014	Good	Good
McAuliffe Elementary	P160	1986	Fair	Fair
	P161	1986	Fair	Fair
	P162	1986	Fair	Fair
	P163	1986	Fair	Fair
	P221	1987	Fair	Fair
	P222	1987	Fair	Fair
	P223	1987	Fair	Fair
Mead Elementary	P195	1990	Fair	Fair
	P214	1986	Fair	Fair
	P215	1986	Fair	Fair
	P278	1989	Fair	Fair
	P290	1989	Fair	Fair
	P299	1990	Fair	Fair
Muir Elementary	P419	2018	New	
	P420	2018	New	
Redmond Elementary	P343A	2008	Good	Good
	P343B	2008	Good	Good
	P370	2014	Good	Excellent
	P371	2014	Good	Excellent
	P395	2015	Excellent	Excellent
	P396	2015	Excellent	Excellent
	P397	2015	Excellent	Excellent
	P398	2015	Excellent	Excellent
Rockwell Elementary	P288	1989	Good	Good
	P291S	1989	Good	Good
	P335A	1995	Good	Good
	P335B	1995	Good	Good
	P352	2011	Good	Good

Portable Condition Assessment Scores

Rosa Parks Elementary	P346A	2009	Good	Good
	P346B	2009	Good	Good
	P347A	2009	Good	Good
	P347B	2009	Good	Good
	P348A	2010	Fair	Good
	P348B	2010	Fair	Good
	P349A	2010	Good	Good
	P349B	2010	Good	Good
	P353A	2011	Good	Good
	P353B	2011	Good	Good
Rose Hill Elementary	P354A	2011	Good	Good
	P354B	2011	Good	Good
	P421	2018	New	
	P422	2018	New	
Rush Elementary	P400	2015	Excellent	Excellent
	P401	2015	Excellent	Excellent
	P402	2015	Excellent	Excellent
	P426	2018	New	
Smith Elementary	P159	1986	Fair	Fair
	P219	1986	Fair	Fair
	P226	1987	Fair	Fair
	P254	1988	Fair	Fair
	P284	1989	Fair	Fair
	P285	1989	Fair	Fair
	P286	1989	Fair	Fair
	P329	1995	Fair	Fair
Twain Elementary	P258	1988	Fair	Fair
	P268S	1988	Fair	Fair
	P334A	1995	Fair	Good
	P334B	1995	Fair	Good
	P423	2018	New	
	P424	2018	New	
	P425	2018	New	
Wilder Elementary	P200	1990	Good	Good
	P273	1989	Fair	Good
	P322	1990	Good	Good
	P328	1995	Good	Good
	P372	2014	Good	Excellent
	P373	2014	Good	Excellent
	P374	2014	Good	Excellent
	P375	2014	Good	Excellent

Portable Condition Assessment Scores

Middle Schools				
Evergreen Middle	P104	1990	Fair	Fair
	P106	1990	Fair	Fair
	P248	1988	Fair	Fair
	P250	1988	Fair	Good
	P262	1988	Fair	Fair
	P263	1988	Fair	Fair
	P281	1989	Fair	Poor
	P287	1989	Fair	Poor
	P337	1989	Fair	Fair
	P384	2015	Excellent	Excellent
	P385	2015	Excellent	Excellent
	P404	2016	Excellent	Excellent
	P405	2016	Excellent	Excellent
Kamiakin Middle	P211	1986	Fair	Fair
	P236	1986	Fair	Fair
	P256	1988	Fair	Fair
	P257	1988	Fair	Fair
	261S	1988	Fair	Fair
	P264	1988	Fair	Fair
	P316	1990	Fair	Fair
Redmond Middle	P355A	2008	Good	Good
	P355B	2008	Good	Good
	P356A	2008	Good	Good
	P356B	2008	Good	Good
	P361A	2008	Fair	Fair
	P361B	2008	Fair	Fair
	P399	2015	Excellent	Excellent

Portable Condition Assessment Scores

High Schools				
Emerson Campus	P155	1986	Fair	Fair
	P156	1986	Fair	Fair
	P157	1986	Fair	Fair
Juanita High	P169A	1986	Fair	Good
	P169B	1986	Fair	Good
	P197A	1986	Fair	Good
	P197B	1986	Fair	Good
	P198	1990	Fair	Fair
	P199A	1986	Fair	Good
	P199B	1986	Fair	Good
Lake Washington High	P327	1991	Fair	Good
	P388	2015	Excellent	Excellent
	P389	2015	Excellent	Excellent
	P390	2015	Excellent	Excellent
	P391	2015	Excellent	Excellent
	P392	2015	Excellent	Excellent
	P393	2015	Excellent	Excellent
	P394	2015	Excellent	Excellent
	P408	2016	Excellent	Excellent
	P409	2016	Excellent	Excellent
Redmond High	P410	2016	Excellent	Excellent
	P411	2016	Excellent	Excellent
	P357A	2013	Good	Good
	P357B	2013	Good	Good
	P358A	2013	Good	Good
	P358B	2013	Good	Good
	359A	2013	Good	Good
	359B	2013	Good	Good
360A	2013	Good	Good	
360B	2013	Good	Good	