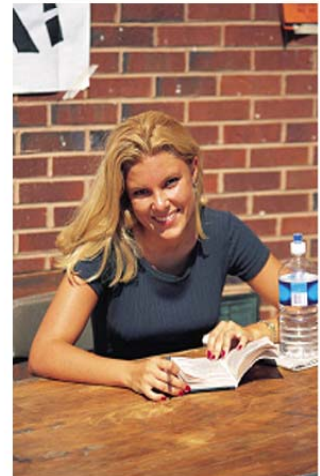
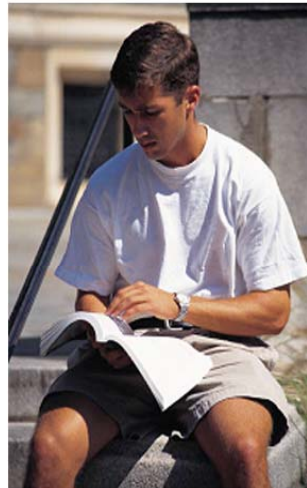




*Investing in  
our kids,  
our schools,  
our community.*

Clover Park  
Facilities  
Advisory  
Committee  
Report

May 2009



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## Letter to Superintendent

May 26, 2009

Dear Superintendent LeBeau:

We are pleased to submit the attached report in response to your charge.

The Facilities Advisory Committee recognizes the leadership role the District plays in achieving educational excellence. Our committee exists to support the comprehensive educational facilities program and vision of the District. We also recognize that modernized and well-maintained school facilities, in association with strong leadership, can help provide a vehicle for positive change.

The construction of the new Lakeview Hope Academy, in association with the Gary and Carol Milgard Hope Center, which was supported by the greater community in 2006, is a perfect example.

A recent poll showed that more than 75 percent of people in the community believe the District has been a good steward of the bond, using the public funds to offer needed educational programs and enhance learning opportunities and student achievement.

This report represents the dedicated efforts of citizen volunteers, parents, the business community, the City of Lakewood, the military, and District staff. The report reflects the consideration of multiple factors, discussion of challenges and opportunities, and appropriate due diligence conducted by the committee. Specifically, it contains the following sections:

- Educational program;
- Demographics;
- Military Based/Post activities;
- Facilities;
- City/School District visioning;
- Economy/level tax rate;
- Partnerships opportunities; and
- School consolidation and closure issues.

With the average age of the facilities nearing 47 years, many of the associated building systems have met or are past their useful life. The committee sees it absolutely necessary to formulate recommendations that will continue to address these aging facilities while providing a safe and productive environment for our students and staff. The recommendations herein are designed to build trust and partnerships with public and private organizations within the Lakewood community. We aim to create great school environments that enhance educational opportunities and student achievement, while maintaining stable funding requests during these challenging economic times.

We are confident that with your leadership and the Board of Directors' continued representation that we can address the aging schools and strengthen our community.

Please let us know how we can continue to be of service.

Sincerely,  
Joe Vlaming, Chairperson

## FACILITIES ADVISORY COMMITTEE

### Community:

- |                       |                                       |
|-----------------------|---------------------------------------|
| • Dave Bugher         | City of Lakewood                      |
| • Todd Goldsmith      | McChord AFB                           |
| • Rick Guild          | Child Community Services              |
| • Ron Irwin           | Real Estate                           |
| • Charlie Maxwell     | Business                              |
| • Willy McKay         | Citizen At Large                      |
| • Mary Moss           | Business                              |
| • Jen Nelson          | Citizen, Northwest Sector             |
| • Steve Perrenot      | Fort Lewis                            |
| • Charlene Richardson | Citizen At Large                      |
| • Joe Vlaming         | <b>Chairperson</b> , Citizen At Large |

### Board of Directors:

- |                          |                        |
|--------------------------|------------------------|
| • Connie Coleman-Lacadie | CPSD Board of Director |
|--------------------------|------------------------|

### Resource:

- |                            |   |
|----------------------------|---|
| • Peter Rasmussen          | Facilitator                                     |
| • Manuel Pereira           | Professional Services – Planning & Construction |
| • Ray Miller               | CPSD Administrator                              |
| • Gary Wilson              | CPSD Assistant Superintendent, Secondary        |
| • Kim Prentice             | CPSD Community Relations                        |
| • Lynn Wilson              | CPSD Finance                                    |
| • Bruce Gardner            | CPSD Operations                                 |
| • Michael Forsythe         | CPSD Operations                                 |
| • Dale Brewer              | CPSD Operations                                 |
| • Pete Munoz               | CPSD Operations                                 |
| • Jeff Brown               | Professional Services – South Sector            |
| • Neitha Wilkey            | Professional Services – Northeast Sector        |
| • Brian Carter             | Professional Services – Northeast Sector        |
| • Brent Compton/Greg Stack | Professional Services – Northwest Sector        |



## Executive Summary

This report to the Superintendent and the School Board was prepared by an twelve member Facility Advisory Committee appointed and charged with the following:

*The purpose of Clover Park School District's Facility Advisory Committee (FAC) is to update the capital facilities master plan and make recommendations for a future capital bond proposition. To do this, the FAC will study and analyze current facility infrastructure, identify and prioritize potential facility modifications, replacements, additions and/or closures that would enhance the ongoing economic development and health of the community.*

This committee has had an ongoing function dating back to 2001, when it first assisted in the preparation of a Facilities Plan. In October of 2004, the committee was reconvened to set forth an approach to establish a capital plan that would be acceptable to the supermajority of voters in the District. The success of the 2006 bond program was established on the strength of partnerships and relationships to benefit children. The recommendations contained herein look again to partnerships to benefit student achievement, reduce cost to the taxpayer and create facilities in which the community can take pride.

The committee has met a total of nine times since the spring of 2008 to date and the primary considerations in developing the facilities plan were:

- Educational program;
- Demographics;
- Military Base/Post activities;
- Facilities;
- City/School District visioning;
- Economy/level tax rate concept;
- Partnership opportunities; and
- School consolidation and closure issues.

The committee heard about opportunities and concerns from community members at a forum on educational reform and innovation held by city and school district officials in February 2009 (see City and School District Visioning Section). The committee recognizes how school facilities can play a role in addressing many of these concerns, but only if they are developed with community input and support. The committee strongly recommends the following projects:

1. Rebuild Hudtloff as this school is now 52 years old and requires reconstruction to meet current building and life safety codes. (See Facilities Section, Northwest Sector)
2. Consolidate Southgate Elementary and Oakwood Elementary into a new facility at a site to be determined, acquiring land to support this effort and adjusting boundaries with associated elementary schools to best align demographics to the model elementary school. (See Facilities Section, Northeast Sector)

3. Construct a Centerpiece Project adjacent to the Clover Park Technical College to strengthen alignment of educational services and incorporate the Harrison Prep Academy. (See Educational Programming Section)
4. Align with the City of Lakewood's Tillicum Neighborhood Plan (see Appendix G), by conducting a study beginning the spring of 2010 to consider the temporary closure of Tillicum Elementary beginning the 2011-12 school year. This would include where to distribute students and programs during this time identified in any recommendation and a revisiting of school boundaries within the effected areas. Future redevelopment within the community will likely increase the demand for an elementary school within 4-5 years. Finally, identify as part of this study a plan for potential future reconstruction as part of a 2014 bond in alignment with the Tillicum Neighborhood Plan revitalization. This should consider community service partnerships opportunities in any new facility to optimize operating and service capacities.
5. Maintain level tax rate program. (See Funding Section)
6. Initiate an aggressive communication program with the Department of Education, Department of Defense and Congressional delegation to obtain funding to replace the federally-owned schools located at Ft. Lewis and McChord AFB. (See Military Post/Base Activities Section)
7. Continue pursuing a partnership with Ft. Lewis to relocate Woodbrook on Ft. Lewis with increased capacity to handle growth. In addition, to accommodate service to clients, tie this post request and funding requirements to a required cross-base connector. (See Military Post/Base Activities Section, South Sector)

These proposals also carry an estimated savings of \$700,000 per year in reduced overhead costs; funds that could be distributed directly to the classroom.

The committee strongly believes that a continued dialogue with the service groups (see Community Partnerships Section) and the broader community about the facility recommendations will strengthen the proposal. Particularly the visionary Centerpiece Project. This project steps out of the norm of the Facilities Advisory Committee responsibility, but a project like this can provide a positive catalyst for the community similar to that of the Lakeview Hope Academy/Milgard Hope Center project.

We believe that through strategic partnerships, the broader community will support quality schools and strengthen the advocacy for the children we serve. The committee also recommends engaging the community now in the design process so a common vision will be achieved and in turn the success of the capital program.

## **Framework for Analysis and Recommendations**

This report provides for a foundation upon which to continue the capital bond issue to alleviate the District's facility challenges and strengthen the confidence and trust of the voters with respect to resource management and the positive progress of the Clover Park School District educational program.

The FAC considered data from a number of sources, including:

- Educational programming documentation from the AI Committee, Online Committee, secondary schools and information on early childhood education.
- Demographic enrollment data trends and the City of Lakewood projections, school capacities versus full time enrollments.
- Military Base/Post activities.
- Facility conditions.
- City and School District visioning.
- Partnerships and opportunities (City of Lakewood, Clover Park Technical College and the Pierce County Boys & Girls Club).
- Tax rate data and level tax rate.
- An analysis tool (Modernization/Replacement Matrix) which integrated objective and subjective criteria into a single rating system.

Each consideration will be addressed in the following sections along with the recommendations for specific actions.

## Educational Programming

The facilities planning process requires that a clear articulation of an educational program be defined in order to complete the architectural planning for schools. In 2005, the educational program administration defined the model elementary, middle and high school relative to size: elementary (450 to 475), middle school (650 to 700) and high school (1,500 to 1,600). The source document for this information is available in the 2005 Facilities Advisory Committee Report. These models provide for a framework in regards to the 2010 Facilities Advisory Committee recommendations

The committee received information from the educational program leaders regarding various educational initiatives being studied. They included review of the alternative program commonly known as the “AI” program, continued or expanded service in the early childhood program (including all-day kindergarten) and a program alternative to demonstrate “rigor, relevance and relationships.” The following sections expand on these areas of discussion.

### Alternative Program

Information was provided by the District regarding the integration of the AI program in association with the Clover Park Technical College within the school district system.

During the 2009-10 school year, our alternative program will accomplish the following important changes:

- Serve the remaining AI students in helping them toward high school completion, while curtailing new enrollment as a means discontinuing the existing program into 2010-11.
- Establish and define the relationship between alternative education needs for Clover Park School District high school students and the new Online Program.
- Move past the discussion stage with Clover Park Technical College about possible partnerships, and work toward a formalized agreement between the District and Clover Park Technical College to provide expanded opportunities for students and as a means of establishing a viable partnership between the two organizations.

To move forward we will need to:

- Develop a transition model for the 2009-10 school year which will include academic placement options for the AI students who will remain in the program. This will need to be in place by June 15, 2009.
- Bring greater clarity to the overlap of the new Online Program and the alternative program, both for 2009-2010 and for years beyond.
- Develop four study/recommendation committees to address the long-term potential for a formal partnership between the District and the Clover Park Technical College. All committees will be responsible for identifying new issues that arise, with reasonable solutions.

**Curriculum Committee:** The committee will be comprised of representatives from Clover Park School District and Clover Park Technical College. They will study potential issues such as Core 24, overall crediting, entry and placement prerequisites, dual crediting options, and aligning standards from the two institutions. Educating Special Education and ELL students will be included in this process.

**Finance Committee:** This committee will develop an acceptable formula for assigning and/or sharing student FTE. Based on the fact that the financial component is potentially significant to both institutions it will be critical to develop a memorandum of understanding between both parties.

**Facilities Committee:** This committee will explore the facility resources at both institutions for the mutual benefit of this program and others. The committee will work on potential facility needs to support long-term needs of the Online Program and the new alternative program. The current AI High School facility will likely be a short-term answer.

**Current Student Continuity:** This committee will need to begin work as soon as Clover Park School District Board of Director's approval is granted to this proposal. The rationale is noted above. This committee will address the transitional need to serve students who are currently in the system and require an alternative learning experience which would impact the 2009-10 school year.

### **Benefits of this Proposal**

1. Students have the opportunity to earn a high school diploma and potentially an AA degree or students are able to earn a high school diploma and college credit.
2. Students would have access to high tech equipment at the technical college.
3. The primary emphasis for all students would be to complete a full high school diploma.
4. Partnering with the college will provide a vastly larger number of educational experiences and fields of study for our students.
5. Many students in alternative programs traditionally look at the high school diploma as a final step in their educational career. The partnership with the college will provide them with skills and an interest in developing future career and educational opportunities.
6. At the recent City Hall community event all of the discussion groups identified a need for greater institutional partnerships within the community. This proposal's outcome would meet this goal.
7. This partnership will benefit all the citizens of Lakewood and thus, a leadership council could be developed to include college, city, school district and local business partners.
8. This presents an immediate yet measured plan for a new alternative program beginning in the 2009/10 school year.
9. The partnership with Clover Park Technical College will also allow us to explore potential opportunities for early childhood education. This might include training opportunities for staff as well as program placement and facility options.

### **Center Piece Proposal (Transformational School)**

The District and the City of Lakewood held an event in February 2009. During the event, discussion took place on how best to provide educational services that would respond to the community request. In evaluating this information an opportunity came up in association with Clover Park Technical College. The proposal would expand the development of the Harrison Prep Academy program which has been accepted widely throughout the community. The program would be expanded in a new facility adjacent to Clover Park Technical College campus providing an international baccalaureate and integration with a high tech program opportunity in line with Clover Park Technical College's visioning. This program would respond to the community's input as described as follows:

Clover Park School District has learned through many years of school reform, high accountability and parent insistence that our secondary programming must provide rigor, relevance and relationships. Rigor in secondary course work must prepare students for a future of additional learning in either post secondary education or the world of work and life. The course work presented to students must be relevant to their lives today and related to the world that they live in and understand. Our students must feel their teachers care about their success as learners and as human beings. Thus, our secondary programming must help students earn the credits and knowledge needed to graduate from high school and provide the spring board necessary to choose the next avenues of success in college or work.

To capitalize on the principles mentioned above, Clover Park School District “Center Piece Project” is being proposed. Harrison Preparatory School will be included in the design of this project and will serve as the catalyst for developing the extended program. This project is intended to create a grade six through twelfth grade school that will become a beacon of “best practice” to Clover Park School District and to districts state wide and nationally. It is intended to serve a cross-section of students that reflect the overall population of our district, and to show achievement well above the norm. This school will be developed in a way that the program and the outcomes will be replicable in part or whole in other schools.

For the purpose of this vision for the future let us call the Center Piece Project a Transformational School. A Transformational School is a unique organization that calls for real, authentic and lasting change. A Transformational School must move from traditional seat time learning to active and engaged student centered learning. It must change from teachers who “teach” to teachers who guide and direct learning activities. A Transformational School must move from “doing things right” to “doing the right things.” These are just a few of the hallmarks of becoming a Transformational School that the Center Piece Project will create.

The program is intended to serve a population of not more than 800 students grades six through twelve. This enrollment figure has been picked because research shows that small learning environments are much more successful than traditional large school populations. These grades have been picked because they allow the school to focus on higher order learning and preparation for college or further education.

In order to create a program that performs well above the norm, research based “best practices” must form the underpinnings of the program. These best practices can be put into the following categories:

1. **Leadership** that provides inspiration, thinks outside the box and holds all stakeholders accountable.
2. **Stakeholders** that are highly involved and share a common belief that all students can succeed.
3. **Staff** that is highly competent and committed to the success of each and every student.
4. **Curriculum** that is engaging, challenging and comprehensive.
5. **Accountability** for achieving at the highest levels.
6. **Environment** that is safe and stimulating.
7. **Freedom** to pursue non-traditional programming.
8. **Expectations** related to behavior, attitude and commitment to success.
9. **Flexibility** to meet the needs of students with different learning styles and abilities.
10. **Involvement** in the community through service learning and community outreach projects.

### **Leadership**

Leadership is a critical element in a Transformational School. All research evidence suggests that the single most important element in schools that perform above the norm is the school leadership. This often translates to one inspiring individual and/or team of leaders. In this new school the leadership must be grown, expanded and shared to ensure that when one key leader leaves, the momentum of the school continues to thrive beyond this individual. This means that all stakeholders must hold the same common belief system and be involved in the process of hiring and growing new leaders to meet the demands of the high performing system. Thus, this school will be led by a highly competent and engaged principal and surrounded by a “community of leaders” through a Site Leadership Team and a Stakeholder Advisory Council.

### **Stakeholders**

Stakeholders are ALL the people involved in the success of the school. Stakeholders must be committed to the ten “Best Practice” principles listed above, and be prepared to do “whatever it takes” to ensure the school’s success. Commitment from stakeholders should be overt and public with all involved signing the schools “Stakeholders Compact of Success”. In as much as practical, stakeholders should become the schools extended family nurturing and mentoring each new generation of stakeholders and building continuity and a network that maintains the school’s mission. The core of this belief system must be the statement “**All Students Will Succeed**”.

### **Staffing**

Staffing of a Transformational School is a critical issue. Staff must be highly committed to the school’s concept and must be excited about being in a non-traditional setting. They must be highly competent in both subject matter and teaching methodologies. Staff must be able to individualize and differentiate instruction to meet the unique needs of every student attending this school. They must be committed to the success of every student and have a collaborative nature and a willingness to work across grade levels and disciplines. They must accept a high degree of accountability for their performance related to student achievement and be willing to accept the assistance of other staff and administration when deemed necessary.

### **Curriculum**

The curriculum for students in grades six through ten will be based on the International Baccalaureate Middle Years Program. This curriculum is very challenging, motivational and is based on the belief that what is “traditionally the best teaching reserved for the best students” should be the teaching given to every student. After the tenth grade students and families will have the option to continue with the International Baccalaureate Diploma Program or choose to pursue a high tech pathway that will be developed in cooperation with the Clover Park Technical College. Options for this pathway may include engineering, robotics or other high tech options. Mentorships by outside community members competent in various curriculum areas should be an integral part of the program. The curriculum for the Center Piece Project will be cooperatively developed by staff and stakeholders based upon a set of identified International Baccalaureate/high tech outcomes that represent a world class education.

### **Accountability**

Accountability must be a pervasive part of the program. Students must be accountable for their learning outcomes as well as the learning outcomes of their fellow students. Staff must be accountable for the delivery of curriculum and for the performance and success of the students assigned to them. Staff must be accountable for assisting students to grow and become all that they are capable of becoming. The leadership must be accountable to use resources to best meet the needs of all students. All other stakeholders must be accountable for their obligations within the system (i.e. parents for student attendance and completion of assignments, volunteers and



mentors for maintaining and honoring commitments to students). All stakeholders will sign a compact agreeing to the overarching goals of the school and to be held accountable to those goals. An annual “State of the School” event will be held to specifically address areas of accomplishment and goals yet to be achieved.

### **Environment**

The school environment must be safe. This is a design issue, a staffing issue and a technical issue. Safety should be a consideration in access and egress and other design considerations. Environment should be an emphasis in staff development and staff hiring. It is a technical issue in the use of hardware, software and systems design.

The environment also should be stimulating for staff and students alike. Again this is both a design issue and a technical issue. The old adage of form follows function should be applied carefully as an art room and a science room requires different design considerations. A counseling office and a principal’s office also require different design consideration. The human environment created by those who work and go to school there must be “invitational”. An invitational environment is one that says come in and learn, you are an integral part of what happens here. For staff and stakeholders it says we have a common purpose here as we work together and respect each others uniqueness for the benefit of children. All stakeholders will feel welcome as they walk through and enter the environment of this school.

### **Freedom**

A Transformational School is a school that is willing to “break the mold” and is willing to challenge and establish that students who traditionally have not succeeded will succeed within this system of learning. It exists as a model of best practices that can then be adopted and integrated into other schools where student success has been difficult to achieve and/or maintain. In order to be successful in such a venture the stakeholders must be able to think “outside the box” and to implement best practices identified by research. This requires freedom to do things differently from “the way it’s always been done”. This freedom should be clearly defined and established prior to the opening of the school. It should also clearly demonstrate how waivers from traditional practice, policies and regulations will be encouraged and obtained.

### **Expectations**

In a Transformational School, expectations must be very high and challenging. These expectations must be so high that they are nearly impossible to obtain, but they must also be so motivating that all involved with this school will not rest until they are achieved for every student. These expectations mean that the behavior code for this school must be such that behavior of students or anyone else does not interrupt the learning process. It means that attendance is expected to be 100 percent. It means that students must complete assignments on time and with the best effort their abilities allow. It means that staff should follow the curriculum and implement it with fidelity. It means that staff and administration alike must be firm, fair and consistent in administering student discipline. These are a few examples of what high expectations in a Transformational School might look like. These high expectations should form the foundation and the touchstone for this school.

### **Flexibility**

Students are not all alike, they have different learning styles and different abilities. These differences and abilities must be honored and respected as the program is developed and implemented. A Transformational School must look differently and creatively at how it serves students. The school must be planned and intentional in supporting and nurturing students with special needs and circumstances such as language barriers, learning disabilities, highly capable

abilities and those who are immersed in the difficulties related to poverty. This school must clearly define learning targets for each individual student and have the flexibility to make changes to the overall program when data supports this need. This again goes to the issue of not continuing to do the same thing, but to do the right thing. This school will be a beacon within our community as it will not give up on students who have traditionally failed, but will instead give up on the traditions that have caused the failure.

### **Involvement**

The Transformational School must recognize the need for involvement of all stakeholders. There must be on going efforts to seek involvement in any variety of ways. Mentorship is one example of involvement. Mentors will be sought to support students in dealing with difficult course work, planning for future endeavors such as college and the world of work and to provide encouragement and nurturing where a significant adult role model in a child's life has been missing. In addition, staff could benefit from mentors who might be retired teachers who have particular expertise or administrators who have skills that might be utilized. Another example of involvement might be community projects put on by staff and students from community clean-up to tree planting on Arbor Day. Community outreach might be another example such as assistance to seniors who are homebound or helping with food banks, clothing banks or projects that give direct support to those in need. These are a few examples of school involvement within the community and the community's involvement in the school. The school should make ongoing efforts to foster these relationships both for the sake of student learning and for the sake of community support of the school.

### **Final Note**

"A beacon of hope" and "school of success" are just words but when these words are coupled with high standards and accountability, community involvement, dedicated teachers and administrators and a spirit that every child will succeed with no exceptions, suddenly these words become inspiring and motivational. The Center Piece Project will be designed to create this motivation and inspiration and it will be created so that lessons learned can be transferred and infused within other schools in the Clover Park School District. The time for this project and school is now!

### **Early Childhood Education**

The committee reviewed information regarding the importance of early child hood education related to the success of the students. It was agreed by the committee that this was truly important and an integral plan to provide this program service should be pursued.

### **Recommendation**

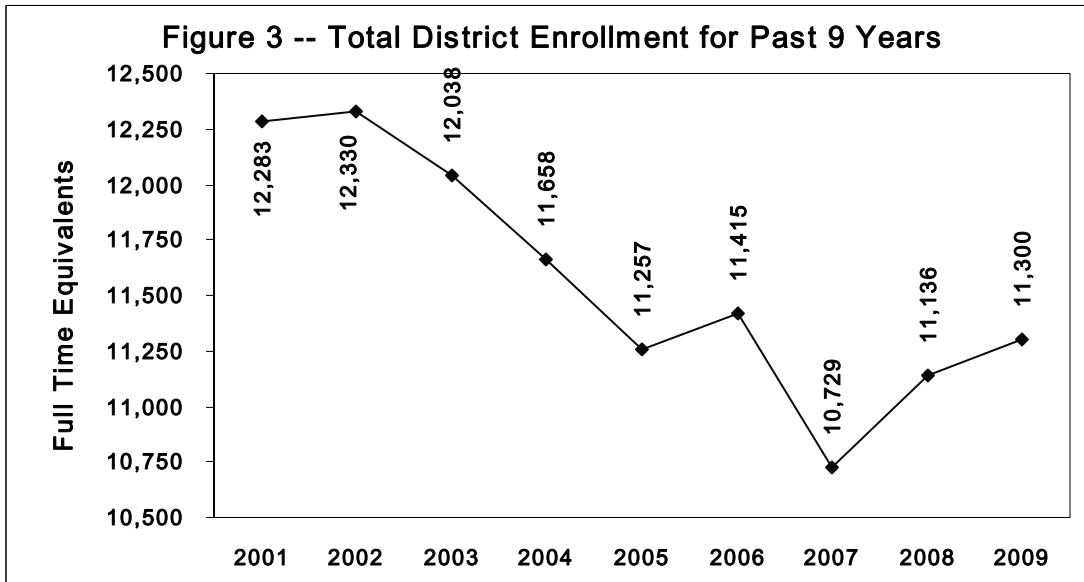
The current AI facility is ranked the highest on the Clover Park School District 2008 Modernization/ Replacement Matrix (see page 34). The proposal to integrate the program in association with the Clover Park Technical College site strengthens opportunities for the students, and offers enhanced educational program opportunities. The site would then become available for other educational service opportunities as discussed under partnerships within this section. The committee supports the integration of this program along with a partnership with Clover Park Technical College.

The committee recommends constructing a centerpiece project and incorporating the Harrison Prep Academy within this project.

The committee reviewed the information regarding early childhood education and strongly endorses this program. They believe it will be necessary to review the model elementary school and determine how best to integrate and expand these services for children. They also see an opportunity to integrate these program services with higher educational entities such as Clover Park Technical College. They recommend that this be explored

## Demographic Population

The District's enrollment had decreased considerably for the 2007 school year, but then increased for the year 2008 and in January 2009. The District's overall enrollment trend over the past nine years is shown in *Figure 3* below. The enrollment has averaged 11,165 students over the last five years. The trend of non-military students seems to have reached a plateau as further discussed in the City of Lakewood projections (Appendix A).



FULL-TIME EQUIVALENT (FTE) ENROLLMENT									
Actual Average Enrollment									
Grade	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total K-5	6,508	6,496	6,206	5,978	5,749	5,971	5,574	5,971	5,429
Total 6-8	2,826	2,874	2,822	2,733	2,675	2,565	2,412	2,420	3,266
Total 9-12	2,949	2,959	3,010	2,947	2,833	2,879	2,743	2,745	2,605
Total K-12	12,283	12,330	12,038	11,658	11,257	11,415	10,729	11,136	11,300

### Model School Sizes

In 2005, the District program established a model school size for elementary, middle school and high school. The high school model needs further definition. As an example, in designing the new Lakes High School, we designed to a model that would allow expansion through adjusting the use of planning space to accommodate in excess of 2,000 students, though we modeled for a planned 1,500. In the next phase, these models should be revisited and revised. This provides opportunities to consider further savings of school operating costs that could be considered for redirection while also addressing the practical educational operating environment.

### Reference:

Current Model Elementary School 450-475 students (reference 2005 Facilities Report)

Current Model Middle School 650-700 students (reference 2005 Facilities Report)

Current Model High School 1,500-1,600 students (reference 2005 Facilities Report)

### Enrollment Projections Compared to Capacity (non-military)

The May 2009 Enrollment Chart shown in Appendix B provides information on enrollment per school. The schools located on military post and base fluctuates in enrollment due to the nature of the military system as discussed in the South Sector section of this report. The non-military schools, particularly elementary schools range in enrollment from 280 students up to 460 students. These low enrollment numbers per school do not reflect the model school size. In fact, the enrollment for non-military elementary schools is currently 3,650 students residing at eleven facilities. If the District was to apply the model school size to current enrollment, it would require seven to eight elementary schools. The committee considered this situation and recommends revisiting this as part of the next phase for 2014 and applying the model school size to the enrollment trends to optimize school facility usage and reduce overhead costs for under utilized schools. The recommendation to consolidate Oakwood and Southgate both aligns with and continues these efforts from the 2005 Facilities Advisory Committee Report.

### Recommendation

The committee recommends updating the elementary and middle school model program specifications as described in the 2005 report. The committee recommends integrating the program/business model size to consolidate and optimize school facility usage to save dollars for the taxpayer. This realized savings then can be considered for redistribution (e.g., into classroom instruction). The model school redevelopment will also allow for easier alignment of school boundaries related to demographic changes and land use policies.

## **Military Post/Base Activities (South Sector including Woodbrook and Tillicum)**

Schools in the South Sector are uniquely situated: five elementary schools on Fort Lewis and two on McChord AFB; one elementary school in the Tillicum neighborhood of the City of Lakewood; and Woodbrook Middle School, which is also in city limits.

Combined capacity of the elementary schools on Lewis/McChord is 2,543 seats. Enrollment beginning the 2008-2009 school year was 2,744 students, with excess students being housed in temporary portable classrooms requiring special force protection modifications. The cost of these portable structures has been absorbed by the District's M&O budget (in excess of \$300,000).

Forecasting student enrollment for Lewis/McChord schools is a unique challenge due to a number of factors:

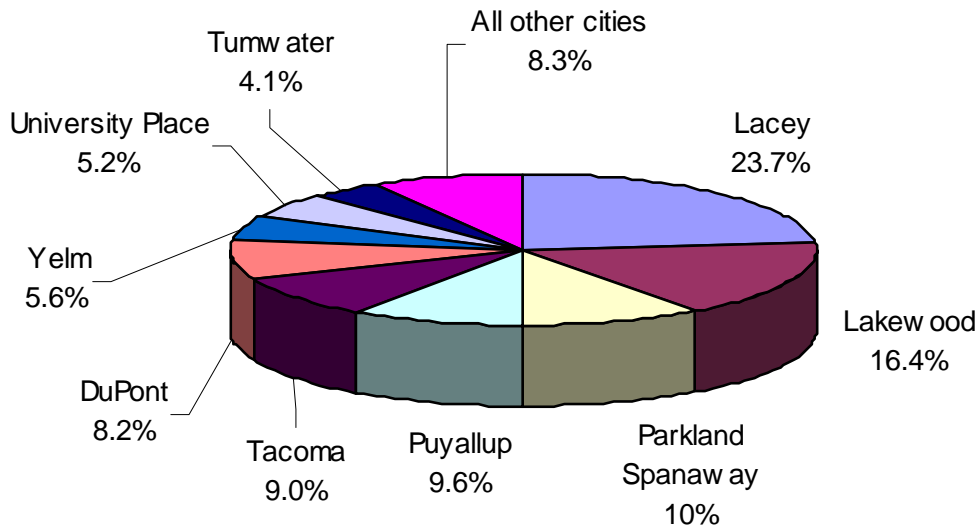
- Housing privatization by Equity Residential is making living on-post more attractive to families, and their schedule for remodeling and adding housing units is very fluid based on the needs of the installations and funding available. There are two factors related to housing which affect the forecasting of students:
  1. Percentage of occupancy on a housing area; and
  2. the waiting list of the same area.

A strategic interactive forecasting model is needed in order to adequately manage the occupancy and backlog of persons waiting to live in these homes.

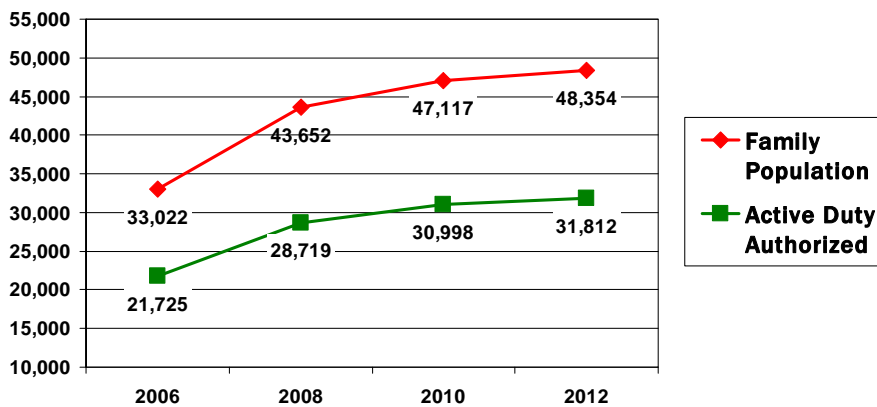
- Deployments of military units at Lewis/McChord contribute to making forecasts for student enrollment difficult. Specifically, understanding how a departing unit effects the enrollment in the District or in a school is a challenge. A strategic interactive forecasting model is needed in order to adequately manage the dynamics of troop movement and educational accommodation.
- The influx of new Child Development Centers (CDC) and School Age Services (SAS) facilities will have a dynamic effect on student enrollment at Lewis/McChord. These centers draw a significant number of students from out of district which impact a school in a particular boundary area unrelated to the housing boundary itself. While the impact that students like this have on enrollment may be minimal, none-the-less, a strategic interactive forecasting model is needed in order to adequately manage these facilities as they relate to impact of students in the District.
- Ft. Lewis and McChord AFB are consolidating into Joint Base Lewis/McChord beginning initial operational capability January 31, 2010 and will be in full operational capability by September 30, 2010. This effort is raising significant questions in regard to cross-base connections, student transportation and other logistical questions impacting the District.
- The Department of Defense's (DoD) *Base Realignment and Closure, Grow the Force, and Global Rebasing* efforts are impacting Lewis/McChord through planned growth. The master plan for Ft. Lewis (which accommodates much of DoD's plans) is scheduled to be briefed to the Lt. General by April 2009, and Clover Park School District was provided information on housing growth plans in the American Lake neighborhood on North Ft. Lewis (Appendix C).

Based on research and figures prepared for an update to the District’s federal representation in Washington D.C., current projections show the possibility for up to 4,738 students by 2011-12 school year. This is based on additional housing planned for construction into 2012. See Appendix D for more information on housing changes on Lewis/McChord.

Community impacts due to growth by Lewis/McChord can be best projected by historical population data. According to Ft. Lewis Department of Public Works, total population growth on Ft. Lewis is projected to be over 12% from 72,888 to 81,759 in 2012. The post targets 30 percent of that population to live on Ft. Lewis, with the rest living in surrounding Pierce and Thurston County communities. This growth will likely be absorbed in the region as:



**FORT LEWIS POPULATION GROWTH**



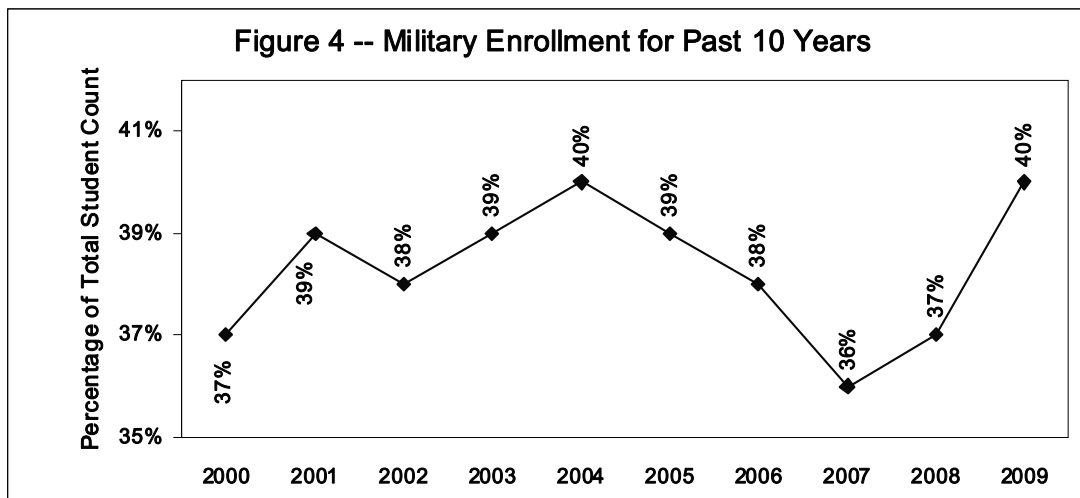
**11,372 Civilians (Federal and Contract employees)**  
**23,264 Army Retirees within 50 miles of Fort Lewis**  
 Source: Department of Public Works, Fort Lewis, September 2008

**Military Activities – Effects**

Military families with school-age children move in and out of the District, as shown in the chart below. The district’s funding through the federal Department of Education’s Impact Aid program is dependant on the enrollment of students connected to the military, specifically those who live on



federal property. The funding of this program is the only education program that is not front-funded. As a result, the funding for survey conducted in the current year will not come until the following year (if/when the federal government funds and passes a budget). Also, since the annual survey must be taken in October each year, the effects of move ins/outs after this month of the school year are not addressed for two full federal years. Although the District experienced a considerable drop in military related students in 2007, as can be seen by the graph in *Figure 4*, enrollment has increased since that time.



### **Woodbrook**

Located in the City of Lakewood nearest McChord AFB, Woodbrook Middle School enrollment is primarily made up of students with military-connected parents. The school's capital capacity is 760 seats (32 regular classrooms using 24.5 seats per room) compared to April 2009 enrollment of 502 students. Planned growth on Lewis/McChord will eventually impact Woodbrook in the same fashion as elementary schools when children move from fifth grade to sixth. This shift may boost enrollment similar to elementary schools. In order to accommodate this growth and to overcome other current logistical issues, Ft. Lewis has expressed interest in relocating Woodbrook on-post. They have identified a potential 20.2 acre site for relocation bounded by Pendleton Road, 9<sup>th</sup> Division Dr. and Hospital Dr (see Appendix E and F). The site needs to be analyzed to determine appropriateness and impacts.

### **Tillicum**

Tillicum is the only elementary school in the South Sector of the district that is owned by the District. Current housing and enrollment trends in the Tillicum neighborhood are stagnant and growth is unlikely until after sewer completion and actual implementation on neighborhood plan begins. In 2000, the enrollment at Tillicum Elementary was 385 compared to 311 as of April 2009. The City of Lakewood is beginning construction of sewer utilities to the Tillicum neighborhood in summer 2009. This is projected to be the catalyst for redevelopment in the area as marked in the City's comprehensive plan. Redevelopment ideas include increased housing density and improved retail and other mixed uses, however this is not likely until a few years after the sewer utilities are completed. (See Appendix G, Tillicum Neighborhood Plan)

### **Heartwood**

Located on McChord AFB, this elementary school had previously been consolidated with Carter Lake elementary due to the Air Force implementing new housing edicts which reduced the required

housing unit inventory by approx. 300 units. Heartwood could again be a viable school to address the growth on Ft. Lewis if as part of either the cross-base highway or Joint Basing, the cross-base connector was developed. This would require a balancing of boundaries of the post/base schools so that Heartwood would service an appropriate geographic area.

### **Base Realignment and Closure (BRAC)**

Beginning in 2005, the DoD began an effort to “reorganize its base structure to more efficiently and effectively support our forces, increase operational readiness and facilitate new ways of doing business.” This effort is directly impacting Ft. Lewis and McChord AFB in two ways.

First, both military installations will be combined into Joint Base Lewis/McChord beginning January 31, 2010 under the leadership of the Army.

Second, Ft. Lewis will also see growth due to consolidation of installations globally. Early estimates from the DoD show that planned growth on-post could bring with it up to 4,600 new students to the area. Historically 40 percent of military students attend Clover Park School District schools, meaning 1,840 students due to BRAC alone could be seeking enrollment by the 2011-12 school year.

### **Housing Privatization**

Both the Army and Air Force contracted with Equity Residential (EQR) to take a 50-year lease of all housing units and manage the cycle of military families residing on these installations. In order to increase demand for housing on Lewis/McChord, EQR is remodeling the majority of existing housing units. Densities will not change significantly among existing homes. EQR also plans to construct as many as 1,100 new homes by School Year 2012-13. Using a 2.3 multiplier for children per household (as adopted and utilized by EQR), it is estimated that as many as 2,530 students will move to Lewis/McChord and likely will attend a Clover Park School District facility that are already near or over their built capacity.

### **Other Variables**

*Deployment* – Ft. Lewis and McChord AFB trains, retains and deploys a number of major brigades and battalions for service abroad. In times of significant deployment, families may elect to temporarily move “back home.” This can significantly impact enrollment in a highly unpredictable fashion.

Ft. Lewis and EQR are taking several steps to try and mitigate the issues that cause families to relocate during this period of time. Amenities like child care and development centers, shops, restaurants, events and family programs are being increased to interest families in staying put during deployment. Until this occurs, it is difficult to forecast the impact these strategies will have on retaining families during times of deployment.

*Off-post Housing* – Neighborhoods like Tillicum in the City of Lakewood are likely to undergo significant redevelopment by 2020, making housing off-post more competitive and impacting the ability to forecast enrollment long term for each school. In addition, growth in neighboring cities and towns (DuPont, Steilacoom, Lacey, Puyallup, etc.) could impact enrollment in on-post schools with family working on post bringing their elementary child to a CDC on post.

*Joint Basing* – Beginning January 31, 2010, Ft. Lewis and McChord AFB will be consolidated into Joint Base Lewis/McChord and will be run by the Army. Concepts are being floated by the Army and Air Force to develop a cross-base connector to ease transportation between installations. This could easily improve transportation logistics for students living on post/base and is expected to reduce traffic constraints on I-5.

## **Recommendation**

### **Tillicum Elementary**

After studying the conditions of the facility and current/future enrollment, it is recommended that the District align with the City of Lakewood's Tillicum Neighborhood Plan (see Appendix G), by conducting a study beginning the spring of 2010 to consider the temporary closure of Tillicum Elementary beginning the 2011-12 school year. This would include where to distribute students and programs during this time identified in any recommendation and a revisiting of school boundaries within the effected areas. Future redevelopment within the community will likely increase the demand for an elementary school within 4-5 years. Finally, identify as part of this study a plan for potential future reconstruction as part of a 2014 bond in alignment with the Tillicum Neighborhood Plan revitalization. This should consider community service partnerships opportunities in any new facility to optimize operating and service capacities.

### **Woodbrook Middle School**

It is recommended that the District continue pursuing a partnership with Ft. Lewis to relocate Woodbrook on Ft. Lewis with increased capacity to handle growth. This approach would require the District to pursue support for federal funding on the project. Analyze and address the adequacy of potential site(s) identified for this relocation. In addition, to accommodate service to clients, tie this post request and funding requirements to a required cross-base connector.

### **Existing On-Base/Post Schools**

Based on government regulations regarding modernization versus replacement, it is recommended that the District pursue federal funding to replace these elementary schools:

1. Greenwood
2. Hillside
3. Carter Lake
4. Beachwood
5. Heartwood (dependant upon cross-base/post connector)

### **Federal Ownership and Funding Requirement**

The District should continue researching and pursuing the most likely funding pathway for replacing each of the four (potentially five to include Heartwood if cross-base connector issue is resolved – see page.19) schools (excludes Clarkmoor due to previous Milcon project submission) requiring attention. This is the multi-year budget line item path. Most of that work will be providing back up support to the delegation's pursuit of this pathway.

It is also recommended that the District grow their support locally for the replacement of these schools. From a federal standpoint, it is helpful to see support and pressure from all angles within the community. This may include, but not be limited to, gathering support from military wives and family associations, Office of Family Morale, Welfare and Recreation, Department of Public Works and other related organizations on post.

Local funding is not likely, as these schools are owned by the federal government and are not accessible to the majority of local taxpayers.

### **Clarkmoor Elementary**

Scheduled to be demolished and replaced as part of a new federal headquarters construction project. According to Ft. Lewis Department of Public Works, the school construction will be finished in school year 2014-15 and prior to construction beginning on the headquarters facilities.

**Evergreen Elementary**

Newest facility on post (1992). As a result, we are not recommending a replacement for this facility. We are, however, recommending that further study be conducted to address the “compassionate assignment” impacts to the school facility requirements due to the presence of Madigan Hospital.

**Ft. Lewis & McChord AFB Growth and Housing Privatization**

It is recommended that the District continue pursuing federal funding to build at least two new elementary and one additional middle school (in addition to potential Woodbrook relocation) on-post to accommodate increased enrollment due to BRAC (Grow the Army Initiative) and this joint basing effort. See Appendix C.

To address the myriad of complications related to forecasting post/base enrollment that arise from variables such as deployment, growth, housing development, master planning, joint basing, moral-welfare-recreation programming, etc., it is recommended that the District develop a military specific enrollment forecasting/modeling tool. It would be the hope that such a tool would then allow for the identification of any variable directly impacting housing occupancy and thus school enrollment and model the potential impacts so that the District can more proactively plan to address these local military actions.

In addition, it is in the best interest of the District to continue bolstering their relationship with the local military personnel (e.g., School Liaison Officers – SLO) and representatives at EQR who can provide up-to-date information on these variables in a timely manner that could impact housing occupancy and enrollment.

## Facilities

The committee reviewed individual sectors for ease of analysis. Each sector was lead by different architectural/engineering teams to review the school facilities which reside in the sector area. The sector areas are best described as the Northeast, Northwest and South (primarily military plus Tillicum and Woodbrook) sectors. The chart included in Appendix H shows the regional area in which the committee worked. The process of review included developing an individual facilities report for each school known as the Building Condition Evaluation Report (commonly known as the BCE) as required by the State Study and Survey. This report format is outlined under the Washington Administration Code of Washington and administered by the Office of Superintendent of Public Instruction. The report is also part of the process used to apply for state matching funding for the capital program. The BCE is available at the Business Office of Clover Park School District. The BCE includes components used to review each building to rate its condition relative to multiple criteria. The categories of components include:

- Exterior building envelope
- Interior building condition
- Mechanical systems
- Life safety and building code review

Upon completion of the BCE review, the committee and its architectural team utilized this technical review and incorporated this information into a further review. That review was to apply the matrix analysis tool as described on page 34. The matrix analysis tool augments the BCE efforts by adding criteria that has local implications such as demographics and educational program benefits. The outcome of the matrix analysis tool was a general guideline that rank-ordered the condition of all the schools as one school district. This allowed the committee to review the District schools holistically. When applying the matrix tool to a master planning format, graphic charts were prepared as shown in Appendix I. These charts identify each school and place them in rank order. The intent of this chart is to create a framework in which to further refine the master facilities plan with respect to condition, demographics and funding. This tool can be utilized to continue to refine the facilities master plan in future work efforts. Although there is a rank order to progress the work effort, it should be noted that the buildings have generally met their useful life at an average of 47 years. The matrix tool only identifies possible progression for replacement of these aging facilities. The rank order of progression has a direct correlation to the facilities' age.

### ***NORTHEAST SECTOR***

The Northeast Sector reviewed the following schools: Clover Park High School, AI High School, Lochburn Middle School and the following elementary schools: Oakwood, Park Lodge, Southgate and Tyee Park which make up the Northeast Sector. (See Appendix J)

The architectural team visited the schools in the Northeast Sector. Each school requires upgrades to their building envelopes in terms of new exterior membranes and energy efficient construction. Most of the HVAC systems have reached the end of their useful life. Clover Park High School and Park Lodge Elementary have the best facility ratings.

#### **AI High School**

The AI alternative high school program is housed in the oldest and least suitable building for a modern education program. The building does not accommodate classrooms of appropriate scale, organization or quality to adequately function as spaces for teaching and learning to occur.

Telephone and computer network cables are surface mounted in conditions which are not secured and subject to damage.

### **Lochburn Middle School**

The campus style layout of this middle school provides the District with multiple challenges. Situated amongst old oak trees, roof maintenance is an ongoing issue. The roofs show early signs of deterioration and will need to be replaced soon. The exterior deck railing along the library building has rotted in spots, although the deck is in good repair. There is evidence of roof leaks in the gym building. Interior lighting is generally effective, but outdated and inefficient. There are some security issues with students leaving buildings to use the restroom. Roofing and HVAC replacement top the list of needs.

### **Tyce Park Elementary**

This school has an inefficient building envelope which is difficult to modify. Some of the exterior wall panels in the aluminum frame are damaged. The roof is nearing the end of its useful life. These issues are age-related and are similar to the conditions at Oakwood and Southgate, however, this school does not have significant life safety and noise related issues.

### **Oakwood Elementary**

Electrical systems and controls are outdated and inefficient. Approximately 15 percent of the school uses portable classrooms. The unit ventilators located in classrooms are noisy and maintenance staff is unable to work on them during school hours. There is a significant life safety issue as this school is located in the air corridor for McChord AFB. The City of Lakewood has rezoned this area and major investments in the property as a school are not allowed. Source documentation includes Air Installation Compatible Use Zone (9AICUZ) for McChord Air Force Base, Washington, March 1998; City of Lakewood 2000 Comprehensive Plan (Ordinance No. 237) and City of Lakewood Zoning Code (Ordinance No. 264) which are available at City Hall.

### **Southgate Elementary**

This is another campus style school with a combination of old and relatively new construction. The old buildings are extremely inefficient. Foundation systems are cracked and show signs of damage. The nearly flat roofs are a constant maintenance challenge. Power and other systems are routed outside under covered walkways, HVAC systems have been retrofitted and now block clerestory windows. In addition, Southgate Elementary backs up to the train tracks which will be used for storing commuter trains and new high speed train service through Lakewood. These conditions could create a less than desirable educational environment due to noise.

The Northeast Sector supports the expansion of an alternative education model such as the International Baccalaureate (IB) program as described under the educational program section of this report. The IB program will continue the strides made by Harrison Preparatory with a new facility. A new facility "Centerpiece" will give the program increased visibility and allow the District to offer this style of education to more students. The school district and community need families in order to thrive. Programs of this nature should retain and attract students to the District. (See Educational Programming Section)

## ***NORTHWEST SECTOR***

The Northwest Sector reviewed Lakes High School, Hudtloff and Mann Middle Schools and the following elementary schools: Custer, Dower, Idlewild, Lake Louise, Oakbrook and Lake City. (See Appendix K)

The architectural team visited the schools in the Northwest Sector. Each school requires upgrades to their buildings. Most of the HVAC systems have reached the end of their useful life. Lakes High School is currently being addressed through its reconstruction as funded under the 2006 bond issue.

### **Hudtloff Middle School**

Campus provides for multiple challenges. First, the site is primarily accessed from the east and it is difficult to separate parent drop off from bus service. This results in traffic congestion on Phillips Road. The building was constructed in a single story campus creating alcoves and hidden areas that often are discouraged under current school design. The mechanical system has failed several times including the underground hydronic piping. The school is ranked highest on the matrix and needs to be replaced. It would be recommended that the building continue to face Phillips Road when reconstructed to maintain a community presence.

### **Mann Middle School**

Constructed in 1959 and is now 50 years old. The school's current enrollment is 442 students and is underutilized compared to the model middle school and effective school size for program delivery. The school is valuable to address future growth in the north Ft. Lewis area. An integrated plan for this campus with respect to the South Sector efforts is necessary to address military growth. It is recommended that as further information is known about the South Sector that reconstruction be addressed, part and parcel to the South Sector plan.

### **Custer, Dower, Idlewild, Lake Louise, and Oakbrook Elementary**

These facilities average 49 years in age. The window systems are deteriorated and allow for energy loss. The school roofs have aged to the point that they need to be replaced. The school facilities are located only a few miles apart from each other and their current enrollments are: Custer (281), Dower (288), Idlewild (301), Lake Louise (391) and Oakbrook (259). The enrollment with respect to the current model causes the committee to recommend revisiting the model and its applicability to potential consolidations and optimization in school usage. It is recommended the model elementary school be revisited if a consolidation program could be undertaken through the next efforts of the capital program when they reconvene in 2012.

### **Lake City**

Formally closed as an elementary school. The school is temporarily being utilized for the Harrison Prep Academy. It is recommended that this school no longer be utilized as an active school upon completion of the Centerpiece project proposal, but only be utilized to serve as a temporary facility during the capital program reconstruction process.

## ***SOUTH SECTOR***

The South Sector (Appendix L) is primarily made up of the schools on the military post and base plus Tillicum Elementary and Woodbrook Middle School. Because of the unique ownership and funding responsibility of the school facilities on the military installations which are owned by the federal government and operated by Clover Park School District, it was necessary to provide a section within this report to address the facilities situation (see Military Post/Base Activities).

### **Recommendations**

The committee, after completing their individual sector assessments, utilized the matrix analysis tool for the entire school district (non military schools) and recommended as a committee, the following actions. The committee recommendations are generally based on the Matrix Tool and illustrated in



sequential order and are aligned to the goal of maintaining a level tax rate and optimization of school usage.

## **AI**

With the opportunity to integrate the AI program and strengthen the relationship with Clover Park Technical College, the committee recommends razing this facility. It is recommended that the appropriate school district personnel continue discussions with the college and study, define and implement educational service options that could benefit the students and community. (See Educational Programming Section) This removes a school facility that was constructed in 1940 (69 years old) which does not meet current life safety and building codes.

## **Tillicum Elementary**

After studying the conditions of the facility and current/future enrollment, it is recommended that the District align with the City of Lakewood's Tillicum Neighborhood Plan (see Appendix G), by conducting a study beginning the spring of 2010 to consider the temporary closure of Tillicum Elementary beginning the 2011-12 school year. This would include where to distribute students and programs during this time identified in any recommendation and a revisiting of school boundaries within the effected areas. Future redevelopment within the community will likely increase the demand for an elementary school within 4-5 years. Finally, identify as part of this study a plan for potential future reconstruction as part of a 2014 bond in alignment with the Tillicum Neighborhood Plan revitalization. This should consider community service partnerships opportunities in any new facility to optimize operating and service capacities.

## **Woodbrook Middle School**

It is recommended that the District continue pursuing a partnership with Ft. Lewis to relocate Woodbrook on Ft. Lewis with increased capacity to handle growth. This approach would require the District to pursue support for federal funding on the project. Analyze and address the adequacy of potential site(s) identified for this relocation. In addition, to accommodate service to clients, tie this post request and funding requirements to a required cross-base connector.

## **Lake City**

Formally closed as an elementary school. The school is temporarily being utilized for the Harrison Prep Academy. It is recommended that this school no longer be utilized as an active school upon completion of the Centerpiece project proposal, but only be utilized to serve as a temporary facility during the capital program reconstruction process.

## **Hudtloff**

The committee recommends reconstructing Hudtloff Middle School. The building was constructed in 1957 (52 years old) for the baby boom generation. During this period, energy was inexpensive. Reconstructing the building will bring it up to energy and building code standards. Secondly, reconstruction of the site (including fields) will become assets to the community.

## **Custer**

The committee agreed to consider reconstruction of this school under a 2014 capital program. The committee recognized that under the facility report of 2005, updating the model elementary program is necessary to determine if any further consolidations options might be necessary in the future in the Northwest Sector.

## **Oakwood**

The committee reviewed Oakwood Elementary built in 1964; built for the baby boom generation. The primary issue when considering reconstruction is Oakwood is within the McChord air installation

compatible use zone and cannot be reconstructed at its current site. Through the use of zoning, the City of Lakewood is moving populated occupancies out of this area. Since the overall enrollment of non-military schools has leveled, the opportunity to consolidate and redefine enrollment boundaries becomes available. Over time, the overall character of this site will lose its residential quality. Instead of investing dollars in an area which is identified as potentially dangerous for high occupancy functions, the team sees a need to relocate this school.

**Southgate**

The team reviewed Southgate Elementary built in 1956 and also built for the baby boom generation. It is recommended that the effect of the trains on this site be studied. If the potential for noise can be abated, reinvestment in this property is recommended due to its strong neighborhood ties. However, if the amount of noise generated by the trains is detrimental to an educational environment and safety, the team recommends relocation. The team felt Southgate was a candidate for relocation with Oakwood into a new, larger elementary school if property can be found or align the design solution by obtaining right-of-way from the purveyor of the railroad system to create an appropriate buffer area (environmental summary of the expansion of the railroad system adjacent to Southgate can be obtained through the Washington State Department of Transportation, "Point Defiance Bypass Project").

**Deferred Maintenance** – In 2005, the District identified \$90 million of deferred maintenance. This was a result of having at the time aging facilities with an average age of 44 years (now average 46+ years). The committee recognizes that the District has done a good job maintaining its facilities but recognizes that a strategic replacement and efficient program utilization of schools will be the most effective primary plan in addressing this long-term issue. Moreover, the committee understands a continued maintenance program is ongoing.

## City and School District Visioning

The following captions are from the meeting held on February 18, 2009, with city, school and community leaders regarding school reform and visioning. The committee was invited to this meeting to listen and obtain information relative the facilities recommendations. The comments include the following:

- *Concept of keeping students*
- *Involve parents & community members*
- *Involve kids - let them take ownership*
- *How do community mentors get involved with the climate of innovation?*
- *Facilities*
- *Look at green dot schools for examples*
- *Charter and choice*
- *Innovative programs lead to community and home*
- *Structure by the people/for the people*
- *Innovative ways for teaching i.e. school of the arts*
- *Schools with a theme*
- *Theme approach/choices*
- *Creating an arts school here, engaging*
- *Vocational Education*
- *A second school like Harrison Prep that focuses on a specific theme and have the community be an integral part*
- *Choose successful models that resonate with our needs and our community*
- *Responsive leadership between district & city "working together"*
- *Bridge the various positive community opportunities to build strong foundation of support*
- *Partner with community*
- *Internships, jobs w/ local business community*
- *The district needs to spend time identifying all of the constituents in the district and determine how they could come together to serve and work together for students and for the families of students who have compelling needs. The partnerships can be with small groups, larger organizations, agencies, or even between governmental distinctions (school district, city, colleges).*
- *Clover Park Technical College*
- *Revisiting the idea of Charter schools*
- *Specialty / themed schools*
- *Business partnerships - technical, medical, industrial, science, trades, retail, city*
- *Partnerships w/ youth organizations, service learning, Boys & Girls Clubs*
- *Ask individuals, "What are you willing to do--talent or treasure?" Every citizen volunteers one hour a week.*

The committee considered the information provided at the Visioning Session and evaluated school facility options. Due to the fact the District was realigning the AI program and the community's request to establish a program that aligned with the City/School District Visioning Session, the committee recommends a Centerpiece Project be developed with Clover Park Technical College as its partner. The opportunity to pursue this project and work with Clover Park Technical College as outlined in the memorandum of understanding (see Appendix M) should realize educational program benefits for the children of this community.

**Recommendation**

The opportunity to partner with Clover Park Technical College and further integrate educational programming into the school systems is unique. The new site would have the potential to be a state-of-the-art facility/program. The committee recommends that a Centerpiece project be established that incorporates the suggestions put forward by the community at the February visioning event and recommendations from District staff.

## Funding

The citizens of the Clover Park School District have with the approval of the 2006 Capital project proposition began the crucial funding element of a comprehensive facilities master plan. As part of the 2006 proposition, the District said that approval of the \$65M would cost an additional 43.5 cents onto the existing debt cost of 45 cents (88.5 cent total bond rate) for every \$1,000 of assessed valuation (AV). The District has not only delivered on this promise with a bond debt service rate of 88 cents, but they have done it in spite of the current economic down turn. This speaks volumes of both the conservative nature of the districts projections, and it's stewardship over taxpayer resources.

The table below displays where Clover Park School District taxpayers stand amongst some of their peers within Pierce County.

2009 Property Tax Rates					
District	M & O	Debt Svc.	Cap Levy	TVF Levy	Total
Carbonado	4.22	1.29	0.10		\$5.61
University Place	3.05	2.28	0.09		\$5.42
Steilacoom	2.57	2.54			\$5.11
Tacoma	3.15	1.65			\$4.80
Bethel	2.53	2.06			\$4.59
White River	2.55	2.01			\$4.56
Puyallup	2.59	1.62			\$4.21
Sumner	2.38	1.70			\$4.08
Franklin Pierce	3.07	0.51	0.29		\$3.87
Clover Park	2.97	0.89			\$3.86

### Level Tax Rate

It was the hope of the 2005 FAC committee report that once this funding model was established that the committee could return in 2009 and recommend a continuance of this program with utilizing the "level tax rate" concept. The "level tax rate" funding concept in summary is when a funding mechanism is established, much like the "replacement" educational program levy (M&O), it is then maintained at the same rate to fund continuing operations.

What this means is that, unlike the 2006 proposition, the current committee recommendations will not require an increase in the existing tax rate. Now that our citizens established the critical educational infrastructure funding element in 2006, we are in this case continuing with the next phase of the facilities master plan with our 2009 recommendations. Our committee is extremely pleased to report that the proposition recommendations of \$95M contained within this report are feasible using the "level tax rate" concept.

### Estimated CPSD Tax Rate

We estimate that the total tax rate for Clover Park School District in 2010 will be \$3.91 (\$3.11 M&O and \$.80 Capital Bond). Maintaining this funding program at this total tax rate of \$3.91 would generate the \$95M requirements of the proposition recommendations contained within this report.

Another factor the District had to address is the removal of \$430M of property assessed valuation in 2010 due to the Steilacoom School District boundary court order. Again, even with this unconstructive impact which increased the tax rate from the current \$3.86 to the projected \$3.91 for 2010, the District will still be able to deliver enhanced educational programs and facilities while maintaining one of the lowest tax rates within Pierce County.

The table below displays what the owner of a \$250,000 home as assessed by Pierce County is estimated to pay on the existing Educational Program Levy (M&O) and the existing Capital Bond Levy in 2010. We recommend this level tax rate funding program continue.

<b>Estimated 2010 Continuance Rate</b>	
Total Tax Rate per \$1,000	\$3.91
*Annual Cost	\$978
*Monthly Cost	\$81.50
*Weekly Cost	\$18.80
*Daily Cost	\$ 2.70
*Estimated costs are calculated on a \$250,000 home value as assessed by Pierce County.	

The table below indicates the estimated project costs and funding of the recommendations in this report. Another major factor in the continuation of the Capital Bond program is the significant funds from the State of Washington for school construction match that would come to our community and be invested into these community owned assets. Once approved, we estimate that an approximate \$22M in additional funding will be invested by the State of Washington in our community along with these local funds to accomplish these community reinvestment projects. These, along with the local funds, create jobs and service opportunities assisting both in the stabilization of the local economy and the economic redevelopment of Lakewood.

Clover Park School District Estimated Project Cost and Funding for a proposed 2010 Capital Bond			
	<u>State</u>	<u>Local</u>	<u>Total</u>
*Hudtloff Middle School	\$10	\$40	\$50
*Southgate Elementary	\$7	\$17	\$24
*Center Piece Project	<u>\$5</u>	<u>\$38</u>	<u>\$43</u>
Total	\$22	\$95	\$117

**Recommendation**

The committee recommends that the concept of level tax rate funding be maintained. Estimates indicate that the District can procure \$95 million through a bond proposal presented to the voters of Lakewood in 2010 without raising the total tax rate. We recommend the District continue to fine tune the project cost estimates, state funding match and bond financing impacts leading to a proposition resolution presented to the Clover Park School District Board of Directors in the fall of 2009. In addition, we recommend the District persist in their detailing of the partnership agreements with the agencies (e.g., Clover Park Technical College, City of Lakewood, etc.) related to the project recommendations that could result in cost savings for taxpayers through shared resources in the community. And to do this with an eye on identifying further opportunities to save taxpayer resources by reducing costs and/or capping cost escalation all the while creating improved programs for our students.



## **Community Partnerships and Benefits**

The Clover Park School District is excited to continue to work with community groups to build strong schools and community. The District encourages all staff to be involved in community groups and activities and open its doors to the community. In fact, District facilities and sports fields are well-maintained because, in addition to usage by students, they are heavily consumed by community groups for athletic practice and games, community events and meetings.

Schools are focal points for communities. Their use by the community for continuing education or service and the co-location of parks and other assets, enables residents to more readily see and use the results of their investments.

Creating alliances between the District and community organizations maximizes the use of available resources and opens up specific opportunities with respect to building and recreational land use, both public and private. Seeking input from the community including service clubs will build transparency and trust (see Appendix N).

Additionally, opportunities for partnerships between the District and local businesses that might provide equipment and materials for renovations and construction should also be explored. The committee believes that the Lakewood community will support the needs of the District in forging these alliances whenever possible and appropriate.

The Centerpiece project, in particular, will be a wonderful opportunity to highlight community partnerships and benefits. By working with the Clover Park Technical College, the City of Lakewood and other community groups and associations, we have the opportunity to build something both visionary and sound, further improving educational programs and opportunities. Not only does a good school district prepare children for success, it also raises home values, attracts businesses and increases potential opportunities for all.

### **Recommendation**

The committee strongly recommends alliances and new partnerships be explored and, when appropriate, actively pursued. A recent poll found that 85 percent of District residents believe that partnerships with community organizations are important. Such as the project that was undertaken in concert with the Lakeview Hope Academy and the Carol Milgard Hope Center. Such projects offer community building, resource sharing and cost saving measures. Furthermore, it showed that more than 75 percent of people in the community believe the District has been a good steward of the 2006 bond, offering both needed educational programs and enhancing opportunities for student learning and achievement.

## Modernization/Replacement Matrix Tool Explanation

The Clover Park School District Modernization/Replacement Matrix tool presented in Appendix J was used along with other tools to measure need and rank the existing facilities within the District.

The Clover Park School District Modernization/Replacement Matrix is a measurement tool applying multiple variables that carry subjective interpretations. Commercial values were then placed upon the variables so that an objective measurement could be assessed for each facility based upon needs.

In essence, the matrix is a modified multiplication table. The physical plant conditions (x axis) were rated in importance for each of the below categories on a scale of 10 to 100 (10 low/100 high). Each school facility (y axis) was then rated on a scale of 10 to 100 (10 low/100 high).

Roof	Exterior	Interior	
Systems	Grounds	Building Codes	
Demographics	Programs	Site Safety	Prototype Match

Each physical plant category rating was multiplied by the rating for the individual school. Finally, the resulting values were added across all of the physical plant categories resulting in a weighted measurement for ranking the needs of a particular District school facility.

With a few exceptions, when considering the recommendations for this report, the committee primarily went down the rankings and addressed the highest needs facilities first.

The following summarizes the recommendations presented within this report.

### Excerpt of Modernization/Replacement Matrix Tool

Ranking Order	School	Summary Weighted Value	The following will briefly describe the logic used to assess addressing the top needs facilities.
1	AI	63750	Incorporate program into CPTC and raze utilize site for centerpiece project
2	TILlicUM	61950	Close and raze and consider reconstruction 2014
3	WOODBROOK	60300	Monitor for cross base highway and economic development.
4	LAKE CITY	56325	Closed and utilize for temporary housing
5	HUdTLOFF	52850	Rebuild
6	CUSTER	52550	Consider in 2014
7	SOUTHGATE	46400	Rebuild
8	OAKWOOD	45700	Close and consolidate

## Summary of Recommendations and Next Steps

1. Obtain passage of a sequential ballot issue to maintain a healthy facilities system.
2. Maintain level tax rate program and maximize use of state funding.
3. Rebuild Hudtloff Middle School as recommended in 2004.
4. Reconstruct Southgate Elementary with a consolidated Oakwood at a site to be determined and consider acquiring land to support this effort and adjusting boundaries with associated elementary schools to best align demographics to the model elementary school
6. In alignment with the City of Lakewood's comprehensive plan related to the air installation compatible use zone restrictions, consolidate Oakwood Elementary into a new larger reconstructed Southgate (See Item 4 above) and seek a partner for the facility usage to reduce overhead costs or sell the property to further the District's facilities master plan. Consolidate the population in line with the updated elementary school model size and Item 4 above. Oakwood is in the flight path of McChord and closure results in a potential operating savings of \$300,000 to the general operating fund.
7. Reformulate the alternative education program, integrating it within existing facilities and in partnership with the Clover Park Technical College. Follow this with the razing of the current AI facility.
8. Construct a Centerpiece project to align school reform at the current AI site. Incorporate the Harrison Prep Academy and utilize Lake City Elementary for interim housing throughout the capital program.
8. Align with the City of Lakewood's Tillicum Neighborhood Plan (see Appendix G), by conducting a study beginning the spring of 2010 to consider the temporary closure of Tillicum Elementary beginning the 2011-12 school year. This would include where to distribute students and programs during this time identified in any recommendation and a revisiting of school boundaries within the effected areas. Future redevelopment within the community will likely increase the demand for an elementary school within 4-5 years. Finally, identify as part of this study a plan for potential future reconstruction as part of a 2014 bond in alignment with the Tillicum Neighborhood Plan revitalization. This should consider community service partnerships opportunities in any new facility to optimize operating and service capacities.
9. Initiate an aggressive communication program with the Department of Education, Department of Defense and Congressional delegation to obtain funding to replace the federally-owned schools located at Ft. Lewis and McChord AFB.
10. Pursue a partnership with Ft. Lewis to relocate Woodbrook on Ft. Lewis with increased capacity to handle growth. This approach would require the District to pursue support for federal funding on the project. Analyze and address the adequacy of potential site(s) identified for this relocation. In addition, to accommodate service to clients, tie this post request and funding requirements to a required cross-base connector.
11. By 2012, complete a demographic study on post/base and off, and determine the best distribution of school attendance boundaries.

12. Update the elementary and middle school models with respect to optimizing facility usage and lowering overhead costs (consolidations) with respect to demographic study. Review model middle school size with respect to military post/base demographics.
13. Consider Custer Elementary for reconstruction under a 2014 ballot proposition after a completion of Items 11 and 12 above.

### **Next Steps**

1. Complete study's contained in recommendation.
2. Reconvene the committee in late spring of 2012 to update the facilities plan for consideration in 2014.
3. Continue pursuing funding for the schools on post/base at the federal level by initiating an active team to pursue all funding paths, i.e., Department of Education, Department of Defense and Congressional delegates.
4. Update facilities master planning charts as part of the next Facilities Advisory Committee efforts including updated demographics, application of the model schools and funding by 2013.



## Directory of Appendices

<b>A</b>	<b>Population Trends City of Lakewood</b>
<b>B</b>	<b>May 2009 Enrollment Report</b>
<b>C</b>	<b>Ft. Lewis American Lake Housing Plan</b>
<b>D</b>	<b>Ft. Lewis/McChord AFB Housing Plan</b>
<b>E</b>	<b>Woodbrook Relocation Site</b>
<b>F</b>	<b>Source Document on Woodbrook Acreage</b>
<b>G</b>	<b>Tillicum Neighborhood Plan</b>
<b>H</b>	<b>Sector Area Map</b>
<b>I</b>	<b>Modernization/Replacement Matrix</b>
<b>J</b>	<b>Northeast Sector</b>
<b>K</b>	<b>Northwest Sector</b>
<b>L</b>	<b>South Sector</b>
<b>M</b>	<b>Memorandum of Understanding Between District and Technical College</b>
<b>N</b>	<b>Community Partnerships</b>



## Community Development Department

**TO:** PETER RASMUSSEN

**FROM:** DAVID BUGHER, ASSISTANT CITY MANAGER FOR  
DEVELOPMENT / COMMUNITY DEVELOPMENT DIRECTOR

**MEETING DATE:** SEPTEMBER 5, 2008

**SUBJECT:** POPULATION TRENDS CITY OF LAKEWOOD

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### **Summary Data on Lakewood Population Growth:**

- Under the Growth Management Act (GMA), from 2002 through 2022, and as approved by the Pierce County Council, Lakewood has been assigned a growth target population of 72,500. However, current market conditions and the lack of adequate infrastructure do not support this projection. As part of this report, a trend line analysis was performed to determine whether or not Lakewood would meet its target population based on historical population growth. The analysis indicated that by 2024 Lakewood would reach a population projection of about 65,000, well below the GMA target number.
- The boundaries of other political jurisdictions such as Tacoma, University Place, the Town of Steilacoom, unincorporated urban parts of Pierce County and two military installations, restrict Lakewood's ability to annex land and thereby increase population and housing. (Special Notation: Fort Lewis and McChord AFB are located within the City's Urban Growth Boundary and potentially subject to annexation. However, to annex the bases requires Department of Defense authorization which has not been granted.)
- Lakewood lacks large tracts of land zoned for traditional single family residential development. Since 1996, six long plats have been approved. These plats may account for roughly 250 new lots. The average size long plat is 40 lots. Further, on average, the City processes about five to six short plats per year; annually, the short plats create about 22 new single family lots.
- In the early 90's Lakewood experienced a construction boon in multifamily development. Following incorporation, multifamily development halted. One large apartment complex (250 units) is currently in the permitting stage. Additional multifamily development will take place through infill provided a market exists, that land is reasonably priced and public infrastructure is available.
- Lakewood lacks urban infrastructure in some parts of the community; this restricts residential infill. Sewer services are not present in Tillicum, American Lake Gardens and selected pockets throughout the City. Lack of adequate fire flow currently

prohibits redevelopment in Springbrook and selected parts of eastern Lakewood between I-5 and South Tacoma Way.

- Seven percent of the City's housing stock is located in the Air Corridor zoning district which is located on the eastern section of the City from 80<sup>th</sup> Street SW to 95<sup>th</sup> Street SW. Residential development is not the preferred use type in this zone and it is likely that some housing stock adjacent to arterials will revert to service commercial and industrial uses over time.
- Lakewood is anticipating mobile home park closures as a result in increasing land values. The loss of parks means a reduction in population and housing stock. Two parks have closed in the past two years. Other parks located along Pacific Highway SW, in Springbrook, Tillicum and American Lake Gardens are likely to close over the next five years.
- There a number of small, outdated motels found along Pacific Highway SW. These motels provided long term housing to a variety of persons. Most of these motels are expected to close or be redeveloped over the next five to 10 years.
- Attached hereto are two tables. Table 1 provides information as to Lakewood's population from 1996 through 2008. Table 2 shows the change in the number of housing units from 2000 through 2007.



**TABLE 1  
LAKEWOOD POPULATION 1996 – 2008  
(OFM Population for Cities, Towns, & Counties)**

<b>Year</b>	<b>Population</b>
1996	55,439
1997	55,466
1998	55,716
1999	56,509
2000	58,293
2001	58,272
2002	58,662
2003	58,940
2004	59,010
2005	58,850
2006	59,000
2007	58,950
2008	58,780

**TABLE 2  
LAKEWOOD HOUSING UNITS 2000 & 2007  
(OFM Population for Cities, Towns, & Counties)**

<b>Year</b>	<b>Total Housing Units</b>	<b>One Unit</b>	<b>Two or More Units</b>	<b>Mobile Homes/Other</b>
2000	25,449	13,018	10,924	1,507
2007	25,985	13,239	11,162	1,557
Difference	536	221	238	50



**CLOVER PARK SCHOOL DISTRICT**

**Final**

**May 2009 Enrollment as of 5/1/09**

**As Reported on P-223**

School	6		7		8		9		10		11		12		Totals		
	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	
Clover Park							379	375.88	299	298.92	219	214.88	200	185.48	<b>1,097</b>	<b>1,075.16</b>	
Lakes			0	0.16	0	0.36	454	452.16	318	313.84	278	268.04	217	194.28	<b>1,267</b>	<b>1,228.84</b>	
AIHS							42	40.80	29	28.60	34	31.92	34	22.60	<b>139</b>	<b>123.92</b>	
HS Re-Entry							9	9.00	3	3.00	1	1.00	2	2.00	<b>15</b>	<b>15.00</b>	
Alfaretta Trans Prog							0	0.00	0	0.00	0	0.00	8	8.00	<b>8</b>	<b>8.00</b>	
ReLife							0	0.00	0	0.00	0	0.00	0	0.00	<b>0</b>	<b>0.00</b>	
Harrison Prep							32	32.00	21	20.84	13	13.00	13	12.40	<b>79</b>	<b>78.24</b>	
*Contract Students (1-Alfaretta/1-CPHS/3-Lakes)							1	1.00	1	1.00	1	1.00	2	2.00	<b>5</b>	<b>5.00</b>	
HS TOTAL							<b>917</b>	<b>910.84</b>	<b>671</b>	<b>666.20</b>	<b>546</b>	<b>529.84</b>	<b>476</b>	<b>426.76</b>	<b>2,610</b>	<b>2,534.16</b>	
Hudtloff	185	183.80	224	224.00	193	192.44									<b>602</b>	<b>600.24</b>	
Lochburn	192	192.00	199	197.80	199	199.00									<b>590</b>	<b>588.80</b>	
Mann	147	147.00	132	131.40	165	165.00									<b>444</b>	<b>443.40</b>	
Woodbrook	176	175.60	169	169.00	164	163.60									<b>509</b>	<b>508.20</b>	
MS Re-Entry	0	0.00	2	2.00	10	9.80									<b>12</b>	<b>11.80</b>	
ReLife	2	2.00	1	1.00	2	2.00									<b>5</b>	<b>5.00</b>	
Harrison Prep	110	110.00	50	50.00	57	56.60									<b>217</b>	<b>216.60</b>	
*Contract Student	0	0.00	0	0.00	1	1.00									<b>1</b>	<b>1.00</b>	
MS TOTAL	<b>812.00</b>	<b>810.40</b>	<b>777</b>	<b>775.36</b>	<b>791</b>	<b>789.80</b>									<b>2,380</b>	<b>2,375.04</b>	
<b>TOTALS</b>	<b>812</b>	<b>810.40</b>	<b>777</b>	<b>775.36</b>	<b>791</b>	<b>789.80</b>	<b>917</b>	<b>910.84</b>	<b>671</b>	<b>666.20</b>	<b>546</b>	<b>529.84</b>	<b>476</b>	<b>426.76</b>	<b>4,990</b>	<b>4,909.20</b>	
															<b>District Total Head Count</b>		<b>11,308</b>
															<b>District Total FTE</b>		<b>10,917.86</b>
RUNNING START																	
Total Students: 91																	
Full-Time Running Start																	
															58		
Running Start FTE at Pierce, TCC, CPTC, Bates--Nonvocational																	
															67.73		
--Vocational																	
															9.39		
															<b>District Total Head Count</b>		<b>11,366</b>
															<b>District Total FTE</b>		<b>10,994.98</b>

**CLOVER PARK SCHOOL DISTRICT**

**Final**

**May 2009 Enrollment as of 5/1/09**

**As Reported on P-223**

School	K HalfDay		K FullDay		1		2		3		4		5		Totals	
	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE	HdCt	FTE
Beachwood	79	39.50	0	0.00	89	89.00	72	72.00	72	72.00	79	79.00	65	65.00	<b>456</b>	<b>416.50</b>
Carter Lake	89	44.50	0	0.00	84	84.00	72	72.00	64	64.00	43	43.00	34	34.00	<b>386</b>	<b>341.50</b>
Clarkmoor	55	27.02	0	0.00	48	48.00	38	38.00	42	42.00	36	36.00	44	44.00	<b>263</b>	<b>235.02</b>
Custer	9	4.50	50	50.00	49	49.00	40	40.00	50	50.00	41	41.00	41	41.00	<b>280</b>	<b>275.50</b>
Dower	0	0.00	49	49.00	59	59.00	50	50.00	48	48.00	49	49.00	37	37.00	<b>292</b>	<b>292.00</b>
Evergreen	122	61.50	0	0.00	116	116.00	111	111.00	103	103.00	77	76.04	65	64.57	<b>594</b>	<b>532.11</b>
Greenwood	56	28.00	0	0.00	50	50.00	62	62.00	36	36.00	48	48.00	29	29.00	<b>281</b>	<b>253.00</b>
Hillside	0	0.00	113	113.00	92	92.00	88	88.00	96	96.00	84	84.00	73	73.00	<b>546</b>	<b>546.00</b>
Idlewild	47	23.03	0	0.00	50	50.00	48	48.00	60	60.00	55	55.00	42	42.00	<b>302</b>	<b>278.03</b>
Lake Louise	69	34.50	0	0.00	58	58.00	58	58.00	67	67.00	67	67.00	70	70.00	<b>389</b>	<b>354.50</b>
Lakeview	0	0.00	91	91.00	77	77.00	77	77.00	85	85.00	63	63.00	64	64.00	<b>457</b>	<b>457.00</b>
Oakbrook	30	15.00	0	0.00	44	44.00	43	43.00	39	39.00	50	50.00	53	53.00	<b>259</b>	<b>244.00</b>
Oakwood	0	0.00	53	53.00	57	57.00	55	55.00	54	54.00	33	33.00	43	43.00	<b>295</b>	<b>295.00</b>
Park Lodge	58	29.00	0	0.00	61	61.00	69	69.00	64	64.00	65	65.00	55	55.00	<b>372</b>	<b>343.00</b>
Southgate	0	0.00	90	90.00	69	69.00	79	79.00	81	81.00	70	70.00	54	54.00	<b>443</b>	<b>443.00</b>
Tillicum	0	0.00	63	63.00	58	58.00	58	58.00	52	52.00	43	43.00	49	49.00	<b>323</b>	<b>323.00</b>
Tyee Park	0	0.00	76	76.00	56	56.00	61	61.00	45	45.00	68	68.00	40	40.00	<b>346</b>	<b>346.00</b>
ReLlfe	0	0.00	0	0.00	1	1.00	0	0.00	1	1.00	1	1.00	0	0.00	<b>3</b>	<b>3.00</b>
Harrison Prep	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	28	28.00	<b>28</b>	<b>28.00</b>
MS Re-Entry	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.00	<b>1</b>	<b>1.00</b>
*Contract Students(	1	0.50	0	0.00	0	0.00	1	1.00	0	0.00	0	0.00	0	0.00	<b>2</b>	<b>1.50</b>
<b>TOTALS</b>	<b>615</b>	<b>307.05</b>	<b>585</b>	<b>585.00</b>	<b>1,118</b>	<b>1,118.00</b>	<b>1,082</b>	<b>1,082.00</b>	<b>1,059</b>	<b>1,059.00</b>	<b>972</b>	<b>971.04</b>	<b>887</b>	<b>886.57</b>	<b>6,318</b>	<b>6,008.66</b>

\*2- Evergreen



AMERICAN LAKE ADP

## BRIEF ON HOUSING ESTIMATES

22 April 2009

### BRIEF:

Fort Lewis, with contractor Urban Collaborative, released a master plan for the American Lake area on North Fort Lewis. The plan identifies residential neighborhoods, parks, schools, CDCs and other support facilities. The following is a summary of this plan related to school enrollment and facilities for CPSD.

- Existing Eagleview neighborhood is not impacted by this plan. Housing unit count will remain at 132.
- **Phase One** is development south of American Lake and includes:
  - 441 new homes
  - School with adjacent CDC Module
  - Parks
- **Phase Two** is development of Beachwood I area and includes:
  - 526 homes
  - School with adjacent CDC Module
  - Parks
- **Phase Three** is development of Beachwood II area and includes:
  - 183 homes
  - Park

Total housing inventory & student enrollment estimates:

#### Scenario

Master Plan Housing End State\*1282

Current Housing Count 750

Net New Homes 532 vs. 500 estimate in March 2009 presentation in DC

RCI Multiplier x2.3

Total Student Addition Estimate **1224** vs. 1150 estimate in March 2009 presentation in DC

\*Includes existing Eagle View Housing (132 units) & American Lake New Housing (1150 units). Assumes Phase Two and Three home counts are end state, not new units.





**Legend**

- Single Family Homes
- Existing Buildings
- Rowhouses
- Installation Support

- Phase One**
- 1 School
  - 2 CDC Module
  - 3 AAFES/Community Support
  - 4 CDC Expansion
  - 5 Neighborhood Park
  - 6 Community Park Blocks
  - 7 Community Park
  - 8 Lakeside Trail
  - 9 South Town Housing: 441 units
    - Single Family: 28 Units
    - Rowhouse: 413 Units

- Phase Two**
- 10 School
  - 11 CDC Module
  - 12 CDC Expansion
  - 13 Community Park Blocks
  - 14 Neighborhood Park
  - 15 Community Park
  - 16 Beachwood Central Housing: 156 units
    - Single Family: 156 Units
  - 17 Beachwood South New Housing: 370 units
    - Single Family: 370 Units

Note: Housing sited in APZ2 to be constructed under rules of Planned Unit Development where lot coverage must not exceed 20% of lot area. Lot size increased in this area to accommodate this plan.

- Phase Three**
- 18 Neighborhood Park
  - 19 Beachwood North Housing: 183 units
    - Single Family: 82 Units
    - Rowhouse: 101 Units

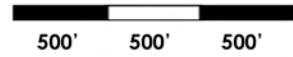
**American Lake New Housing: 1,150 Units**  
 Single Family: 636 Units  
 Rowhouse: 514 Units

- Recreational Vehicle Park Siting Options:**
- A Site in optional lease housing land—requires discussion with privatized housing partner
  - B Site adjacent to existing golf course

**General Notes**

1. Construction is unconstrained by existing buildings, with the exception of the RV Park. Once the RV Park is relocated, construction phasing can be decided by the needs determined by the privatized housing partner.

<b>Parking Required:</b>	2,575 spaces
<b>Parking Supplied:</b>	3,455 spaces
Garage:	1,150 spaces
Car Park:	110 spaces
On-Street:	2,195 spaces



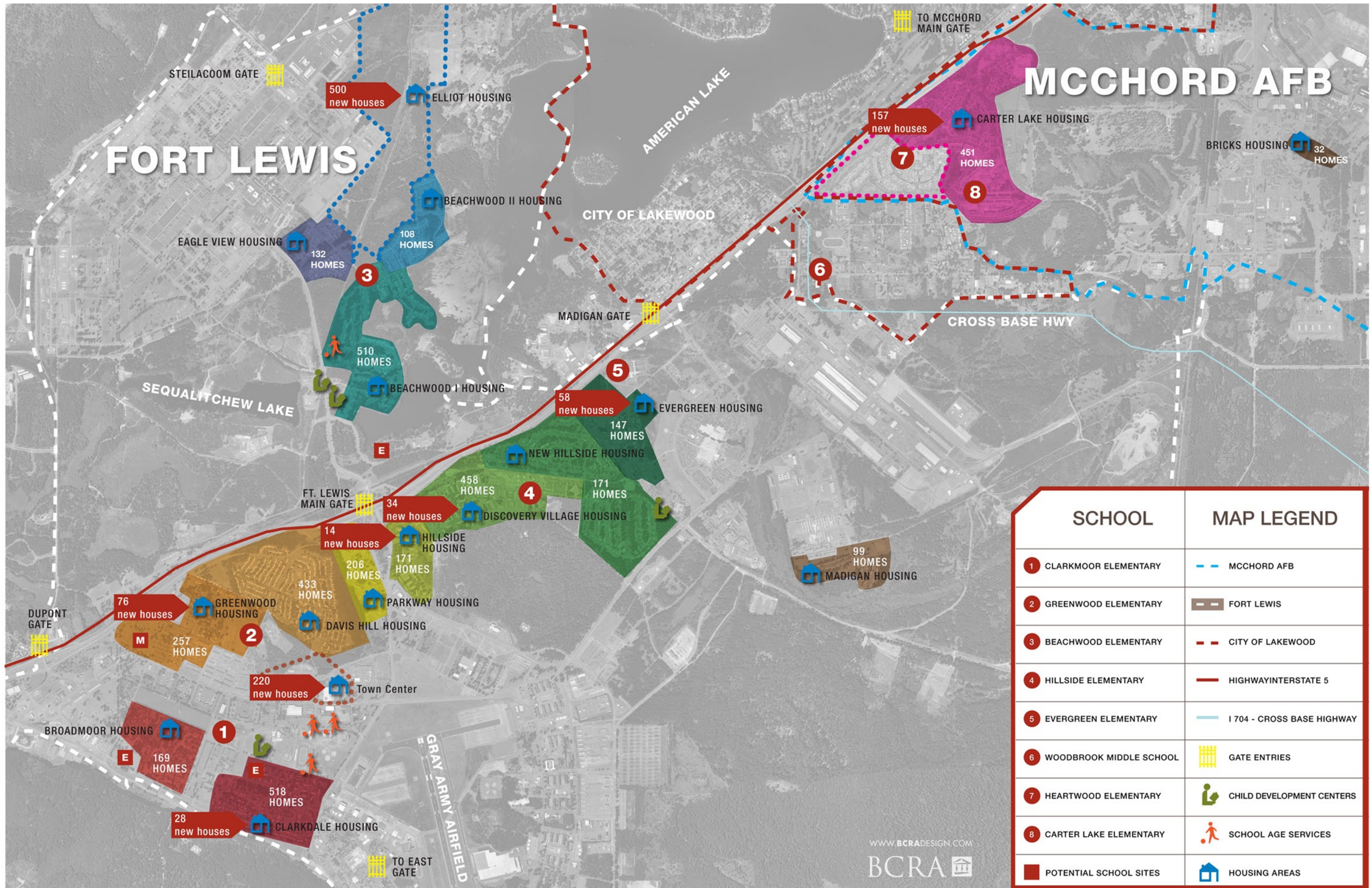
**American Lake ADP**

The Urban Collaborative, LLC

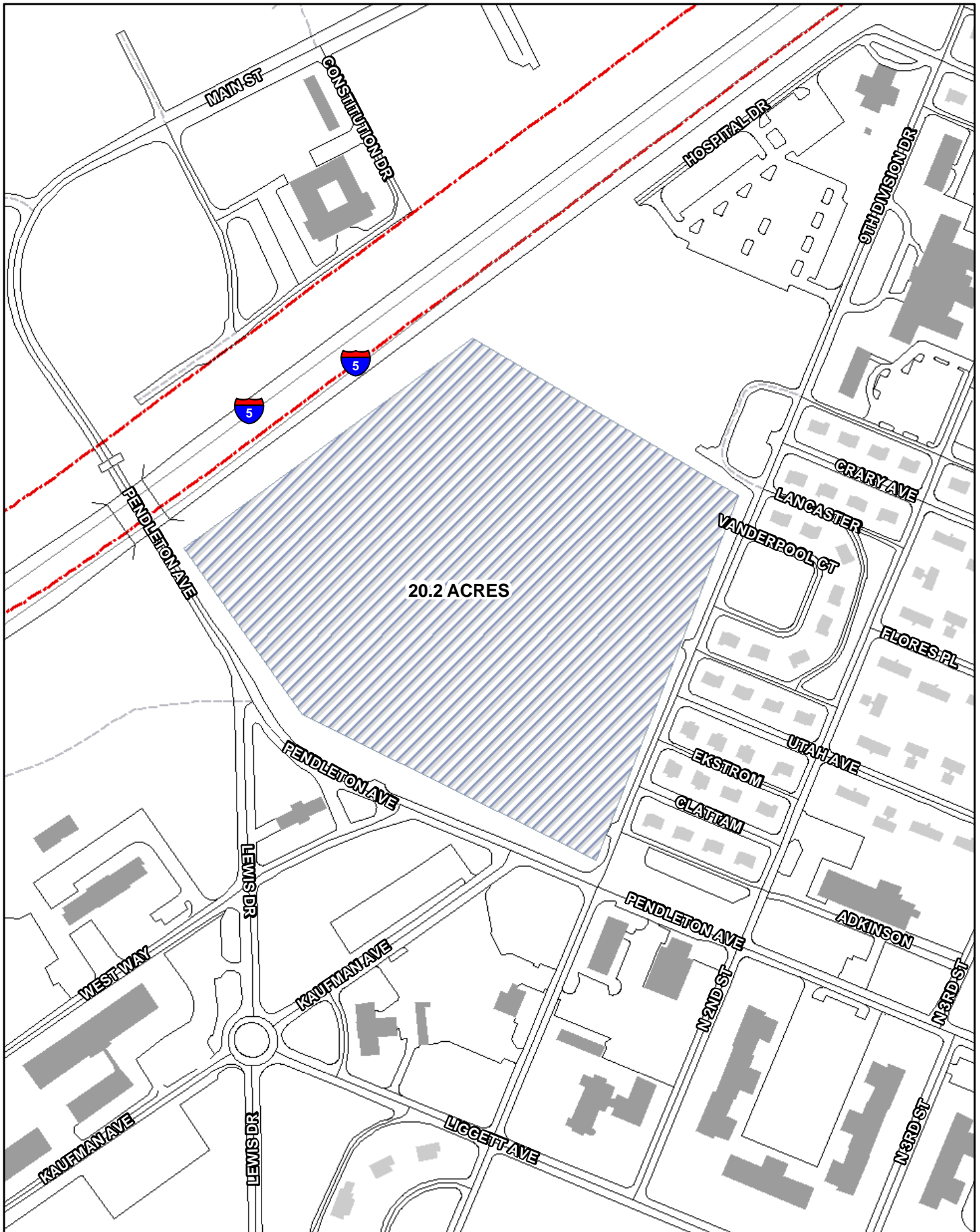


# FORT LEWIS / MCCHORD AFB: HOUSING & SCHOOL MAP

MARCH 2009







20.2 ACRES

**Proposed Fort Lewis Middle School Site**



MAP PRODUCED BY: Sarah M. Myers  
 GIS/CAD, DPW, Fort Lewis, Washington  
 Project File: L:\Sarah\requests\stedman\MiddleSchool.mxd  
 Print file: N:\MapLibrary\Monthly\200905\MiddleSchool.pdf  
 Date Published: May 21, 2009

**From:** Ray Miller  
**Subject:** Site Clarification

From: Stedman, Gary CIV USA IMCOM [<mailto:gary.stedman@us.army.mil>]  
Sent: Thursday, May 21, 2009 8:59 AM  
To: Derek Lunde  
Cc: Perrenot, Steven T Mr CIV USA IMCOM; Glover, Steve CIV USA IMCOM  
Subject: RE: Site Clarification

Mr. Lunde,

Fort Lewis is prepared to meet the WAC and Clover Park Schools requirements for property to construct a Middle School on Fort Lewis. Fort Lewis desires the construction of an urban school (multi-story building) and minimizing the acre requirements for the facility.

Under the WAC (WAC 392-342), the minimum acreage for a school "should be five useable acres and one additional useable acre for each one hundred students or portion thereof of projected maximum enrollment plus an additional five useable acres if the school contains any grade above grade six." Using this WAC criteria, a Middle School on Fort Lewis would require 10 acres plus one acre for every one hundred students of projected maximum enrollment, or in this instance of 900 to 1,000 students, 10 more acres for a total of 20 acres.

Fort Lewis has provided BCRA with a map of 20.2 acres for the siting of a Middle School. That site is located west of 9th Division Drive, north of Pendleton Avenue, and along Interstate-5. (See Attached map)

Gary Stedman  
PW Planning Division  
253-966-1790

<b>TABLE 3 INCOME &amp; POVERTY</b>				
<b>Income below poverty level</b>	All ages	Children	Seniors	Families
Pierce Co.	10.5%	13.2%	7.2%	7.5%
Census Tr. 720	37.0%	49.2%	0.0%	34.2%

The number of males in poverty (1,793) outweighs females in poverty (1,037). Poverty rates by age are disproportionately visited upon male children. There are a total of 1,104 males through age 17 living in poverty, while only 411 females. Female poverty shows a more even spread which is concentrated at ages 18 through 64.

***Disability***

Even though it might be expected that seniors would represent the highest number of persons with disabilities overall, the age of persons having disabilities within Tillicum focuses on the working-age group.

<b>TABLE 4 DISABILITY</b>				
<b>Disability by Age Group</b>	Age 5-15	Age 16-20	Age 21-64	Age 65+
Male	40	13	359	63
Female	43	78	366	54
Total	83	91	725	117

***Veteran Status***

There are 753 civilian veterans age 18 and older within the area. About a third of these are Vietnam-era veterans, with about another third who are Persian Gulf War-era veterans.

***Overall Education***

The greatest percentage of people in Tillicum have only a high-school education (36 percent). This is followed by 16.3 percent having completed 9th to 12th grade but with no diploma, and 15.3 percent having completed one or more years of college but with no degree. Only 9.2 percent of people in Tillicum have completed a bachelor’s degree or higher. This profile appears to be roughly proportionate between males and females. The highest percentage of males having a bachelor’s degree or higher is between 45 and 64 years of age, while the highest percentage of women is between 35 and 44 years of age.

***Children’s Education***

The information that follows is based on the most recent “report card” for schools produced by the Office of the Superintendent for Public Instruction, and those of previous years.

In October 2007, there were 12,122 students in CPSD, 279 (2.3 percent) of them at Tillicum Elementary and 537 (4.4 percent) at Woodbrook Middle School. Although Tillicum is the



smallest elementary school in the district, it has the highest concentration of poor children as evidenced by its inordinately high free and reduced-price meal rate.

<b>TABLE 5 POVERTY: STUDENTS WHO QUALIFY FOR FREE AND REDUCED-PRICE MEALS</b>	
<b>Free/Reduced-Price Meals (May 2008)</b>	<b>% of students</b>
Statewide Aggregate	38.0%
CPSD Aggregate	57.9%
Tillicum Elementary	90.9%
Woodbrook Middle School	67.4%

- Current free/reduced-price meal rates are 52.9 points greater than the statewide average, and 33 points greater than the district-wide average, at Tillicum Elementary.
- Current free/reduced-price meal rates are 29.4 points greater than the statewide average, and 9.5 points greater than the district-wide average, at Woodbrook Middle School.
- Current free/reduced-price meal rates are 19.9 points greater than the statewide average throughout the CPSD.

What does this data show? Children throughout the CPSD are more poor than those elsewhere in the state. Both grade-school and middle-school age children in Tillicum are more poor than those elsewhere in the district, and elsewhere in the state. Hunger is known to be an impediment to student readiness to learn; considering that as a measure, Tillicum students are likely to be profoundly less ready to learn.

<b>TABLE 6 COMPARISON OF WASL SCORES<sup>6</sup> – 2007-08</b>				
<b>Reading</b>	State Aggregate	CPSD Aggreg.	Tillicum Elem.	Woodbrook MS
4th grade	72.3%	61.2%	60.0%	NA
7th grade	62.8%	54.9%	NA	58.7%

What does this data show? Grade-school children in Tillicum cannot read as well as others, either within the district or across the state; middle-school children attending Woodbrook cannot read as well as others across the state; and both grade-school and middle-school children throughout the CPSD cannot read as well as others across the state.

<b>TABLE 7 WRITING</b>				
Grade level	State Aggregate	CPSD Aggreg.	Tillicum Elem.	Woodbrook MS
4th grade	62.1%	49.5%	46.7%	NA
7th grade	69.7%	62.5%	NA	64.7%

<sup>6</sup> For test scores, percentages = percent meeting standard.

What does this data show? Grade-school children in Tillicum cannot write as well as others, either within the district or across the state; middle-school children attending Woodbrook cannot write as well as others across the state; and both grade-school and middle-school children throughout the CPSD cannot write as well as others across the state.

<b>TABLE 8 MATH</b>				
Grade	State Aggregate	CPSD Aggreg.	Tillicum Elem.	Woodbrook MS
4th grade	53.4%	31.8%	33.3%	NA
7th grade	50.3%	37.5%	NA	37.0%

What does this data show? Grade-school children in Tillicum and middle-school children attending Woodbrook cannot do math as well as others across the state, and both grade-school and middle-school children throughout the CPSD cannot do math as well as others across the state.

<b>TABLE 9 SCIENCE</b>				
Grade	State Aggregate	CPSD Aggreg.	Tillicum Elem.	Woodbrook MS
5th grade	42.9%	26.7%	11.8%	NA
8th grade	47.9%	27.4%	NA	28.3%

What does this data show? Grade-school children in Tillicum cannot do science as well as others, either within the district or across the state; middle-school children attending Woodbrook cannot do science as well as others across the state; and both grade-school and middle-school children throughout the CPSD cannot do science as well as others across the state.

<b>TABLE 10 TILlicum ELEMENTARY SCHOOL WASL SCORES OVER TIME</b>				
Year	Reading	Math	Writing	Science
2007-08	60.0%	33.3%	46.7%	11.8%
2006-07	64.3%	23.8%	31.0%	2.4%
2005-06	53.7%	31.7%	31.7%	16.0%
2004-05	58.7%	41.3%	43.5%	24.3%
2003-04	39.5%	26.3%	34.2%	19.3%
2002-03	64.7%	48.5%	38.2%	--

Year	Reading	Math	Writing	Science
2007-08	58.7%	37.0%	64.7%	28.3%
2006-07	58.1%	32.9%	53.8%	20.6%
2005-06	43.7%	27.0%	54.3%	17.9%
2004-05	57.9%	27.9%	41.1%	14.2%
2003-04	46.3%	26.3%	45.9%	14.4%
2002-03	40.7%	23.9%	41.6%	17.2%

What does this data show? With a couple of small setbacks (writing), there is generally a trend of improvement in scores across the board at Woodbrook Middle School. So while scores may not compete favorably with the district as a whole or statewide, it appears to be a situation that is incrementally improving. Tillicum Elementary is, however, a different matter. As may be seen from the data, some years the scores go up, some years the scores go down. This data may be reflective of the nature of the Tillicum and American Lake Gardens neighborhoods which feed into these schools, where many students come and go. With a stable student base, one might expect to see a clear trend in scores. Uncertain score levels such as these might indicate an unstable student base, although there is nothing to prove this inference.

***What Does All This Mean?***

Tillicum’s population is largely white and working-age, but at the same time is educationally and economically limited. People living in Tillicum do not make as much money as people living in Lakewood as a whole, or within Pierce County. The area has poor housing values and a very large rental rate, which implies that even with low housing prices people still cannot afford to buy homes. The percentage of people living in poverty, and especially the percentage of children living in poverty – almost half – outstrips the Pierce County average. At the same time, the area has more children than about two-thirds of the rest of Pierce County’s census tracts – keeping in mind this may not represent two-thirds of the population or land area. Combined with the poverty rate, this sets up these children for the potential of poverty.

Students living in Tillicum are economically limited and have a greater chance of failing at education. Educational limitation often means a lack of success and limited income potential as adults. Poverty has a relationship to crime and the potential of young people to turn to crime to improve their economic circumstances.

**Physical Conditions & Influences**

Tillicum functions as a small, separate village within Lakewood. Accessible only by freeway ramps at the north and south end of the area, it has its own commercial corridor, moderately dense residential development, an elementary school, a library, and a park. Tillicum is a very walkable neighborhood with a tight street grid and relatively low speed traffic. Harry Todd Park is one of the largest City-owned parks, and Tillicum is one of the few neighborhoods in the city with public waterfront access.

of the property, the weak return on investment and the state of the economy, the property owners' ability or willingness to absorb these costs is unlikely.

Cities typically address undergrounding through franchise agreements with utility providers. Lakewood entered into such an agreement with PSE on January 23, 2006, which remains in effect. Generally, PSE is not in favor of underground installations because of the expense. The City does address the issue in its development regulations. LMC 18A.50.135 requires utilities to be placed underground wherever possible, as determined by the City Engineer. To date, electrical lines running from the main feeder line on to private property are required to be underground. PSE has indicated that it will cooperate and participate with the City in the formulation of policy and development of an undergrounding management plan, which has yet to be constituted, either within Tillicum or citywide.

### ***Schools***

The CPSD owns and operates Tillicum Elementary School, located at 8514 Maple Street SW. Grades taught at the school are pre-kindergarten through the fifth grade. The school is located on a 5-1/2 acre site and was built in 1944. School buildings have not been modernized; existing structures suffer from deferred maintenance.

**FIGURE 16  
TILLICUM ELEMENTARY SCHOOL**



In 2007, a total of 279 students were enrolled<sup>7</sup>, although not all of the children enrolled there live in Tillicum. Although numbers fluctuate somewhat from year to year, enrollment is down from a high of 462 in 1999, or a loss of about 40 percent over the years. Although Tillicum Elementary is the smallest elementary school in the district, it has the highest concentration of poor children.

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<sup>7</sup> Enrollment data is drawn from the Office of the Superintendent of Public Instruction's annual "school report card," which includes a student count in October of each year.

Tillicum Elementary is additionally supported by Communities in Schools [Lakewood] (CISL), a non-profit organization with its own board of directors. Since its inception in 1993, CISL's mission has been to promote children's readiness to learn and success in life. The organization's vision is "to help kids prepare for life through a network of parents, volunteers, businesses, and community organizations working together and focused at school sites." Programs include mentoring, tutoring, and basic needs assistance to families of students. It is organized under the national and state CIS organization and receives funding from the City of Lakewood as well as other public and private sources.

### ***Community Services***

Located at 14916 Washington Avenue SW, public services provided at the Tillicum/American Lake Gardens Community Service Center include WIC, a feeding program for pregnant women and those with small children; senior activities and meals; food and clothing banks; and a hall rental. The Community Service Center is collocated with the Tillicum Library. It, too, is a non-profit entity with its own board of directors that receives partial funding from the City of Lakewood.

**FIGURE 17  
TILLICUM/AMERICAN LAKE GARDENS COMMUNITY SERVICE CENTER**



On the next page, **Table 12** shows the activity levels reported by Tillicum/American Lake Gardens Community Service Center for November 2008. This is only a snapshot in time but offers insight into the range of community service needs in the Tillicum neighborhood.

such a program may serve to decrease housing availability and cause displacements in the short run as well as resulting in increased rents.

The scale of the inspection process also poses a problem. There are well over 12,000 rental units in Lakewood as a whole. Resource limitations restrict the City's ability to carry out such an assignment citywide. However, a pilot project in Tillicum may prove beneficial to the area in the long run. Prior to implementing such a program, the City Council would need to decide to invest in such a program by altering its business license provisions and providing specific funding for either direct or contracted services. Currently, direct costs are calculated at about \$111,000.

## **Schools**

Both CPSD and the Tillicum community are confronted with difficult questions about the future of Tillicum Elementary, given its physical condition and declining student population.

- Should CPSD close Tillicum Elementary and disperse the students to other schools throughout the district? Given the school's current relatively low academic performance, removing the students from this environment and placing them with a higher-achieving student population may be of benefit. If this is the case, what happens to the existing building and school grounds?
- With sewers and new infrastructure being proposed, community revitalization and higher residential densities are likely. Should CPSD upgrade or replace the school in anticipation of future growth? Would voters support a bond measure to refurbish the school, keeping in mind that any such measure would be voted upon by not just Tillicum but everyone living in the district?
- Should the facility remain open but be used for a different purpose? Could Tillicum Elementary be upgraded and used as a magnet school? Or could the school be used as a joint facility with primary education offered during the day and adult education offered in the evenings in cooperation with a local community or technical college?

These are all difficult questions. The future of this elementary school is currently being studied by a citizens' advisory committee appointed by the school superintendent. This committee has been charged with updating a revised district-wide capital facilities master plan that includes Tillicum Elementary. It is expected to complete its work and forward recommendations to the school board during 2009.

Initially, it would appear that demolishing the existing Tillicum Elementary School has merit, as long as CPSD plans for a future school when redevelopment within the Tillicum community begins to take place. Combining an elementary school with adult education would go a long way in improving the quality of life for Tillicum and American Lake Gardens residents, particularly in light of the transportation impediments of local residents, the area's isolation, and the low educational level among a majority of residents.

**1.2** Dependent on the availability of private and public resources and a venue, promote the development of community outreach and life skills programs for youth.

## **Goal 2: Update infrastructure**

Complete the sewer, water, and storm water infrastructure projects that are currently funded in the Tillicum and American Lake Gardens neighborhoods. Support the efforts of the school district to provide quality school facilities that function as focal points for family and community activity. Maintain a six-year capital facilities plan as a basis for seeking grants.

### ***Tasks:***

**2.1** Institute a specific element for Tillicum within the City's statutorily required six-year capital facilities plan, incorporating the following major elements:

- Install main sewer trunk line and side sewer installations in selected parts of Tillicum.
- As part of the sewer project, replace & upgrade existing stormwater system.
- Perform road restoration.
- Develop and construct a revised intersection at Union Avenue SW/Berkeley Avenue SW.

**2.2** Work with the Lakewood Water District to perform water delivery system upgrades.

**2.3** Work with the Clover Park School District to address the need for school facilities to serve Tillicum as redevelopment takes place.

## **Goal 3: Reduce crime and neglect**

Enhance the ability of Tillicum citizens and the Lakewood Police Department to minimize crime through stepped up property maintenance enforcement and the implementation of public outreach programs.

### ***Tasks:***

**3.1** Continue Lakewood's active enforcement of codes and public nuisance abatement aimed at improving property maintenance and building standards in residential neighborhoods to bolster neighborhood quality and the overall quality of life.

**3.2** Continue targeted efforts such as the crime-free rental housing program and seek out a variety of funding sources for this and other such outreach programs.

**3.3** Where public actions such as targeted crime reduction programs result in the unexpected displacement of people from their housing, coordinate the availability of social services to assist them in finding other shelter.

**3.4** Maintain the City's current neighborhood patrol program in Tillicum.

**3.5** Support and encourage community-based crime-prevention efforts through interaction and coordination with existing neighborhood watch groups, assistance in the formation of new neighborhood watch groups, and regular communication with neighborhood and civic organizations.

**TABLE 17  
ACTION ITEMS: COMMUNITY CAPACITY DEVELOPMENT**

<b>NO.</b>	<b>WHAT</b>	<b>WHO</b>	<b>WHEN</b>	<b>PRIORITY</b>
A-1	Establish a community leadership team (CLT) comprised of City Council & school board members, residents, property owners, Tillicum businesses, & selected public agencies that serve Tillicum. Explore whether the existing merchants' & neighborhood associations could be rechanneled into the community leadership team, or if those associations wish to continue to exist independently.	CC, CM, CPSD, CPTC, PC & COMMUNITY	Near-term (2009)	High
A-2	Identify & appropriate funding to support the development of community outreach & life skills program for youth utilizing existing community resources such as the Tillicum/American Lake Gardens Community Service Center, PCLS Library, &/or new Youth for Christ center.	CC, CM & GS	Near- & long-term (2009-2013)	High

**TABLE 18  
ACTION ITEMS: UPDATE INFRASTRUCTURE**

<b>NO.</b>	<b>WHAT</b>	<b>WHO</b>	<b>WHEN</b>	<b>PRIORITY</b>
B-1	Install major sewer trunk line & side sewers in selected parts in Tillicum.	PW	Near-term (2009 & 2010)	High
B-2	As part of the sewer project, replace & upgrade existing stormwater system.	PW	Near-term (2009 & 2010)	High
B-3	In conjunction with the sewer project, coordinate installation of new gas & d water mains with utility companies.	PW, LWD, & PSE	Near-term (2009 & 2010)	High
B-4	Determine & work toward outcome for Tillicum Elementary School.	CPSD, CD, CPTC, & PC	Long-term (date unknown)	High (lack of funding)
B-5	Fund one FTE to prepare & maintain an ongoing capital facilities plan to prioritize & direct City capital investment.	FIN, CM, CC	Near- & long-term	High (lack of funding)
B-6	Monitor & pursue concurrency with outside agency (such as utilities, fire, schools, etc.) capital improvement projects & programs.	FIN, PW, CD (as appropriate)	Near- & long-term	High (lack of funding)
B-7	Participate in PCLS master planning process & monitor its impact on the Tillicum branch, if any.	PCLS, CPSD, GSD, & CDD	Near-term (2009-2013)	Medium
B-8	Make minor improvements to Harry Todd Park: <ul style="list-style-type: none"> <li>▪ Install trash enclosures with gates</li> <li>▪ Install new playground border (wood chips)</li> <li>▪ Install paved walking path around the park</li> <li>▪ Resurface tennis/skate park area</li> <li>▪ Remove perimeter fence at the park once a Park Watch team has been established &amp; is in operation</li> </ul>	REC	Near-term (2013)	Medium
B-9	Require commercial, institutional and multi-family developments to provide protected & secure bicycle parking.	CDD	Near-term	Medium
B-10	Make major improvements to Harry Todd Park: <ul style="list-style-type: none"> <li>▪ Repair existing docks</li> <li>▪ Install new docks</li> <li>▪ Install ADA improvements at Harry Todd Park</li> <li>▪ Redesign Harry Todd park with realignment of Maple Street SW</li> </ul>	REC & CD	Long-term (date unknown)	Low (lack of funding)
B-11	Develop/expand gateways that mark the entrances to Tillicum.	CD & PW	Near-term (2013)	Low (lack of funding)



**TABLE 18  
ACTION ITEMS: UPDATE INFRASTRUCTURE**

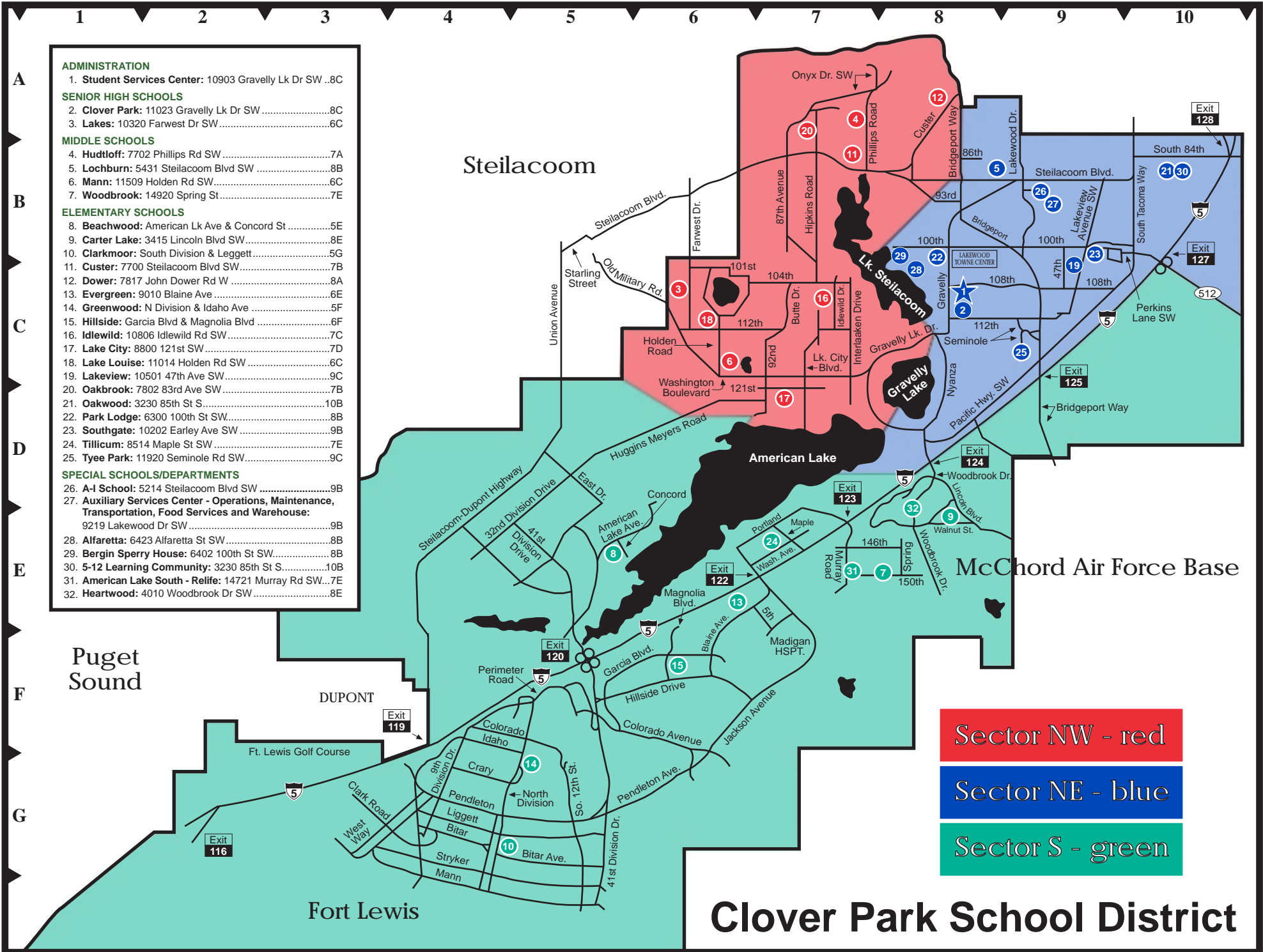
NO.	WHAT	WHO	WHEN	PRIORITY
B-12	Improve facilities in community centers, school & parks to provide facilities for after-school & weekend activities for youth.	REC, CPSD & COMMUNITY	Long-term (date unknown)	Low (lack of funding)

**TABLE 19  
ACTION ITEMS: REDUCE CRIME & NEGLECT**

NO.	WHAT	WHO	WHEN	PRIORITY
C-1	Maintain funding for the neighborhood patrol program in Tillicum to support neighborhood watch groups & provide regular communication with neighborhood & civic organizations.	CM & CC	Near-term (2009-2013)	High
C-2	Maintain funding for public nuisance abatement aimed at improving property maintenance & building standards.	CM & CC	Near-term (2009-2013)	High
C-3	Finalize development of & carry out a Neighborhood Stabilization Program to address neighborhood blight, which may include purchasing & rehabilitating residential properties for sale to the Lakewood Area Shelter Association.	CD & GS	Near-term (2009-2013)	High
C-4	Provide development preapplication packets to the Police Department & include their feedback on design from a CPTED perspective.	CD & LPD	Near-term (2009-2013)	High
C-5	Use the community service & code enforcement officer positions to proactively ensure all Tillicum businesses & rental housing are properly licensed.	CD & LPD	Near-term (2009-2013)	High

**TABLE 20  
ACTION ITEMS: TRANSPORTATION IMPROVEMENTS**

NO.	WHAT	WHO	WHEN	PRIORITY
D-1	Prepare a traffic congestion report for the I-5 Corridor from Highway 512 to Mounts Road.	CD	Near-term (2009 & 2010)	High
D-2	Establish bicycle & pedestrian connections between residential areas, Union Avenue SW, & Harry Todd Park	CC, PAB, CTAC, CD & PW	Near-term (2009)	High
D-3	Initiate formal discussions with other agencies regarding improvements to the I-5, Union Avenue SW, & Berkeley Street SW road intersections.	CM, CD, PW, MD, FL, WSDOT & COMMUNITY	Near-term (2009)	High
D-4	Establish street design guidelines for Union Avenue SW	CC, CD, PW & COMMUNITY	Near-term (2009)	High
D-5	Use existing & seek additional funding to upgrade the following streets/intersections: <ul style="list-style-type: none"> <li>▪ Union Avenue SW from Berkeley Street SW to West Thorne Lane SW</li> <li>▪ Berkeley Street SW/Union Avenue SW intersection</li> <li>▪ Realignment of Maple Street SW at Harry Todd Park</li> <li>▪ Maple Street SW from Union Avenue SW to Harry Todd Park</li> </ul>	CD & PW	Near- & long-term	High High Low Low
D-6	Identify bus stops with inadequate lighting & improve lighting at these stops. Examine the need for more shelters & posted schedules. Provide the telephone number of Pierce Transit's community liaison at bus stops.	PW & PT	Near- & long-term	Medium
D-7	Work with the Tacoma Country & Golf Club establish a preliminary pedestrian pathway design to connect Tillicum with the main body of Lakewood.	CD & PW	Long-term	Medium



**ADMINISTRATION**

1. Student Services Center: 10903 Gravelly Lk Dr SW ..8C

**SENIOR HIGH SCHOOLS**

2. Clover Park: 11023 Gravelly Lk Dr SW .....8C  
 3. Lakes: 10320 Farwest Dr SW .....6C

**MIDDLE SCHOOLS**

4. Hudtloff: 7702 Phillips Rd SW .....7A  
 5. Lochburn: 5431 Steilacoom Blvd SW .....8B  
 6. Mann: 11509 Holden Rd SW .....6C  
 7. Woodbrook: 14920 Spring St .....7E

**ELEMENTARY SCHOOLS**

8. Beachwood: American Lk Ave & Concord St .....5E  
 9. Carter Lake: 3415 Lincoln Blvd SW .....8E  
 10. Clarkmoor: South Division & Leggett .....5G  
 11. Custer: 7700 Steilacoom Blvd SW .....7B  
 12. Dower: 7817 John Dower Rd W .....8A  
 13. Evergreen: 9010 Blaine Ave .....6E  
 14. Greenwood: N Division & Idaho Ave .....5F  
 15. Hillside: Garcia Blvd & Magnolia Blvd .....6F  
 16. Idlewild: 10806 Idlewild Rd SW .....7C  
 17. Lake City: 8800 121st SW .....7D  
 18. Lake Louise: 11014 Holden Rd SW .....6C  
 19. Lakeview: 10501 47th Ave SW .....9C  
 20. Oakbrook: 7802 83rd Ave SW .....7B  
 21. Oakwood: 3230 85th St S .....10B  
 22. Park Lodge: 6300 100th St SW .....8B  
 23. Southgate: 10202 Earley Ave SW .....9B  
 24. Tillicum: 8514 Maple St SW .....7E  
 25. Tye Park: 11920 Seminole Rd SW .....9C

**SPECIAL SCHOOLS/DEPARTMENTS**

26. A-I School: 5214 Steilacoom Blvd SW .....9B  
 27. Auxiliary Services Center - Operations, Maintenance, Transportation, Food Services and Warehouse: 9219 Lakewood Dr SW .....9B  
 28. Alfaretta: 6423 Alfaretta St SW .....8B  
 29. Bergin Sperry House: 6402 100th St SW .....8B  
 30. 5-12 Learning Community: 3230 85th St S .....10B  
 31. American Lake South - Relief: 14721 Murray Rd SW...7E  
 32. Heartwood: 4010 Woodbrook Dr SW .....8E

Steilacoom

American Lake

McChord Air Force Base

Puget Sound

DUPONT

Fort Lewis

Clover Park School District

Sector NW - red

Sector NE - blue

Sector S - green

**CLOVER PARK SCHOOL DISTRICT MODERNIZATION /REPLACEMENT MATRIX (2008)**

Date: Revised 10/15/08

PHYSICAL PLANT CONDITION SUMMARY											EDUCATIONAL FACTORS SUMMARY										
	95	80	70	90	10	100	80	60	50	50	WEIGHTED VALUES										
	ROOF	EXTERIOR	INTERIOR	SYSTEMS	GROUNDS	BUILDING CODES	DEMOG'S.	PROGRAMS	SITE SAFETY	PROTOTYPE MATCH											
	This element encompasses all installed roofing systems including thermal and moisture protection components. All roofing tiles, shingles, built-up plys, membrane, elastomeric systems, coping, downspout accessories, ballast, and special coatings are included.	An evaluation of the building exterior shell (excluding the roof). Included are the structural membranes, finish, condition of walls, exterior building lighting, doors, windows, watertightness, and insulation.	Includes all interior wall, floor, and ceiling surfaces, and finishes such as carpets, acoustic tile, painted surfaces trim, moldings, and partitions. Also included are lockers, casework, lighting, plumbing fixtures and inside window finish, and interior doors and operators.	The systems component evaluates the school's central systems including heating, ventilating and air conditioning (HVAC), plumbing fire protection and detection, security, bell clock, and PA & structural system.	Includes an evaluation of the overall grounds including the sanitary and storm systems, fields and courts, paved surfaces, landscaping, fencing, playground equipment, flag pole, and parking.	Includes type of construction, handicap accessibility, fire draft stop separations, deficiencies in water pressure as they relate to fire suppression systems, and pathway of egress deficiencies. This element does not define the building as unsafe to occupy; it only provides indication of level of condition relative to "current" building codes.	Evaluation of the school's size and supporting facilities necessary to provide for projected enrollment and growth within the attendance area.	This element provides facilities which would deliver educational programs significantly better through modernization or replacement of the building or allow for specialized program placement.	This factor encompasses those issues that diminish a safe school campus. Those elements which define this factor include, the arterial street and sidewalk system that serve the school, the flow of traffic and traffic counts, the ability to maintain a separation between parent/bus dropoff and associated parking, the proximity and placement of the facility as it relates to ease of monitoring the campus and the size of the site to support the aforementioned.	This factor measures the extent to which the facility meets the standards of the established prototype											
SCHOOLS																					
AMERICAN LAKE S	100	9500	100	8000	100	7000	100	9000	100	10000	100	8000	100	6000	50	2500	100	5000	66000		
AI	100	9500	100	8000	100	7000	100	9000	100	10000	100	8000	100	6000	25	1250	80	4000	63750		
TILLICUM	100	9500	100	8000	100	7000	100	9000	85	850	100	10000	70	5600	75	4500	100	5000	50	2500	61950
WOODBROOK	90	8550	75	6000	100	7000	100	9000	75	750	75	7500	100	8000	75	4500	100	5000	80	4000	60300
LAKE CITY	75	7125	100	8000	100	7000	100	9000	75	750	100	10000	40	3200	75	4500	75	3750	60	3000	56325
HUDTLOFF	50	4750	75	6000	100	7000	75	6750	60	600	75	7500	100	8000	75	4500	75	3750	80	4000	52850
CUSTER	100	9500	75	6000	100	7000	75	6750	25	250	75	7500	50	4000	80	4800	75	3750	60	3000	52550
SOUTHGATE	80	7600	75	6000	75	5250	50	4500	75	750	50	5000	55	4400	90	5400	75	3750	75	3750	46400
OAKWOOD	70	6650	70	5600	70	4900	60	5400	75	750	75	7500	60	4800	60	3600	50	2500	80	4000	45700
LOCHBURN	60	5700	75	6000	75	5250	30	2700	80	75	75	7500	70	5600	75	4500	75	3750	90	4500	45575
TYEE PARK	80	7600	65	5200	75	5250	75	6750	75	750	75	7500	75	6000	15	900	75	3750	20	1000	44700
MANN	40	3800	75	6000	75	5250	25	2250	80	800	75	7500	50	4000	50	3000	50	2500	100	5000	40100
GREENWOOD	60	5700	60	4800	50	3500	75	6750	75	750	50	5000	80	6400	20	1200	25	1250	80	4000	39350
LAKE LOUISE	75	7125	60	4800	60	4200	40	3600	75	750	75	7500	45	3600	15	900	100	5000	10	500	37975
CLARKMOOR	60	5700	50	4000	50	3500	50	4500	75	750	50	5000	75	6000	20	1200	50	2500	70	3500	36650
OAKBROOK	50	4750	50	4000	75	5250	50	4500	50	500	50	5000	50	4000	25	1500	25	1250	60	3000	33750
HILLSIDE	50	4750	50	4000	50	3500	40	3600	60	600	50	5000	100	8000	40	2400	25	1250	10	500	33600
IDLEWILD	50	4750	75	6000	65	4550	50	4500	50	500	50	5000	50	4000	15	900	50	2500	10	500	33200
CARTER LAKE	50	4750	50	4000	40	2800	40	3600	75	750	50	5000	90	7200	20	1200	50	2500	20	1000	32800
BEACHWOOD	50	4750	50	4000	40	2800	40	3600	75	750	50	5000	100	8000	15	900	50	2500	10	500	32800
DOWER	50	4750	75	6000	60	4200	45	4050	60	600	50	5000	50	4000	15	900	50	2500	10	500	32500
EVERGREEN	75	7125	60	4800	50	3500	60	5400	25	250	10	1000	80	6400	5	300	1	50	10	500	29325
CLOVER PARK	25	2375	40	3200	25	1750	80	7200	1	10	10	1000	80	6400	20	1200	40	2000	80	4000	29135
PARK LODGE	80	7600	25	2000	40	2800	25	2250	25	250	10	1000	90	7200	20	1200	25	1250	60	3000	28550
LAKEVIEW																					rebuild-2008
LAKES																					rebuilding 2008

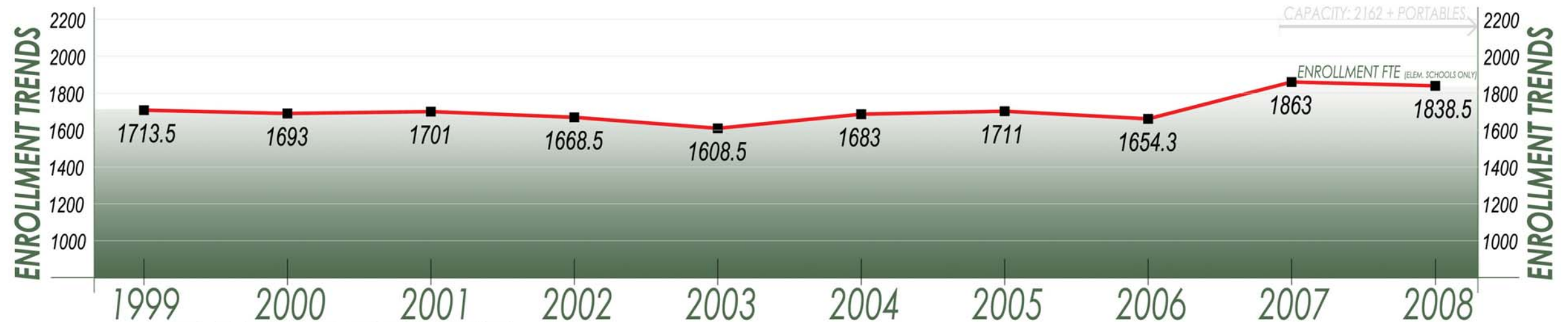
The matrix analysis provides for a basis of evaluating existing facilities with respect to criteria (physical plant and education program criteria). The higher the weighted scores the greater the need. It should be noted that this is one tool in the process of facilities planning and the values should not be considered all encompassing to other factors such as sequencing of projects.



# CLOVER PARK FACILITIES MASTER PLAN - DRAFT

**NORTHEAST SECTOR**

\* The information presented below demonstrates an overall master plan to rehabilitate and replace school buildings on Military property. The target funding dates provide a projected timeline for resources to become available. In the event funding does not become available, the Deferred Maintenance items must occur.



**A-I High School** 63750  
Sector NE

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
17.86	1940			68	37,946

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES

**Southgate Elementary** 46400  
Sector NE

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
7.87	1956		1992	52	51,299

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES

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**Oakwood Elementary** 45700  
Sector NE

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
9.81	1964		1992	44	34,713

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES

**Lochburn Middle School** 45575  
Sector NE

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
21.40	1967			41	76,808

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES

**Tyee Park Elementary** 44700  
Sector NE

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
11.70	1958		1992	50	48,310

Target Funding Dates: 2010, 2014, 2018, 2022

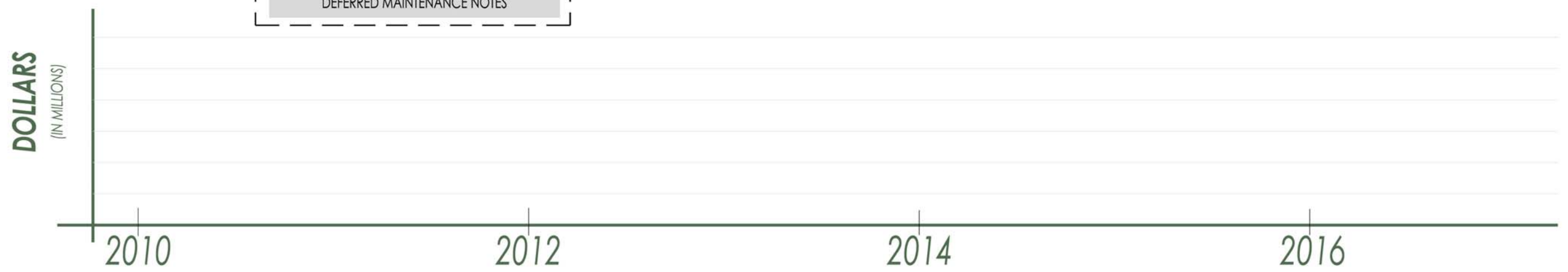
Deferred Maintenance: DEFERRED MAINTENANCE NOTES

**Clover Park High School** 29135  
Sector NE

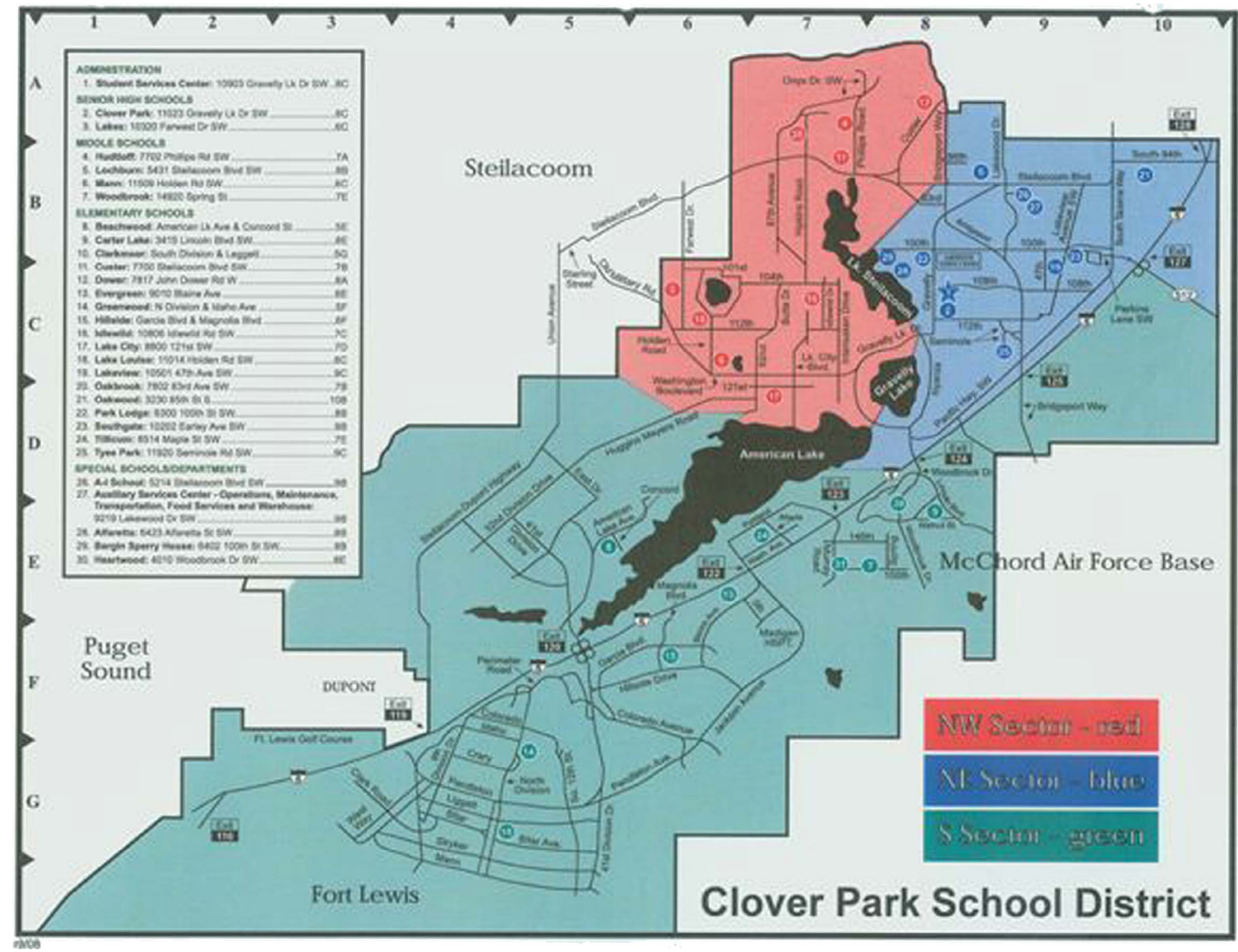
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
34.30	1964	1981	1999	27	194,102

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES







- ADMINISTRATION
- 1. Student Services Center: 10903 Gravelly Lk Dr SW .JC
- SENIOR HIGH SCHOOLS
- 2. Clover Park: 11923 Gravelly Lk Dr SW .JC
- 3. Lakes: 10300 Farwell Dr SW .JC
- MIDDLE SCHOOLS
- 4. Hubbard: 7702 Phillips Rd SW .7A
- 5. Lechloun: 5431 Steilacoom Blvd SW .8B
- 6. Mann: 11508 Holden Rd SW .JC
- 7. Woodbrook: 14800 Spring St .7E
- ELEMENTARY SCHOOLS
- 8. Beechwood: American Lk Ave & Concord St .8E
- 9. Carter Lake: 3419 Lincoln Blvd SW .8E
- 10. Clekman: South Division & Leggett .8Q
- 11. Conner: 7700 Steilacoom Blvd SW .7B
- 12. Dwyer: 7817 John Dwyer Rd W .8A
- 13. Evergreen: 9070 Blaine Ave .8E
- 14. Greenwood: N Division & Maple Ave .8F
- 15. Hillside: Garcia Blvd & Magnolia Blvd .8F
- 16. Hillside: 10906 Hillside Rd SW .7C
- 17. Lake City: 8906 121st SW .7D
- 18. Lake Linn: 11014 Holden Rd SW .8C
- 19. Lakeview: 10501 47th Ave SW .8C
- 20. Oakbrook: 7902 83rd Ave SW .7B
- 21. Oakwood: 3230 85th St E .10B
- 22. Park Lodge: 4300 105th St SW .8B
- 23. Southgate: 13202 Early Ave SW .8B
- 24. Stillman: 8514 Maple St SW .7E
- 25. Tye Park: 11920 Semcoke Rd SW .8C
- SPECIAL SCHOOLS/DEPARTMENTS
- 26. Ad School: 5274 Steilacoom Blvd SW .8B
- 27. Auxiliary Services Center - Operations, Maintenance, Transportation, Food Services and Warehouse: 9279 Lakewood Dr SW .8B
- 28. Admitts: 6423 Admitts St SW .8B
- 29. Bangle Sperry House: 8432 100th St SW .8B
- 30. Heartwood: 4010 Woodbrook Dr SW .8E

NW Sector - red  
 NE Sector - blue  
 S Sector - green

CLOVER PARK FACILITIES MASTER PLAN  
**Park Lodge Elementary 28550**  
 Sector NE

School Description:

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
5.88	1912	1997		11	48,617

Target Funding Dates:

2010	2014	2018	2022
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Deferred Maintenance:

DEFERRED MAINTENANCE NOTES

CLOVER PARK FACILITIES MASTER PLAN  
**Lakeview Elementary**  
 Sector NE

School Description:

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
9.40	1960	2008		0	50,460

Target Funding Dates:

2010	2014	2018	2022
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Deferred Maintenance:

DEFERRED MAINTENANCE NOTES



DOLLARS  
(IN MILLIONS)

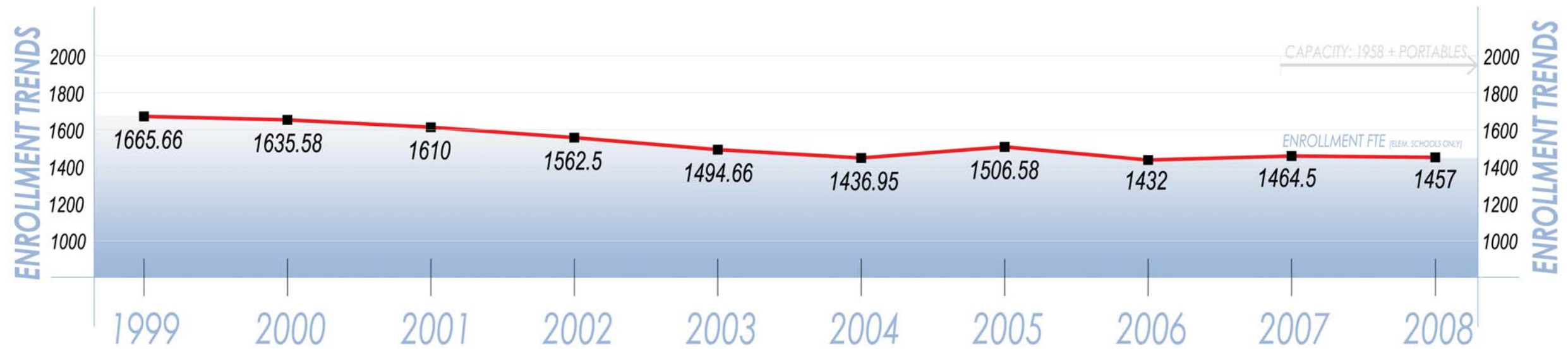




# CLOVER PARK FACILITIES MASTER PLAN - DRAFT

\* The information presented below demonstrates an overall master plan to rehabilitate and replace school buildings on Military property. The target funding dates provide a projected timeline for resources to become available. In the event funding does not become available, the Deferred Maintenance items must occur.

## NORTHWEST SECTOR



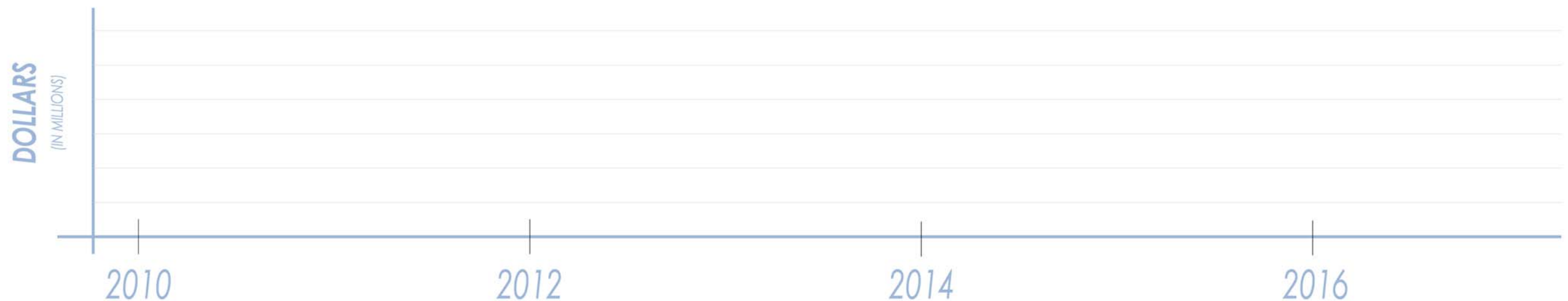
CLOVER PARK FACILITIES MASTER PLAN						
Lake City: 5-12						56325
Sector NW						
<b>School Description:</b>						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	
9.50	1908	1942	1992	66	51,455	
<b>Target Funding Dates:</b>						
2010	2014	2018	2022			
<b>Deferred Maintenance:</b>						
DEFERRED MAINTENANCE NOTES						

CLOVER PARK FACILITIES MASTER PLAN						
Hudtloff Middle School						52850
Sector NW						
<b>School Description:</b>						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	
25.35	1957			51	83,803	
<b>Target Funding Dates:</b>						
2010	2014	2018	2022			
<b>Deferred Maintenance:</b>						
DEFERRED MAINTENANCE NOTES						

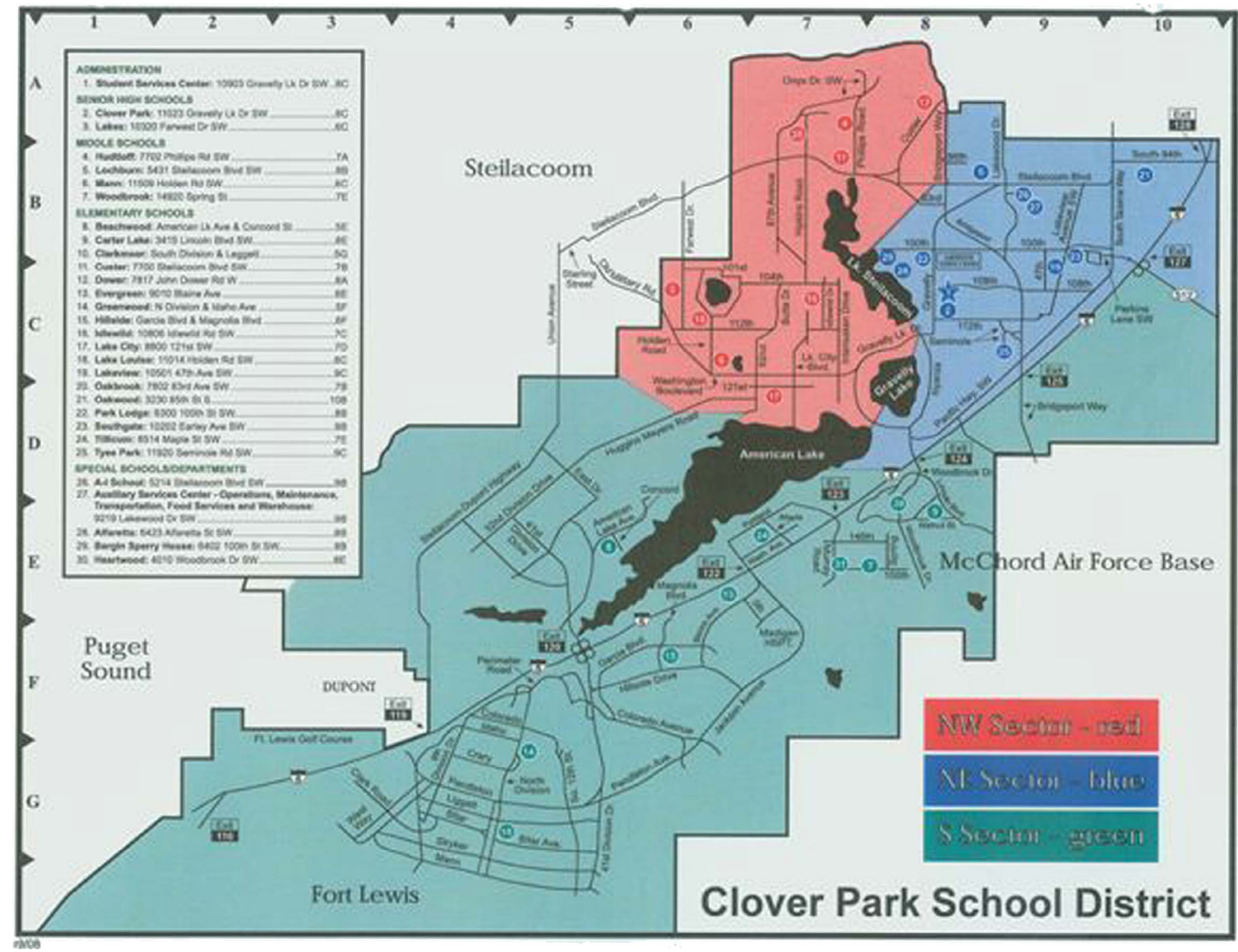
CLOVER PARK FACILITIES MASTER PLAN						
Custer Elementary						52550
Sector NW						
<b>School Description:</b>						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	
11.80	1933	1982	1992	56	49,746	
<b>Target Funding Dates:</b>						
2010	2014	2018	2022			
<b>Deferred Maintenance:</b>						
DEFERRED MAINTENANCE NOTES						

CLOVER PARK FACILITIES MASTER PLAN						
Mann Middle School						40100
Sector NW						
<b>School Description:</b>						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	
22.00	1959			49	76,676	
<b>Target Funding Dates:</b>						
2010	2014	2018	2022			
<b>Deferred Maintenance:</b>						
DEFERRED MAINTENANCE NOTES						

CLOVER PARK FACILITIES MASTER PLAN						
Lake Louise Elementary						37975
Sector NW						
<b>School Description:</b>						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	
9.08	1944		1992	64	44,673	
<b>Target Funding Dates:</b>						
2010	2014	2018	2022			
<b>Deferred Maintenance:</b>						
DEFERRED MAINTENANCE NOTES						







**Oakbrook Elementary** 36250  
Sector NW

**School Description:**

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
10.00	1970			38	49,218

**Target Funding Dates:**

2010    2014    2018    2022

**Deferred Maintenance:**

DEFERRED MAINTENANCE NOTES

**Idlewild Elementary** 35825  
Sector NW

**School Description:**

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
10.00	1956		1992	52	45,419

**Target Funding Dates:**

2010    2014    2018    2022

**Deferred Maintenance:**

DEFERRED MAINTENANCE NOTES

**Dower Elementary** 35025  
Sector NW

**School Description:**

Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
10.00	1962		1992	46	41,421

**Target Funding Dates:**

2010    2014    2018    2022

**Deferred Maintenance:**

DEFERRED MAINTENANCE NOTES

**Lakes High School**  
Sector NW

**School Description:**

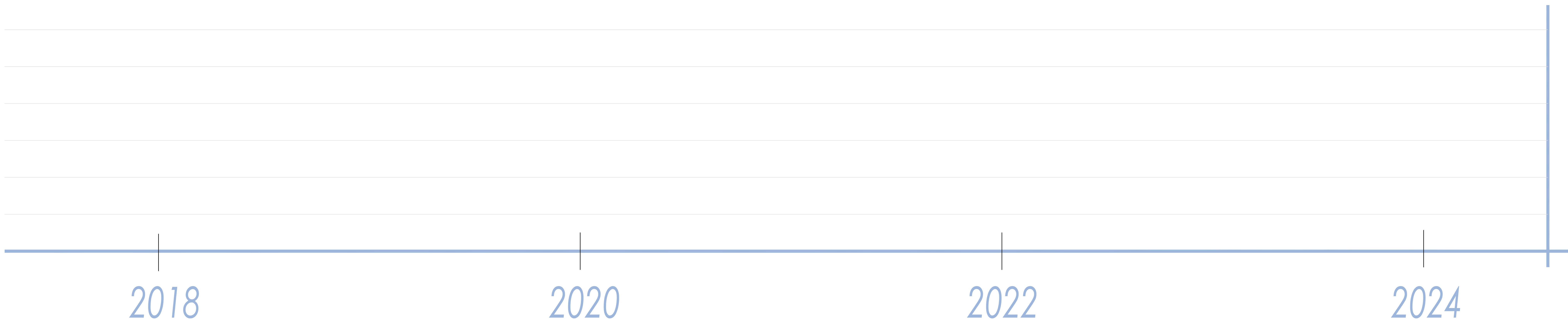
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:
39.21	1961		1992	47	186,358

**Target Funding Dates:**

2010    2014    2018    2022

**Deferred Maintenance:**

DEFERRED MAINTENANCE NOTES



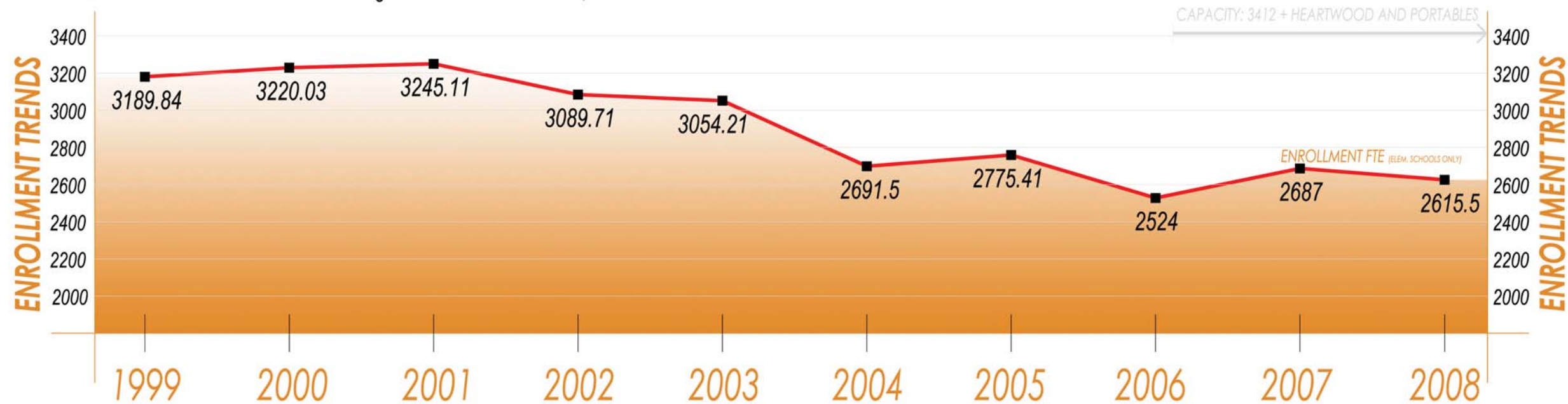




# CLOVER PARK FACILITIES MASTER PLAN - DRAFT

\* The information presented below demonstrates an overall master plan to rehabilitate and replace school buildings on Military property. The target funding dates provide a projected timeline for resources to become available. In the event funding does not become available, the Deferred Maintenance items must occur.

**SOUTH SECTOR**



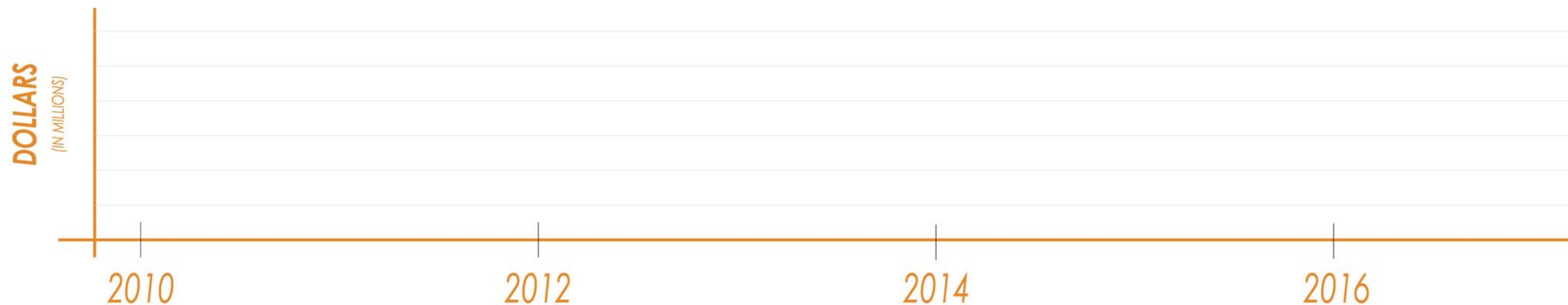
CLOVER PARK FACILITIES MASTER PLAN						
Tillicum Elementary						61950
School Description:						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	Sector S
5.49	1944		1967	64	42,316	
Target Funding Dates:						
2010	2014	2018	2022			
Deferred Maintenance:						
DEFERRED MAINTENANCE NOTES						

CLOVER PARK FACILITIES MASTER PLAN						
Woodbrook Middle School						60300
School Description:						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	Sector S
38.00	1963		1988	45	87,233	
Target Funding Dates:						
2010	2014	2018	2022			
Deferred Maintenance:						
DEFERRED MAINTENANCE NOTES						

CLOVER PARK FACILITIES MASTER PLAN						
Greenwood Elementary						39350
School Description:						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	Sector S
11.80	1951		1985	57	41,666	
Target Funding Dates:						
2010	2014	2018	2022			
Deferred Maintenance:						
DEFERRED MAINTENANCE NOTES						

CLOVER PARK FACILITIES MASTER PLAN						
Clarkmoor Elementary						36650
School Description:						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	Sector S
11.70	1956		1985	52	35,111	
Target Funding Dates:						
2010	2014	2018	2022			
Deferred Maintenance:						
DEFERRED MAINTENANCE NOTES						

CLOVER PARK FACILITIES MASTER PLAN						
Hillside Elementary						33600
School Description:						
Site Acreage:	Year of Original Construction:	Year of Modernization:	Year of Last Addition:	Age of Facility:	Square Footage:	Sector S
19.30	1959		1985	47	48,777	
Target Funding Dates:						
2010	2014	2018	2022			
Deferred Maintenance:						
DEFERRED MAINTENANCE NOTES						

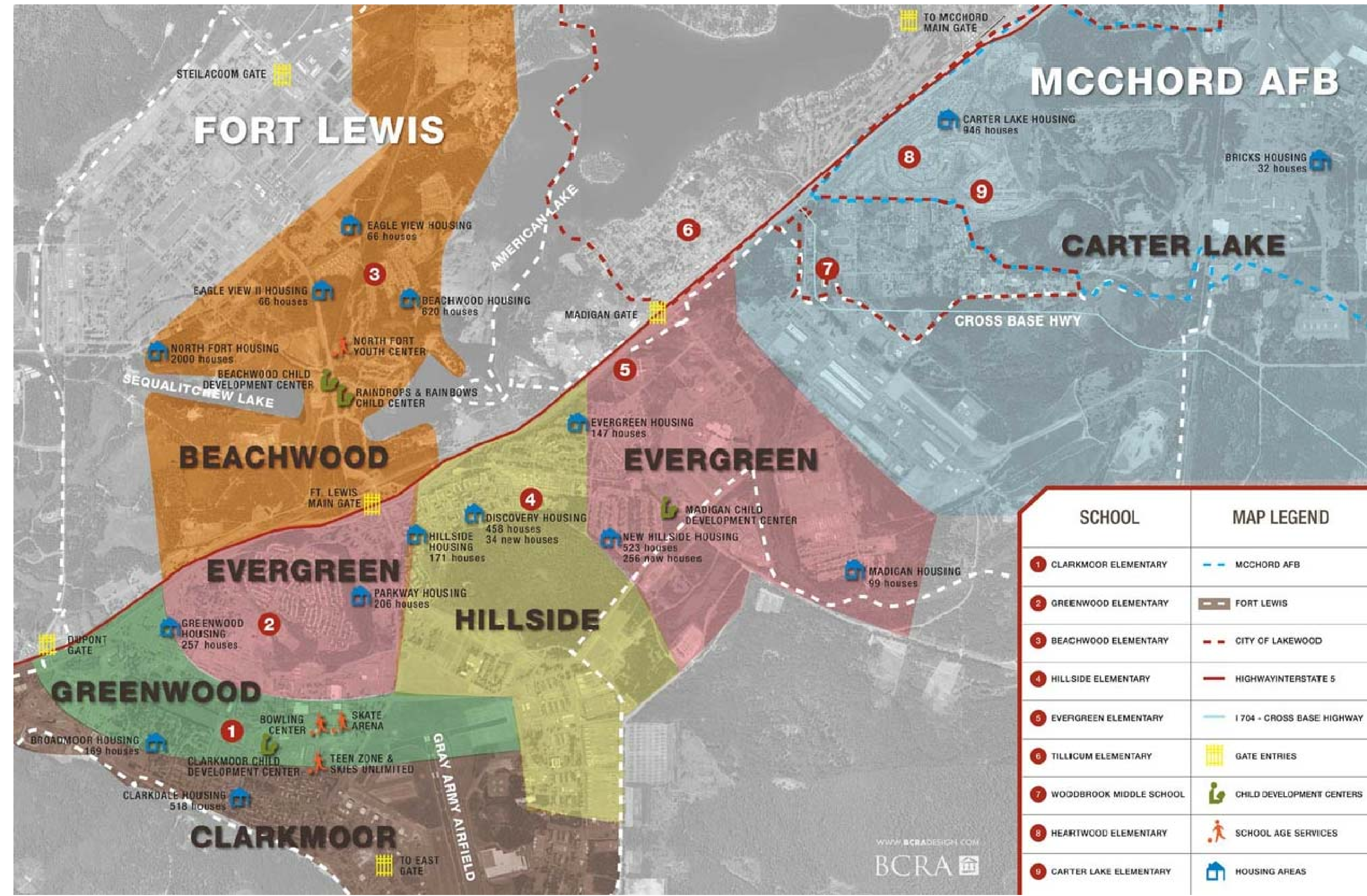




## Housing on Fort Lewis

Existing / Potential (New) = 3,731 / 1,682  
 TOTAL = 5,413

Beachwood	= 510
Beachwood II	= 108
Broadmoor	= 169
Clarkdale	= 518 / 28
Davis Hill	= 433
Discovery Village	= 458 / 34
Elliot	= 0 / 1,230
Evergreen	= 147 / 58
Greenwood	= 257 / 76
Hillside	= 171 / 14
New Hillside	= 171
Madigan	= 99
Parkway	= 206
Town Center	= 0 / 256
McChord A.F.B	= TO BE DETERMINED
MWR (CDC)	= TO BE DETERMINED



**Beachwood Elementary** 32800

School Description: Sector S

Site	Year of Original Construction	Year of Modernization	Year of Last Addition	Age of Facility	Square Footage
17.80	1962		1998	46	47,876

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES

**Carter Lake Elementary** 32800

School Description: Sector S

Site	Year of Original Construction	Year of Modernization	Year of Last Addition	Age of Facility	Square Footage
10.80	1962		1985	40	47,779

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES

**Evergreen Elementary** 29325

School Description: Sector S

Site	Year of Original Construction	Year of Modernization	Year of Last Addition	Age of Facility	Square Footage
22.17	1991			17	112,800

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES

**Heartwood Elementary**

School Description: Sector S

Site	Year of Original Construction	Year of Modernization	Year of Last Addition	Age of Facility	Square Footage
10.70	1960			48	43,518

Target Funding Dates: 2010, 2014, 2018, 2022

Deferred Maintenance: DEFERRED MAINTENANCE NOTES

2018

2020

2022

2024

DOLLARS  
(IN MILLIONS)



**Memorandum of Understanding  
Between  
Clover Park School District and Clover Park Technical College**

**Purpose:** The Clover Park School District (CPSD) and the Clover Park Technical College (CPTC) agree that under the common interest of providing an excellent education for students, it is worth exploring a partnership to integrate and/or articulate disciplines offered at both entities.

**Authority:** The Clover Park School District is authorized under RCW 28A to provide educational services for students kindergarten through grade 12. The Clover Park Technical College is authorized under RCW 28B.50 to provide educational services for students, primarily post-secondary education.

**Background:**

1. Both educational institutions provide similar programs for high school alternative studies, specifically, Clover Park Technical College's Northwest Career & Technical High School and Clover Park School District's Alternative for Individuals (AI).
2. Clover Park Technical College offers a career program related to early childhood services which has the potential to team with Clover Park School District educational services.
3. Clover Park School District's AI program is currently served in a facility that was constructed in 1940, is 69 years old, and has exceeded its useful life.
4. The Clover Park School District proposes to pursue a Centerpiece Project which will integrate an international baccalaureate program and an integral program which align with post-secondary education opportunities at Clover Park Technical College.

**Terms of Agreement**

In order to explore the possibility of such a partnership, collaboration between the agencies is necessary in reviewing programs for students as well as facilities and land use acquisition. The Clover Park Technical College and Clover Park School District agree to negotiate in good faith concerning these matters in order to determine the viability of these actions, or other similar actions, which may be necessary or advisable for such a joint partnership..

Both parties as signed below charge their staffs to develop and review the details of this possible joint partnership and program integration as soon as possible but no later than June 30, 2009. Should it be determined by June 30, 2009, that any or all of the terms listed above are not possible, both parties agree to continue to explore ways in which the CPSD and CPTC can build a joint partnership to better serve the students of our community.

Deborah L. Le Beau  
Deborah L. LeBeau  
Superintendent  
Clover Park School District

May 1, 2009  
Date

John W. Walstrum  
John W. Walstrum  
President  
Clover Park Technical College

May 7, 2009  
Date

**Meeting with Lakewood Chamber of Commerce  
May 6, 2009  
Summary of Notes**

**I. Meeting Overview**

Gary Wilson, Kim Prentice, Man Pereira (Aeda Construction), and Karen Waters (Strategies 360) met with a handful of community leaders from the Lakewood Chamber of Commerce to share the FAC draft recommendations and get their initial thoughts and feedback on the proposal. We made it clear that we intended to share the comments with Superintendent LeBeau, the Board of Directors and the FAC Committee. In the interest of creating an open discussion environment, we promised not to attribute direct quotes to anyone.

After welcome and introductions, we provided people with an overview of our goal for the meeting and a timeline of events. We then presented them with the draft FAC recommendations and opened it up for what resulted in a robust discussion.

Though our presentation and discussion was scheduled for 60 minutes, based on their interest and demand we ended up continuing the conversation with the Chamber members for a total of 90 minutes.

**II. Participants**

The following people participated and asked to receive updates about the FAC recommendations and possible bond proposal:

- Linda Smith
- Kathleen Larkin-Kuehn
- Donna Haines
- Jim Charboneau
- Mike Block
- Corey Campbell
- Neitha Wilkey
- Mary Moss

### **III. Summary of Comments**

The overall tenor of the group was both interested and supportive. They were extremely generous with their time and thoughtful with their input.

#### ***Hudtloff Comments***

- Everyone nodded during the description of the building age and conditions.
- The visuals were effective in capturing the need – the community leaders visibly reacted to the pictures and the rusty pipe – and community leaders encouraged us to tote the pipe around to all our outreach meetings.
- Only two questions were asked: (1) What’s the life expectancy of these schools? and (2) What happens to students at Hudtloff during the remodel?

#### ***Southgate / Oakwood Comments***

- Everyone nodded during the description of the building age and conditions.
- The majority of people knew of the flight zone issue for Oakwood and the remainder understood it once it was explained.
- People seemed to understand the detrimental nature of the RR track location to the learning environment.
- They responded positively to the costs savings of the school consolidation component.
- Questions included: (1) What is the anticipated military growth? and (2) What is the federal obligation for schools on base?

#### ***Centerpiece Comments***

- People responded strongly to the academic rigor of the educational program description.
- People liked the partnership opportunity with CPTC and were intrigued by costs savings and sharing of resources and facilities.
- People liked the idea of involving businesses.
- People liked the idea that this project would be aesthetically pleasing and help clean up the neighborhood.
- Questions included: (1) What happens to AI?; (2) Would there be a screening or application process?; and (3) Would there be a dress code?

#### ***General Comments***

As you would expect, they liked the level debt financing component of the FAC recommendations. They also liked hearing about the cost savings associated with the school consolidations. Interestingly, they thought this would be a good time to run a bond proposal citing that property is cheap and constructions costs would be down.

Examples of comments from our brainstorming session include the following:

*“What’s being done to build momentum? How can we help?”*

*“From my perspective, you can’t not do it.”*

*“This is a compelling story. The Centerpiece project excites me. We need to get as many people on board as possible. We need to support our kids and this will help our community.”*

*“I like the fiscal responsibility of combining Southgate and Oakwood. That’s important.”*

*“I really think you need to have a program to prepare kids for the future in working with businesses. Kids need to know how to apply for a job, act and dress appropriately in a work place setting, balance a checkbook. Partnering with business would be tremendously important.”*

*“The schools have gone down hill over the last 25 years. I had to pull my kids out of Clover Park ten years ago. The school district is a key component of this city. The district needs to engage parents and welcome the community. This could help.”*

*“Please teach financial responsibility. I’m a big supporter of the schools, but we need to change the cycle (of poverty). I’ll support this. Let’s build better buildings. If we do this, let’s do it right.”*

*“We need better standards, better dress code, better image.”*

*“If you include a dress code, this will pass. Really.”*

*“Well, what you’re saying certainly makes sense.”*

**Meeting with Lakewood Rotary  
May 8, 2009  
Summary of Notes**

**I. Meeting Overview**

Gary Wilson, Kim Prentice, Man Pereira (Aeda Construction), and Karen Waters (Strategies 360) met with a handful of community leaders from the Lakewood Rotary to share the FAC draft recommendations and get their initial thoughts and feedback on the proposal. We made it clear that we intended to share the comments with Superintendent LeBeau, the Board of Directors and the FAC Committee. In the interest of creating an open discussion environment, we promised not to attribute direct quotes to anyone.

After welcome and introductions, we provided people with an overview of our goal for the meeting and a timeline of events. We then presented them with the draft FAC recommendations and opened it up for what resulted in a robust discussion.

Though our presentation and discussion was scheduled for 60 minutes, based on their interest and demand we ended up continuing the conversation with the Rotarians for roughly 80 minutes.

**II. Participants**

The following people participated and asked to receive updates about the FAC recommendations and possible bond proposal:

- Bill White
- Ron Irwin
- Steve Mazoff
- Dave Sclair
- Wynn Hoffman

**III. Summary of Comments**

The overall tenor of the group was both interested and lively. They had many questions and seemed to thoughtfully move through options and refine their position based upon the discussion, answers and other information provided.

***Hudtloff / Southgate / Oakwood Comments***

- Everyone nodded during the description of the building age and conditions.
- The majority of people knew of the flight zone issue for Oakwood and the remainder understood it once it was explained.

- They responded positively to the costs savings of the school consolidation component.
- Questions included: (1) What about Tillicum and Woodbrook – are you coordinating with the City on these plans? (2) What is the projected military growth and plans for the schools on base? (3) Is the future larger elementary schools? (4) Is transportation going to be an issue – getting the kids to the schools?

### ***Centerpiece Comments***

- People responded strongly to the academic rigor of the educational program description.
- People liked the partnership opportunity with CPTC and were intrigued by costs savings and sharing of resources and facilities.
- They responded positively to the costs savings of the school consolidation component.
- One person had reservations about it being open to all students instead of a selection process, citing problems with the AP program when it was opened to everyone.
- Questions included: (1) What is an entry point program? (2) Would this compete with the Bethel Skills Center? (3) Would there be an admissions process? (4) Does this community need that many seats at the middle and upper school level? (5) Do you think you'll get interest from outside of the district? (6) Would we lose the partnership opportunity with CPTC if we wait until 2014?

### ***FAC Recommendations Put to a Vote***

After Ron asked us to elaborate on the proposal and specific dollars associated, there was a discussion on the merits of considering Custer for 2010. One person queried, "Why are you not doing this now? That's a question you need to be prepared to address."

After hearing about Custer, conversation ensued about the sequencing of ballot proposal options and whether it made most sense to do two or three of the following -- Southgate / Oakbrook / Hudtloff / Custer -- and then do the remaining school(s) and Centerpiece in 2014.

The discussion evolved to include such topics as polling results on people's perception of how the district has managed the 2006 bond, basic voter statistics, community comments from the February event at City Hall, partnership opportunities, and initial conversations with CPTC. Nearing the end of the discussion, Ron directly asked each person how they would vote. To a one, they all said they're supportive of the Centerpiece and the FAC draft recommendations.

### ***General Comments***

As you would expect, they liked the level debt financing component of the FAC recommendations. They also liked hearing about the cost savings associated with the school consolidations and partnership with CPTC. While the group unanimously supported the FAC draft recommendations, concern focused on whether voters have

confidence the district could do this successfully and whether voters think the district would be good stewards of the money.

Comments from our brainstorming session include the following:

*“As long as what you’re doing is coordinated with the City’s planning work with the Tillicum area, I think these ideas are great.”*

*“It’s fascinating that we’re actually hearing this from the school district right now. I mean, how long have we been pushing IB?”*

*“We support our schools. It clearly impacts your home value by having good schools. The general concept of putting money into the schools is important for a community.”*

*“This current Administration has a much better chance at making this thing go through. I think the new Superintendent and Board will be helpful”*

*“I think it’s needed. It’s good.”*

*“Level debt financing is important. If that is real, I will support this.”*

*“Perception is the main thing. Twenty-five to thirty years ago, the district was up. Now it’s down, but I think it’s starting to come back. We should do this in steps, but I think it will go.”*

*“I would support all of this, especially if it’s level debt financing.”*

*“From my perspective, I would support them all. But what will fly? Consolidating facilities and saving money resonates.”*

*“This is good. How do you sell this? The facilities support the programs that allow kids to be productive members of society.”*

*“People don’t have faith in the district. They don’t know if the money will be spent well.” After hearing the percentage of people who think the district has been good stewards of the 2006 bond: “I didn’t know about this changing perception, but that’s good. People may be receptive to this.”*

*“The end result would be when the TNT has stories about students graduating in the top percentile. Then everything else falls into place. Then the community turns around.”*



**Meeting with Clover Park Rotary  
May 13, 2009  
Summary of Notes**

**I. Meeting Overview**

Keith Rittel, Kim Prentice, Man Pereira (Aeda Construction), and Karen Waters (Strategies 360) met with a handful of community leaders from the Clover Park Rotary to share the FAC draft recommendations and get their initial thoughts and feedback on the proposal. We made it clear that we intended to share the comments with Superintendent LeBeau, the Board of Directors and the FAC Committee. In the interest of creating an open discussion environment, we promised not to attribute direct quotes to anyone.

After welcome and introductions, we provided people with an overview of our goal for the meeting and a timeline of events. We then presented them with the draft FAC recommendations and opened it up for what resulted in a robust discussion that lasted for a little less than an hour.

**II. Participants**

The following people participated and asked to receive updates about the FAC recommendations and possible bond project:

- Bruce Barth
- Don Paradise
- Dee Ebsen
- Tom McClellan

**III. Summary of Comments**

The overall tenor of the group was both interested and supportive. They were extremely generous with their time and thoughtful with their input. The Clover Park Rotary also offered to be involved with the Southgate design and brainstorming process.

***Hudtloff Comments***

- Everyone nodded during the description of the building age and conditions.
- The visuals were effective in capturing the need.
- Only two questions were asked: (1) What's your plan for Custer since they're on the same grounds? (2) Could Custer be used to house Hudtloff kids during construction?

### ***Southgate / Oakwood Comments***

- Everyone nodded during the description of the building age and conditions.
- People knew of the flight zone issue for Oakwood.
- There was clear familiarity with the RR track location and it's potentially negative impact on the learning environment.
- They responded positively to the costs savings of the school consolidation component.
- Questions included: (1) What is the anticipated military growth? (2) What is the federal obligation for schools on base? (3) How many elementary schools do you currently have and what do you think we need with population shifts? (4) How does this fit in with NCLB for Southgate – would closing and reopening wipe the slate clean? (5) How will this impact the Rotary's efforts at Southgate (mostly focusing on students, but they have donated basketball hoops and have plans for landscaping, etc.)? (6) If you find different property, what would you do – what could anyone do – with that real estate?

### ***Centerpiece Comments***

- People responded strongly to the academic rigor of the educational program description.
- People liked the partnership opportunity with CPTC and were intrigued by costs savings and sharing of resources and facilities.
- Questions included: (1) Would there be a screening or application process? (2) How many students / classrooms? (3) Would you be doing running start with CPTC? (4) When students currently leave the district, where are they going? (5) Will students in the district get to choose between the Centerpiece, Clover Park and Lakes High Schools? (6) How do AI's current credit requirements compare to other schools? (7) Will the other high schools complain that you're siphoning off the best students? (8) How would this impact sports / athletic teams?

### ***General Comments***

As you would expect, they liked the level debt financing component of the FAC recommendations. They also liked hearing about the cost savings associated with the school consolidations.

Examples of comments from our brainstorming session include the following:

*“I grew up in a school district in New York State where we had the Regents program and kids could choose to participate. Our high school was one of the best in the state. That's what this sounds like.”*

*“One of the biggest problems the district has had in the past with these things is not educating people. You need to do that. What you're doing is very important and forward thinking.”*

*“With proper education of the community, this would be successful.”*

*“The sale of this would be anti-gang measures. If you could figure out how this great proposal also reduces the gang problem, it would be great.”*

After hearing Man’s description of consolidation savings with the proposal, “Now there’s a buzzword -- You would definitely get people’s attention by saying how the consolidation savings will go back in the classrooms.”

*“I think it gives you an opportunity to beef up the other schools’ sport programs. There are cost savings and a better competitive advantage with merging sports teams.”*

*“I applaud you for doing this.”*