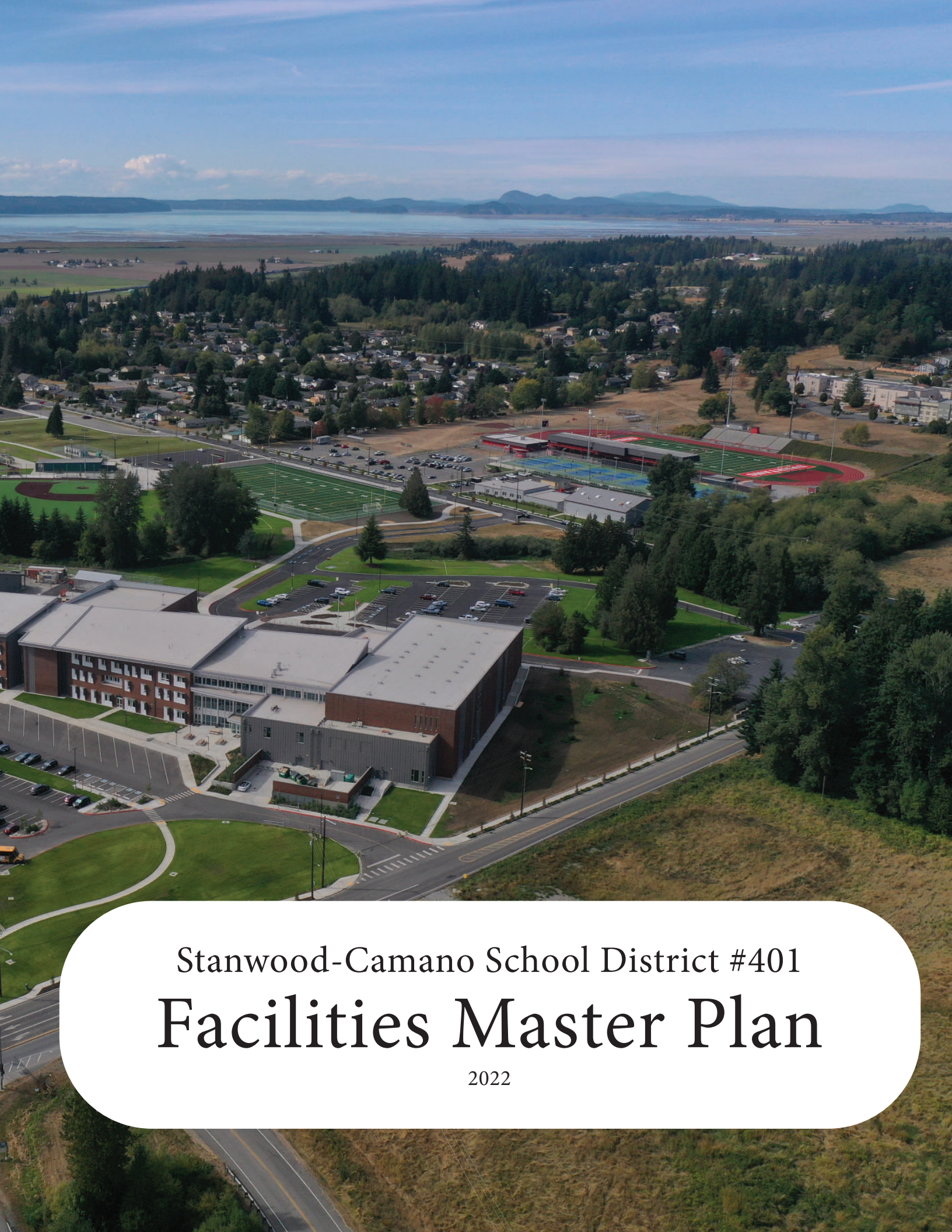

Stanwood-Camano School District #401

Facilities Master Plan

2022

STANWOOD-CAMANO
SCHOOL DISTRICT

Stanwood-Camano School District #401

BOARD OF DIRECTORS

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SUPERINTENDENT

Dr. Deborah Rumbaugh

"Empowered to Learn"

The Stanwood-Camano School District does not discriminate in employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/Affirmative Action Officer and Civil Rights Compliance Coordinator, Maurene Stanton (mstanton@stanwood.wednet.edu), or the Section 504/American Disabilities Act Coordinator, Robert Hascall (rhascall@stanwood.wednet.edu) Stanwood-Camano School District, 26920 Pioneer Hwy, Stanwood, WA 98292. Telephone: (360) 629-1200.

El Distrito Escolar de Stanwood-Camano School District no discrimina en sus programas o actividades por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano de guerra o grado militar, orientación sexual, expresión de género o identidad, discapacidad o uso de perro guía entrenado o animal de servicio, y ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes especificados. El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación: Título IX / Oficial de Acción Afirmativa y Coordinador de Cumplimiento de Derechos Civiles, Maurene Stanton (mstanton@stanwood.wednet.edu), o la Sección 504 / Coordinador de la Ley de Discapacidades Estadounidenses, Robert Hascall (rhascall@stanwood.wednet.edu), Distrito Escolar Stanwood-Camano, 26920 Pioneer Hwy, Stanwood, WA 98292. Teléfono: (360) 629-1200.

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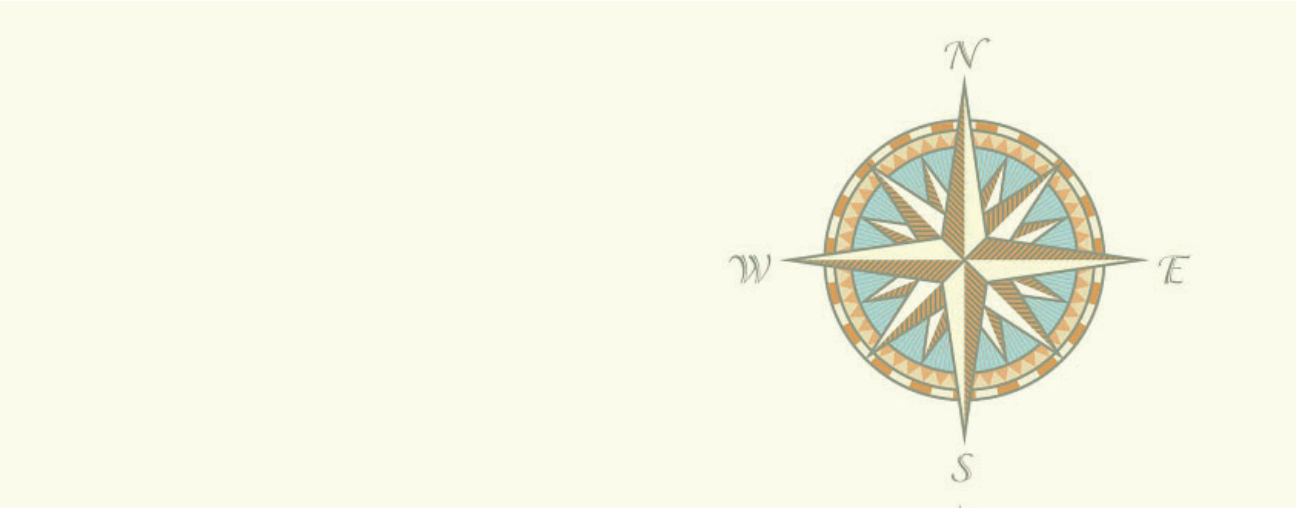
Introduction



Report Purpose

It is the commitment of the Stanwood-Camano School District Board of Directors, administrators, teachers and staff, that all of our students will feel safe, cared for, and respected. The District will help prepare them to achieve fulfilling and productive lives, and provide them with the skills to open the doors to their futures. In support of fulfilling this commitment, a Facilities Master Plan is to be developed. The purpose of this report is to provide a broad picture of District facilities and land assets, building condition and future facility needs, as well as an overview of financing opportunities associated with implementation of facility improvements. The report will be available to the Board of Directors, District administrators and staff, and the communities we serve. It can be used as a guide for decision making within the District and for larger conversations with the community around future District planning. Planning is an essential part of insuring that our District remains at the forefront of providing excellent learning environments in support of the District's promise that ***"Every student in the Stanwood-Camano School District is empowered to learn in an inclusive setting and is prepared for the future of their choice."***

Report Process

The Facilities Master Plan (FMP) document follows a format similar to the 2008-2013 Capital Facilities Plan (most recent version) in order to enable data comparison between documents. However, this report is intended to cover areas of importance not included in our previous plans and will provide useful background when discussing the District's future needs and goals. The report includes:

- An overview of the Stanwood-Camano School District
- A current assessment of District facilities, building and site condition, including a safety overview
- Research data on population growth and density projections, their effect on school

enrollments, and subsequent capacity needs

- An overview of possible financing options for future capital projects

Enrollment and growth projections are provided by Educational Data Solutions. Existing building and site information is gathered from record drawings, reports from the Office of the Superintendent of Public Instruction, and through on-site observation of each facility.

District Facts

Overview

The Stanwood-Camano School District currently serves approximately 4,700 students from pre-kindergarten through grade 12, with additional support for students aged 18-21 who are no longer eligible to attend high school programs. The District employs close to 700 people and is the largest employer in the immediate area. Students in the Stanwood-Camano School District are able to utilize a variety of resources for learning through numerous program options and enrichment opportunities. The District offers traditional K-12 in-person teaching, on-line courses, home school support, and alternative in-person programs in the following facilities:

- Five Elementary Schools for grades K-5
- Two Middle Schools for grades 6-8
- One High School for grades 9-12
- Church Creek Campus contains three programs: Lincoln Hill High School, grades 9-12; Lincoln Academy, grades 7 & 8; Saratoga School/Parent Partnership support for parents as the primary teachers of their students.
- Transitions, special needs students ages 18-21, located on the SMS campus in former District Office building and an additional adjacent portable

Geographically, the Stanwood-Camano School District covers the Camano Island portion of Island County and the northwest portion of Snohomish County, bordering on the Skagit County line to the north and sharing boundaries with Arlington, Lakewood, and Marysville School Districts to the south and east. The areas served by the Stanwood-Camano School District include the City of Stanwood, Camano Island, and the communities of Warm Beach, Cedarhome, Florence and Norman in unincorporated Snohomish County. The District has seen steady population growth and a boom of single family residential construction in the past eight

years. All of this new housing brings families and students to our District. Island County growth between 2001 and 2020 was just under 10 percent, however this number includes part time residents who have summer homes on the island. The average age of Camano Island residents is 54.8[1]. The Snohomish County 2020 Growth Report shows that between the years 2000 and 2020 the population of Unincorporated Snohomish County grew by 78,000 people. The City of Stanwood population for 2020 was 7,125 people, up from 3,923 residents in 2000[2], an increase in population of 82 percent. This data supports the observable evidence as single family housing developments have continued to spring up within District boundaries. The longest and most time consuming bus routes are to the middle and high schools from south Camano Island and Warm Beach, but there are also elementary routes to and from Warm Beach that can reach an hour in duration for some students.

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1 US Census Bureau, 2020 American Community Survey 5-Year Estimates

2 Snohomish County Tomorrow 2020 Growth Monitoring Report

District Map

Clean Buildings Law

In 2020 Washington State passed clean building legislation that requires all existing buildings of a certain square footage to reduce their consumption of fossil fuels and meet a State Energy Performance Standard. This mandate is applied in stepped increments determined by building square footage. Buildings over 220,000 square feet must begin reporting on June 1, 2026. Buildings between 90,000 square feet and 220,000 square feet begin reporting on June 1, 2027, and buildings between 50,000 square feet and 90,000 square feet are required to begin reporting on June 1, 2028. It is anticipated that in the next ten years all buildings over 20,000 square feet will be affected by this law. The law requires energy reporting utilizing Energy Star, a program run by the U.S. Environmental Protection Agency and U.S. Department of Energy that allows users to automatically input energy use information and evaluate targets and compliance for individual buildings. Each building owner is required to have an Energy Team, Operations and Maintenance Protocol documents and Opportunity Rosters which are intended to help guide energy savings. The known buildings that this will apply to in the Stanwood-Camano School District are as follows:

- Square footage over 220,000: Stanwood High School
- Square footage between 90,000 and 220,000: Stanwood Middle School
- Square footage between 50,000 and 90,000: Port Susan Middle School; Stanwood Elementary School

The District will be required to track and report energy use for these buildings, and in cases where use is not meeting a set target, utilize District resources to reduce the energy footprint. The law will have an affect on even the newer buildings (SHS, CCC) which were designed using recent energy codes and are very efficient. All District buildings over 20,000 square feet will eventually be affected by this law, and it should be anticipated that older buildings will need to be evaluated for possible improvements in efficiency. This could include window replacements, equipment upgrades, additional insulation and other energy saving measures.

Area Geology

The Washington State Department of Natural Resources (DNR) Geology Portal provides hazard information maps of the state. The largest geologic threat to the Stanwood-Camano School District is the likelihood of very strong shaking from a seismic event. All of our District schools would be affected by this to varying degrees, depending on the size of the event, and the location and age of building. In a recent DNR study on the condition of Washington schools and their ability to withstand a significant earthquake, a team of engineers provided a high level review of three of our District's buildings - Stanwood Middle School, Stanwood Elementary, and Twin City Elementary. Twin City Elementary is the only one of the three that hasn't had seismic upgrades. The recommendation of the study was to invest in further evaluation of the buildings for seismic stability. Other hazards that are found in the District are lahar (volcanic mud flow), and the liquefaction tendency of soils from earthquake ground movement. The tsunami maps were recently revised and no longer include any District buildings.


Students

District Demographics

The Washington State Office of the Superintendent of Public Instruction data shows that for the 2020-21 school year the District had an enrollment of 4,647 students. The District remains predominately White at 78.4 percent[1] of the student population, slightly higher than Snohomish County general population overall, which is 75.4 percent White[2] and lower than Island County, which is 85.2 percent White[3], and, more specifically, Camano Island general population at 96 percent White[4].

Historically, the number of students eligible for free and reduced meals has been approximately 30 percent, with rates varying between schools as shown below[5].

- Cedarhome Elementary: 27.4 percent
- Elger Bay Elementary: 33.5 percent
- Stanwood Elementary: 33.3 percent
- Twin City Elementary: 31.2 percent
- Utsalady Elementary: 24.8 percent
- Port Susan Middle: 32.5 percent
- Stanwood Middle: 33.3 percent
- Lincoln Academy: 58.9 percent
- Stanwood High: 27.1 percent
- Lincoln Hill: 43.3 percent
- Saratoga: 22.1 percent
- Open Doors: 45.5 percent

1 https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100250

2 U.S. Census, 2019

3 census.gov/quickfacts/fact/table/islandcountywashington,WA/PST045219

4 data.census.gov/cedsci/table?q=Camano percent20Island, percent20WA&tid+ACSDP5Y2019.DP05

5 Stanwood-Camano School District Food Services data 10/31/2021

Stanwood-Camano School District
2021-22

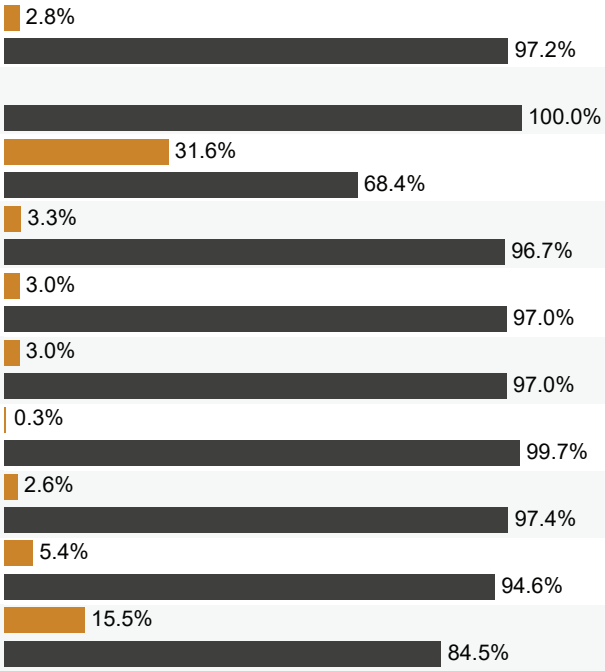
Total Student Enrollment

4,656

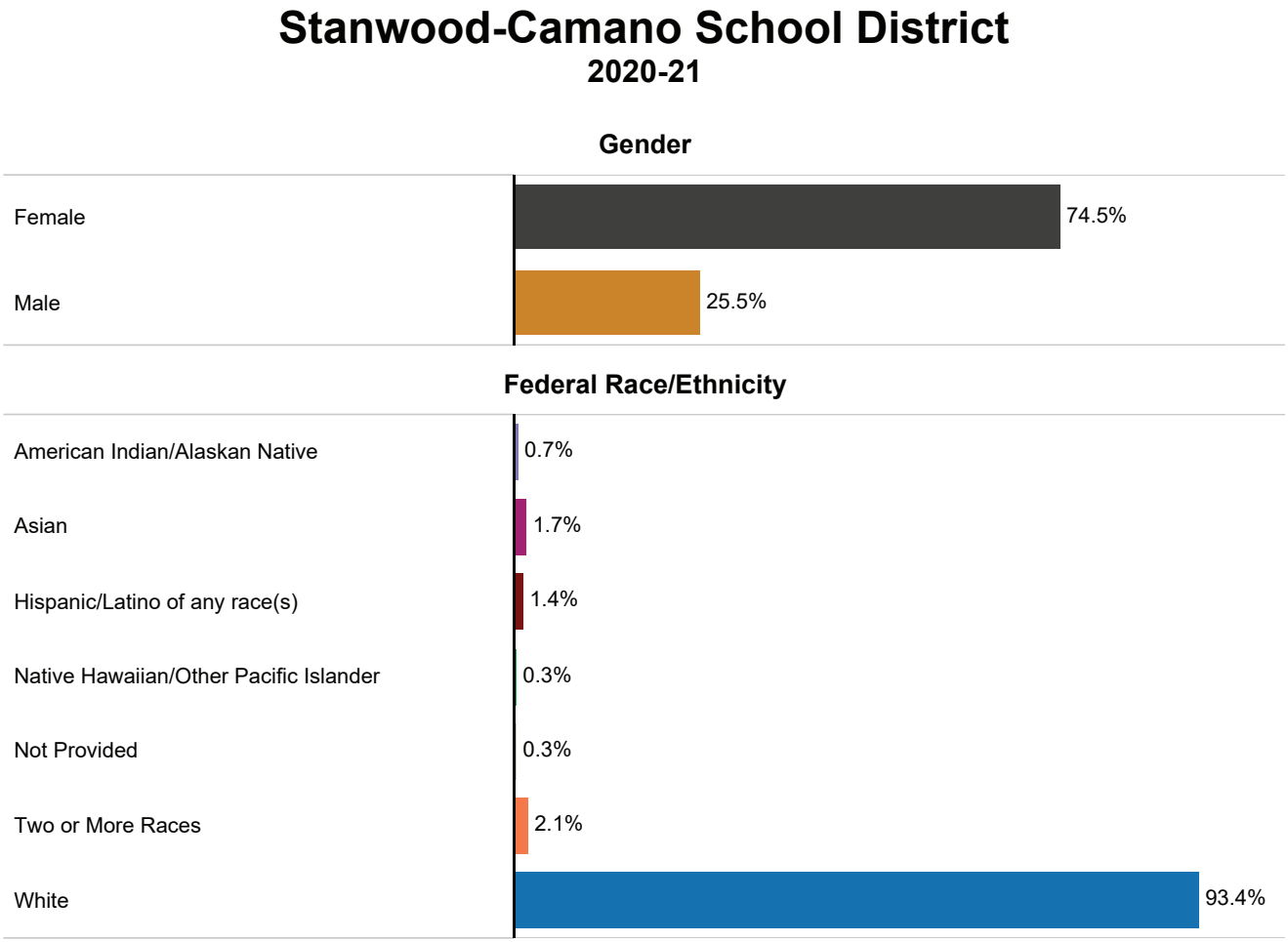
Gender

Race/Ethnicity

Program and Characteristic



Teacher Demographics (OSPI September 2022)



OSPI Report Card

Washington State Summary
Stanwood-Camano School District

26920 Pioneer Highway
Stanwood, WA 98292-9548

360-629-1200

Enrollment

2021-22 school year

4,655

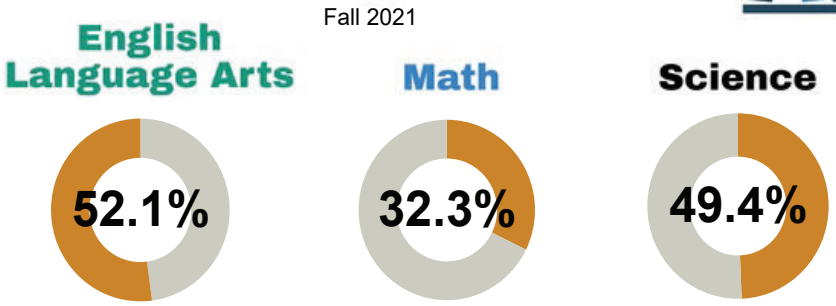
2.8% English Learners

31.6% Low Income

Student Performance

How are we doing getting students to their learning goals?

Fall 2021



Met grade level standards on state administered tests

How engaged are our students?

86.1% Have Regular Attendance

2020-21 school year

37% Have High English Language Arts Growth

2018-19 school year

37% Have High Math Growth

2018-19 school year

About Our Teachers and Classrooms

2020-21 school year

286 Number of Teachers

71.0% Have Master's Degree or Higher

16.4 Average Years Experience

Average Class Size

Finances

2019-20 school year

Instructional Costs:

$11,150

Non-Instructional Costs

$3,238

Some data is suppressed to protect student privacy and will be represented by N<10, blank fields indicate no data was submitted to OSPI for this district or school. To see more, visit https://washingtonstatereportcard.ospi.k12.wa.us/

If you have questions or comments, contact ReportCardRedesign@k12.wa.us

Programs and Standards

Strategic Planning

Strategic Planning is a vital exercise that districts undertake to guide them into the future of educating and caring for their students. It is a process that looks to build upon existing knowledge, bring in new ideas, and work effectively within the dynamic culture of teaching and learning. Inasmuch as school districts are tasked with providing for the physical and emotional safety, as well as the equitable and well-rounded education of all students, the Strategic Plan serves as a framework around which these objectives are set and realized.

The Strategic Plan for the Stanwood-Camano School District is based on four major goals. These are:

- Goal 1: Foundational Early Learning for Every Student
- Goal 2: Responsible, Engaged Critical Thinkers
- Goal 3: Continuous Opportunity, Growth & Achievement for Every Student
- Goal 4: Future-Ready Graduates

School facilities are an essential component in supporting this work. The built environment affects one's ability to teach and learn in ways that can be seen, such as a daylit classroom, or a well appointed wood shop or science lab. This support also comes in ways unseen, like a warm room in winter, or a roof that does not leak.

Considering physical accessibility and accommodation is part of making buildings functional and welcoming for all users. Facilities can invite collaboration with the community by providing space and access. Bringing others in to share the buildings they fund enhances that feeling of ownership and creates an understanding that these facilities are assets that benefit our neighbors of all ages.

As with the Strategic Plan, continuous improvement and research on best practices are guiding principles in the constantly evolving areas of building design and building maintenance.

Programs

The programs offered in the Stanwood-Camano School District serve to support our students using the goals and guidelines laid out in the District's Strategic Plan. These programs in concert are intended to provide broad-based learning opportunities for all students. The District will graduate students who are ready to thrive in the next phase of their lives, whether they are college bound or moving into the skilled trades. There are programs at K-12 grade levels and beyond that support student needs and aspirations. Examples of the District's programs are:

- Developmental Pre-School (ages 3+ at Stanwood Elementary)
- Special Education
- ESL
- Chapter I/LAP
- Career and Technical Education (CTE)
- Music
- Art
- Alternative Education
- Gifted Program
- Athletics
- Online Learning
- Substance Abuse Program
- Transitions
- Open Doors Youth Re-Engagement (at CCC)

These programs can be found at schools throughout the District. Some programs can be accommodated in a typical classroom, while others require specialized spaces and furnishings that are unique to the building and the goals of the program. For instance, CTE attracts 1,500 students at the middle and high school levels annually. Some of the CTE offerings are: sports medicine, culinary arts, business and marketing, wood and metal shops, mechanics, robotics, computer aided drafting and design, horticulture, and animal sciences. These are 'hands on' courses that are supported by special classrooms, furnishing and equipment, technology, and associated indoor and outdoor support spaces. Athletics provides after school sports to over 700 students each school year who use existing District fields and gymnasiums. Many sports require additional site and storage provisions, typically shipping containers and portable toilets. This is also true of non-district programs which share our facilities.

Special Services learning spaces are also unique, with additional requirements related to safety, accessibility, learning styles and physical needs. Staff to student ratios are higher than in general

education classrooms. Room capacity for these programs reflects this.

The District recognizes the importance of early education and is in the process of enhancing pre-school and kindergarten-ready services, which also impacts building capacity.

Educational Program Standards

Elementary School

Per District standards, optimum design capacity for new elementary schools is 500 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

- Class size for Kindergarten should not exceed 19 students
- Class size for grade 1 should not exceed 20 students
- Class size for grades 2-3 should not exceed 21 students
- Class size for grades 4-5 should not exceed 25 students
- Special Education services for students may be provided in a self-contained classroom
- Special Education class size should generally not exceed 10 students

Middle and High School

Per District standards, optimum design capacity for new middle schools is 675 students, and optimum design capacity for new high schools is 1,200 students. However, actual capacity of individual schools may vary depending on programs offered and classroom use for teacher planning time. Special education for students will be provided in main-streamed settings as well as self-contained classrooms. Identified students will also be provided other non-traditional educational opportunities in classrooms designated for additional support. Occupant count in these classrooms will vary depending on program goals.

- Class size for grade 6 should not exceed 27 students
- Class size for grades 7-12 should not exceed 28 students
- Maximum dedicated Special Education classroom size at middle and high schools is 10
- Program specific classrooms will be provided (i.e. science, music, drama, art, home economics/culinary arts, physical education, and shops)

Building Capacity

Building capacities have been calculated using the maximum desired classroom sizes per the Stanwood-Camano Education Association Collective Bargaining Agreement. Class sizes are also reflective of size needed to support the District's educational programs and goals. As buildings add services and programs at different grade levels, or these programs relocate between schools, capacity can either increase or decrease. Existing room use was observed at all schools in the District, including general and special education classrooms, labs, and student support spaces. For purposes of assigning building capacity, the assumption is that grades will be evenly distributed among available classrooms, though this distribution will vary school-by-school and year-by-year.

Building capacity at elementary schools assumes a 100 percent classroom utilization rate, with students assigned to one classroom all day, and traveling to specialty support/enrichment spaces as scheduled. These spaces are not counted in capacity. Middle and high school classrooms, labs, music, computer and similar rooms are counted in the capacity calculation as students are no longer assigned to one teacher at these grade levels. As a result of student schedules and movement between classes during a typical day, as well as the need for specialized rooms and teacher planning space, it is not possible to achieve 100 percent utilization of all regular teaching stations throughout the day. Therefore, school capacity for middle and high schools have been adjusted by applying a utilization factor of 85 percent to reflect actual building capacity with greater accuracy.

Portables are not included in the capacity calculation. The addition of portables as housing for students in over-capacity schools is a way of managing increased student counts, but should not be considered a permanent solution to District growth.

Facilities Inventory

CEDARHOME ELEMENTARY

Address:	27911 68th Ave. NW	Portables:	9 Single
Year Built:	1998	Classrooms: Support Rooms:	19 2
Property Acreage:	18.7	Building Capacity:	432
Building SF:	48,967 Gross	2021-2022 Enrollment:	562
Addition Feasible:	Yes	2027 Projected Enrollment:	632

Cedarhome Elementary School (CES) has 19 general education classrooms, two support classrooms, and nine portable classrooms. Kindergarten through 3rd grade are housed in the main building and 4th and 5th grades are in portables. There is sufficient site area to add to the building, but the existing layout makes this option costly and not ideal for functionality. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

The building is currently over capacity by approximately 130 students who are currently housed in portables. It is anticipated this number will increase by another 70 students by 2027.

BUILDING CONDITION

The building has been well maintained and is in good shape for a building of its age. The fire alarm system was replaced in 2019 and exterior painting was done in 2017. Deficiencies are:

- Roof and gutters require replacement in the next 3-5 years
- Vinyl Composition Tile (VCT) is failing throughout the building. This is not a safety

issue at this time

- Degradation of dry sprinkler system piping
- Intercom/PA head end was replaced, but has remaining issues with audio legibility and consistent performance. System is outdated
- Boilers are at the end of their useful lives and need to be replaced
- Cracks in the masonry at the covered play

SITE CONDITION

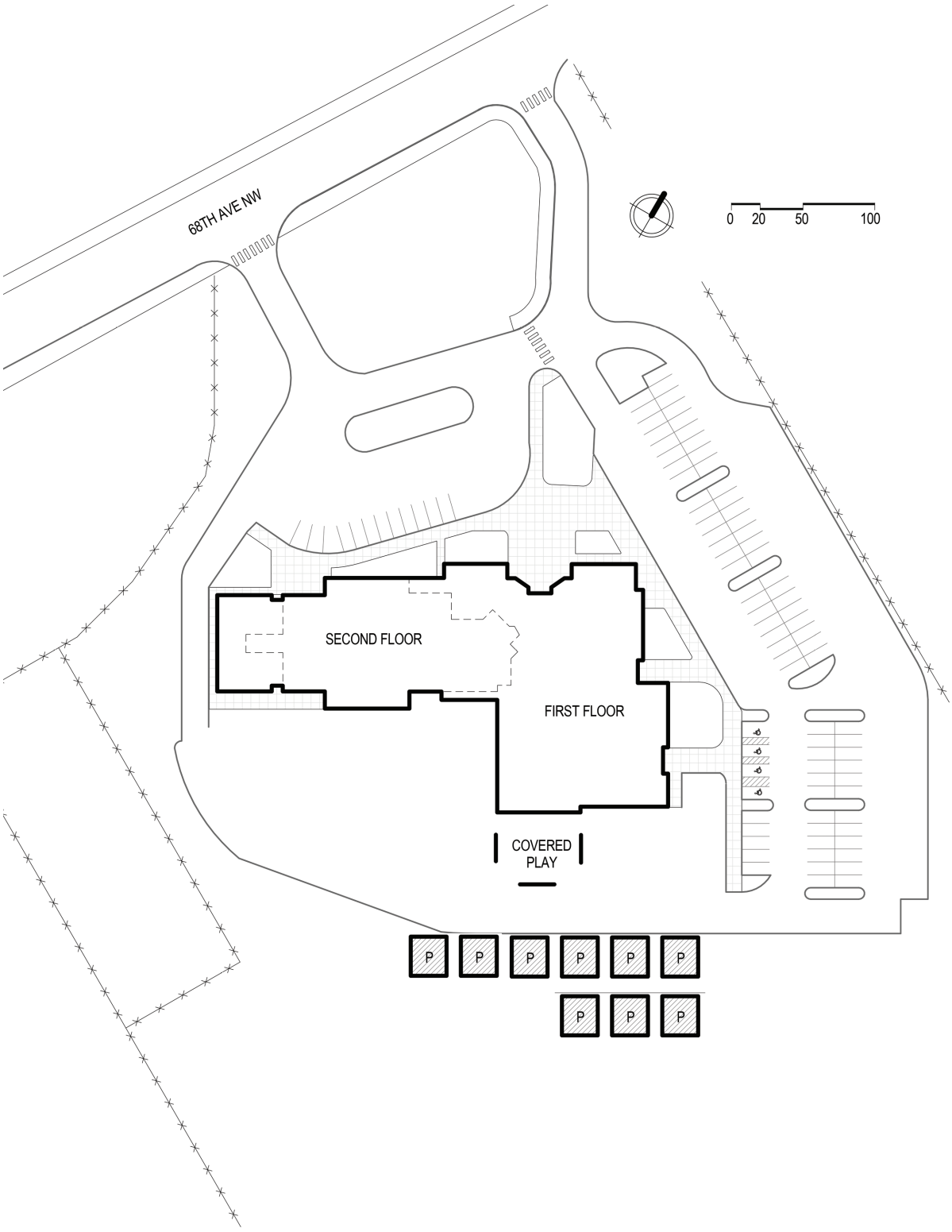
A new structured playground was installed in 2020. Some site deficiencies are:

- Parking lot has been repaired in places, but needs additional patching. The north lot in particular has deterioration caused by poor drainage in adjacent grass area
- Parent pickup often blocks the intersection at 280th St NW and 68th Ave NW
- The site is not fully fenced

SAFETY

The building has two access controlled entry points that utilize card readers for ingress. The front entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in. The playground entry also has a card reader, but is not for public use.

- There is visibility from the main office to the main entry and parking area
- The building is fully sprinklered
- The region is susceptible to earthquakes. The building is a two-story steel frame and reinforced masonry structure
- Soil liquefaction potential is low
- Overall earthquake hazard level is low
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard

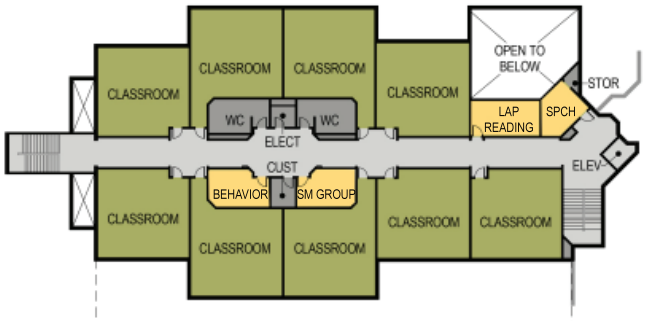


CEDARHOME ELEMENTARY SITE PLAN

CEDARHOME ELEMENTARY SCHOOL

- GENERAL EDUCATION CLASSROOM : 19
- SPECIAL EDUCATION CLASSROOM : 1
- ARTS & MUSIC : 1
- LIBRARY
- TECHNOLOGY : 0
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA : 1
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT

0 10 25 50



SECOND FLOOR PLAN

FIRST FLOOR PLAN

ELGER BAY ELEMENTARY (CAMANO ISLAND)

Address:	1812 Elger Bay Rd	Portables:	2 Single
Year Built:	2000	Classrooms: Support Rooms:	17 2
Property Acreage:	20	Building Capacity:	413
Building SF:	49,693 Gross	2021-2022 Enrollment:	335
Addition Feasible:	Yes	2027 Projected Enrollment:	385

Elger Bay Elementary School (EBE) has 17 classrooms in use for K-5, and two portables on site, one in use as storage. The computer lab has been assigned for use as a Title I instructional space. The school has public power and community water service, but not natural gas or sanitary sewer. On site storage of LP gas is utilized for boilers, and sanitary is provided by an on-site septic system.

BUILDING CONDITION

The building has been well maintained and is in good condition for it's age. Exterior painting of metal surfaces was completed in 2017. Deficiencies are:

- The building will need a new roof in the next 5-8 years
- Deterioration of dry sprinkler piping affecting functionality
- Boilers need replacing
- Many of the window blinds are worn or broken
- Some flooring is showing signs of distress from slab settlement and cracking

SITE CONDITION

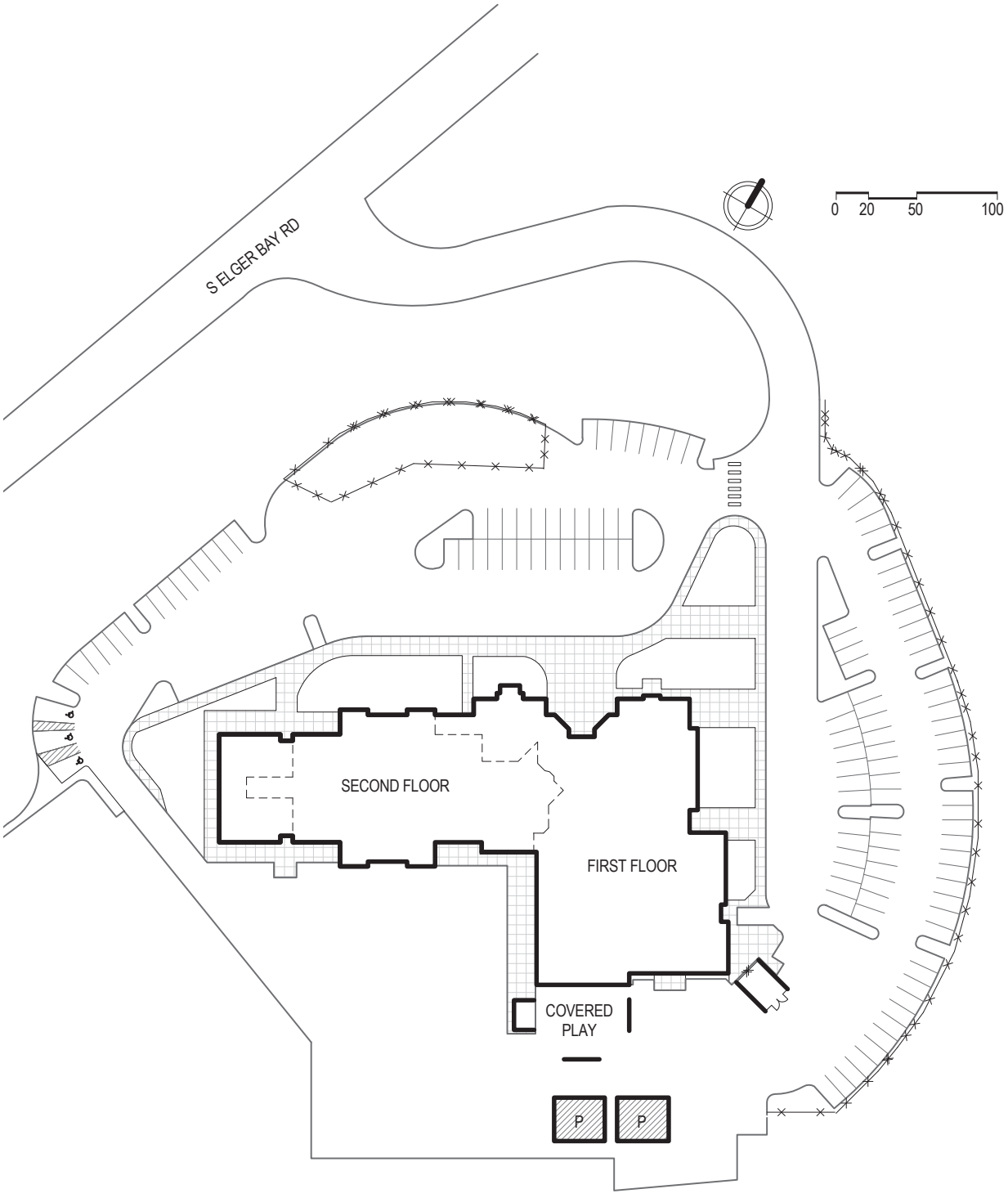
The site is in good condition. Parking lots were repaired and sealed in 2017. A new structured playground was installed in 2020.

- Septic at EBE was designed for an average daily flow of 2,345 gallons/day
- Site is located adjacent to public forest land with walking trails, but is fully fenced along those sides

SAFETY

The building has two access controlled entry points that utilize card readers for ingress. The front entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

- There is visibility from the main office to the main entry and parking area
- The building is fully sprinklered
- The building is a two-story steel frame and reinforced masonry structure
- Soil liquefaction potential is low
- Overall earthquake hazard level is low
- The building is not sited in a Tsunami Inundation zone
- The building is surrounded by forest and therefore has a higher fire risk

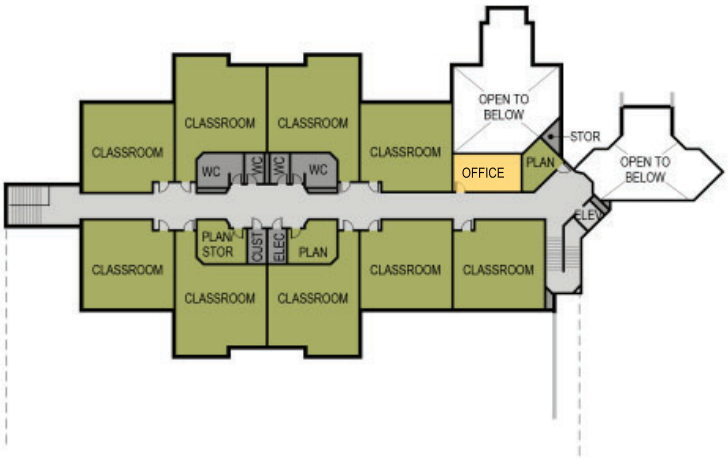


ELGER BAY ELEMENTARY SITE PLAN

ELGER BAY ELEMENTARY SCHOOL

- GENERAL EDUCATION CLASSROOM : 18
- SPECIAL EDUCATION CLASSROOM : 2
- ARTS & MUSIC : 1
- LIBRARY
- TECHNOLOGY : 1
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA : 1
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT

0 10 25 50



SECOND FLOOR PLAN

FIRST FLOOR PLAN

STANWOOD ELEMENTARY

Address:	10227 273rd Pl. NW	Portables:	4 Single
Year Built:	1955	Classrooms: Support Rooms:	22 6
Property Acreage:	12	Building Capacity:	504
Building SF:	53,570 Gross	2021-2022 Enrollment:	427
Addition Feasible:	Yes	2027 Projected Enrollment:	470

Stanwood Elementary School (SES) has 22 classrooms in use for Pre-K through Grade 5 and four portables, one of which is used for storage. The developmental preschool is located on site and four classrooms are dedicated to this. There are a number of support positions associated with the Special Services offered at SES which require more office space than the building was designed for. The school is served by public electricity, natural gas, and City of Stanwood water, storm, and sanitary sewer.

BUILDING CONDITION

The building had major renovations and additions in 1966, 1981, and 1995. Seismic upgrades were included in the '81 and '95 work. SES was one of the buildings evaluated in the DNR study, and further study is recommended. The building is located in a flood plain and is on seismically sensitive soil, and so complete replacement on the current site would be costly. An addition to the building would be feasible, but there would be added costs compared to other locations. The HVAC system is functioning and boilers were replaced in 2017, but the classroom units are aged and require increasing maintenance. This building will need to come into compliance with the Washington State Clean Buildings Act by June 1, 2028. Some building deficiencies are:

- Many exterior walls are inadequately insulated

- Windows are outdated and inefficient
- PA system is outdated and not consistently audible throughout the building
- Many classrooms are not carpeted which affects acoustics and comfort
- Exterior painting of metal and stucco finishes needed in next 5 years
- Exterior canopies and covered play should be evaluated for any needed structural upgrades
- Casework/storage shelving in some areas needs doors to limit access
- Flooring and other interior finishes are aged and wearing out in some areas

SITE CONDITION

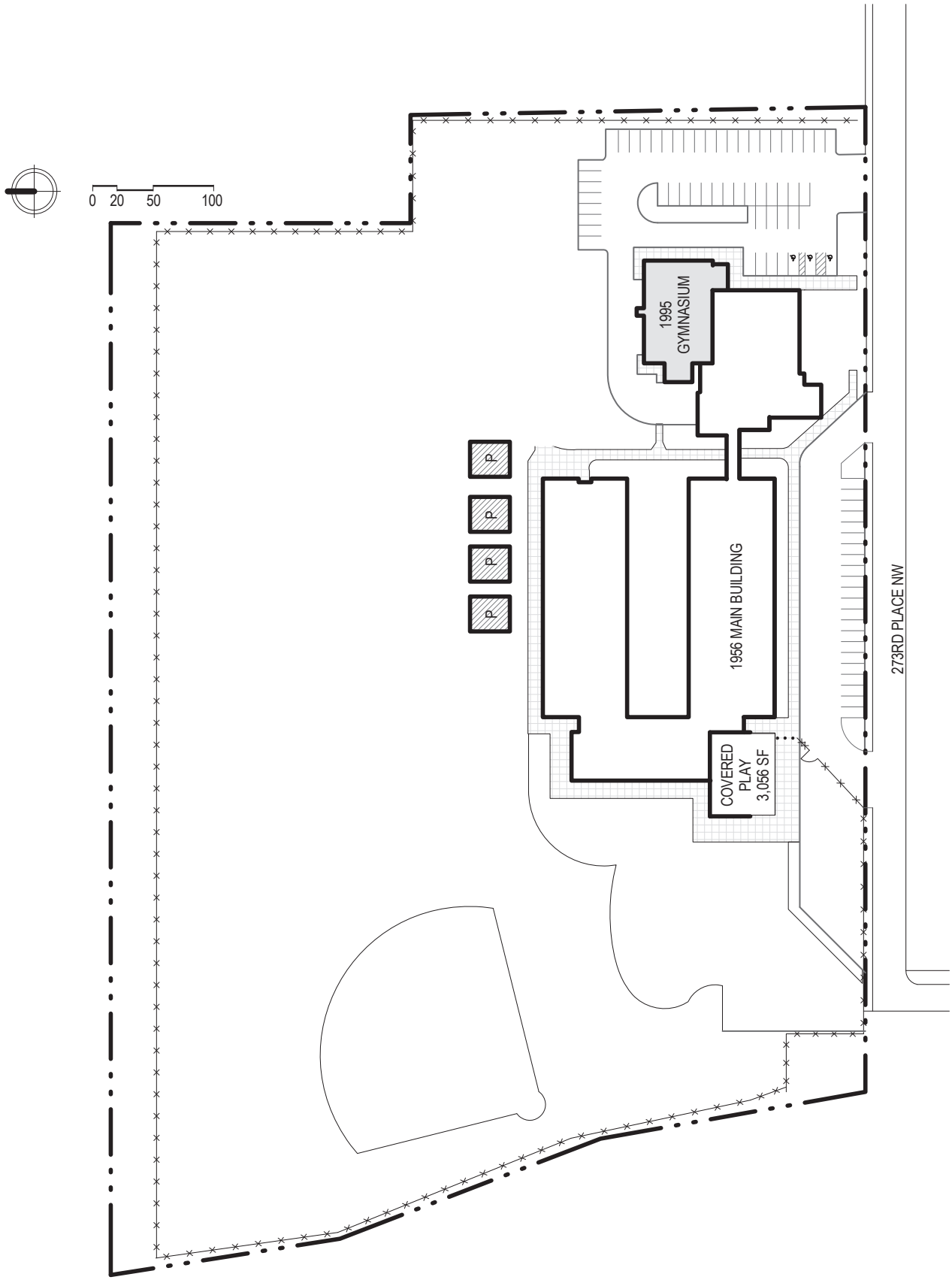
The structured playground was replaced in 2017. There is typically some field saturation during the winter months and the paved play area is limited and located directly adjacent to the street. The covered play area is smaller than other District elementary schools. Parking accommodates staff and is also being used for student pick-up to reduce the number of cars backed up on 102nd Ave. NW. Some deficiencies are:

- There is limited fencing to control foot traffic onto the site
- Portable ramps are made of wood and need repair
- A separate playground for the Pre-K program is needed
- The playground is fenced, but not visually separated from the neighborhood
- An accessible walking path would aid students with limited mobility

SAFETY

The building has two access controlled entry points that utilize card readers for ingress. The front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

- There is visibility from the main office to the main entry
- The building is not fully sprinklered
- The building is a single story wood frame structure with seismic upgrades
- Soil liquefaction potential is high
- Overall earthquake hazard level is moderate-to-high. Further seismic evaluation is needed
- The building is not sited in a Tsunami Inundation zone
- The building is sited in a high flood risk zone
- The building has a low to medium fire hazard

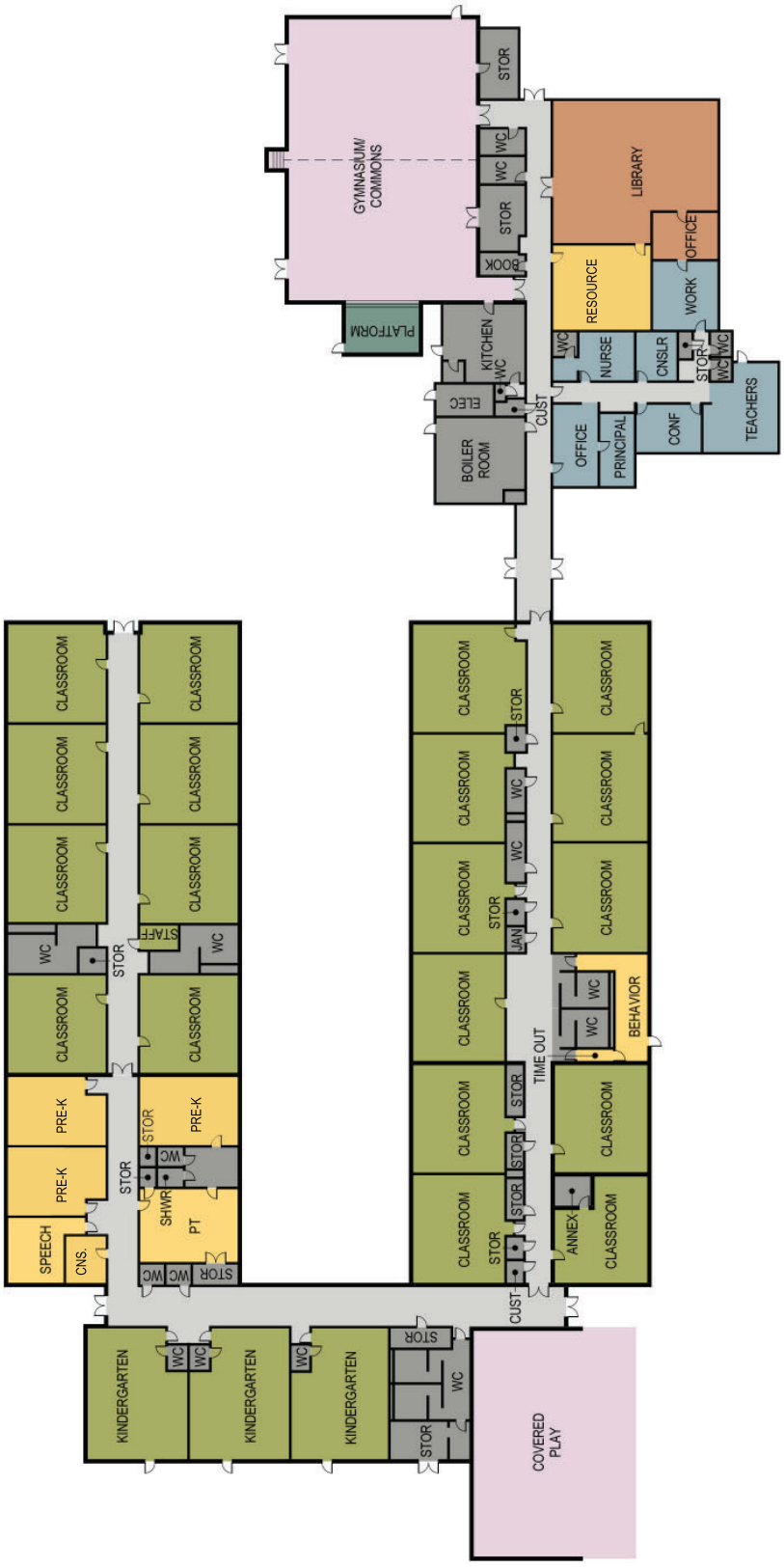


STANWOOD ELEMENTARY SITE PLAN

STANWOOD ELEMENTARY SCHOOL

- GENERAL EDUCATION CLASSROOMS: 22
- SPECIAL EDUCATION: 6
- ARTS AND MUSIC: 0
- LIBRARY
- TECHNOLOGY: 0
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA: 1
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT

0 10 25 50



TWIN CITY ELEMENTARY

Address:	26211 72nd Ave. NW	Portables:	3 Single 1 Double
Year Built:	1988	Classrooms: Support Rooms:	18 3
Property Acreage:	11	Building Capacity:	423
Building SF:	43,963 Gross	2021-2022 Enrollment:	353
Addition Feasible:	No	2027 Projected Enrollment:	435

Twin City Elementary School (TCE) has 18 general education classrooms and three classrooms dedicated to special education and support. The computer room has been transitioned for use as a general education classroom. The school has four portables (three singles and one double) which are all in use currently. An additional portable will be added to the site in 2023. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

BUILDING CONDITION

The building is in generally good condition, but because of its age it is in need of some upgrades and modifications. The exterior metal (gutters/doors/columns) were refinished in 2017. A few classrooms are separated by operable partitions, originally designed to allow for some teaching flexibility, but ultimately provide limited acoustic protection between rooms. It is desired that these operable walls be removed and replaced with stud walls. The library is an 'open concept' design and is affected by noise in surrounding corridors. Significant modification would be required to remedy this. Building deficiencies are:

- Sealant around windows is cracked and failing due to age and exposure and creates risk of water intrusion into the building

- Cracking and damaged stucco requires significant ongoing maintenance and creates risk of water intrusion into the building
- The Department of Natural Resources study recommended the covered play area be evaluated to determine any need for structural improvements
- Interior stair rails were installed out of ADA compliance
- Roofing is original and will need replacement in the next ten years

SITE CONDITION

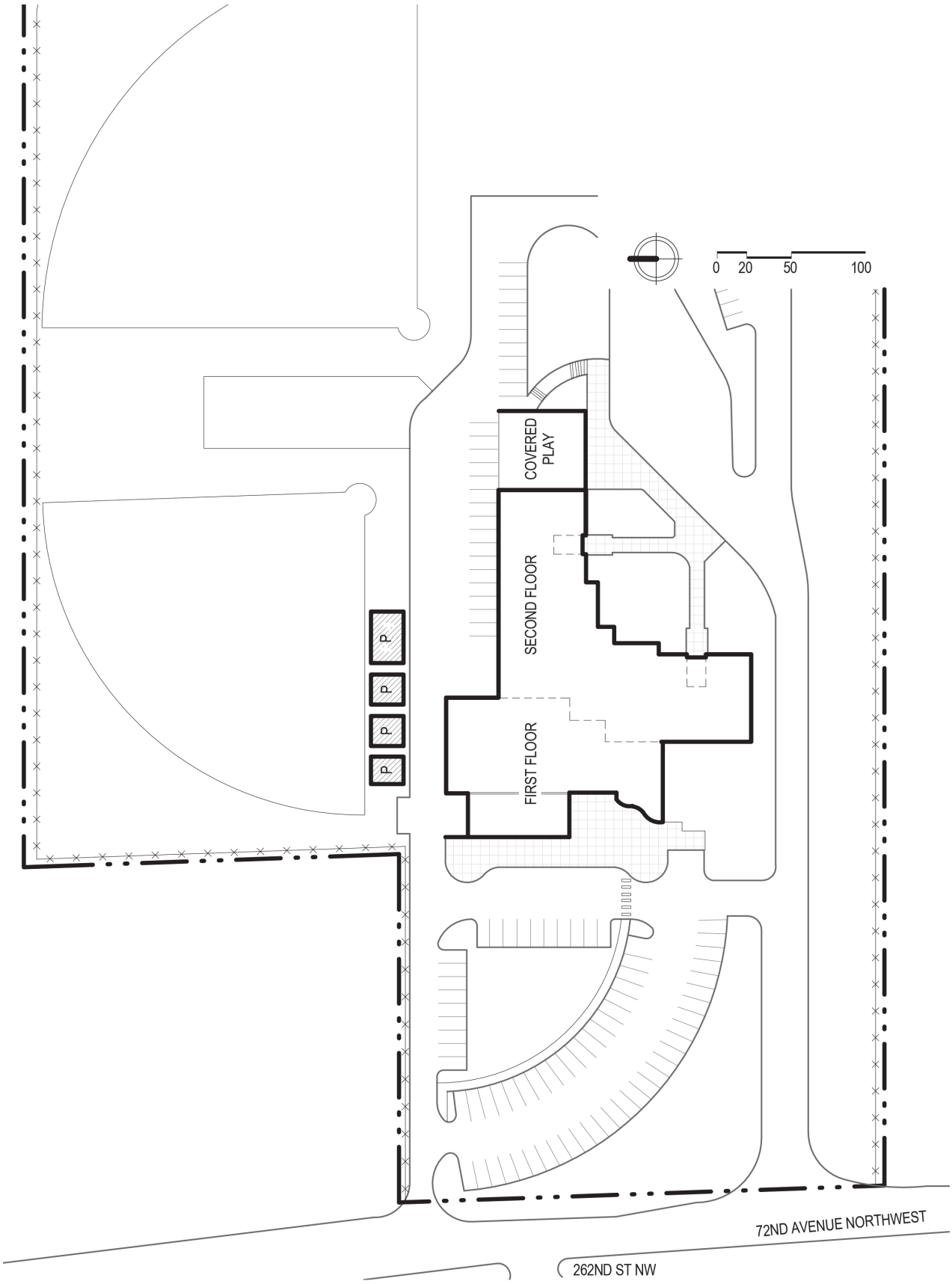
There are two formal baseball fields on site, as well as soccer and open grass areas. The structured playground was replaced in 2017 and major repairs of the parking lot and bus loop were completed in 2019. An additional portable obtained through a Special Services grant will be located on site in 2023. Site deficiencies are:

- Garbage dumpsters are located in the parking lot and are unenclosed
- Trees on west property line between bus drive and adjacent property are overgrown and require regular maintenance. These trees do provide a significant sound and visual buffer between school and apartments
- Limited area for parent drop-off and pick-up. This has been mostly resolved by routing cars around the building and utilizing the play area for queuing

SAFETY

The building has two access controlled entry points that utilize card readers for ingress. The front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

- There is limited visibility from the main office to the main entry and no view of the parking lot
- The portables and play areas are separated from the front of the school by chain link fencing
- The building is fully sprinklered
- The building is a two story steel frame structure built to early 1980's seismic codes
- Soil liquefaction potential is low
- Overall earthquake hazard level is moderate
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard



TWIN CITY ELEMENTARY SITE PLAN

TWIN CITY ELEMENTARY SCHOOL

- GENERAL EDUCATION: 18
- SPECIAL EDUCATION: 3
- ARTS & MUSIC: 1
- LIBRARY
- TECHNOLOGY: 0
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT

0 10 25 50

SECOND FLOOR PLAN

FIRST FLOOR PLAN

UTSALADY ELEMENTARY (CAMANO ISLAND)

Address:	608 Arrowhead Rd	Portables:	1
Year Built:	1999	Classrooms: Support Rooms:	20 6
Property Acreage:	19	Building Capacity:	408
Building SF:	48,967 Gross	2021-2022 Enrollment:	279
Addition Feasible:	Yes	2027 Projected Enrollment:	336

Utsalady Elementary School (UES) is located at the north end of Camano Island. There are 26 classrooms, six of which are dedicated to Special Services. The school has one portable on site which has not been in use. The building is served by electricity, natural gas, and water, and has an on site septic system.

BUILDING CONDITION

The building is in generally good condition for a structure of its age. Boilers were replaced in 2020. Some deficiencies are as follows:

- Windows are showing evidence of failed seals and water intrusion. Sealant is failing in some areas
- Fire protection components are out of date and no longer available through the manufacturer. Some replacement parts can be found through other sources, but the system will need complete replacement in the next 5 years
- Wet sprinkler system is in good condition, but the dry sprinkler systems are in poor condition and will need upgrading/replacement as soon as funds become available. This is not a life safety issue
- The school's PA is obsolete and difficult to maintain

- The roof is reaching the end of its useful life and will need replacement in the next 5-8 years

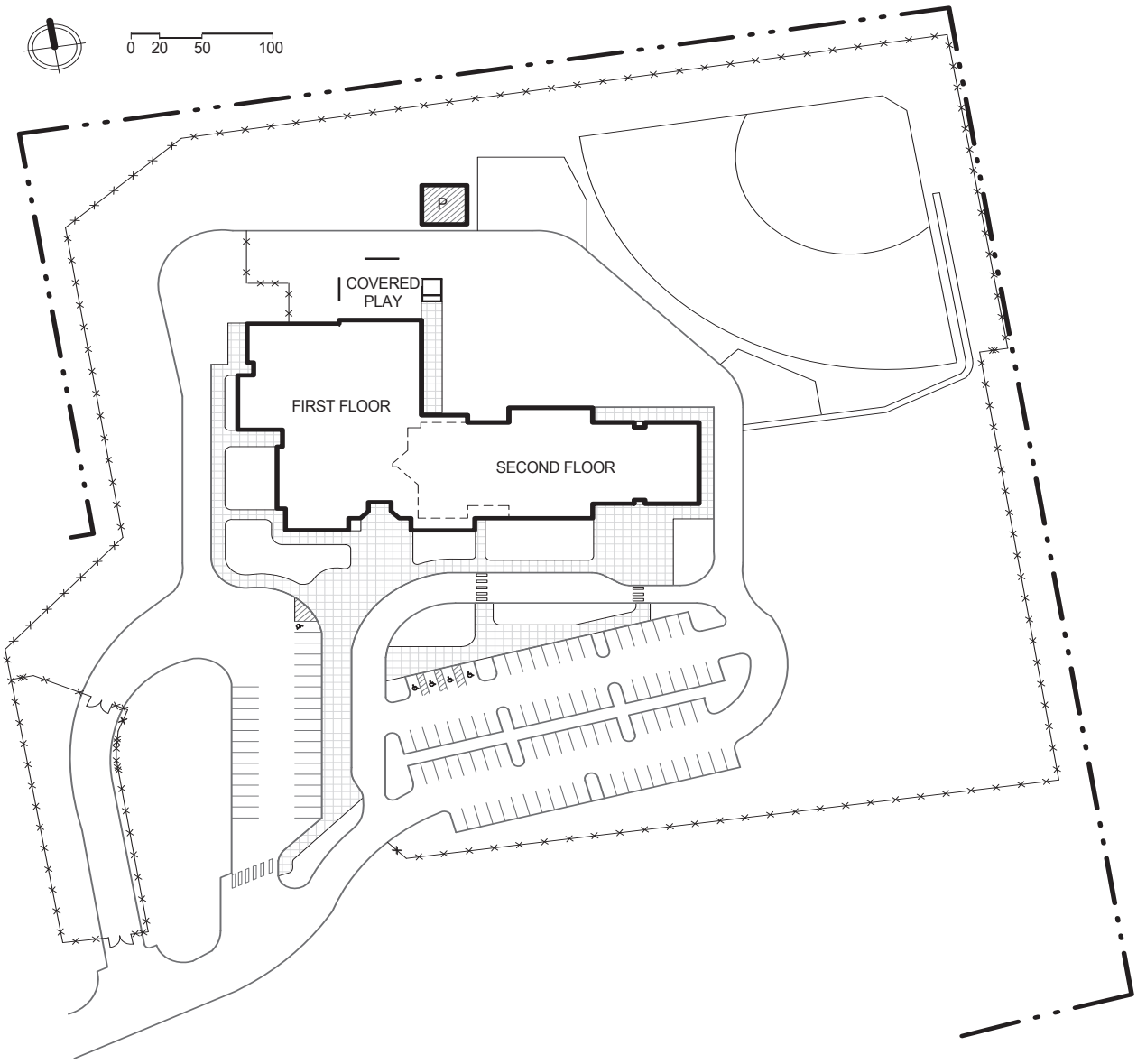
SITE CONDITION

There are no immediate issues with the site. Parking lots were cleaned and fog sealed in 2017. A new structured playground was completed in 2020.

SAFETY

The building has three access controlled entry points that utilize card readers for ingress. The front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

- There is good visibility from the main office to the main entry and limited view of the parking lot
- The building is fully sprinklered
- The building is a two story steel frame/reinforced masonry structure
- Soil liquefaction potential is low
- Overall earthquake hazard level is low-to-moderate
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building is sited in a wooded area and has a medium fire hazard

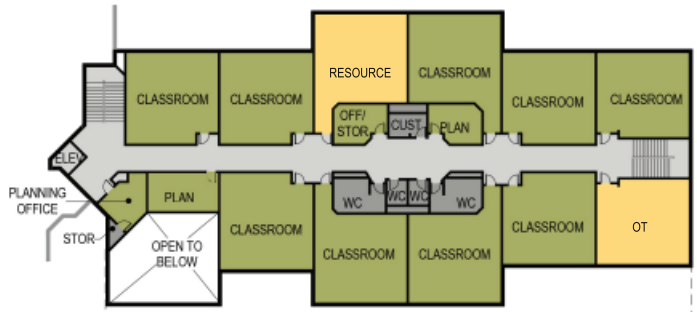


UTSALADY ELEMENTARY SITE PLAN

UTSALADY ELEMENTARY SCHOOL

- GENERAL EDUCATION CLASSROOMS: 17
- SPECIAL EDUCATION: 6
- ART & MUSIC: 1
- LIBRARY
- TECHNOLOGY: 0
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT

0 10 25 50



SECOND FLOOR PLAN

FIRST FLOOR PLAN

PORT SUSAN MIDDLE SCHOOL

Address:	7506 267th St. NW	Portables:	3
Year Built:	1999	Teaching Stations:	32
Property Acreage:	28	Building Capacity:	642
Building SF:	77,900	2021-2022 Enrollment:	482
Addition Feasible:	Yes	2027 Projected Enrollment:	624

Port Susan Middle School (PSMS) has 31 teaching stations, including four science labs, a food lab, home living classroom and six special education/support rooms. There are three portables located on site which are currently in use for storage, though the intent is to set two up for fitness and weight training to supplement the current PE program. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

BUILDING CONDITION

The building is in generally good condition for a building of its age. Roof and gutter replacement was completed in 2022 and included repairs to damaged walls caused by leaks. Some deficiencies are as follows:

- South gym masonry wall has been leaking and the grout should be repointed and the wall sealed as funds are available
- Flooring is in fair condition, but has some areas where the Vinyl Composition Tile is

cracking. Carpet shows wear patterns but has minimal staining/fraying

- PA system is outdated and obsolete

SITE CONDITION

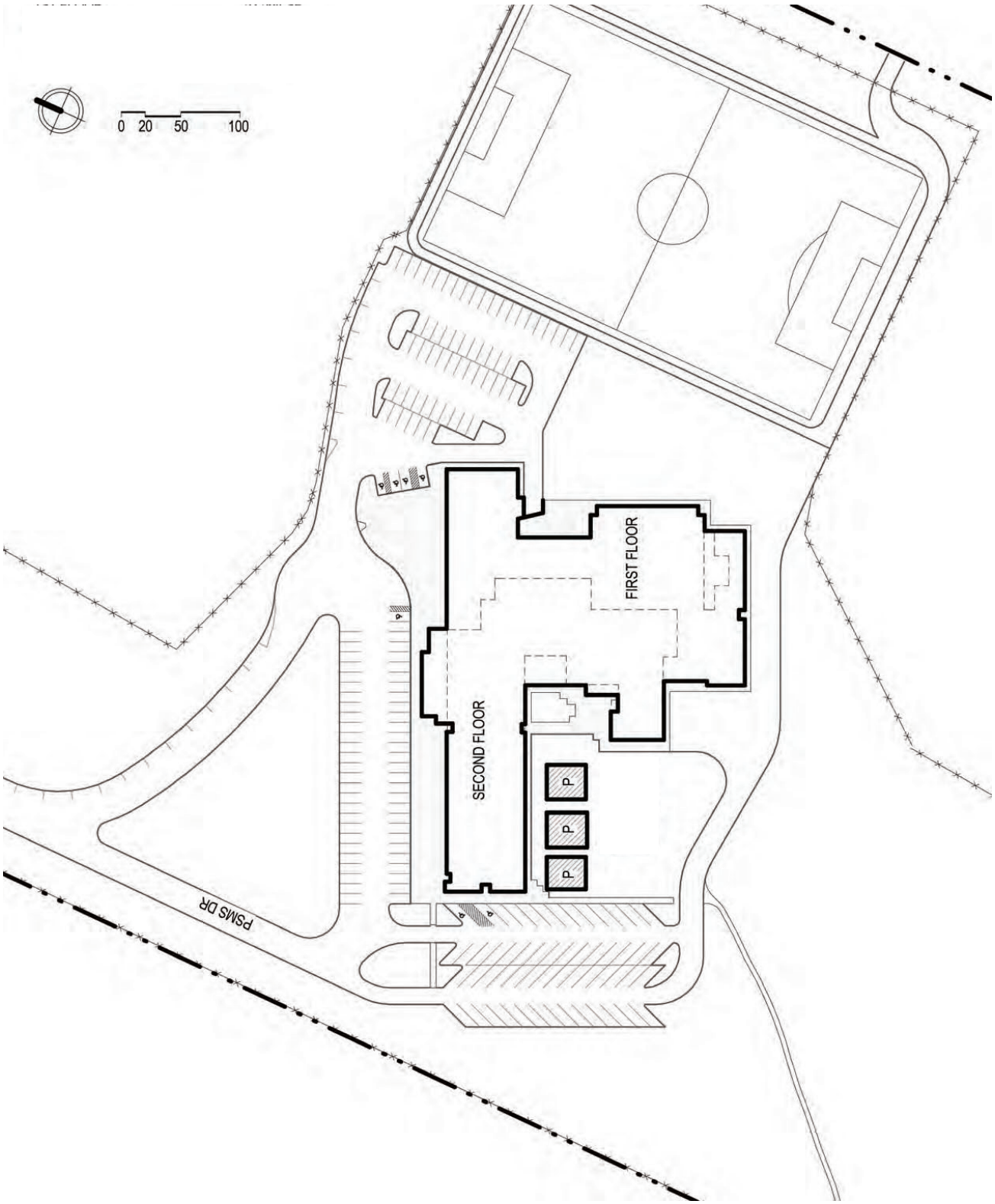
The site is in generally good condition. Parking lots were repaired and sealed in 2017. New field events equipment and ball control netting were installed in 2019. Some issues are:

- The walking track around the field is substandard. Improvements would require new retaining walls at the perimeter to increase the width
- South field is unimproved, with the exception of a walking path and informal ball field. Underlying soil is poor and becomes saturated during the winter months, making the field unusable for a portion of the school year

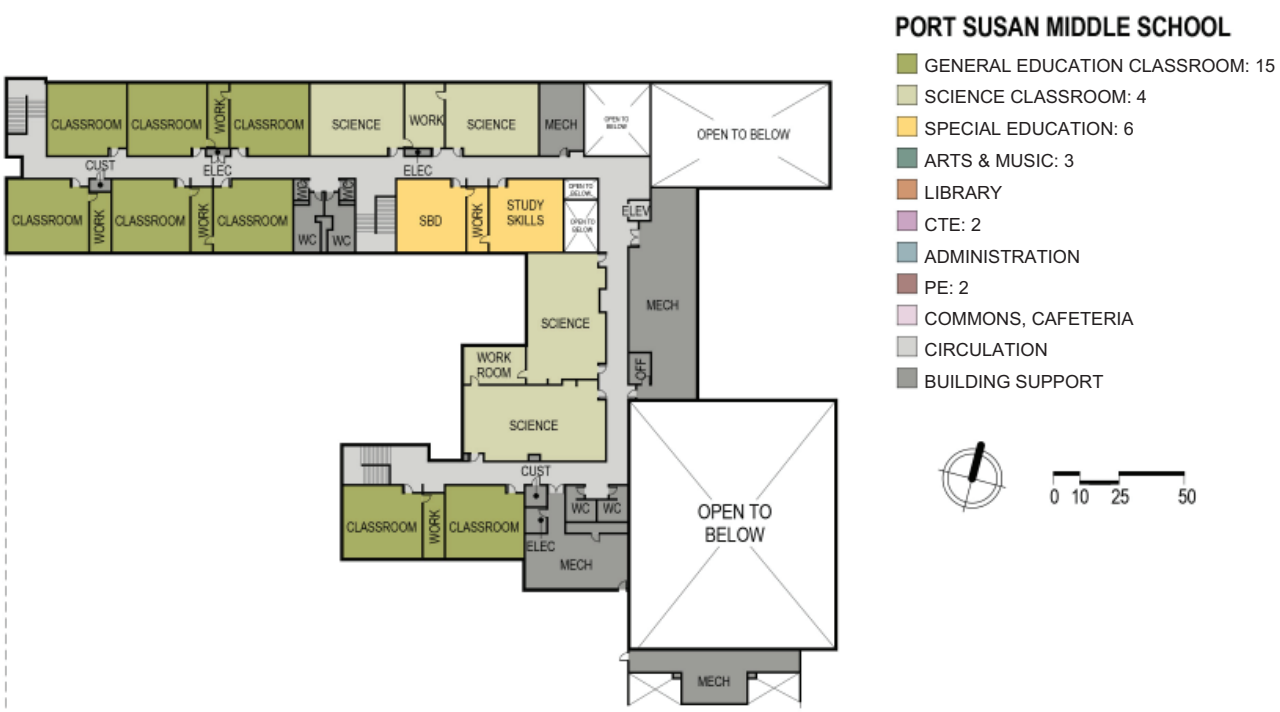
SAFETY

The building front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

- There is no visibility from the main office to the main entry and no view of the parking lot
- The neighboring community utilizes a gate in the chainlink perimeter fencing to cut through the school property during the day to access amenities to the east
- The building is fully sprinklered
- The building is a two story steel frame/reinforced masonry structure
- Soil liquefaction potential is low
- Overall earthquake hazard level is low-to-moderate
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard



PORT SUSAN MIDDLE SCHOOL SITE PLAN


PORT SUSAN MIDDLE SCHOOL
GENERAL EDUCATION CLASSROOM: 15
SCIENCE CLASSROOM: 4
SPECIAL EDUCATION: 6
ARTS & MUSIC: 3
LIBRARY
CTE: 2
ADMINISTRATION
PE: 2
COMMONS, CAFETERIA
CIRCULATION
BUILDING SUPPORT
0 10 25 50
CLASSROOM
WORK
SCIENCE
MECH
OPEN TO BELOW
CUST
ELEC
SBD
STUDY SKILLS
WC
WORK ROOM
OFF
ELEV
SECOND FLOOR PLAN


CNSLR
RECORD
PRIN
OFF
TIME OUT
LAUNDRY
HOME LIVING
FOOD LAB
SPEECH
CONF
WORK ROOM
HEALTH
SECRECP
COMMONS
CAFETORIUM
KITCHEN
PTA
LOUNGE
LIBRARY
CHORAL/STAGE
BAND
DATA
RESOURCE
LIFE SKILLS
AUDIO
SUPPLIES
GYMNASIUM
ART
BEHAVIOR
LOCKER ROOM
TRAIN
FIRST FLOOR PLAN

STANWOOD MIDDLE SCHOOL

Address:	9405 271st St NW	Portables:	3
Year(s) Built: Last Renovated:	1934, 1957, 1989 1992	Teaching Stations:	34
Property Acreage:	16.4	Building Capacity:	652
Building SF:	94,431	2021-2022 Enrollment:	471
Addition Feasible:	Yes	2027 Projected Enrollment:	596

Stanwood Middle School (SMS) has 34 teaching stations, including two science labs, a food lab, home living classroom, wood shop, computer lab, and six special education/support rooms. There are three portables located on site which are currently in use for storage. These portables are being maintained and kept in place as it would be difficult to replace them given the site location in the flood plain. The Transitions program is located on this site in separate facilities and maintenance utilizes a storage building on site as well. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

BUILDING CONDITION

The building is in generally good condition for a building of its age. The original unreinforced concrete structure was built in 1934 and renovated in 1989 and 1992, including structural upgrades. Additional structural upgrades were completed in 2019. The CTE and music buildings were built in 1957 and renovated in 1992. The east gym and classroom wings were added in 1968. The main gym was built in 1992. Windows were replaced in the west classroom wing in 2017. Some building deficiencies are as follows:

- Exterior windows in the main building are single pane and many are non-functioning
- Bleachers in the main gym are in need of replacement

- Vinyl Composition Tile flooring is in poor condition throughout and shows severe cracking and gaps, though it has remained adhered to the subfloor
- PA system is outdated and unreliable

SITE CONDITION

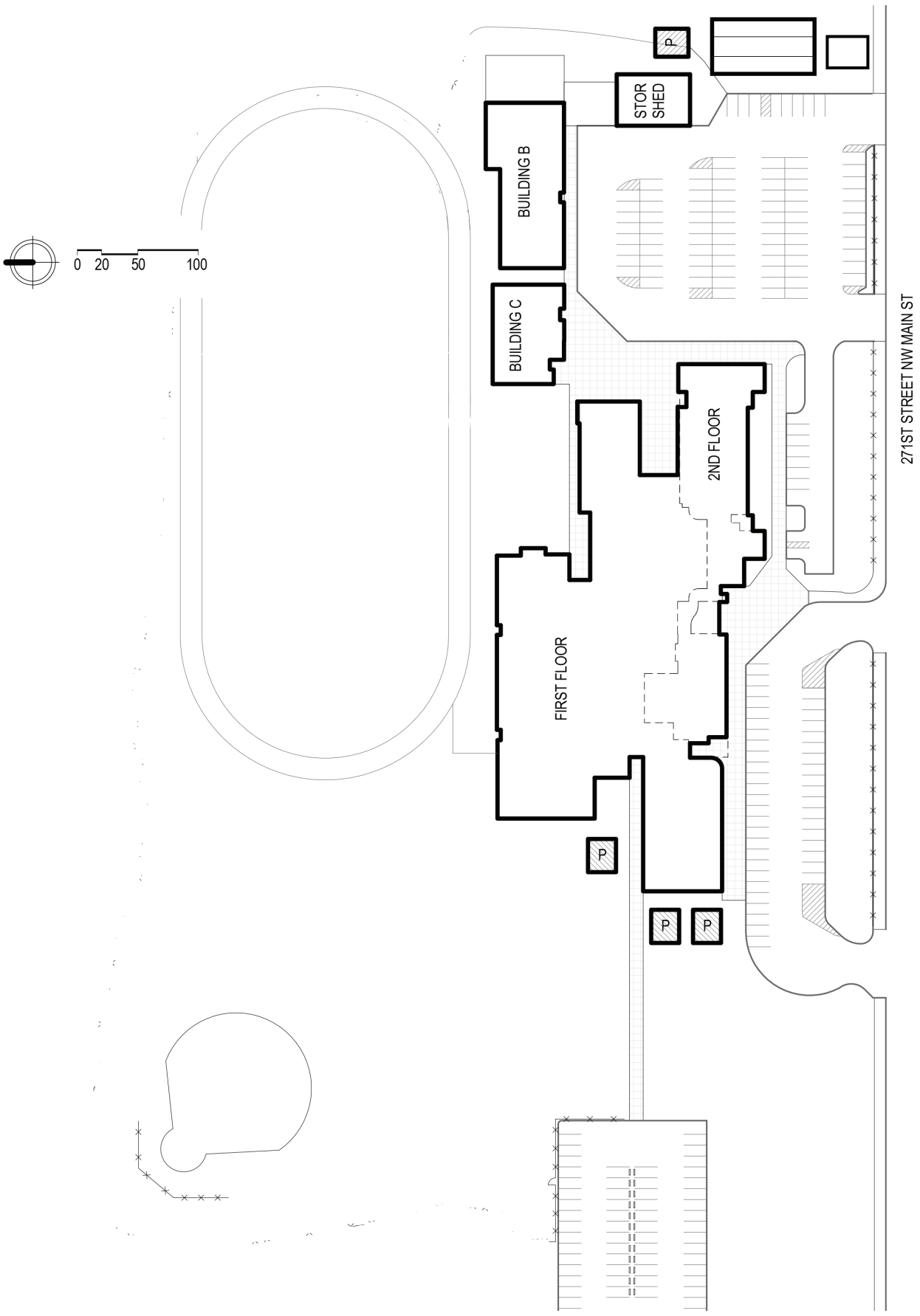
The building is situated in the flood plain and on liquefaction prone soils, so any future additions will require accommodation for this. Parking lots and running track were patched and coated in 2019. Some deficiencies are:

- Parking lots are susceptible to sinking and cracking, and require ongoing maintenance
- Catch basins continue to sink
- Areas of the site are saturated during winter months

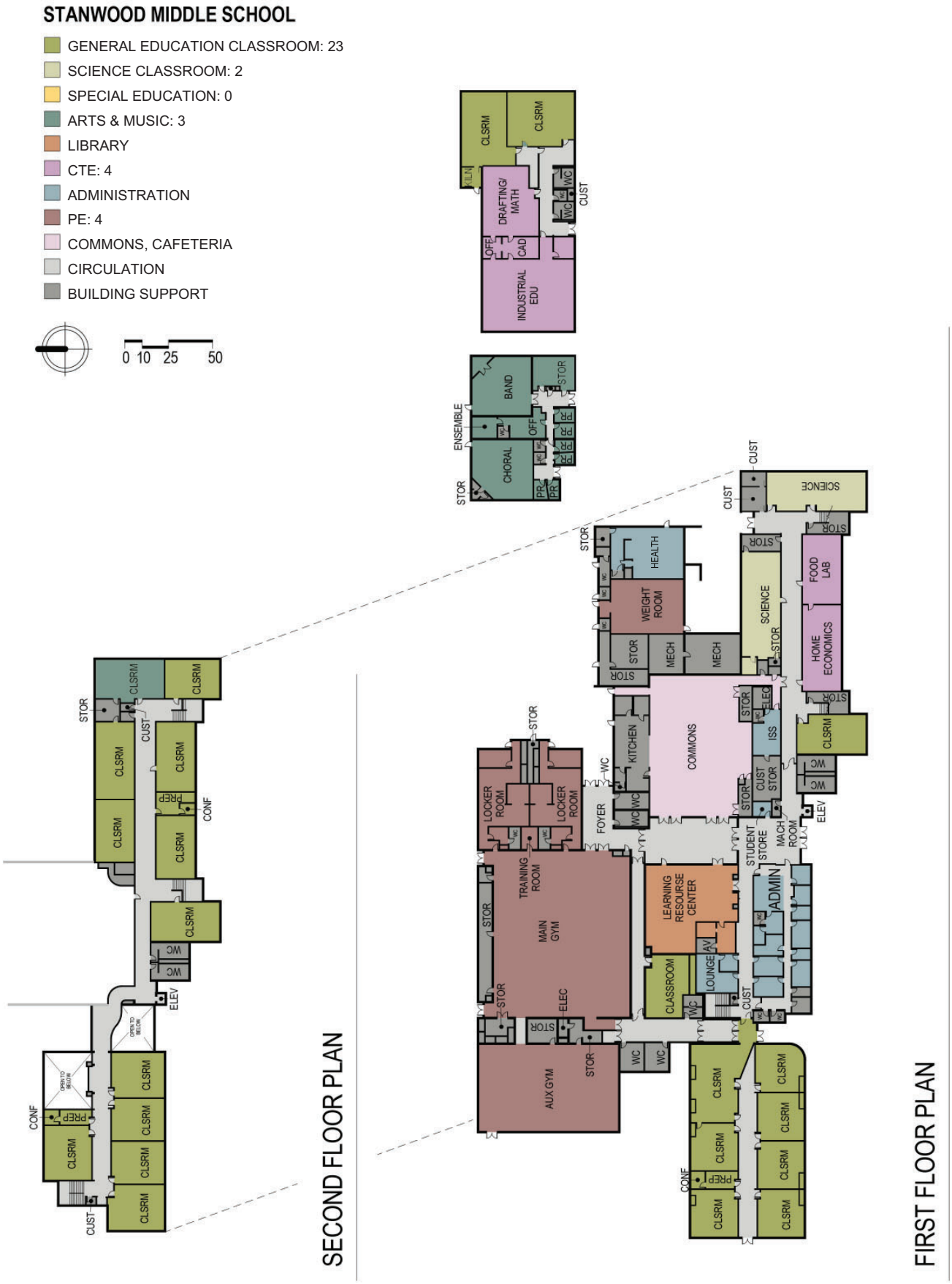
SAFETY

The building front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in. Additional card readers are in process for the CTE and Music buildings.

- There is no visibility from the main office to the exterior main entry and no view of the parking lot
- The main building is fully sprinklered, but the CTE and Music buildings are not
- The building is a mix of construction types, but has had structural upgrades throughout the years
- Soil liquefaction potential is high
- Overall earthquake hazard level is moderate-to-high
- The Department of Natural Resources recommends further seismic evaluation be performed on this building
- The building is not sited in a Tsunami Inundation zone
- The building is sited in a high flood risk zone
- The building has a low fire hazard



STANWOOD MIDDLE SCHOOL SITE PLAN


STANWOOD MIDDLE SCHOOL
GENERAL EDUCATION CLASSROOM: 23
SCIENCE CLASSROOM: 2
SPECIAL EDUCATION: 0
ARTS & MUSIC: 3
LIBRARY
CTE: 4
ADMINISTRATION
PE: 4
COMMONS, CAFETERIA
CIRCULATION
BUILDING SUPPORT
0 10 25 50
SECOND FLOOR PLAN
FIRST FLOOR PLAN

STANWOOD HIGH SCHOOL

Address:	7400 272nd St NW	Portables:	0
Year Built:	2021	Teaching Stations:	62
Property Acreage:	50.3	Building Capacity:	1,505
Building SF:	241,266	2021-2022 Enrollment:	1,217
Addition Feasible:	Yes	2027 Projected Enrollment:	1,307

The new Stanwood High School (SHS) began seeing students arrive in January of 2021. It has a capacity of 1,370 students with current use, but that capacity can be increased by evaluating the utilization rate. The building will be required to begin reporting energy use under the Clean Buildings Law in 2026. Given the energy standards under which the building was designed, it is not anticipated that there will be any further improvements to comply with this law. The campus is served by natural gas, electricity, sewer and water.

Stanwood High School serves as an emergency shelter for the Josephine Caring Community residents in cooperation with the American Red Cross.

BUILDING CONDITION

This is a new facility, built to the latest energy and seismic codes.

SITE CONDITION

The site is transversed by a large wetland that serves as part of the City of Stanwood stormwater system. Landscaped areas have permanent irrigation and are planted with low maintenance native species. New turf fields were installed as part of the 2017 Bond work.

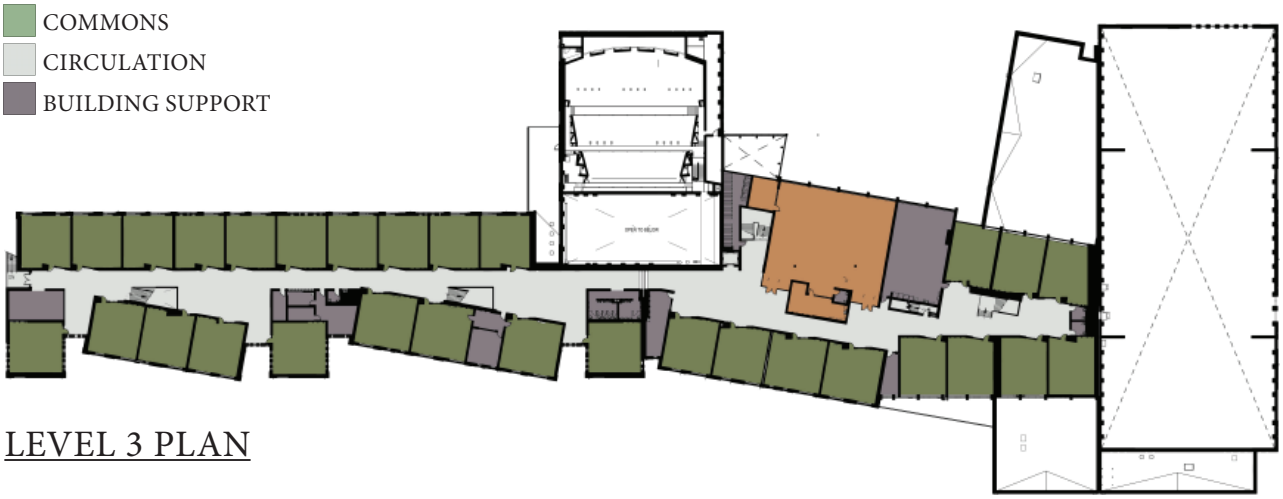
SAFETY

The building design incorporates security vestibules and electronic access control at exterior doors. Office staff have the ability to put the building into lockdown with the push of a button.

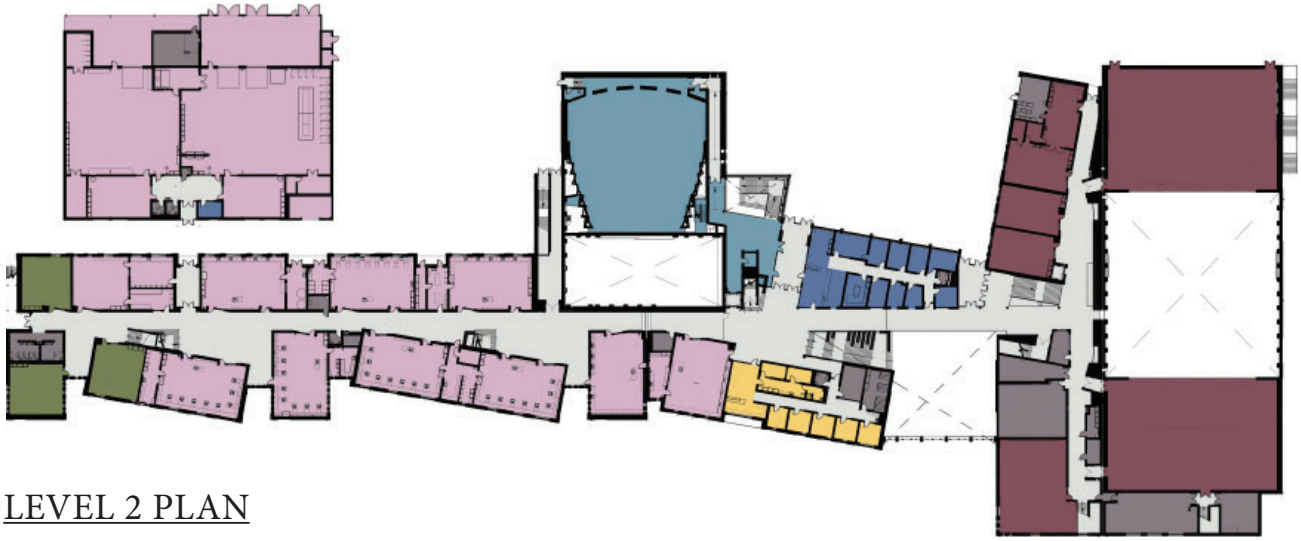
- There is a CCTV system which covers the parking areas and common spaces
- There is good visibility from the main office to the main entry and a good view of the student parking lot
- The building is fully sprinklered
- The building is a 3-story steel frame/reinforced masonry structure
- The foundation utilizes aggregate piers to overcome limited bearing on-site soils
- Potential for building damage from earthquake is very low
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard

STANWOOD HIGH SCHOOL

- GENERAL EDUCATION CLASSROOMS = 36
- SPECIAL SERVICES CLASSROOM & SUPPORT = 3
- ARTS AND MUSIC = 4
- LIBRARY = 1
- CTE & SCIENCE = 13
- ATHLETICS = 9
- ADMINISTRATION
- COMMONS
- CIRCULATION
- BUILDING SUPPORT



LEVEL 3 PLAN



LEVEL 2 PLAN

LEVEL 1 PLAN

CHURCH CREEK CAMPUS

- **Lincoln Hill High School (LHHS)**
- **Lincoln Academy (LA)**
- **Saratoga**

Address:	7600 272nd St NW	Portables:	0
Year Built:	2020	Classrooms:	12
Property Acreage:	12	Capacity:	(see narrative)
Building SF.:	43,972	2021-2022 Enrollment:	130 (LHHS) 17 (LA) 259 (Saratoga)
Addition Feasible:	Yes (unconnected)	Projected 2027 Enrollment:	

The Church Creek Campus (CCC) was completed in 2020. It houses the District's alternative learning programs, Lincoln Hill High School (LHHS) and Lincoln Academy (LA), as well as Saratoga School. LHHS and LA were previously located in the old Church Creek Elementary building, and Saratoga was housed in two modular buildings on the Stanwood Middle School property. Students at LHHS access classes at SHS, so the schedules must be coordinated to accommodate this, making the utilization rate less efficient and affecting building capacity. The LHHS/LA wing of the building includes a dedicated art room, science lab, and CTE classroom. The Saratoga wing includes a curriculum library, family room, science room and structured play area. The programs are physically separated by a shared gym/cafeteria area. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

BUILDING CONDITION

This is a new building, constructed to the latest energy and seismic codes.

SITE CONDITION

The site is adjacent to the SHS ballfields and is connected by a walking path to SHS facilities. Landscaped areas have permanent irrigation and are planted with low maintenance native species.

SAFETY

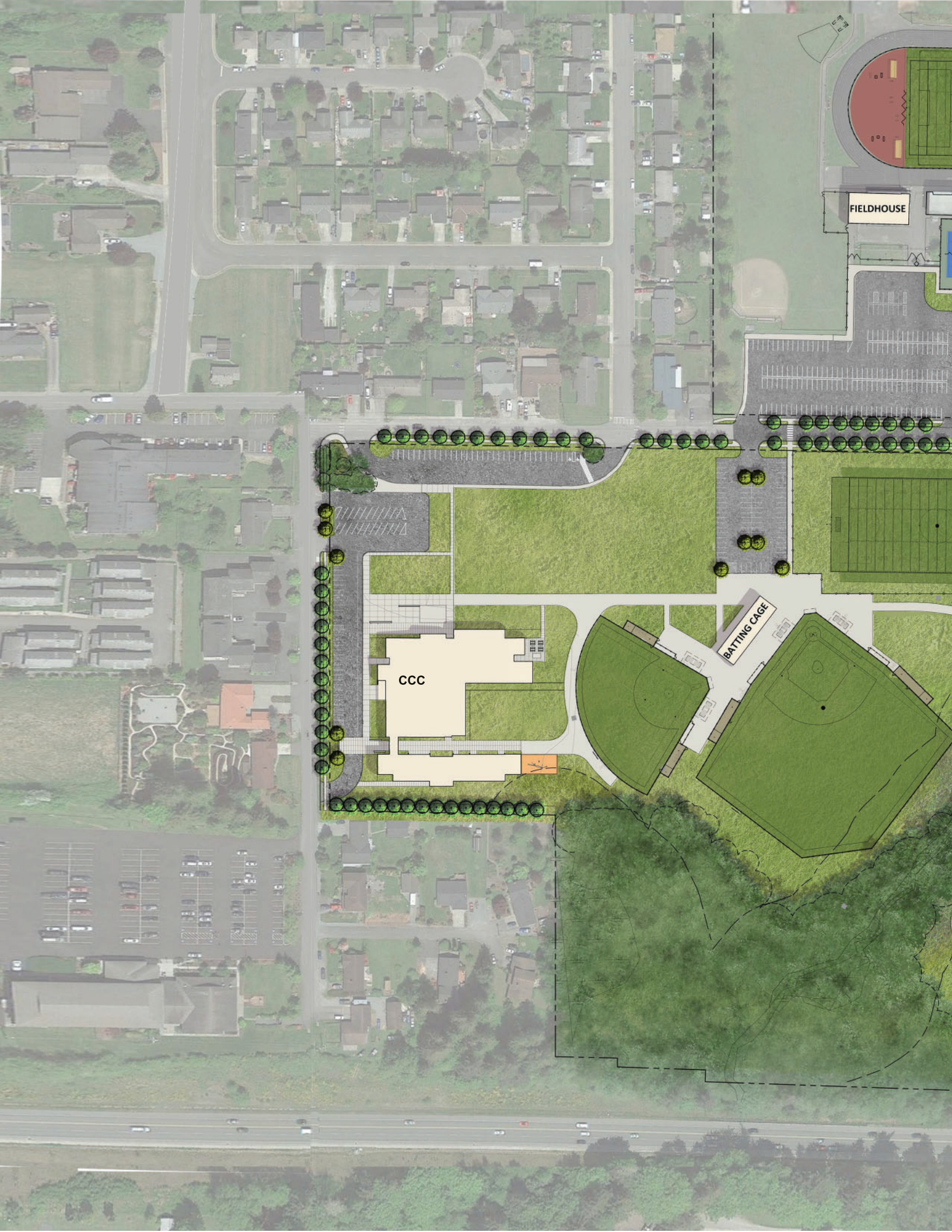
The building design incorporates security vestibules and electronic access control at exterior doors. Office staff has the ability to put the building into lockdown with the push of a button.

- There is a CCTV system which covers the parking areas and common spaces
- There is good visibility from the main office to the main entry in the LHHS/LA wing. Saratoga does not have a direct view to the exterior, but does have good visibility into the secure vestibule
- The building is fully sprinklered
- The building is a single story wood frame structure
- Potential for damage from earthquake is very low
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard

CHURCH CREEK CAMPUS

- GENERAL EDUCATION CLASSROOMS = 8
- SPECIAL SERVICES CLASSROOM & SUPPORT = 0
- ARTS AND MUSIC = 1
- LIBRARY = 1
- CTE & SCIENCE = 3
- ATHLETICS = 1
- ADMINISTRATION
- COMMONS
- CIRCULATION
- BUILDING SUPPORT

LEVEL 1 PLAN


FIELDHOUSE
CCC
BATTING CAGE

SHS/CCC SITE PLAN

STADIUM AND FIELDS

The stadium football field was upgraded to turf as part of the Stanwood High School project, funded by the 2017 Bond. New turf fields were added to replace the grass fields and relocated as part of the campus reconfiguration. The new fields are: the multi-purpose field, located on 272nd St. SW in front of the new high school; and one each fast pitch and baseball fields, located between SHS and CCC. Additional improvements to the athletics properties as part of the bond work included an addition and renovation of the existing field house adjacent to the football field; the addition of a field events area west of the football field; and the addition of toilet rooms and upgraded locker room at the batting cage adjacent to the ballfields. The grass practice ballfields were left as is and are still in use. The tennis courts were expanded and upgraded in 2020. There are eight located adjacent to the stadium.

Port Susan Middle School has a football/soccer field with a paved, unstriped walking track, and an informal field with a baseball diamond. During the wet season, this field becomes unsuitable for PE or athletics.

Stanwood Middle School has a grass football/soccer field with a paved, striped running track, and an informal field with a baseball diamond.

All elementary schools have new structured play areas and informal playfields. Twin City has two ballfields, Cedarhome one, Stanwood Elementary one, Utsalady has a ballfield and informal soccer field, and Elger Bay has informal playfields with one ballfield.

MAINTENANCE AND TECHNOLOGY CENTER

Address:	7401 272nd St NW	Building SF: IT Maintenance Storage Portable	8,200 7,414 900
Year Built: IT Maintenance:	2020 2020 (Renovation)	Property Acreage:	(included in SHS 50.3)

The Maintenance and Technology Center (MTC) site includes the District's IT and maintenance buildings, and a custodial storage portable. The IT building is a prefabricated steel structure which houses the Technology Department staff, IT storage, staging area, and repair spaces. Approximately half of the 8,000 SF building is dedicated to District storage, managed by the Maintenance Department.

The maintenance building was renovated and expanded as part of the same 2017 Bond project. The original 1940's concrete masonry structure was utilized as a bus barn until 2002. The 2020 work added approximately 500 SF to the existing building and was a complete renovation of the rest.

The buildings and site are in good condition.

TRANSPORTATION

Address:	9001 272nd St NW	Building SF.:	13,680
Year Built:	2002	Property Acreage:	7

The Transportation facility houses the District's bus and vehicle fleet. It includes a bus wash and mechanics bays. There is also a large kitchen/lunch room area for drivers to use between routes. The building is in good shape, but the parking lot is experiencing significant stability issues, which appear as sink-holes and deteriorated paving. To repair this, a large percentage of the paving will need to be removed and the subgrade improved. The site is located in the flood zone on liquefaction prone soils.

DISTRICT OFFICE

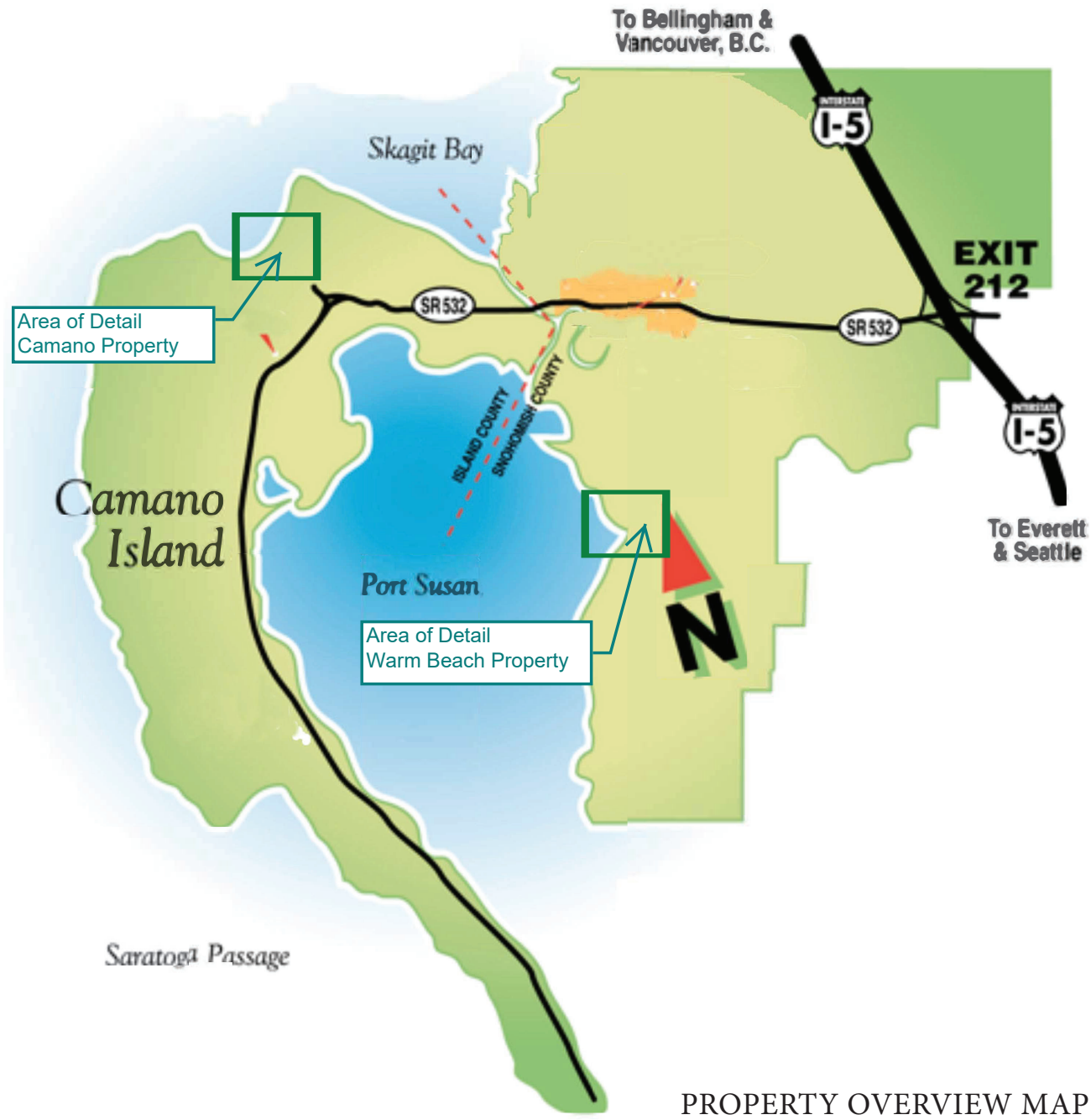
Address:	26920 Pioneer Hwy	Building SF.:	8,880
Year Built:	2005 (Renovation)	Property Acreage:	0.9

The District Office houses the superintendent, District administrators and support staff. The board room is located on the lower floor and is utilized for board meetings, District training, and other large group gatherings. The building is in generally good shape, though the roof is aging and has experienced some leaking over the past five years. Building capacity is nearing maximum and there is no opportunity for expansion.

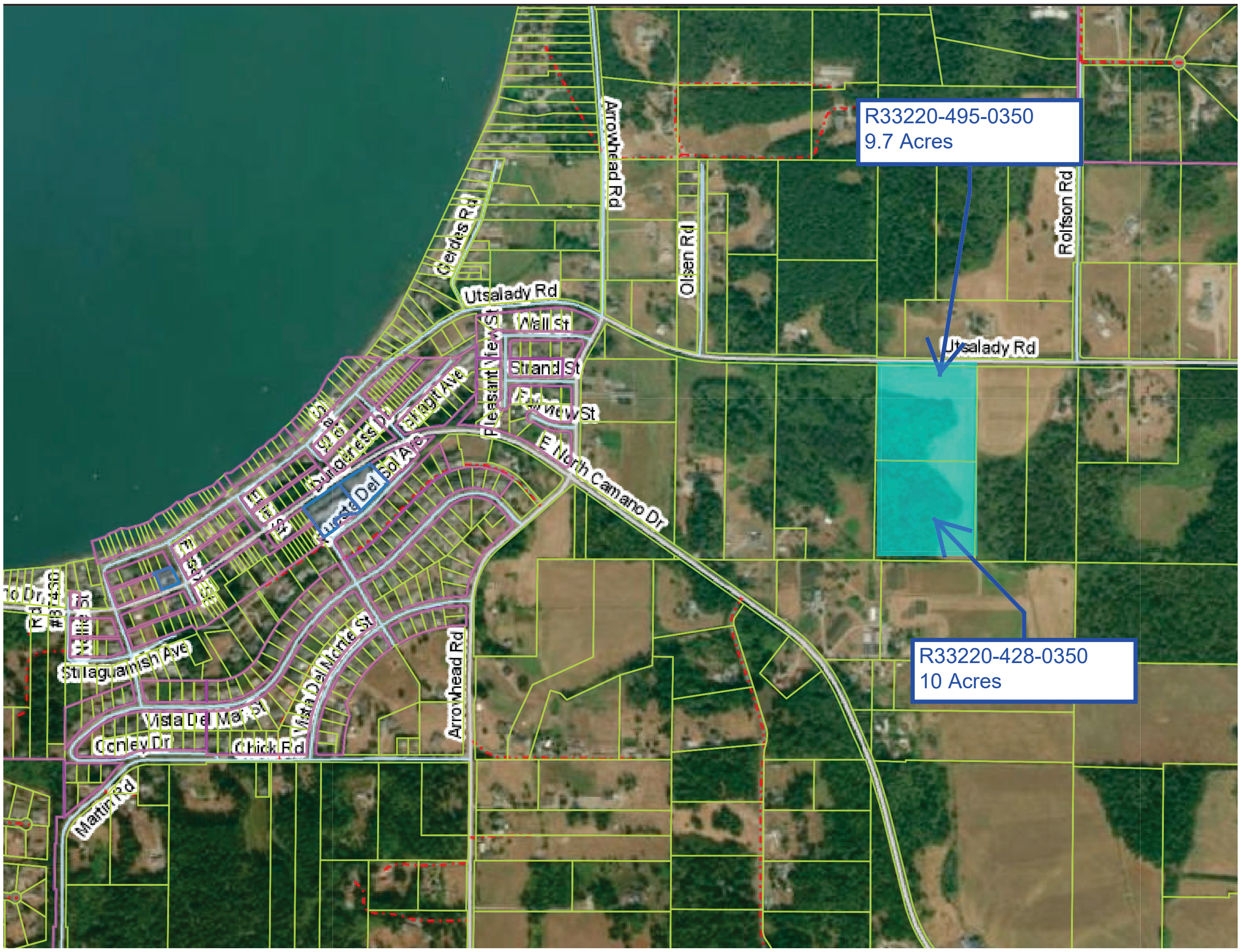
Land

The District owns property on Camano Island and near Warm Beach that can be used for future schools or sold. Per RCW 28A.335.130, proceeds from property sold by the District must be deposited into the capital projects fund and/or the debt services fund.

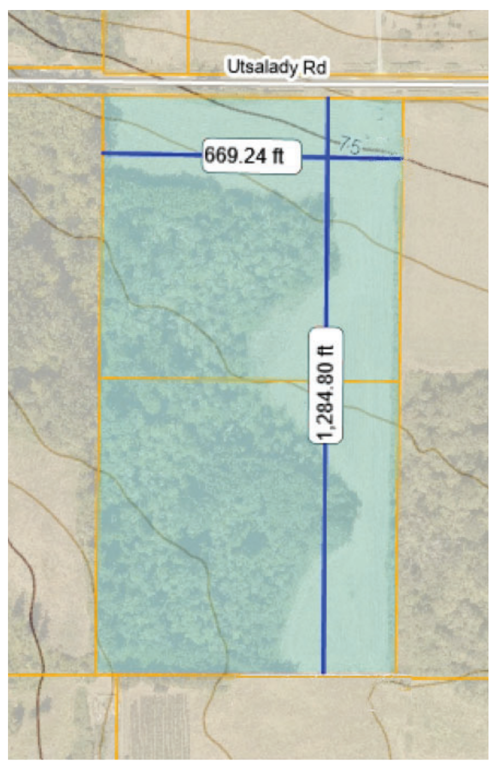
The minimum property size for an elementary school is approximately eight acres, which includes parking, structured/paved play areas, and grass fields. Allowing for green space and future expansion, the site would ideally be closer to twelve acres. The minimum size for a middle school is approximately 15 acres, though ideally the site would be at least 20 acres. Variables related to required property size include number of stories and building footprint, property characteristics such as slope, wetlands, green space, and availability of sanitary utilities.



PROPERTY OVERVIEW MAP

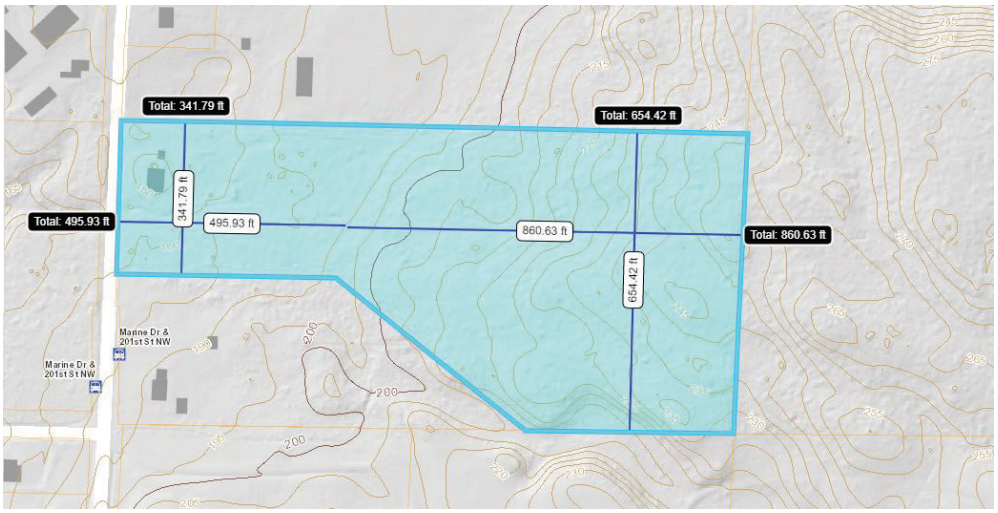


The District owns two contiguous parcels totaling approximately 20 acres on north Camano Island. Access is from Ustalady Road. Island County mapping shows no critical areas, thought a wetland evaluation would be required prior to development. The land is relatively flat and approximately 65 percent wooded. The assessed value is $300,000.00 for both parcels, though sales of property in the area range from $50,000.00 to $100,000.00 per acre. At this time, water, sewer and natural gas are not available for this property. Electricity is available.

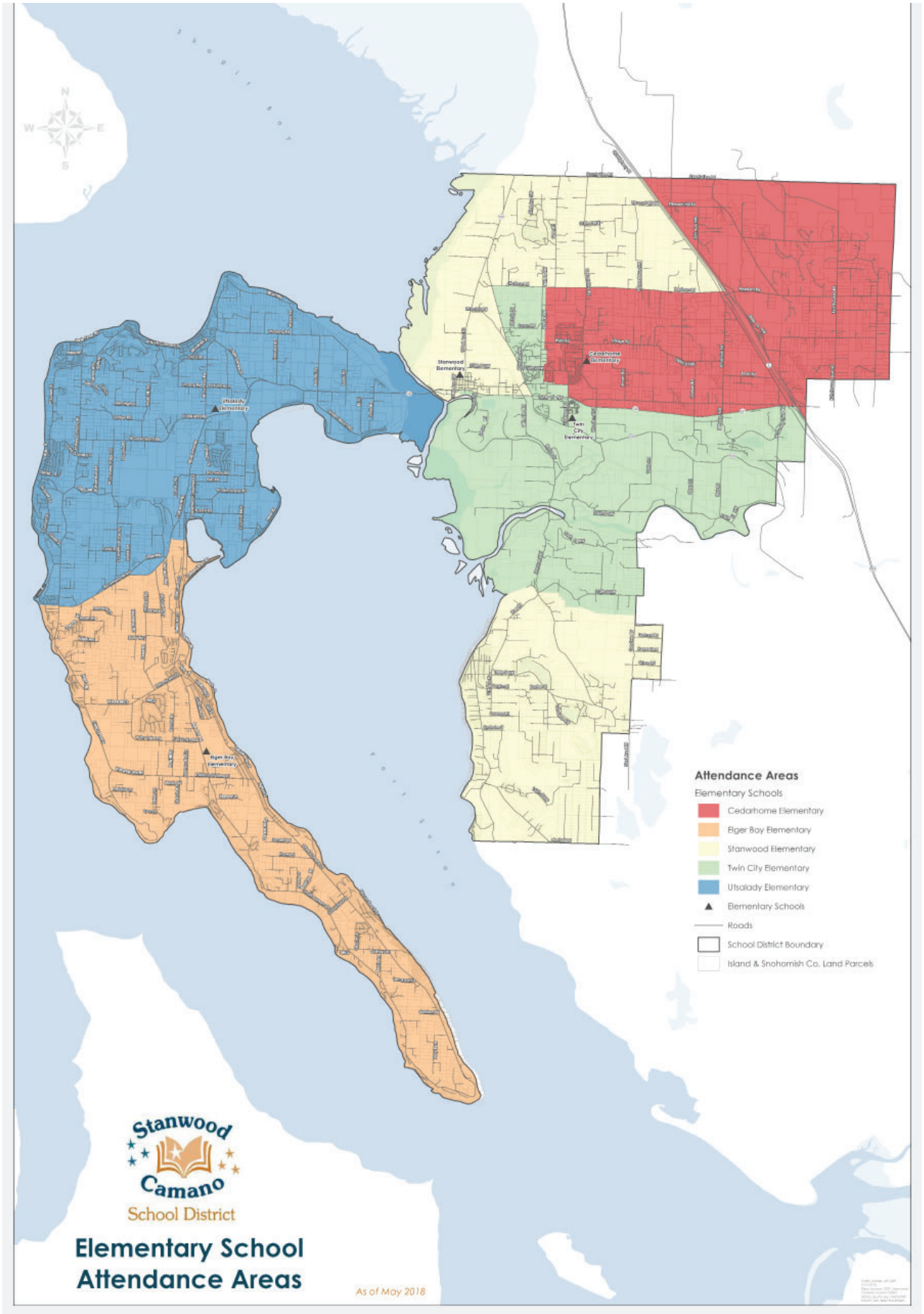


WARM BEACH

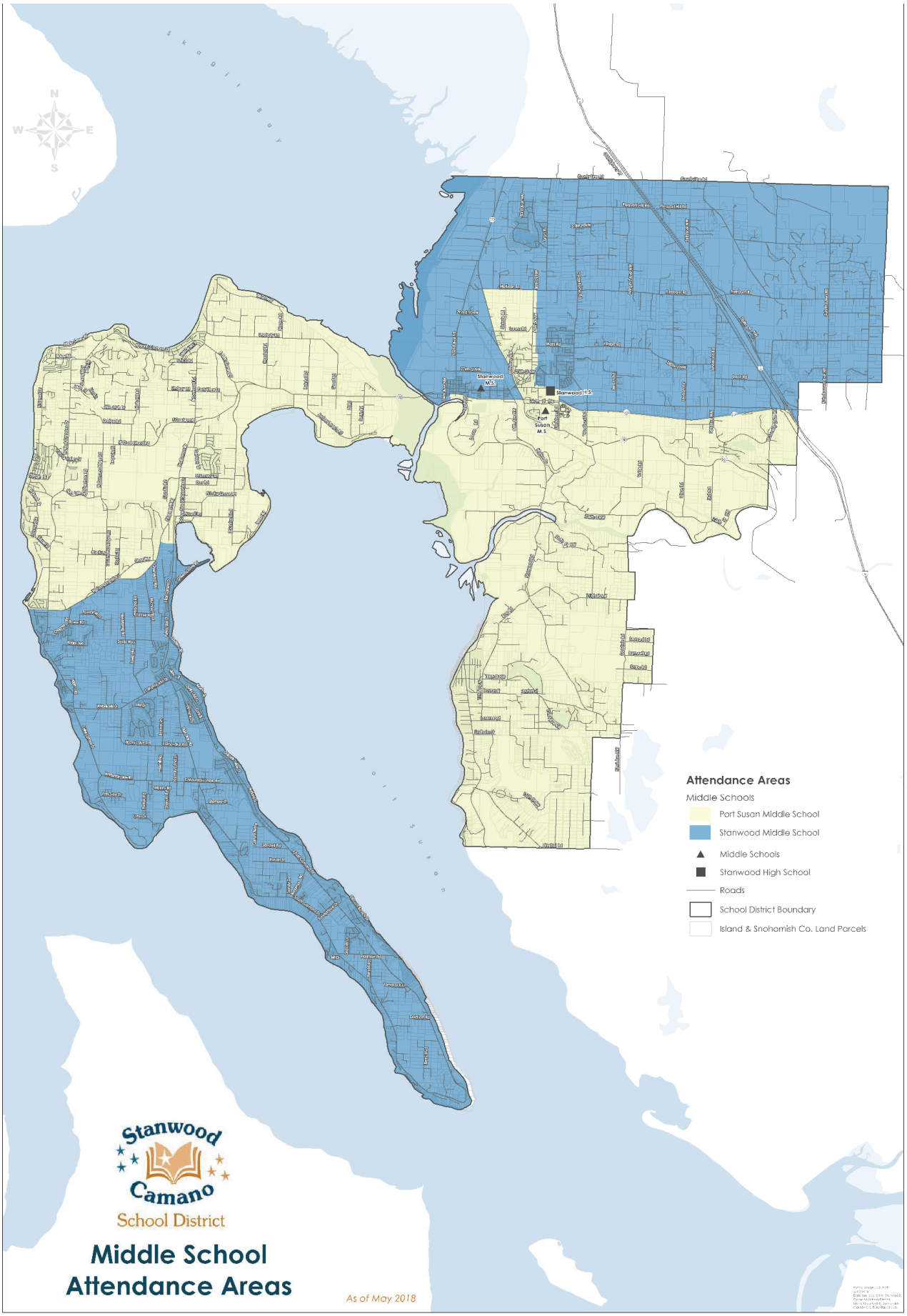
The District owns 15 acres of land in Warm Beach. There is direct access off of Marine Drive, a two lane major connector county road. Adjacent parcels have wetlands. The site slopes down east to west and has a drop of approximately 60 feet over a distance 860 feet. This does not classify as a critical area/steep slope, but will affect site development costs. The entire site is wooded. At this time, water, sewer and natural gas are not available for this property. Electricity is available.



ATTENDANCE AREA - ELEMENTARY SCHOOLS



ATTENDANCE AREA - MIDDLE SCHOOLS



Student Enrollment Trends and Projections

Projected Growth

The Office of the Superintendent of Public Instruction (OSPI) enrollment projections for the Stanwood-Camano School District through the year 2027 are shown on Figure 1, below. OSPI six year projections are determined solely using the Cohort Survival Rate, which estimates how many students will attend the next grade up the following year, extrapolated from previous years' data. The OSPI five year cohort method does not take into account changes in area birthrates or area housing capacity. This more complex analysis has been provided to the District in a targeted report by Educational Data Solutions, LLC (EDS)[1].

OSPI predicts the Stanwood-Camano School District student population will have an additional 669 students by the year 2027. The growth is primarily in grades K-5, which accounts for 547 of those students.

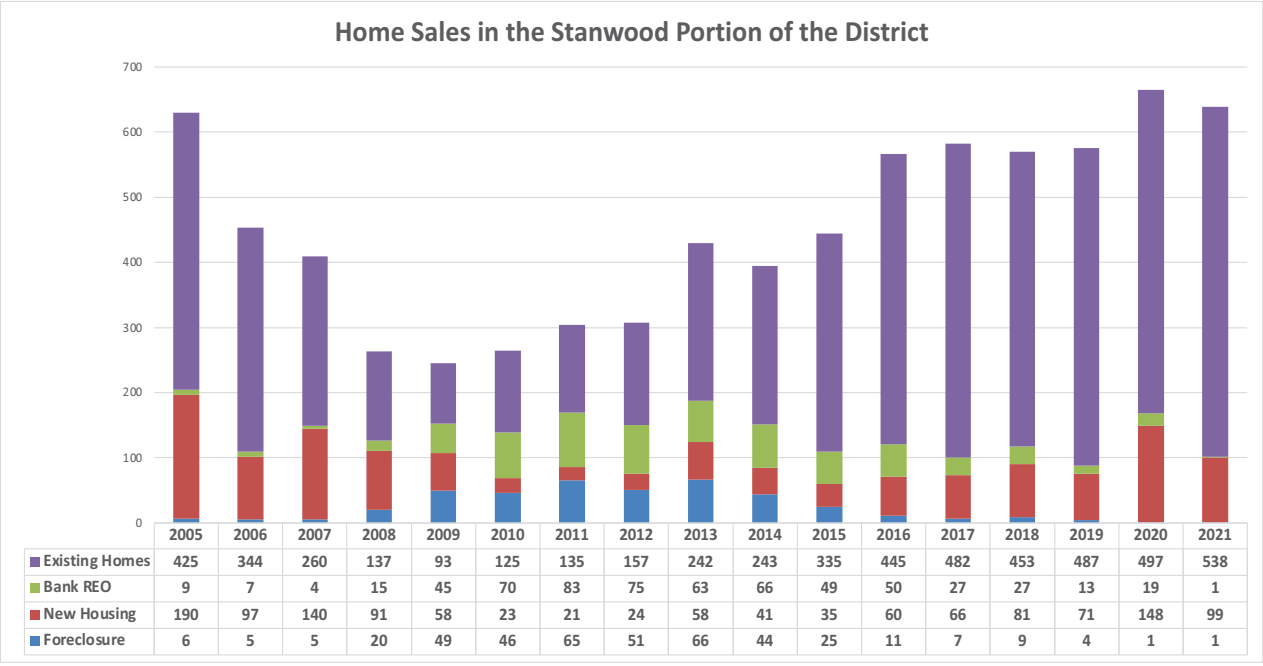
1 Stanwood Camano School District Enrollment Trends and Projections, April 2022, prepared by Educational Data Solutions, LLC.

	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---						AVERAGE %	--- PROJECTED ENROLLMENTS ---					
Grade	2016	2017	2018	2019	2020	2021	SURVIVAL	2022	2023	2024	2025	2026	2027
Kindergarten	320	306	353	373	352	375		390	402	415	427	439	452
Grade 1	316	347	319	363	347	353	101.76%	382	397	409	422	435	447
Grade 2	303	323	369	346	342	348	102.30%	361	391	406	418	432	445
Grade 3	356	331	335	386	324	366	103.64%	361	374	405	421	433	448
Grade 4	323	369	355	346	369	326	102.07%	374	368	382	413	430	442
Grade 5	329	324	377	371	338	348	99.78%	325	373	367	381	412	429
K-5 Sub-Total	1,947	2,000	2,108	2,185	2,072	2,116		2,193	2,305	2,384	2,482	2,581	2,663
Grade 6	344	347	335	392	347	328	100.68%	350	327	376	369	384	415
Grade 7	321	348	355	336	365	336	98.73%	324	346	323	371	364	379
Grade 8	372	328	370	359	339	356	101.60%	341	329	352	328	377	370
6-8 Sub-Total	1,037	1,023	1,060	1,087	1,051	1,020		1,015	1,002	1,051	1,068	1,125	1,164
Grade 9	359	384	337	374	354	361	102.42%	365	349	337	361	336	386
Grade 10	369	364	383	352	365	352	100.51%	363	367	351	339	363	338
Grade 11	333	340	313	334	305	347	89.40%	315	325	328	314	303	325
Grade 12	379	344	334	327	337	322	102.49%	356	323	333	336	322	311
9-12 Sub-Total	1,440	1,432	1,367	1,387	1,361	1,382		1,399	1,364	1,349	1,350	1,324	1,360
DISTRICT K-12 TOTAL	4,424	4,455	4,535	4,659	4,484	4,518		4,607	4,671	4,784	4,900	5,030	5,187

Figure 1: OSPI Information and Condition of Schools, Enrollment Projections (Report 1049)

EDS was engaged in March of 2022 to research and report on future area growth and its possible impact on District schools. By using research on birth rates, population trends, and housing within District boundaries, EDS presented various models for consideration. The recommended forecast is near the average of all forecasted numbers, taking into account that information gathered by County has limited accuracy. For instance, birth rates are not used as a sole indicator of growth because Island County birthrates include all of Whidbey Island, which has a much larger and younger population than Camano Island. For more detail on the methods and outcomes of the EDS findings, the report is provided in its entirety in Appendix A.

New developments in the City of Stanwood account for much of the growth in the District. On average each new single family residence brings 0.28 students to our schools. As indicated on the EDS graph below, Figure 2, new housing was somewhat stagnant between the years of 2010 and 2015, but has seen consistent growth starting in 2016.



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Existing Homes	425	344	260	137	93	125	135	157	242	243	335	445	482	453	487	497	538
Bank REO	9	7	4	15	45	70	83	75	63	66	49	50	27	27	13	19	1
New Housing	190	97	140	91	58	23	21	24	58	41	35	60	66	81	71	148	99
Foreclosure	6	5	5	20	49	46	65	51	66	44	25	11	7	9	4	1	1

Figure 2: Total Home Sales, Stanwood, EDS Enrollment Trends and Projections Report April 2022 p.35

There are currently 901 new housing units being reviewed within District boundaries. These include a variety of housing types (single family, townhome, duplex, and apartment) and are in different phases of completion. Some are already permitted, but others are in the early stages of feasibility and my not come to fruition.

Birth rates have been declining in the United States and in Snohomish and Island Counties. It is anticipated that the decline in birth rates will level off, but not increase significantly over the next decade. The Washington State Office of Financial Management (OFM) provides growth predictions by county to the year 2040. Data taken from the 2017 County Growth Management Population report[1] is used in Figure 3, which shows growth averages for ages 0-19 years through 2040.

1 2017 County Growth Management Population Projection by Age and Sex: 2010-40 State of Washington Office of Financial Management, Forecasting & Research Division, August 2018

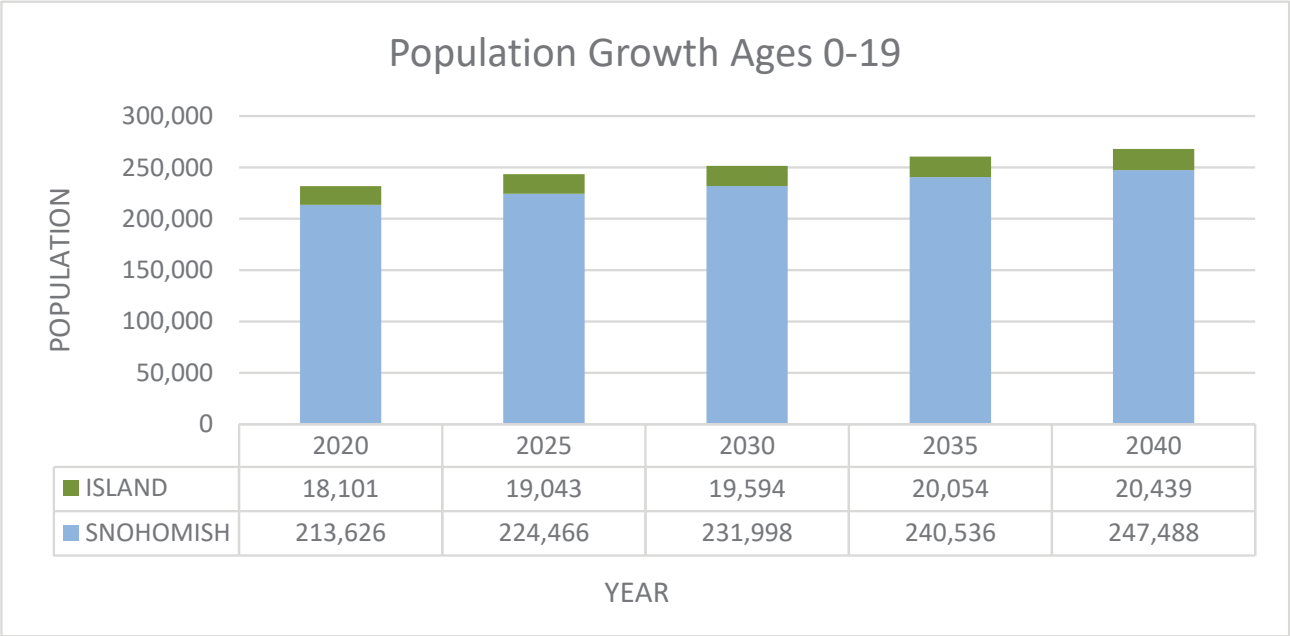
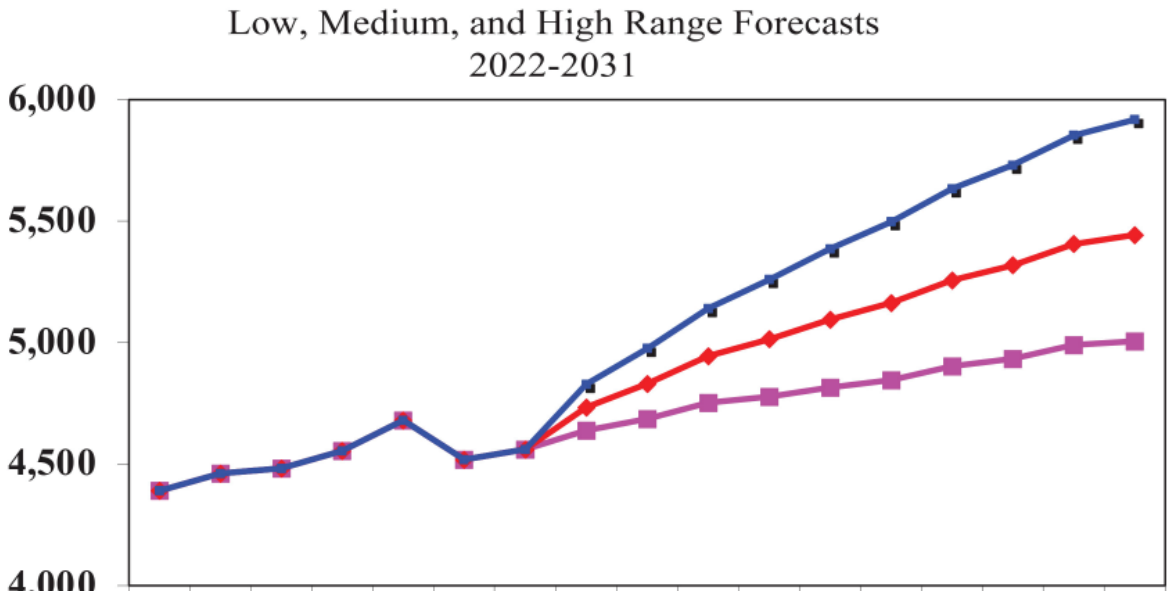


Figure 3: Ages 0-19 Growth Projections for Snohomish and Island County, Washington State OFM

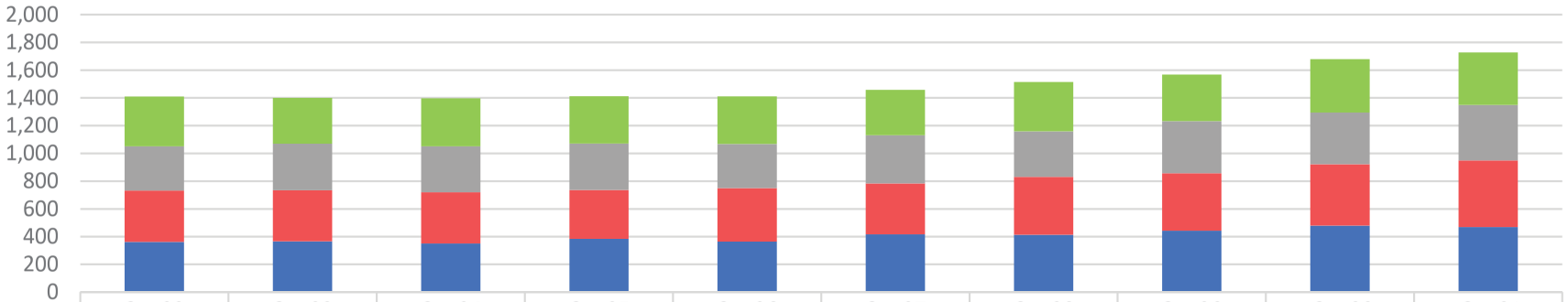
The EDS report shows District enrollment growing at a consistent pace through 2031. As predictions reach further into the future the accuracy becomes diminished, but some of this uncertainty is balanced by utilizing a variety of inputs (cohort, birth rates, and housing). The EDS report provides low, medium, and high range forecasts, with the medium range being the recommended forecast for use in analysis of capacity needs and facility planning. The comparison of these is shown graphically in Figure 4. Figures 5-7 take data from the EDS report to show graphically the trends by grade level. A review of current capacity and projected enrollment needs by school is shown in Figure 8 on the facing page. Using these numbers, median projected growth puts the District over Planning Capacity by 155 students at the elementary level by 2027.



	Oct15	Oct16	Oct17	Oct18	Oct19	Oct20	Oct21	Oct22	Oct23	Oct24	Oct25	Oct26	Oct27	Oct28	Oct29	Oct30	Oct31
Low Growth	4390	4462	4482	4554	4681	4519	4561	4639	4686	4752	4777	4816	4846	4903	4934	4991	5006
Medium (Recommended)	4390	4462	4482	4554	4681	4519	4561	4734	4830	4944	5014	5094	5163	5257	5319	5406	5443
High Growth	4390	4462	4482	4554	4681	4519	4561	4828	4976	5141	5259	5386	5498	5633	5731	5854	5918

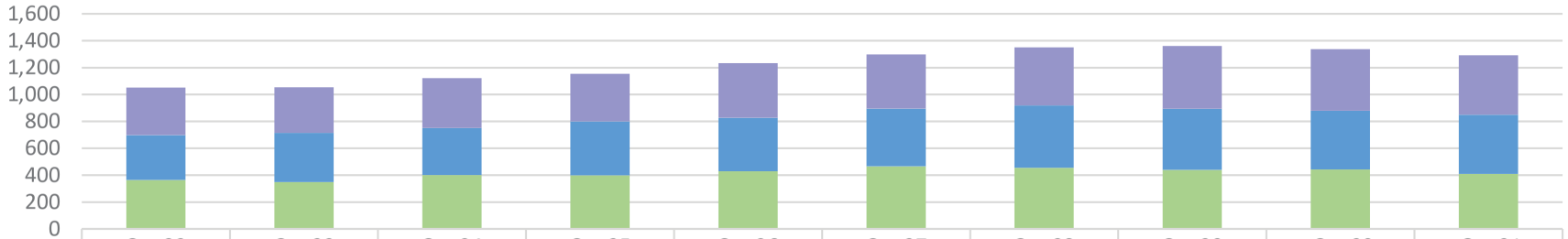
Fig.4: Student Population Growth Forecasts, EDS Enrollment Trends and Projections Report April 2022 p.49

STUDENT POPULATION BY GRADE AND YEAR (HIGH SCHOOL)

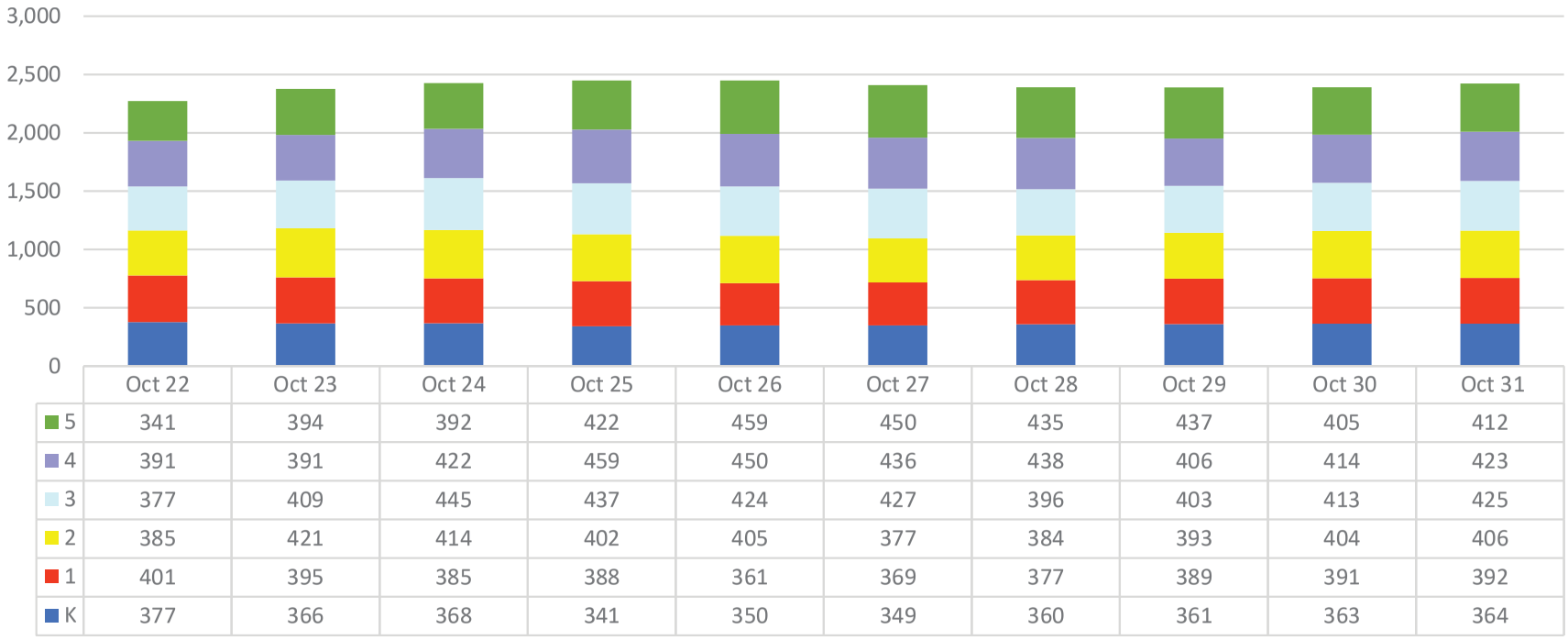


	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26	Oct 27	Oct 28	Oct 29	Oct 30	Oct 31
12	358	330	346	341	343	327	356	336	385	380
11	319	336	331	334	318	348	328	376	372	399
10	370	367	370	353	386	366	418	414	444	481
9	362	367	350	384	364	417	413	443	479	468

STUDENT POPULATION BY GRADE AND YEAR (MIDDLE)



	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26	Oct 27	Oct 28	Oct 29	Oct 30	Oct 31
8	354	339	372	353	406	403	432	468	457	442
7	333	367	349	401	398	429	464	453	438	440
6	365	348	401	399	429	466	455	440	442	410



	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26	Oct 27	Oct 28	Oct 29	Oct 30	Oct 31
5	341	394	392	422	459	450	435	437	405	412
4	391	391	422	459	450	436	438	406	414	423
3	377	409	445	437	424	427	396	403	413	425
2	385	421	414	402	405	377	384	393	404	406
1	401	395	385	388	361	369	377	389	391	392
K	377	366	368	341	350	349	360	361	363	364

Figures 5-7: Student Population Growth Forecasts by Grade and Year. (Data acquired from EDS report)

SCHOOL	CAPACITY PER SCEA CONTRACT*	2021-2022 ENROLLMENT OCTOBER 2021	SCEA REMAINING CAPACITY	2027 PROJECTED ENROLLMENT**	2027 REMAINING CAPACITY (SCEA)
Elementary School					
Cedarhome	432	562	-130	632	-200
Elger Bay	413	335	78	385	28
Stanwood	504	427	77	470	34
Twin City	423	353	70	435	-12
Utsalady	408	279	129	336	72
	2180	1956	224	2258	-78
Middle School					
Port Susan	642	482	160	624	18
Stanwood	652	471	181	596	56
	1294	953	341	1220	74
High School					
Stanwood	1505	1217	288	1307	198
Church Creek Campus					
LHHS/LA		130/17		140/17	***
Saratoga		259		222	***

*SCEA 2021-2024 Contract Recommended Classroom Size: K=19; 1st = 20; 2nd-3rd = 21; 4th-5th = 25; 6th = 27; 7-12 = 28

**2027 Projected Enrollment from 2022 EDS Enrollment Trends and Projections Report, Medium Growth Projections

***Saratoga and Lincoln Hill HS/Lincoln Academy are alternative learining environments and have more fluid capacity than other buildings. Saratoga students are on site 1-4 hours per week.

Figure 8: Student Population and Capacity per School

Facility Needs

Current Facility Needs

Future facility planning and long range goals for new buildings, additions, and improvements are initiated by Board of Directors, and carried out in conjunction with extensive community input. The facility needs described in this section do not address long range plans or capacity, but are focused on projects that were identified prior to the failed 2023-2026 Capital Projects & Technology Replacement Levy. The list shown on the following page (Figure 9) reflects projects that are needed in the District within the next five to seven years, compiled through feedback from building leaders, maintenance personnel, and on site observation. The projects can be divided into three categories: student safety, necessary building and site preservation, and improved learning environments. Student safety projects include site fencing and access control, repair of fire protection systems, as well as remediation of physical hazards. Building and site preservation includes facility maintenance that is of a larger scale than can be achieved by District personnel, such as new roofing. Projects that improve learning environments include classroom modifications that accommodate specific program needs, and building improvements that provide increased comfort for occupants. This list was used by the Citizen's Advisory Committee, which was made up of community members and district personnel, whose task was to form a consensus prioritization of the requested projects. Estimated costs were then assigned to each prioritized project and a final list was compiled reflective of anticipated income from the 2023-2026 replacement levy. This list (Figure 10) does not include all of the desired projects presented to the committee, as the District has historically made an effort to ensure that the levy tax rate does not increase when our community votes to renew their financial support for local schools.

There are immediate facility needs that should be completed within the next four years regardless of available Capital Funds[1]. These projects will be determined by the Board with a focus on student safety and building repairs that may need to be addressed prior to the passage of a future levy.

---

1 Dollars remaining in the Capital Projects fund balance after the Bond projects are completely closed out could be, with Board approval and community input, utilized for this work.

STANWOOD-CAMANO SCHOOL DISTRICT #401 CITIZEN'S ADVISORY COMMITTEE			
PROSPECTIVE PROJECT INFORMATION			District Priority Project (Time Sensitive)
Prioritized - Round 1			PRIORITY:
			1 = MUST DO **2** = SHOULD DO **3** = NICE TO DO
SCHOOL	**ITEM DESCRIPTION**	**PRIORITY**	**DISTRICT COMMENTS**
SCSD	District wide window blind replacement.	**1**	This is a high priority for all schools and is a safety issue on the lower floors.
UES	Dry Sprinkler lines at boiler room. Replace rusting pipe.	**1**	
EBE	Dry Sprinkler lines at kindergarten play area. Replace rusting pipe.	**1**	
EBE	Boiler Replacement.	**1**	
TCE	Additional fencing around site to control foot traffic during school hours.	**1**	
TCE	Remove (4) operable partitions between classrooms.	**1**	NEW. Operable partitions offer limited sound isolation. Affects learning environment in eight classrooms.
CES	New Roof.	**1**	Evaluated CES/EBE/UES with roofing consultant. CES is in need of roofing replacement in the next 3-5 years (as soon as possible).
CES	Boiler Replacement.	**1**	
SES	Updated intercom.	**1**	
SES	Sidewalk between wings repoured and canopy updated for seismic.	**1**	
PSMS	Safety fencing and gate at bus drive.	**1**	
PSMS	Door security similar to elementary schools.	**1**	
PSMS	Portable maintenance including roofing, paint and repair siding, replace ramps.	**1**	
SMS	Continue window replacement with blinds and wall repair.	**1**	Funded from 19-22 budget, but additional scope is required.
SMS	PA speaker/system replacement.	**1**	Currently utilizing a hobbled together system with some speakers not working. System needs to be evaluated.
SMS	Bleacher replacement. No safety rails. No longer able to open without someone pulling on bleacher to guide.	**1**	
SMS	Re-roof maintenance shed.	**1**	(Maintenance request)
SMS	Gym floor refinish.	**1**	Should be completed with bleacher replacement.
SMS	Lunch Room floor replacement Approx 5,000 SF.	**1.5**	This flooring was laid over the original gym flooring.
UES	Add access from Rm C34 to Rm C37, AV Storage for Assist changing table. Add sink.	**1.5**	$$ from 19-22 budget. Maintenance completed.
UES	Add ADA automatic door openers at four locations.	**1.5**	$$ from 19-22 budget.
CES	Fencing at portables to restrict access from parking lot.	**1.5**	

Figure 9: District-Wide Projects, Prioritized List

SCHOOL	ITEM DESCRIPTION	PRIORITY	DISTRICT COMMENTS
TRANS	Parking lot replacement.	2	
UES	Extend track around ballfields for wheelchair access.	2	
TCE	Add shower to health room toilet.	2	For student that have accidents at school and those students without regular access to showers.
CES	Computer lab renovation into classroom space. Add sink and casework.	2	
CES	Parking lot/playground paving repair.	2	
CES	Hallway flooring replacement.	2	
SES	Awning over drop-off/pick-up door from gym.	2	
PSMS	Remove computer lab and reconfigure as classroom.	2	
SMS	Entry and corridor floor tile replacement, approximately 25,000 SF.	2	
SMS	Parking lot replacement.	2	
TCE	Replace (2) wood ramps with aluminum ramps.	2.5	
CES	Toilet portable for students using portables.	2.5	150 students.
SES	New fencing on covered play area.	2.5	
SMS	Upgrade dust collection in wood shop and move outside.	2.5	
SES	Clock replacement.	2.5	
SES	Stage carpet and curtain replacement.	3	
CES	Add (2) staff toilets.	3	Building has (2) staff toilets and 60 staff.
CES	Dumpster enclosure modification.	3	WM has to drive on the playground to empty dumpsters.
CES	Replace HVAC unit at (2) portables.	3	
SES	Classroom carpeting.	3	Classrooms are not currently carpeted.
SES	Walking path for K-5 and SPED pre-school.	3	
SES	Pre-school play area.	3	NEW. Separate play area for pre-school.
PSMS	Boiler Replacement.	3	
SMS	Cooking Lab - add exhaust at seven ranges.	3	
SMS	Mitigate and remove old Saratoga science builiding.	3	This building is not useable. Cost to rehabilitate would be excessive.
SMS	Maintenance shop add concrete floor, replace siding.	3	
TCE	Remove computer lab and reconfigure as classroom.		Can be performed by maintenance if funded.
TCE	Boiler Replacement.		Can wait for next levy.
SES	Exterior paint at doors and columns.		Can be performed by maintenance if funded.
PSMS	STEM shop (could be same space as above).		Can be performed by maintenance if funded.
UES	Replace carpet in portable.		Can be performed by maintenance if funded.
UES	Gutter repair.		Some areas are leaking. UES will need a full roof replacement in 5-8 years.

Figure 9 Cont. District-Wide Projects (Continued)

STANWOOD-CAMANO SCHOOL DISTRICT #401
2023-2026 Capital Projects and Technology Levy

Anticipated Completion Year Color Code

2023
2024
2025
2026

PROSPECTIVE CAPITAL PROJECTS WITH ESTIMATED COSTS

SCHOOL	ITEM DESCRIPTION	PRIORITY	ESTIMATED COST
SCSD	District wide window blind replacement (over 3 years).	1	$134,200
UES	Dry Sprinkler lines at boiler room. Replace piping and heads.	1	$198,570
EBE	Dry Sprinkler lines at kindergarten play area. Replace piping and heads.	1	$198,570
EBE	Boiler Replacement.	1	$259,350
TCE	Remove (4) operable partitions between classrooms. Construct stud walls.	1	$68,790
CES	New Roof.	1	$2,142,800
CES	Boiler Replacement.	1	$259,350
SES	Updated intercom.	1	$88,920
SES	Sidewalk between wings repoured and canopy updated for seismic.	1	$37,750
PSMS	Safety fencing and gate at bus drive.	1	$65,790
PSMS	Portable maintenance including roofing, paint and repair siding, replace ramps. (5) portables.	1	$222,800
SMS	PA speaker/system replacement.	1	$119,460
SMS	Bleacher replacement. No safety rails. No longer able to open without someone pulling on bleacher to guide.	1	$120,780
SMS	Re-roof maintenance shed.	1	$117,260
SMS	Gym floor refinish.	1	$46,970
SMS	Lunch room floor replacement approx 5,000 SF.	1.5	$67,100
CES	Fencing at portables to restrict access from parking lot.	1.5	$26,840
CES	Parking lot/playground limited paving repair.	2	$156,200
TCE	Add shower to health room toilet.	2	$55,300
SES	Awning over drop-off/pick-up door from gym.	2	$16,354
UES	Extend track around ballfield for wheelchair use.	2	$29,240
CES	Computer lab renovation into classroom space. Add sink and casework.	2	$111,150
PSMS	Computer lab renovation into classroom space.	2	$68,100
SMS	Entry and corridor tile replacement.	2	$154,700
TRANS	Parking lot replacement.	2	$802,050
		TOTAL :	$5,568,394

Figure 10: Capital Projects Proposed for the 2023-2026 Replacement Levy

Project Financing Options

School district facilities in Washington State are funded from two primary sources: Bonds and Levies (explained in further detail below). For large projects such as new buildings or major renovations, Districts will typically request the community pass a bond measure. For smaller projects and ongoing facility maintenance work that is of a greater scope than the District's maintenance forces can accomplish, a voter approved Levy is used. Additional funding can come from a variety of sources, such as impact fees, real-estate leases, and sales of surplus property as available. All facility funding comes with strict rules governing how monies are utilized, and dollars are required to remain in the Capital Projects budget. For additional information on school funding see: https://www.esd112.org/bond-levy/

BONDS

School bonds are typically required for large projects, such as new schools. Bond dollars become available as the bonds are sold, and are immediately available for construction as needed. Bonds are funded by the community through property taxes, and are paid off over a period of years. Once the bond is paid off, the tax is no longer assessed. Bonds require a super-majority of yes votes to pass (60 percent + 1 vote).

There is cost and time associated with preparing for a Bond. A committee of citizens and District employees meet to define priority projects for recommendation to the Board of Directors. The District then uses consultants to provide 'high-level' investigations into options for accomplishing the desired projects. These consultants include architects, legal advisors, and surveyors. The District needs to have dollars set aside for this early work, which will then be used to present to the community prior to requesting a ballot measure vote.

LEVIES

Levies provide resources to supplement the District budget where State funds are inadequate. School districts run three types of levies: Enrichment, Capital/Technology, and Transportation. Districts are limited by State law on the dollar amount they can request, and the duration of a levy is from two to six years. After a levy expires, the voters must be asked to continue their support in what is referred to as a 'replacement levy' which requires a simple majority (50 percent + 1 vote) to pass. The amount asked for in a replacement Capital/Technology levy will sometimes vary depending on upcoming needs as determined by the District. This list of needs is evaluated by a citizen's committee and recommended to the Board of Directors prior to placing a levy on the ballot. The District is responsible for all costs associated with running a local levy.

It should be reiterated that General Fund dollars can be utilized to cover any district costs but are primarily needed for operational costs such as curriculum, staff wages and salaries, and costs associated with running facilities (utilities, custodial supplies, regular maintenance, etc).

Transportation and Capital Projects Fund dollars can only be used for specifically defined projects and purchases directly related to the specific fund, and can not be transferred into the General Fund or used for things like teacher pay or curriculum.

SCHOOL CONSTRUCTION ASSISTANCE PROGRAM (SCAP)

The State Office of the Superintendent of Public Instruction (OSPI) offers matching construction funds for eligible projects. These amounts can vary depending on the classification/size of the District, but will typically be less than seven percent of the overall construction cost. Matching funds are distributed as work is completed and paid for in a 'front-funded' project, and so a District will need to have dollars available to cover costs as they arise.

State funding contributions to construction costs are determined by a funding formula based on three main factors: eligible building area, construction cost allocation (which establishes a cost per square foot of construction), and a state funding assistance percentage (formerly known as matching ratio) that takes into account a district's ability to raise local funds in terms of assessed housing value per student. The amount the state contributes varies by district as a result of the state funding assistance percentage, and by project due to eligible recognized construction costs[1]. State Funding Assistance for the Stanwood-Camano School District is currently at 41.73 percent, which is below the state average of 50 percent[2].

State SCAP funds can be received for school construction projects that add needed capacity, and also for facility modernization. Districts will sometimes choose to replace a particular school if modernization does not make financial sense. This is known as 'New in Lieu of Modernization'. Many of the costs associated with a project are not eligible for state match; building abatement and demolition, off-site improvements, and civil work for instance. For the District's most recent projects, the new Stanwood High School and the Church Creek Campus, SCAP dollars received amounted to approximately nine percent of *total* construction costs. No SCAP dollars were received for the Maintenance and Technology Center project. For more detailed information on SCAP funding, go to: https://www.k12.wa.us/policy-funding/school-buildings-facilities

IMPACT FEES

Impact fees are collected from developers when new housing is built in the district. Impact fees are collected for and must be used only to address 'unhoused' students that would be generated as a result of new development. Unhoused students are defined as those for whom permanent classroom space is unavailable. The District last collected Impact Fees in 2016.

LAND SALES

The District currently has no land for sale.

1 OSPI School Construction Assistance Program: Summary Handbook, 2021

2 State Funding Assistance Percentages: https://www.k12.wa.us/policy-funding/school-buildings-facilities/school-construction-assistance-program-scap

Summary

OUR PROMISE

Every student in the Stanwood-Camano School District is **empowered to learn** in an inclusive setting and is **prepared for the future** of their choice.

In conclusion, it has been the goal of this document to provide a broad-based accounting of District facilities and land assets as a springboard for further conversation both internally and with our community.

Building evaluations are a snapshot in time. Changes in programs can result in the need to modify the layout or contents of classrooms or other building components, and will also affect building capacity. Aging buildings and equipment can experience unanticipated failures that require immediate remediation. Planned maintenance and updates will on occasion expose underlying issues. As a result, facility needs are often dynamic in nature. The accommodation of these needs, whether they are planned or unforeseen, goes hand-in-hand with our promise to provide inclusive settings that empower learning.

Appendices

APPENDIX A

STANWOOD-CAMANO SCHOOL DISTRICT
ENROLLMENT TRENDS AND PROJECTIONS

EDUCATIONAL DATA SOLUTIONS, 2022