

School District Inventory Data Assessment



Chapter 413, Laws of 2019, Section 1037(9)

LOCAL GOVERNMENT DIVISION
COMMUNITY CAPITAL
FACILITIES

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REPORT TO THE LEGISLATURE

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Executive Summary

Overview

The 2019-21 capital budget (HB 1102, Section 1037(9)) directs:

The department, in consultation with the office of the superintendent of public instruction and the department of children, youth, and families, must identify buildings in the inventory and condition of schools database that are no longer included in the inventory of K-12 instructional space for purposes of calculating school construction assistance pursuant to chapter 28A.515 RCW, but that could be repurposed as early learning facilities and made available to eligible organizations. The department must report its findings and the list of buildings identified in this section to the office of financial management and the appropriate fiscal committees of the legislature by January 15, 2020.

The legislature has found a significant and critical need for additional early learning facilities to meet the state's commitment to providing high-quality early learning opportunities for children from low-income households, including the legal mandate to provide preschool opportunities through the Early Childhood Education and Assistance Program (ECEAP), to all eligible children by 2023. The Washington State Caseload Forecast Council estimates there are approximately 4,200 eligible 3- and 4- year-olds who would participate in ECEAP if space were available.

The legislature has directed the Department of Commerce (Commerce), in consultation with the Office of Superintendent of Public Instruction (OSPI) and the Department of Children, Youth and Families (DCYF), to identify buildings in the Inventory and Condition of Schools (ICOS) database that are no longer included in the inventory of K-12 instructional space for purposes of calculating school construction assistance pursuant to RCW 28A.515. The goal is to determine if any unused spaces may be repurposed as an early learning facility for eligible organizations as defined in RCW 43.31.575.

Key Findings

- Using the ICOS database, OSPI identified 25 potential buildings in 21 school district sites that are no longer included in the inventory of K-12 instructional space and may be repurposed as early learning facilities.
- Only nine of the 25 buildings identified have a rating of "good" or "excellent". Only two of these buildings are located in high priority school districts (Kent and Sunnyside).
- School districts are not required to update information in the ICOS database on a regular schedule. Lack of current data represents a significant limitation for the purposes of this study.
- School districts hold title to school buildings, not the state. Repurposing a district-owned building for early learning would require a sale or long-term lease between the eligible organization and the school district.

Conclusion

The ICOS database, as currently configured, is not an effective tool for identifying K-12 buildings with potential for addressing the state's shortage of quality early learning sites. Survey data and anecdotal information suggest that local communication networks are at least somewhat effective in identifying school buildings with potential for re-purposing to early learning.

Introduction

Background

The Legislature directed Commerce in consultation with OPSI and DCYF to identify buildings in OSPI's ICOS database that are no longer included in the inventory for K-12 instructional space for purposes of calculating school construction assistance pursuant to chapter 28A.515 RCW, but that could be repurposed as early learning facilities and made available to eligible organizations.

Washington has a significant and critical need for additional early learning capacity, particularly capacity that serves children in the ECEAP and the Working Connections Child Care (WCCC) program. In 2017, the Legislature established the Early Learning Facilities (ELF) grant and loan program at Commerce. The program provides grants and loans to school districts and eligible organizations for pre-design, minor renovation or repair to existing early learning facilities, major construction and renovation to create or expand early learning facilities, or facility purchase. Commerce convenes a committee of early learning facility experts to advise Commerce on program design, prioritization methodology, and project selection. The advisory committee includes the DCYF, OSPI, Washington Housing Finance Commission (WHFC), Enterprise Community Partners Community Development Financial Institution (CDFI), and early learning advocates.

Commerce worked with OSPI to pull data for potential available K-12 buildings and/or spaces for use as early learning facilities. Commerce and DCYF met with OSPI to review and discuss their findings. The data presented by OSPI identified 25 school district buildings (Appendix B: ICOS Building Data) that could potentially be repurposed for early learning. During this meeting, OSPI also provided an overview of the data and highlighted limitations of the data, such as incomplete and non-current information. Given the limitations of the data, the agencies developed a survey to collect additional information to address the gaps of the available inventory. The survey was sent to over 300 school districts (Appendix D: School District Survey Results).

Under chapter 28A.530 RCW, school districts have authority to use bonds to purchase land, buildings, and equipment. RCW 28A.335.090 authorizes school districts to hold title to the land and buildings belonging to the district and to convey by deed property which is no longer required for school.

ICOS Data

Overview

The ICOS database is a web-based site and facilities inventory tracking system that stores information and building condition details about each school district. ICOS meets the increasing demand for accurate school facility information and building condition data that supports statewide programs, such as the School Construction Assistance Program (SCAP), district facility management, and information requests, and policy decisions. This information also supports the performance-based Asset Preservation Program, which assesses the state of maintenance at facilities, buildings, and sites.

ICOS benefits the districts by providing inventory tracking, condition rating, record-keeping, and comparative and report analysis. It is a useful, no-cost tool to help districts identify future capital needs. The data collected covers a wide range of datasets useful in tracking the status and condition of school district facilities, such as location data sets, square footages, site and building conditions, building types, building uses, room types, etc. (Appendix C: ICOS Data Glossary).

ICOS collects data on school district sites and facilities. Sites typically are buildings or groups of buildings that provide or support educational activities. A site is commonly referred to as a "school" and has a unique identification number. Vacant land owned by the district may also be defined as a site. Buildings are categorized as either recognized or non-recognized. Recognized buildings are eligible for state assistance per WAC 392-343-019. They are permanent (non-portable) buildings where K-12 instruction takes place. Non-recognized buildings are portable buildings or non-instructional buildings, such as administrative offices, stadia, and grand stands. There are currently 2,239 sites, 4,479 recognized buildings, and 6,103 non-recognized buildings in ICOS.

Limitations of the Data

The ICOS database has limitations in its usefulness in identifying potential early learning facilities due to the completeness and timeliness of the data entered.

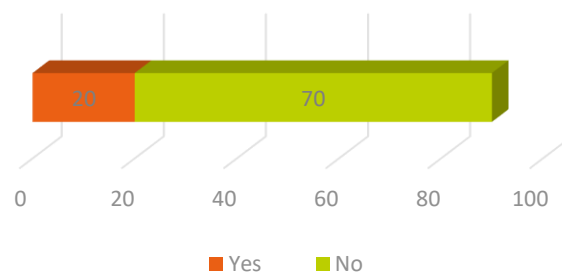
The data does not include all available vacant school district properties in the state. OSPI regularly encourages school districts to keep their ICOS data up to date. However, unless a school district is applying for SCAP funding, there is no requirement to do so. Typically, if a school district is not applying for SCAP funding, it will not enter updated data into the ICOS database. In addition, the district is not required to report on facilities not used for K-12 instruction. When a building has been replaced with SCAP funding, it is no longer included in that school district's inventory.

Timeliness and completeness affect the usefulness of the data for purposes of identifying facilities for early learning. The same reasons that limit the completeness of the data, also effects how current the information is. Since school districts need to update their data only when applying for SCAP funding, most data is only as current as the previous SCAP application. Not all school districts apply for SCAP or do it on a regular basis.

School District Survey

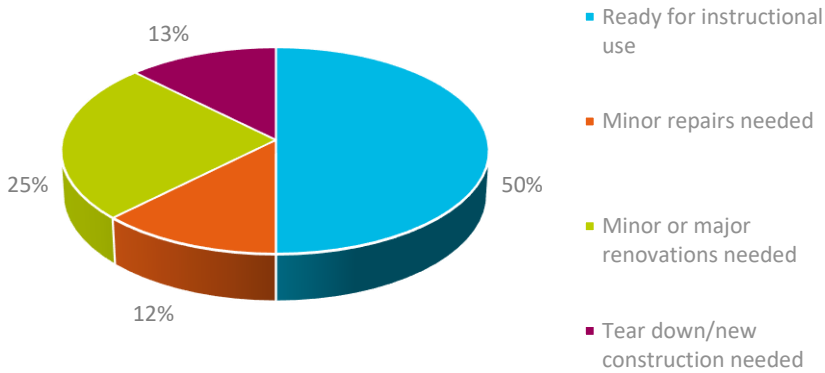
Given the limitations associated with the ICOS data, Commerce and DCYF developed and distributed a survey (Appendix D) to 308 school districts. The survey included nine questions designed to create a better understanding of the potential inventory. Certain responses to the survey determined the questions asked of participants. The survey was sent on Sept. 9, 2019 and closed on Sept. 30, 2019. Commerce received 90 responses, approximately 30% of the school districts contacted.

Unused Space Available for Early Learning?



The majority of the survey responses (78%) reported their school district did not have facilities available for early learning. The remaining 22% of the responses did identify available space. Half of those spaces (11%) currently are vacant. The other half currently are in use and the majority of those have become early learning facilities.

Building Condition of Available Space



The majority of the reported vacant facilities are permanent structures. Permanent structures typically provide a higher quality setting for early learning. When asked how school districts would categorize the condition of their available buildings, the majority of the responses identified the condition either being ready for instructional use or needing only minor repairs. Only 38% of the available space would require significant work and funding to repurpose as an early learning facility.

Given the time limitations to produce this report, it was not possible to perform a survey with the detail and breadth of information necessary to address the

gaps in the ICOS database. This survey was not intended to replace the ICOS data, only to better understand the inventory data given the time available. Broadly, the survey data and ICOS data report similar results: 1) not many buildings/sites are available for re-purposing; and 2) when they are available and in decent condition, they often transition to early learning facilities, presumably through local communication channels.

Data Analysis

OSPI regional coordinators searched the ICOS database for buildings school districts reported as not being used for K-12 instruction. OSPI identified 21 different school district sites (Appendix A: ICOS Site Data) with buildings that could potentially be repurposed as early learning facilities. The sites included 29 potential school district buildings (Appendix B: ICOS Building Data) that are no longer included in the inventory of K-12 instructional space for purposes of calculating school construction assistance pursuant to RCW 28A.515. OSPI's assessment identified that four of these facilities already are in use as early learning purposes. This leaves 25 potential buildings that are no longer included in the inventory of K-12 instructional space and available for use as an early learning facility.

Approximately 10,600 buildings currently are in the ICOS database. OSPI was able to identify only 25 buildings that met the requirements of the legislation. That means that of all the potential buildings tracked in ICOS, approximately 0.0024%, are potential options for use as early learning facilities.

Needed Early Learning Capacity

Annually, DCYF prepares the [ECEAP and Head Start Saturation Study](#) to analyze access to Washington's Early Childhood Education and Assistance Program and Head Start programs serving 3-year-olds and 4-year-olds. The 2019-2020 study estimates the number of eligible children living within each school district boundary and calculates the percentage currently served. The study calculates points for each district based on numbers of unserved children, WaKIDS scores for children in a low-income subgroup and specific race and ethnicity subgroups, and child maltreatment rates. These data serve to sort districts into groups by priority for ECEAP slot expansion.

There are eight priority groups in total, with priority group 1 representing the highest need for expansion. The ICOS data identified nine buildings in good or excellent condition in a total of seven school districts. Only two of these districts are in a high priority area (Sunnyside and Kent). The other seven buildings are in districts grouped in the lower half of the rating system.

School District	ECEAP Expansion Priority Group	# of buildings
Sunnyside	2	1
Kent	2	1
Bellevue	4	2
Clarkston	5	1
Grand Coulee	5	1
Marysville	5	2
Sedro Wooley	6	1
Total		9

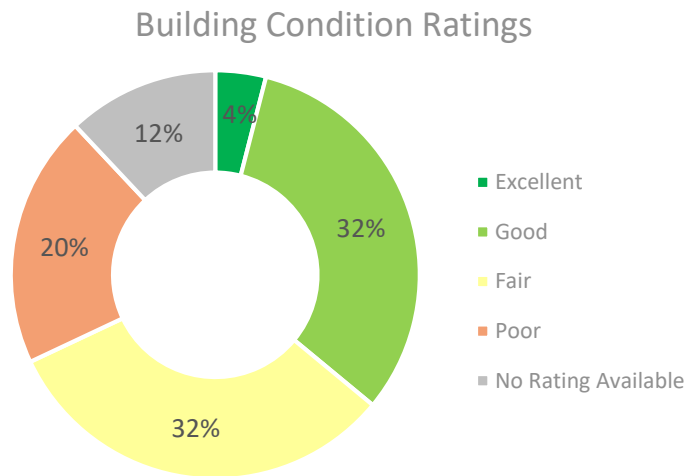
Building Condition

ICOS contains data on the condition of most sites and facilities. The building condition score and the building condition rating serve as a proxy to estimate how much work and costs may be associated with making a facility useable. The building condition score is an aggregate score of all the building’s components on a scale of one to 100. The Building Condition Rating is a level based on the description of the building components condition. There are five ratings.

1. Excellent (94.9%-100%): New or easily restorable to “like new” condition. Only minimal routine maintenance is required.
2. Good (84.9%-94.9%): Preventive maintenance and/or corrective repair(s) is/are required.
3. Fair (61.9%-84.9%): Fails to meet code and functional requirements in some cases. Failure(s) are inconvenient, and extensive corrective maintenance and repair are required.
4. Poor (29.9%-61.9%): Consistent substandard performance. Failure(s) are disruptive and costly – fails most code and functional requirements. Requires constant attention, renovation, or replacement. Major correction, repair or overhaul required.

- 5. Unsatisfactory (Less than 29.9%): Non-operational or significantly substandard performance. Replacement required.

Of the 25 buildings identified, nine buildings (36%) are in either excellent or good condition and likely involve reasonable costs to complete. Eight buildings (32%) rated as fair condition, indicating that significant renovations and repairs are likely to repurpose the buildings for early learning. Five buildings (20%) rate as poor condition and the remaining two buildings (12%) do not currently have a rating. The poor condition ratings would suggest that these buildings might not be suitable to repurpose as an early learning facility. The renovations and repairs necessary to correct failing systems and meet code requirements would most likely make the project too costly to produce a viable project. Not all buildings in ICOS receive a condition rating. Without a rating, an assessment is necessary to determine the cost of a potential capital project.



Conclusion

- Using the ICOS database, OSPI identified 25 potential buildings in 21 school district sites that are no longer included in the inventory of K-12 instructional space and may be repurposed as an early learning facility.
- Only nine of the 25 buildings identified have a rating of "good" or "excellent". Only two of these buildings are located in higher priority school districts (Kent and Sunnyside).
- School districts are not required to update information in the ICOS database on a regular schedule. Lack of current data represents a significant limitation for the purposes of this study.
- School districts hold title to school buildings, not the state. Repurposing a district-owned building for early learning would require a sale or long-term lease between the eligible organization and the school district.

The ICOS database, as currently configured, is not an effective tool for identifying K-12 buildings with potential for addressing the state's shortage of quality early learning sites. Survey data and anecdotal information suggest that local partnerships and communication networks are at least somewhat effective in identifying school buildings with potential for re-purposing for early learning.

Appendix A: ICOS Site Data

#	Site	Site Inventory Status	Site Type	Site Class	Site Condition Rating	County	Educational Service District	SFO Region	School District	Congressional District	Legislative District
1	Alderwood MS - Old (New-In-Lieu'd)	Non-Recognized	Middle/Junior High School	Urban		Snohomish	ESD 189	Northwest	Edmonds	2	32
2	Cascade Middle School	Recognized	Middle/Junior High School	Rural	90.00	Skagit	ESD 189	Northwest	Sedro-Woolley	2	39
3	Challenger Elementary School	Recognized	Elementary School	Rural		Snohomish	ESD 189	Northwest	Mukilteo	2	38
4	Charles Francis Adams High School	Recognized	High School	Rural	68.99	Asotin	ESD 123	East	Clarkston	5	9
5	Clear Lake Elementary School	Recognized	Elementary School	Rural	76.14	Skagit	ESD 189	Northwest	Sedro-Woolley	1	39
6	Clover Park Early Learning Program	Recognized	Early Childhood/Pre-Kindergarten		64.80	Pierce	ESD 121	Southwest	Clover Park	10	29
7	Des Moines Elementary School (Old)	Recognized	Elementary School	Urban	71.99	King	ESD 121	Northwest	Highline	9	33
8	Educational Opportunity Center	Recognized	Junior/Senior High School	Rural	85.04	Asotin	ESD 123	East	Clarkston	5	9
9	Evergreen Elementary School	Recognized	Elementary School	Rural	71.45	Skagit	ESD 189	Northwest	Sedro-Woolley	2	39
10	Former John Rogers Elementary School	Non-Recognized	K-12	Rural		Thurston	ESD 113	Southwest	Olympia	10	22
11	Grand Coulee Dam Middle School	Recognized	Middle/Junior High School	Rural	88.38	Grant	ESD 171	East	Grand Coulee Dam	4	12
12	Kahlotus Elementary and High School	Recognized	Elementary School	Rural	84.19	Franklin	ESD 123	East	Kahlotus	4	9
13	Kent Valley Early Learning Center	Recognized	Elementary School	Urban	90.00	King	ESD 121	Northwest	Kent	9	33
14	Marysville ECEAP School (Formerly Msville Mtn View)	Recognized	High School	Rural	91.00	Snohomish	ESD 189	Northwest	Marysville	2	38
15	Marysville Pilchuck Senior High School	Recognized	High School	Rural	61.16	Snohomish	ESD 189	Northwest	Marysville	2	39
16	Sherwood Forest Elementary School	Recognized	Elementary School	Rural	100.00	King	ESD 121	Northwest	Bellevue	9	48
17	Sunnyside High School	Recognized	High School	Rural	92.74	Yakima	ESD 105	East	Sunnyside	4	15
18	Talley HS - Secondary Learning Center	Recognized	Junior/Senior High School	Rural	98.03	King	ESD 121	Northwest	Renton	9	37
19	Valley View Early Learning Center	Recognized	Elementary School	Urban	80.62	King	ESD 121	Northwest	Highline	9	33
20	Weston High School	Recognized	High School	Rural	90.00	Snohomish	ESD 189	Northwest	Arlington	2	39
21	Woodridge Elementary School	Recognized	Elementary School	Rural	91.06	King	ESD 121	Northwest	Bellevue	9	41

Appendix B: ICOS Building Data

#	Site	BuildingID	Building	Building Profile	Inventory Status	Building Condition Rating	WSSP or LEED	Year Built	Year Last Modernized
1	Alderwood MS - Old (New-In-Lieu'd)	60735	Building A	Gymnasium	Non-Recognized	62.64	N	1966	1988
2	Alderwood MS - Old (New-In-Lieu'd)	60736	Building B	Cafeteria/Kitchen	Non-Recognized	67.60	N	1966	
3	Alderwood MS - Old (New-In-Lieu'd)	60737	Building C	Classroom Building - Slabs On Grade	Non-Recognized	67.72	N	1966	1988
4	Alderwood MS - Old (New-In-Lieu'd)	60738	Building D	Wood Shop	Non-Recognized	71.77	N	1972	
5	Cascade Middle School	51345	Building B - District Facility	Maintenance and Operations	Recognized	90.00	N	1956	
6	Challenger Elementary School	56455	Portable 8,9	Portable	Non-Recognized		N	2014	
7	Charles Francis Adams High School	51793	Library	Library	Non-Recognized	89.91	N	1972	2000
8	Clover Park Early Learning Program	50209	MPR - ELP2	Gymnasium	Recognized	53.46	N	1958	1992
9	Clover Park Early Learning Program	50210	Nurse - ELP3	Administrative	Recognized	48.25	N	1956	2015
10	Clover Park Early Learning Program	50211	Main Classroom Building - ELP1	Classroom Building - Slabs On Grade	Recognized	77.74	N	1992	2015
11	Des Moines Elementary School (Old)	55226	Bldg A - Main Building	Classroom Building - Multi-Story	Recognized	36.94	N	1942	1964
12	Educational Opportunity Center	51775	Clarkston School District Office	Administrative	Non-Recognized		N	1953	1990
13	Evergreen Elementary School	51374	Skagit Discovery Center (NWESD)	Classroom Building - Slabs On Grade	Non-Recognized	86.86	N	1973	
14	Former John Rogers Elementary School	60606	Main Building	Administrative	Non-Recognized		N	1956	
15	Grand Coulee Dam Middle School	51990	Annex	Classroom Building - Crawl Space	Recognized	56.93	N	1955	
16	Kent Valley Early Learning Center	55393	Main Building	Elementary School - Single Story	Non-Recognized	77.51	N	1938	
17	Marysville ECEAP School (Formerly Msville Mtn View)	60464	Building D - 400 Building	Portable	Non-Recognized	88.32	N	1993	
18	Marysville ECEAP School (Formerly Msville Mtn View)	60465	Building B - 600 Building	Portable	Non-Recognized	87.70	N	1993	
19	Marysville ECEAP School (Formerly Msville Mtn View)	60466	Building A - Office	Elementary School - Single Story	Non-Recognized	86.14	N	1993	
20	Marysville ECEAP School (Formerly Msville Mtn View)	60469	Building F - 200 Building	Portable	Non-Recognized	86.99	N	1993	
21	Marysville Pilchuck Senior High School	56235	Mech Plant and Former Cafeteria - Bldg E	Grounds	Recognized	78.88	N	1970	
22	Sunnyside High School	53641	High School 200 Building	Classroom Building - Slabs On Grade	Recognized	91.38	Y	2010	
23	Talley HS - Secondary Learning Center	56942	Main Building	Junior/Senior High School - Multi-Story	Recognized	95.03	Y	2012	
24	Valley View Early Learning Center	55105	Main Building	Classroom Building - Slabs On Grade	Recognized	56.59	N	1968	
25	Weston High School	54108	Main Building	High School - Single Story	Non-Recognized	80.22	N	1978	

#	Site	BuildingID	No. of Floors	Gross SqFt	Instruc-tional SqFt	SCAP SqFt	Occupied	Leased To Others	Leased From Others	Vacant	Surplused	Permanent Foundation	Classrooms
1	Alderwood MS - Old (New-In-Lieu'd)	60735	1	26,727	26,727		N	N	N	N	Y	Y	
2	Alderwood MS - Old (New-In-Lieu'd)	60736	1	8,586	8,586		N	N	N	N	Y	Y	
3	Alderwood MS - Old (New-In-Lieu'd)	60737	1	52,023	52,023		N	N	N	N	Y	Y	
4	Alderwood MS - Old (New-In-Lieu'd)	60738	1	6,343	6,343		N	N	N	N	Y	Y	
5	Cascade Middle School	51345	1	29,041			Y	N	N	N	N	Y	
6	Challenger Elementary School	56455	1				Y	N	N	N	N	Y	2
7	Charles Francis Adams High School	51793	1	1			Y	N	N	N	N	Y	1
8	Clover Park Early Learning Program	50209	1	8,813			Y	N	N	N	N	Y	
9	Clover Park Early Learning Program	50210	1	1,799			Y	N	N	N	N	Y	
10	Clover Park Early Learning Program	50211	1	17,801			Y	N	N	N	N	Y	14
11	Des Moines Elementary School (Old)	55226	2	26,436	26,436	26,436	Y	N	N	N	N	Y	12
12	Educational Opportunity Center	51775	1	1			Y	N	N	N	N	Y	3
13	Evergreen Elementary School	51374	1	1			Y	N	N	N	N	Y	1
14	Former John Rogers Elementary School	60606	1				N	N	N	Y	N	Y	6
15	Grand Coulee Dam Middle School	51990	1	6,552	6,552	6,552	Y	N	N	N	N	Y	
16	Kent Valley Early Learning Center	55393	1	1			Y	N	N	N	N	Y	14
17	Marysville ECEAP School (Formerly Msville Mtn View)	60464	1	3,456	3,456		Y	N	N	N	N	Y	4
18	Marysville ECEAP School (Formerly Msville Mtn View)	60465	1	2,304	2,304		Y	N	N	N	N	Y	2
19	Marysville ECEAP School (Formerly Msville Mtn View)	60466	1	3,062	3,062		Y	N	N	N	N	Y	2
20	Marysville ECEAP School (Formerly Msville Mtn View)	60469	1	3,312	3,312		Y	N	N	N	N	Y	2
21	Marysville Pilchuck Senior High School	56235	1	14,892	1,436	1,436	N	N	N	Y	N	Y	
22	Sunnyside High School	53641	1	28,360	28,360	28,360	Y	N	N	N	N	Y	12
23	Talley HS - Secondary Learning Center	56942	2	70,831	70,831	70,831	Y	N	N	N	N	Y	19
24	Valley View Early Learning Center	55105	1	31,411	31,411	15,157	Y	N	N	N	N	Y	4
25	Weston High School	54108	1	33,323	33,323		Y	N	Y	N	N	Y	11

Appendix C: ICOS Data Glossary

The following glossary is a collection of available datasets within ICOS, which includes additional data sets than those included in Appendix A and Appendix B. This is not a complete glossary of ICOS data sets.

APP Year: The APP year of a building based on a 30-year lifecycle.

Assembly Spaces: A room designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities. Includes theaters, concert halls, stages and related service areas such as checkrooms, coatrooms, projection rooms, storage areas, control rooms, etc.

Asset Preservation Program: The Asset Preservation Program (APP) is a systematic approach to ensure performance accountability, promote student health and safety by maintaining and operating building systems to their design capacity, maintain an encouraging learning environment, and extend building life, thus minimizing future capital needs.

Building: A building is one continuous enclosed structure that may or may not be connected with other structures by passageways. It includes the structure itself with all plumbing, sanitary, heating, ventilation, mechanical, and electrical systems in the structure, as well as all fixed equipment.

Building Condition Rating: A systematic rating of common building components based on Unifomat coding with five major Assemblies: Substructure, Shell, Interiors, Services, and Furnishings. Under the five major Assemblies are sub-assemblies and components. The BCA scoring consists of ratings at the component level with choices that include excellent, good, fair, poor and unsatisfactory.

Building Conditions Score: The individual component scores are weighted and combined to produce a total building condition score based on a 100-point scale.

Building Profile: The profile defines or identifies the primary use of a building.

Building Type: Defined as either "permanent" or "portable" construction.

Building ID: A unique identifier of buildings within ICOS.

Classrooms: A room used primarily for instruction classes and that is not tied to a specific subject or discipline by equipment in the room or the configuration of the space. Includes lecture rooms, group music rooms, lecture-demonstration rooms and seminar rooms.

Condition Review Status: Describes the current status of a building condition rating. Options include Not Required (some buildings do not require yearly ratings), Required (APP buildings require a yearly Building Condition Assessment), District Reviewed (district staff have completed a Building Condition Assessment for the current reporting year), WSU Certified (WSU has completed a certified Building Condition Assessment for the current reporting year), and BCA Certified (a consultant has professionally certified a Building Condition Assessment for the current reporting year).

Congressional District: A congressional district is an electoral constituency that elects a single member of Congress. A congressional district is based on population, which is taken using a census every 10 years.

County: the Washington state county where a facility is located.

Covered Play Spaces: Facilities providing covered play space required to be counted as 1/2 area by School Facilities Procedures Manual, Chapter 3

Educational Service District (ESD): Primarily a support agency that delivers educational services that can be efficiently or economically performed regionally. The state of Washington has nine regional ESD's.

Food Service Spaces: Rooms used for dining and related storage and preparation.

General Support Spaces: Rooms used for building services. Includes data processing areas, maintenance areas, vehicle storage areas, central receiving areas, and related service areas such as supply storage areas, closets, equipment rooms, etc.

Gross Sq. Ft: The total gross square feet for the building as measured from finished outside face-of-stud to finished outside face-of-stud. The following areas shall not be included in any calculation of gross square feet: exterior covered walkways, cantilevered or supported; exterior porches, including loading platforms; and roof overhangs.

Includes Skill Center: Skill centers are regional secondary schools that serve high school students from multiple school districts. They provide instruction in preparatory programs that are either too expensive or too specialized for school districts to operate individually.

Instructional Space: The total square feet in a building used primarily, or exclusively, for instruction and/or instructional support (mechanical and storage space included). Portables, if used for instruction, should also be counted as instructional space. School facility space that is under lease per the provision of RCW 28A.335.040 is considered to be available for instructional space and shall be included in the instructional space inventory. The following areas shall not be included in any calculation of gross instructional square feet: exterior covered walkways, cantilevered or supported; exterior porches, including loading platforms; areas located above instructional spaces which are either vacant or primarily housing mechanical and/or electrical equipment; space used by central administrative personnel; and stadia and grandstands.

Inventory Status: Describes the current status of a building or facility in terms of SCAP eligibility. Recognized inventory contains SCAP Recognized Square Feet per WAC 392-343-019.

Laboratories: Rooms used for classes, which require special purpose equipment for student participation, experimentation, observation or practice in a field of study. Includes science labs, language labs, music practice rooms, computer and keyboard labs, and vocational labs.

Latitude: The latitudinal value of the location of a facility.

Learning Resource Spaces: Rooms used for the production and distribution of audio-visual, radio and TV materials and for the operation of equipment for TV studios, radio studios, graphic library, tape library, control room, video tape recorder room, and recording room.

Legislative District: State legislative districts are the areas from which members are elected to state or equivalent entity legislatures.

Library Spaces: Rooms used to provide storage for books and audio-visual materials and areas for individual study. Includes reading rooms, study rooms, circulation desk, card catalog, microfilm processing, and audio-visual record playback areas.

Longitude: The longitudinal value of the location of a facility.

Lower Grade: The lowest grade level receiving instruction at a school.

Non-Assignable Spaces: Rooms or space not available for assignment to an occupant or for a specific use, but necessary for the general operation of a building (building services, circulation, and mechanical that are used to support the building's general operation).

Non-Recognized Building: Non-recognized buildings are ineligible for state-assistance per WAC 392-343-019.

Number of Floors: A count of all levels that can be occupied including basements. This may include an occupied mezzanine in shops and gyms but is not intended to include mechanical mezzanines, attics, or crawl spaces.

Office Spaces: Rooms used by faculty, staff or students working at desks and rooms used for non-class group meetings. Includes offices, conference rooms and related service areas such as vaults, mimeograph rooms, interview rooms, office supply rooms, closets, etc.

Physical Education Spaces: Rooms used for physical education and athletics. Includes gymnasium, basketball courts, handball courts, swimming pool, wrestling rooms, etc. and related service areas such as locker rooms and associated lavatories. Excludes spectator seating, ticket booths, etc.

Portables: A count of the number of portables contained at a facility or district.

Recognized Buildings: A building that is eligible for state-assistance per WAC 392-343-019.

SCAP Sq Ft: Total gross instructional square feet recognized by OSPI for the administration of the School Construction Assistance Program.

School Code: A four-digit code assigned to the school by OSPI.

School District: A school district is a form of special-purpose district, which serves to operate local public primary and secondary schools, for formal academic or scholastic teaching.

Service and Support: Service areas directly related to instruction, such as projection rooms, preparation rooms, resource rooms, coatrooms, and rooms used to store classroom, laboratory, P.E. and library supplies and equipment.

SFO Region: The School Facilities & Organization Regional Coordinator regions, defined as Northwest, Southwest, and Eastern Washington.

Site: A single site or contiguous adjacent site(s) where typically a building, or buildings, provide or support educational activities. A site is commonly referred to as a "school" and has a unique identification number assigned by OSPI. The identification number should not be confused with a "school code," and a site may contain more than one school code. Vacant land owned by the district may also be defined as a site.

Site Acres: The total acreage of a school site.

Site Class: A designation of urban or rural.

Site Condition Rating: A condition rating of a school site on a 100-point scale, calculated from the Building Condition Assessment.

Site ID: A unique identifier of sites within ICOS.

Site Inventory Status: Describes the current status of a building or facility in terms of SCAP eligibility. Recognized inventory contains SCAP Recognized Square Feet per WAC 392-343-019.

Site Type: The site profile type defines or identifies the primary use of a facility.

Student Services: Rooms used by students for health services, clubs, counseling, etc. Includes counseling rooms, lounge areas, detention rooms, student health and related service areas, such as closets, equipment rooms, dispensaries, etc.

Upper Grade: The highest-grade level receiving instruction at a school.

Year Built: The year that a building was originally built.

Year Last Modernized: The year the building was last modernized using SCAP funding assistance.

Appendix D: School District Survey Results

Q1: Do you currently have a space and/or site available for a new early learning facility?

Answer Choices	Response %	Response Count
Yes	22.22%	20
No	77.78%	70
TOTAL	100.00%	90

Q2: Is the surplus building currently in use?

Answer Choices	Response %	Response Count
Yes	50.00%	10
No	25.00%	5
N/A	25.00%	5
TOTAL	100.00%	20

Q3: Is the space(s) being used for early learning or school-age programs?

Answer Choices	Response %	Response Count
Early Learning	50.00%	5
School-age, before/after school	10.00%	1
Both	20.00%	2
Neither or N/A	20.00%	2
TOTAL	100.00%	10

Q4: When was the space(s) last used for any type of birth-to-five or school-aged learning programming?

#	Response
1	The space identified will be vacated in Fall of 2021. At this time the surplus space will need to be renovated, upgraded to meet the Head Start/ECEAP specifications which required significant money. We currently only serve 31% of our Head Start/ECEAP eligible families. Kelso NEEDS support to make this happen. We just completed \$4 million in cuts and we were a "loser" with the McCleary funding.
2	Currently in use as a preschool.
3	3-4 used continuously; ECAP program (lost funding); now PK program supported through District levy funds.
4	June 2019.
5	I am not exactly sure. But I believe it was still in use as a middle school for the 2015-16 school year.
6	Has only been used as K-8 classrooms.
7	2013-2014.
8	We have bare land that could accommodate a site.

Q5: What type of surplus building do you have?

Answer Choices	Response %	Response Count
Portable	12.50%	2
Permanent Facility	81.25%	13
Neither or N/A	6.25%	1
TOTAL	100%	16

Q6: How many potential classrooms are in the building?

#	Classrooms	#	Classrooms	#	Classrooms	#	Classrooms	#	Classrooms
1	20	4	1	7	2	10	6	13	3
2	4	5	1	8	2	11	6	14	4
3	1	6	1	9	12	12	2	15	6

Q7: What is the gross square footage of the building?

#	Gross Sq Ft	#	Gross Sq Ft	#	Gross Sq Ft
1	55,000	6	12,000	1 1	15,000
2	30,000	7	14,480	1 2	10,000
3	850	8	400	1 3	6,000
4	900	9	28,000		
5	700	1 0	48,000		

Q8: Based on your estimate, how would you categorize the condition of the building?

Answer Choices	Response %	Response Count
Ready for instructional use	50.00%	8
Minor repairs needed	12.50%	2
Minor or major renovations needed	25.00%	4
Tear down/new construction needed	12.50%	2
TOTAL	100.00%	16

Q9: If the space is unused, what type of resources would you need to convert it into an early learning facility?

#	Response
1	Roof and HVAC with minor repairs to meet Head Start/ECEAP guidelines.
2	\$2 million
3	All new/updated systems like power, plumbing and data. Would need a new roof and major remodeling.
4	The main question would be its seismic compliance.
5	Reconnect plumbing Roof Carpet
6	Funding
7	We would need funding for design, site improvements, construction, etc.