1

10/17/16
School Impact Fees

Sponsor: _____

cmj

Proposed No.: 2016-0474

AMENDMENT TO PROPOSED ORDINANCE 2016-0474, VERSION 1

On page 5, beginning on line 101, strike lines 101 through 106, and insert:

"SECTION 10. Ordinance 11148, Section 2, as amended, and K.C.C. 20.12.468 are each hereby amended to read as follows:

The Northshore School District No. 417 ((~~2015~~)) Capital Facilities Plan 2016, adopted ((~~June 23, 2015~~)) September 27, 2016, which is included in Attachment I to ((~~Ordinance 18182~~)) this ordinance and is incorporated herein by reference, is adopted as a subelement of the capital facilities element of the King County Comprehensive Plan."

Delete Attachment F, Highline School District No. 401 Capital Facilities Plan 2016-2021 adopted June 22, 2016, and insert Attachment F, Highline School District No. 401 Capital Facilities Plan 2016-2021 adopted June 22, 2016, dated October 17, 2016.

Delete Attachment I, Draft Northshore School District No. 417 Proposed Capital Facilities Plan 2016, and insert Northshore School District No. 417 Proposed Capital Facilities Plan 2016 adopted September 27, 2016, dated October, 17, 2016.

EFFECT: This amendment:

- **Reflects that the Northshore Capital Facilities Plan has been adopted by the School District,**
- **Adds previously omitted appendices to the Highline School District Capital Facilities Plan, and**
- **Replaces the draft Northshore School District Capital Facilities Plan with the final Plan.**

HIGHLINE SCHOOL DISTRICT NO. 401

CAPITAL FACILITIES PLAN

2016-2021

May 27, 2016

HIGHLINE
PUBLIC SCHOOLS
A path to success for every student

Adopted: June 22, 2016

HIGHLINE SCHOOL DISTRICT NO. 401

CAPITAL FACILITIES PLAN

2016-2021

HIGHLINE
PUBLIC SCHOOLS
A path to success for every student

BOARD OF DIRECTORS

Michael D. Spear, President
Bernie Dorsey, Vice President
Angelica Alvarez
Tyrone Curry, Sr.
Joe Van

SUPERINTENDENT

Dr. Susan Enfield

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For information regarding the Highline School District's 2016-2021 Capital Facilities Plan, contact G. Scott Hodgins, Executive Director, Capital Planning and Construction, Highline School District No. 401, 17810 8th Avenue South, Building A, Burien, Washington 98148. Telephone: (206) 631-7500

SECTION ONE: INTRODUCTION

Purpose of the Capital Facilities Plan

This Six-Year Capital Facilities Plan has been prepared by the Highline School District (the "District") as the District's primary facility planning document, in compliance with the requirements of Washington's Growth Management Act (the "GMA") and King County Council Code Title 21A. The Plan was prepared using data available in May 2016. The GMA outlines 13 broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. School districts have adopted capital facilities plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student populations anticipated in their districts.

The Highline School District (the "District") has prepared this Capital Facilities Plan (the "CFP") to provide King County (the "County") and the cities of Burien, Des Moines, Kent, Normandy Park, SeaTac, and Seattle with a schedule and financing program for capital improvements over the next six years (2016-2021).

This Plan will be updated annually with any changes to the impact fee schedule adjusted accordingly.

Executive Summary

After a period of low enrollment growth, the District has experienced steady and significant enrollment increases since 2010. The District currently serves an approximate student population of 19,058 (October 1, 2015 enrollment) with 18 elementary schools (grades K-6), five middle level schools (grades 7-8), and five high schools (grades 9-12). In addition, the District has alternative programs: Big Picture (MS and HS) at the Manhattan site; CHOICE Academy (MS and HS) at the Woodside site; New Start at the Salmon Creek Site; and Puget Sound Skills Center ("PSSC").

Over the last 14 years the District has embarked on a major capital improvement effort to enhance its facilities to meet current educational and life-safety standards. Since 2002 the District has passed two major capital bonds: one in 2002 for approximately $189,000,000 and one in 2006 for approximately $148,000,000. The schools which were built for replacement of existing facilities and not to accommodate increased enrollment.

With the approved capital bond funds and reimbursements from the Office of the Superintendent of Public Instruction, the State of Washington, the Port of Seattle, the Federal Aviation Administration and private donations for a new Raisbeck Aviation High School the District has designed, permitted and constructed 13 new elementary schools, 1 new high school, renovated 3 schools as interim facilities, and renovated portions of Memorial Field and Camp Waskowitz. All of this work has been done since March 2002.

The District proposed in November 2014 and February 2015, but did not receive the 60 percent voter approval required for passage, of a bond measure to fund capacity and infrastructure needs. In response to the District's failure to successfully pass a capital bond, the District formed a Capital Facilities Advisory Committee ("CFAC") to develop recommendations for long term capital facilities, including a scope for future bond measures.

As the District looks ahead it recognizes that anticipated enrollment growth, some of which will be caused by new development, and implementation of recent legislation will require the District to either add new facilities, add additions to existing facilities, renovate existing facilities, or add portables to existing facilities.

This CFP identifies the current enrollment, the current capacity of each educational facility, the projected enrollment over the six-year planning period and how the District plans to accommodate this growth. It also includes a schedule of impact fees that should be charged to new development.

Based on current projections, the District needs to add capacity at the elementary and middle school levels to accommodate projected enrollment and implementation of recent legislation. To address these needs, the District plans to replace Des Moines Elementary School to increase its student capacity, add classrooms at existing elementary schools, and build one new middle school. In addition, new modular or portables may need to be added at individual elementary schools and middle schools to accommodate future enrollment. At this time it has been assumed that additional land will not be needed to accommodate the new schools; however, land will be necessary in the future to support the District's long range facilities plan and its Educational Strategic Plan.

The District's current planning as stated in this Capital Facilities Plan is subject to the Board's adoption of the Capital Facilities Advisory Committee's final recommendations (scheduled for July 2016). Future updates to this Capital Facilities Plan will provide final adoption information and any other relevant information.

SECTION 2 – STANDARD OF SERVICE

King County Code 21A.06 refers to a "Standard of Service" that each school district must establish in order to ascertain its overall capacity. School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classrooms (portables).

District educational program standards may change in the future as a result of changes in the program year, special programs class sizes, grade span configurations, and use of new technology, as well as other physical aspects of the school facilities. In addition, the State Legislature's implementation of requirements for reduced K-3 class size will also impact school capacity and educational program standards. (The District currently offers full-day kindergarten.) The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this CFP.

The Standard of Service outlined below reflects only those programs and educational opportunities provided to students that directly affect the capacity of school buildings. The special programs listed below require classroom space, thus the permanent capacity of some buildings housing these programs has been reduced.

Table 1
Class Size – Standard of Service

Grade Level	*Average Class Size Based on Standard of Service*
Kindergarten	24*
Grades 1 – 3	25*
Grades 4 – 6	27
Grades 7 – 8	30
Grades 9 – 12	32

*The District standard for K-3 will change to 17:1 in 2019 (see Table 7).

It is not possible to achieve 100% utilization of all regular teaching stations throughout the day. Therefore, classroom capacity is adjusted using a utilization factor of available teaching stations depending on the physical characteristics of the facility and educational program needs.

Elementary School Standard of Service Models

- Special education for students with disabilities may be provided in self-contained classrooms.
- All students are provided music instruction in a separate classroom.
- All students will have scheduled time in a special classroom.
- Identified students will also be provided other educational opportunities in classrooms designated as follows:
    - Resource Rooms
    - English Language Learners (ELL)
    - Education for Disadvantaged Students (Title I)
    - Gifted Education
    - Learning Assisted Programs
    - Severely Behavior Disorder
    - Transition Rooms
    - Mild, Moderate, and Severe Disabilities
    - Developmental Kindergarten
    - Extended Daycare Programs and Preschool Programs

Secondary School Standard of Service Models

- Identified students will also be provided other educational opportunities in classrooms designated as follows:
    - Resource Rooms
    - English Language Learners (ELL)
    - Computer Labs
    - Science Labs
    - Career and Vocational Rooms
    - Daycare Programs
    - Alternative Program Spaces

SECTION THREE: CAPITAL FACILITIES INVENTORY

This section provides an inventory of capital facilities owned and operated by the District including schools and relocatable classrooms (modulars or portables). School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards. *See Section Two: Standard of Service.* A map showing locations of District facilities is provided in Appendix A.

Schools

See *Section One* for a description of the District's schools and programs.

School capacity was determined based on the number of teaching stations (or general classrooms) within each building and the space requirements of the District's currently adopted current educational program and internal targets as reported in ICOS with the Office of the Superintendent of Public Instruction. It is this capacity calculation that is used to establish the District's baseline capacity, and to determine future capacity needs based on projected student enrollment. The school capacity inventory is summarized in Tables 2, 3, and 4.

As the District implements reduced K-3 class size requirements and grade reconfiguration, the inventory will reflect adjustments in the Standard of Service (see Tables 7-B and 7-C).

Relocatable Classrooms (Portables)

Relocatable classrooms (portables) are used as interim classroom space to house students until funding can be secured to construct permanent classrooms. The District currently uses 27 relocatable classrooms at various school sites throughout the District to provide additional interim general classroom capacity. A typical relocatable classroom can provide capacity for a full-size class of students. Current use of relocatable classrooms throughout the District is summarized in Table 5.

Table 2
Elementary School Level Inventory

Elementary School	*Building Area (sq. ft.)*	*Teaching Stations**	*Permanent Capacity***
Beverly Park at Glendale ES	58,145	22	514
Bow Lake ES	76,108	30	666
Cedarhurst ES	68,916	26	619
Des Moines ES	41,766	19	471
Gregory Heights ES	65,978	27	585
Hazel Valley ES	65,346	26	452
Hilltop ES	51,532	24	594
Madrona ES	69,240	25	598
Marvista ES	68,462	27	621
McMicken Heights ES	69,979	25	582
Midway ES	66,096	25	610
Mount View ES	67,783	26	628
North Hill ES	65,665	27	636
Parkside ES	68,857	26	622
Seahurst ES	59,967	27	585
Shorewood ES	60,326	22	483
Southern Heights ES	32,942	15	336
White Center ES	65,654	26	622
TOTAL	**1,122,762**	**445**	**10,231**

* Teaching Station definition: A space designated as a classroom. Other stations include spaces designated for special education and pull-out programs.

** General classrooms

Table 3
*Middle School Level Inventory****

Middle School	*Building Area (sq. ft.)*	*Teaching Stations**	*Permanent Capacity***
Cascade MS	90,582	34	986
Chinook MS	87,476	27	783
Pacific MS	73,941	24	696
Sylvester MS	92,617	30	870
Big Picture MS *(at Manhattan)*^		2	58
Choice *(at Woodside)* ^		2	58
TOTAL	**344,616**	**119**	**3,451**

* Teaching Station Definition: A space designated as a general classroom. Other stations include spaces designated for special education and pull-out programs.
** General classrooms.
***Does not include alternative programs: CHOICE Academy MS/HS *at Woodside site.*
^The District anticipates that the Big Picture and Choice programs will be relocated to another District facility or leased space in 2017. Inventory adjustments will be reflected in future updates to this Capital Facilities Plan.

Table 4
*High School Level Inventory****

High School	*Building Area (sq. ft.)*	*Teaching Stations**	*Permanent Capacity***
Raisbeck Aviation HS	87,934	14	448
Big Picture HS *(at Manhattan)*^	29,141	10	320
Evergreen HS	161,456	48	1,536
Highline HS	214,919	70	2,240
Mount Rainier HS	205,159	47	1,504
Tyee HS	143,101	38	1,216
TOTALS	**841,710**	**227**	**7,264^^**

* Teaching Station definition: A space designated as a general classroom. Other stations include spaces designated for special education and pull-out programs.
** Regular classrooms.
***Does not include alternative programs: CHOICE Academy MS/HS *at Woodside site*; New Start HS *at Salmon Creek site*; and Puget Sound Skills Center.
^ The District anticipates that the Big Picture program will be relocated to another District facility or leased space in 2017. Inventory adjustments will be reflected in future updates to this Capital Facilities Plan.
^^Total capacity at the high school level may be affected as the District makes programmatic changes in its small school high schools: Tyee HS and Evergreen HS. For example, spaces currently identified as teaching stations may be needed to serve special programs.

Table 5
Relocatable Classrooms (Portable) Inventory

Elementary School	*Relocatables***	*Other****	*Interim Capacity*
Beverly Park at Glendale	0	2	0
Bow Lake	0	4	0
Cedarhurst	1	3	25
Des Moines	0	1	0
Gregory Heights	0	0	0
Hazel Valley	3	1	75
Hilltop	5	1	125
Madrona	2	0	50
Marvista	2	0	50
McMicken Heights	0	0	0
Midway	4	0	100
Mount View	4	0	100
North Hill	0	0	0
Parkside	0	0	0
Seahurst	2	2	50
Shorewood	1	3	25
Southern Heights	2	1	50
White Center	1	3	25
TOTAL	**27**	**21**	**675**

Middle School	*Relocatables***	*Other ****	*Interim Capacity*
Cascade	0	3	0
Chinook	5	1	145
Pacific	4	0	116
Sylvester	2	2	58
Big Picture MS	4	7	116
TOTAL	**15**	**13**	**435**

High School	*Relocatable***	*Other****	*Interim Capacity*
Raisbeck Aviation HS	0	0	0
Big Picture HS	0	0	0
Evergreen HS	3	2	96
Highline HS	0	0	0
Mount Rainier HS	0	0	0
Tyee HS	0	1	0
TOTALS	**3**	**3**	**96**

**Used for regular classroom capacity.
***The relocatables referenced under "other relocatables" are used for special pull-out programs, storage, community use, etc.

SECTION FOUR: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Generally, enrollment projections using historical calculations are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions, land use, and demographic trends in the area affect the projection. Monitoring birth rates in the County and population growth for the area are essential yearly activities in the ongoing management of the CFP. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or expedite projects in the event enrollment growth exceeds the projections.

With the assistance of a professional demographer, the District has developed its own methodology for forecasting future enrollments. This methodology, a modified cohort survival method, considers a variety of factors to evaluate the potential student population growth for the years 2016 through 2021. These factors include: projected births, projected growth in the K-12 population, and a model which considers growth in population and housing within the District's boundaries. The methodology also considers the potential impacts on enrollment due to the recent opening of a charter school within the District's boundaries. Certain assumptions are made regarding the continued enrolment at the charter school. Therefore, the methodology and the resulting projections should be considered conservative.

District enrollment has increased in recent years, including a 6.4% increase since 2009. Using the modified cohort survival projections, a total enrollment of 20,423 students is expected in 2021. In other words, the District projects an increase of 7.1% in student enrollment (or 1,365 students) between 2015 and 2021. *See* Appendix B (Enrollment projections from Les Kendrick, December 2015.)

Table 6
Projected Student Enrollment
2016-2021

Projection	*2015**	*2016*	*2017*	*2087*	*2019*	*2020*	*2021*	*Actual Change*	*Percent Change*
	19,058	19,233	19,459	19,622	19,872	20,118	20,423	1,365	7.1%

*Actual October 2015 FTE enrollment.

SECTION FIVE: CAPITAL FACILITIES PROJECTIONS FOR FUTURE NEEDS

Projected future capacity needs, shown in Tables 7-A through 7-C, are derived by applying the projected number of students to the projected permanent capacity. It is not the District's policy to include relocatable classrooms when determining future capital facility needs; therefore, interim capacity provided by relocatable classrooms is not included in this analysis. The District will utilize relocatables as necessary to address interim capacity needs. Information on relocatable classrooms by grade level and interim capacity can be found in Table 5. Information on planned construction projects can be found in the Financing Plan, Table 8.

Recent state-level policy decisions impact the District's capacity analysis. Engrossed Senate House Bill 2261, adopted in 2009, requires school districts to implement full-day kindergarten by 2018. SHB 2776, passed in 2010, requires school districts to reduce K-3 class sizes to 17 students per teacher. Finally, in November 2015, the voters passed Initiative 1351, which requires reduced class sizes across all grades (K-12). The District has proactively implemented full day kindergarten, which reduced the number of available regular classrooms in elementary schools districtwide. The District anticipates that the Legislature will only partially fund implementation of K-3 class size reduction, and therefore the capacity projects needed to address implementation will require successful passage of a capital bond. Future updates to this Plan will incorporate any funded implementation of Initiative 1351.

Table 7 assumes that K-3 class size reduction is implemented by 2019 and that grade levels are reconfigured to K-5, 6-8, and 9-12 in 2020. All scenarios include the capacity related projects the District is planning during the six-year planning period.

Table 7
Projected Student Capacity – 2016 through 2021

Elementary School Level – Surplus/Deficiency

	*2015**	*2016*	*2017*	*2018*	*2019^*	*2020^^*	*2021*
Existing Permanent Capacity	10,231	10,231	10,231	10,231	9,034	9,544	9,849
Added Permanent Capacity	0	0	0		510'	305"	0
Total Permanent Capacity**	10,231	10,231	10,231	10,231	9,544	9,849	9,849
Enrollment	10,580	10,744	11,026	11,210	11,302	9,725	9,788
Surplus (Deficiency)** Permanent Capacity	(349)	(513)	(795)	(979)	(1,758)	124	61

*Actual October 2015 FTE enrollment
**Does not include portable capacity
^Implementation of reduced K-3 class size and adjusted Standard of Service
^^Movement of 6th grade to middle school level and adjusted Standard of Service
'Addition of new classrooms at existing elementary schools
"New Des Moines Elementary School opens with added capacity

Middle School Level -- Surplus/Deficiency

	*2015**	*2016*	*2017*	*2018*	*2019*	*2020^^*	*2021*
Existing Permanent Capacity	3,451	3,451	3,451	3,451	3,451	3,451	4,451
Added Permanent Capacity	0	0	0	0		1,000'	0
Total Permanent Capacity**	3,451	3,451	3,451	3,451	3,451	4,451	4,451
Enrollment	2,648	2,490	2,405	2,533	2,761	4,562	4,584
Surplus (Deficiency)** Permanent Capacity	803	961	1,046	918	690	(111)	(133)

*Actual October 2015 FTE enrollment
**Does not include portable capacity
^^Movement of 6th grade to middle school level and adjusted Standard of Service
'New middle school capacity added

High School Level -- Surplus/Deficiency

	*2015**	*2016*	*2017*	*2018*	*2019*	*2020*	*2021*
Existing Permanent Capacity	7,264	7,264	7,264	7,264	7,264	7,264	7,264
Added Permanent Capacity	0	0	0	0	0	0	0
Total Permanent Capacity**	7,264	7,264	7,264	7,264	7,264	7,264	7,264
Enrollment	5,830	5,998	6,028	5,878	5,809	5,831	6,051
Surplus (Deficiency)** Permanent Capacity	1,434	1,266	1,236	1,386	1,455	1,433	1,213

*Actual October 2015 FTE enrollment
**Does not include portable capacity.

SECTION SIX: FINANCING PLAN

Planned Improvements

The Finance Plan focuses on capacity related projects needed to accommodate recent and projected growth in the District.

Based upon the scenario presented in Table 3, the District will need to add permanent classroom capacity at both the elementary school and middle school grade levels. Subject to Board approval of the Capital Facilities Advisory Committee's final recommendations, anticipated in July 2016, the District anticipates that the additional capacity will be accomplished by (1) adding space to the new Des Moines Elementary School (replacement school), (2) the construction of new elementary school classrooms at various sites, and (3) constructing a new middle school. All new schools will be located on land currently owned by the District.

In addition, new relocatable classrooms (portables) may need to be added at individual elementary schools and middle schools to accommodate future enrollment or to provide interim classrooms until permanent classroom capacity is built.

The District has identified "non-capacity" capital needs at existing schools. The non-capacity projects are identified in the District's 2016 Long Range Facility Plan (scheduled to be adopted in July 2016). Funding for the non-capacity related projects may be proposed as a part of a future capital bond measure. The School Board of Directors will continue annual review of its school and support facility needs, and any decisions will be reflected in future updates to this Capital Facilities Plan (CFP).

Financing for Planned Improvements

Funding for planned improvements is typically secured from a number of sources including voter-approved bonds, State match funds, and impact fees.

General Obligation Bonds: Bonds are typically used to fund construction of new schools and other capital improvement projects, and require a 60% voter approval. The District's voters will need to approve a school construction bond to fund the projects identified in this Plan.

State School Construction Assistance Funds: State School Construction Assistance Funds come from the Common School Construction Fund, which is composed of revenues accruing predominantly from the sale of renewable resources (i.e., timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects. School districts may qualify for State School Construction Assistance Funds for specific capital projects based on a prioritization system.

The District anticipates receiving funding from Senate Bill 6080 to address a portion of the classrooms needed for implementation of reduced K-3 class sizes.

Impact Fees: Impact fees are a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. *See Section 7* School Impact Fees.

The Six-Year Financing Plan shown on Table 8 demonstrates how the District intends to fund new construction and improvements to school facilities for the years 2016-2021. The financing components include bonds, State match funds, and impact fees. The Financing Plan separates projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.

Table 8
Capital Facilities Financing Plan

Improvements Adding Permanent Capacity Costs (in Millions)**

Project	2016	2017	2018	2019	2020	2021	Total Cost	Bonds/ Local Funds	State Funding	Impact Fees
Elementary Schools										
Des Moines Elementary Replacement and Addition			30.000	31.674			$61,674	X	X	X
Elementary School Classrooms – various sites		10.00	10.00				$20.000	X	SB 6080 Funds (in excess of $20M)	X
Middle Schools										
New Middle School (1,000 capacity)		14.000	39.650	39.650			$93.300	X	X	X
								X	X	X
Portables										
Portables at Various Sites		.200	.200	.200				X		X
High Schools										
Land Purchase (elementary site for future growth)						$20.000	$20.000	X		X

**All projects are growth-related.

SECTION SEVEN: SCHOOL IMPACT FEES

The GMA authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands.

Impact fees in Appendix C have been calculated utilizing the formula in the King County Code. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools, and purchase/install relocatable classrooms (portables). As required under the GMA, credits have also been applied in the formula to account for State Match Funds to be reimbursed to the District and projected future property taxes to be paid by the dwelling unit.

The District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. The student generation rate is the average number of students generated by each housing type; in this case, single family dwellings and multi-family dwellings. Multi-family dwellings were broken out into one-bedroom and two-plus bedroom units. The District has developed its own student generation rate data based on actual permit data from local jurisdictions. *See* Appendix D.

Using the variables and formula described, and applying the 50% discount rate required by the King County School Impact Fee Ordinance, impact fees proposed as a part of this CFP, are summarized in Table 9 below. *See also* Appendix C.

King County and the City of Kent currently have adopted school impact fee ordinances and collect school impact fees on behalf of the District. The District is requesting that the other cities that it serves consider adoption of a school impact fee ordinance.

Table 9
School Impact Fees
2016

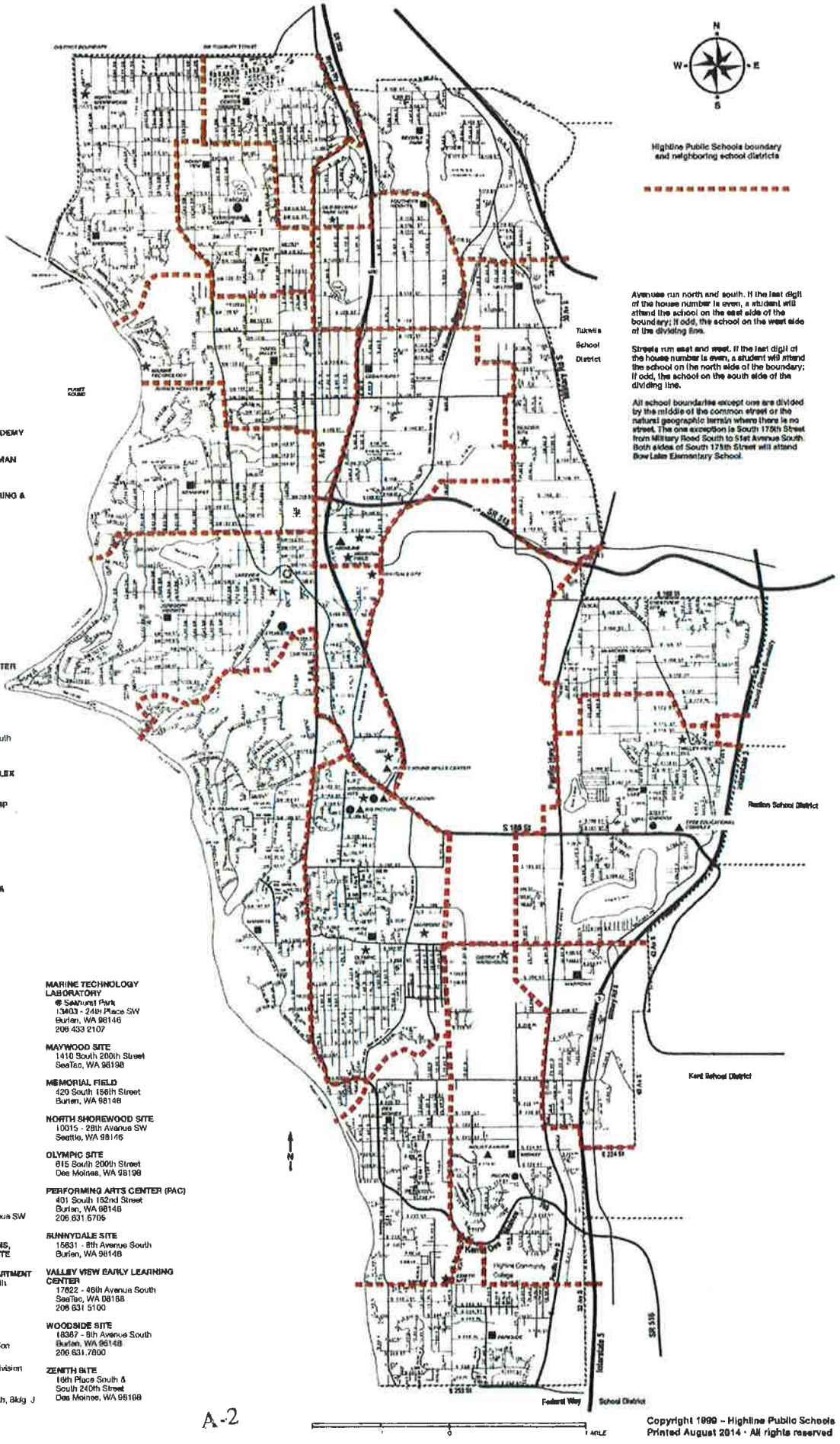
Housing Type	*Impact Fee Per Dwelling Unit*
Single Family	$7,528
Multi-Family	$6,691

APPENDIX A

DISTRICT MAP

HIGHLINE
PUBLIC SCHOOLS
A path to success for every student

SERVICE AREA MAP



■ ELEMENTARY SCHOOLS

BEVERLY PARK
1201 South 104th Street
Seattle, WA 98168
206 631 3400

BOW LAKE
16237 - 42nd Avenue South
SeaTac, WA 98188
206 631 3500

CEDARHURST
811 South 152nd Street
Burien, WA 98168
206 631 3600

DES MOINES
22001 - 9th Avenue South
Des Moines, WA 98198
206 631 3700

GREGORY HEIGHTS
16201 - 16th Avenue SW
Burien, WA 98166
206 631 3800

HAZEL VALLEY
402 SW 152nd Street
Burien, WA 98146
206 631 3900

HILLTOP
12250 - 24th Avenue South
Burien, WA 98168
206 631 4000

MADRONA
20301 - 32nd Avenue South
SeaTac, WA 98198
206 631 4100

MARVISTA
19800 Marine View Drive SW
Normandy Park, WA 98166
206 631 4200

McMICKEN HEIGHTS
3708 South 168th Street
SeaTac, WA 98188
206 631 4300

MIDWAY
22447 - 24th Avenue South
Des Moines, WA 98198
206 631 4400

MOUNT VIEW
10611 - 12th Avenue SW
Seattle, WA 98146
206 631 4500

NORTH HILL
19835 - 8th Avenue South
Seattle, WA 98148
206 631 4600

PARKSIDE
2104 South 247th Street
Des Moines, WA 98198
206.631.4700

SEAHURST
14603 - 14th Avenue SW
Burien, WA 98166
206.631.4800

SHOREWOOD
2725 SW 116th Street
Burien, WA 98146
206 631 4900

SOUTHERN HEIGHTS
11249 - 14th Avenue South
Burien, WA 98168
206 631 5000

WHITE CENTER HEIGHTS
10015 - 6th Avenue SW
Seattle, WA 98146
206 631 5200

● MIDDLE SCHOOLS

BIG PICTURE
@ Manhattan Site
440 South 188th Street
Burien, WA 98148
206 631 7700

CASCADE
11212 - 10th Avenue SW
Seattle, WA 98146
206 631 5500

CHINOOK
16650 - 42nd Avenue South
SeaTac, WA 98188
206 631 5700

CHOICE ACADEMY
16367 - 6th Avenue South
Burien, WA 98148
206 631 7630

PACIFIC
22705 - 24th Avenue South
Des Moines, WA 98198
206 631 5800

SYLVESTER
16222 Sylvester Road SW
Burien, WA 98166
206 631 6000

▲ HIGH SCHOOLS

BIG PICTURE
@ Manhattan Site
440 South 188th Street
Burien, WA 98148
206 631 7700

CHOICE ACADEMY
16367 - 6th Avenue South
Burien, WA 98148
206 631 7630

EVERGREEN CAMPUS
830 SW 116th Street
Seattle, WA 98146

ARTS & ACADEMICS ACADEMY
206 631 8250

HEALTH SCIENCES & HUMAN SERVICES
206 631 8200

TECHNOLOGY, ENGINEERING & COMMUNICATIONS
206 631 8300

HIGHLINE
225 South 152nd Street
Burien, WA 98148
206 631 6700

MOUNT RAINIER
22450 - 19th Avenue South
Des Moines, WA 98198
206 631 7000

NEW START
614 SW 120th Street
Seattle, WA 98146
206 631 7750

PUGET SOUND SKILLS CENTER
16010 - 8th Avenue South
Burien, WA 98148
206 631-7300

RAISBECK AVIATION
near The Museum of Flight
(not located in map area)
3229 East Marginal Way South
Tukwila, WA 98108
206 631 7200

TYEE EDUCATIONAL COMPLEX
4424 South 188th Street
SeaTac, WA 98188

ACADEMY OF CITIZENSHIP AND EMPOWERMENT
206 631 6500

GLOBAL CONNECTIONS
206 631 8550

○ CENTRAL OFFICE

EDUCATIONAL RESOURCE & ADMINISTRATIVE CENTER
15675 Ambaum Blvd SW
Burien, WA 98166
206 631 3000

★ OTHER LOCATIONS

(OLD) BEVERLY PARK SITE
11427 – 3rd Avenue South
Seattle, WA 98168

BURIEN HEIGHTS SITE
1210 SW 136th Street
Burien, WA 98146

CAMP WASKOWITZ
(not located in map area)
46505 SE 150th Street
North Bend, WA 98045
425 277 7195

CRESTVIEW SITE
16200 - 43rd Avenue South
Tukwila, WA 98188

DISTRICT WAREHOUSE
2301 South 200th Street
SeaTac, WA 98198
206 878 8218

GLACIER SITE
2450 South 142nd Street
SeaTac, WA 98168

LAKEVIEW SITE
SW 160th Street & 6th Avenue SW
Burien, WA 98166

MAINTENANCE, OPERATIONS, TRANSPORTATION (MOT) SITE

FACILITIES SERVICES DEPARTMENT
17810 - 8th Avenue South
Burien, WA 98148

BLDG. A:
Capital Facilities Staff
206 631 7500

BLDG. C:
Custodial Services Division
206 631.7501

Maintenance Services Division
206 631.7601

TRANSPORTATION
17810 - 8th Avenue South, Bldg J
Burien, WA 98148
206 631 7502

MARINE TECHNOLOGY LABORATORY
@ Seahurst Park
13403 - 24th Place SW
Burien, WA 98146
206 433 2107

MAYWOOD SITE
1410 South 200th Street
SeaTac, WA 98198

MEMORIAL FIELD
429 South 156th Street
Burien, WA 98148

NORTH SHOREWOOD SITE
10015 - 28th Avenue SW
Seattle, WA 98146

OLYMPIC SITE
615 South 200th Street
Des Moines, WA 98198

PERFORMING ARTS CENTER (PAC)
401 South 152nd Street
Burien, WA 98148
206.631.6705

SUNNYDALE SITE
15631 - 8th Avenue South
Burien, WA 98148

VALLEY VIEW EARLY LEARNING CENTER
17622 - 46th Avenue South
SeaTac, WA 98188
206 631 5100

WOODSIDE SITE
16367 - 6th Avenue South
Burien, WA 98148
206.631.7800

ZENITH SITE
16th Place South &
South 240th Street
Des Moines, WA 98198

A-2

APPENDIX B

POPULATION AND ENROLLMENT DATA

Highline Enrollment Projection

Medium Range Forecast (With Charter Schools Continuing)

Births	2004	2005	2006	2007	2008	2009	2010	Projected Births 2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
King County	22,871	22,860	24,244	24,899	25,190	25,057	24,514	24630	25032	24910	25,028	25,433	25,406	25,391	25,386	25,393	25,492
K Enroll as %	5.79%	6.24%	5.96%	6.20%	6.72%	6.46%	6.34%	6.35%	6.35%	6.41%	6.45%	6.41%	6.36%	6.36%	6.36%	6.36%	6.36%

	2009	2010	2011	2012	2013	2014	2015		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
K	1324	1427	1445	1543	1694	1618	1553	K	1564	1590	1598	1613	1631	1617	1616	1616	1616	1622
1	1337	1392	1456	1475	1564	1723	1643	1	1577	1593	1619	1627	1642	1661	1646	1645	1645	1645
2	1363	1332	1374	1430	1491	1594	1683	2	1637	1575	1593	1619	1627	1640	1658	1643	1642	1642
3	1346	1409	1362	1368	1429	1498	1580	3	1678	1655	1595	1614	1640	1645	1657	1676	1661	1660
4	1354	1335	1393	1323	1385	1436	1490	4	1582	1673	1653	1593	1612	1635	1640	1652	1671	1656
5	1282	1387	1323	1408	1319	1391	1369	5	1435	1553	1643	1632	1572	1591	1613	1618	1631	1649
6	1273	1312	1381	1316	1420	1307	1262	6	1271	1387	1509	1605	1594	1536	1554	1576	1581	1593
7	1238	1218	1253	1317	1241	1369	1271	7	1205	1211	1322	1438	1529	1519	1463	1480	1502	1506
8	1252	1227	1220	1267	1319	1270	1377	8	1285	1194	1212	1323	1439	1530	1520	1465	1482	1503
9	1814	1832	1589	1585	1665	1643	1604	9	1743	1688	1568	1591	1737	1896	2015	2002	1929	1952
10	1414	1462	1498	1424	1456	1510	1510	10	1468	1529	1481	1376	1396	1529	1668	1774	1762	1698
11	1353	1274	1482	1442	1408	1446	1356	11	1427	1387	1445	1399	1300	1323	1449	1581	1681	1670
12	1561	1494	1450	1586	1506	1517	1360	12	1361	1425	1384	1443	1397	1303	1326	1453	1585	1685
Total*	17,911	18,101*	18,226	18,484	18,897	19,322	19,058	Total	19,233	19,459	19,622	19,872	20,118	20,423	20,827	21,181	21,387	21,481

** HS Enrollment Does Not Include Open Doors Learning Center Students or Career Link Students Beginning with the 2014 Enrollment*

Change	198	190	125	258	413	425	-264		175	226	163	250	245	306	403	354	206	94
% Change	1.1%	1.1%	0.7%	1.4%	2.2%	2.2%	-1.4%		0.9%	1.2%	0.8%	1.3%	1.2%	1.5%	2.0%	1.7%	1.0%	0.4%
	9,279	9,594	9,734	9,863	10,302	10,567	10,580		10,744	11,026	11,210	11,302	11,319	11,324	11,385	11,427	11,447	11,468
	2,490	2,445	2,473	2,584	2,560	2,639	2,648		2,490	2,405	2,533	2,761	2,968	3,048	2,983	2,945	2,983	3,009
	6,142	6,062	6,019	6,037	6,035	6,116	5,830		5,998	6,028	5,878	5,809	5,831	6,051	6,459	6,809	6,957	7,004

APPENDIX C

SCHOOL IMPACT FEE CALCULATIONS

HIGHLINE SCHOOL DISTRICT No. 401
IMPACT FEE CALCULATION
Jun-16

School Site Acquisition Cost:	Scope	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/SFR	Cost/MFR
Elementary Schools			$0	0	0.210	0.134	$0	$0
Middle Schools					0.045	0.059	$0	$0
High Schools					0.099	0.089	$0	$0
TOTALS							**$0**	**$0**

School Construction Cost:	Scope	% Perm Fac.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/SFR	Cost/MFR
Elementary Schools (38.33%)	1 site	97.36%	$62,674	717	0.210	0.134	$17,872	$11,404
Middle Schools	1 site	97.36%	$93,300	1000	0.045	0.059	$4,088	$5,359
High Schools					0.099	0.089	$0	$0
TOTALS							**$21,959**	**$16,763**

Temporary Facilities Cost:	Scope	% Perm Fac.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/SFR	Cost/MFR
Elementary Schools		2.64%	0	0	0.210	0.134	$0	$0
Middle Schools		2.64	0	0	0.045	0.059	$0	$0
High Schools			0	0	0.099	0.089	$0	$0
TOTALS							**$0**	**$0**

State Match Credit Calculation:	Scope	Const. Cost Allocation/SF	SF/ Student	State Match	Student Factor SFR	Student Factor MFR	Cost/SFR	Cost/MFR
Elementary Schools		213.23	90	0.5613	0.210	0.134	$2,262	$1,792
Middle Schools		213.23	108	0.5613	0.045	0.059	$582	$388
High Schools		0	0	0	0.099	0.089	$0	$0
TOTALS							**$2,844**	**$2,180**

Tax Payment Credit:	Credit/SFR	Credit/MFR
Average Assessed Value	$294,206	$87,018
Capital Bond Interest Rate	3.27%	3.27%
Net Present Value of Average Dwelling	$2,475,408	$732,157
Years Amortized	10	10
Property Tax Levy Rate	$1.640	$1.640
Tax Payment Credit	**$4,060**	**$1,201**

Fee Summary	Cost/SFR	Cost/MFR
School Site Acquisition Cost	**$0**	**$0**
School Construction Cost	**$21,959**	**$16,763**
Temporary Facilities Cost	**$0**	**$0**
State Matching Credit Calculation	**$2,844**	**$2,180**
Tax Payment Credit Calculation	**$4,060**	**$1,201**
SUBTOTAL	**$15,056**	**$13,383**
50% Local Share	-$7,528	-$6,691
CALCULATED IMPACT FEE	$7,528	$6,691
2016 IMPACT FEE	**$7,528**	**$6,691**

APPENDIX D

STUDENT GENERATION RATE DATA

Highline School District
Student Generation Rates

In 2015, the District developed student generation rates based upon new residential development occurring within the District's boundaries within the preceding five year period. The District compared student enrollment addresses to the addresses on permits for new dwelling units. The District is using the 2015 study for purposes of this Capital Facilities Plan update. Future updates to the Capital Facilities Plan will include updated information.

Single Family Occupancy Permits for the last 5 years = 401
Elementary Students occupying Single Family Residences = 84
Elementary Students Single Family Student Generation Rate = 0.21

Single Family Occupancy Permits for the last 5 years = 401
Junior High School Students occupying Single Family Residences = 18
Junior High School Students Single Family Student Generation Rate = 0.045

Single Family Occupancy Permits for the last 5 years = 401
High School Students occupying Single Family Residences = 40
High School Students Single Family Student Generation Rate = 0.099

Multi-Family Occupancy Permits for the last 5 years = 67
Elementary Students occupying Multi-Family Residences = 9
Elementary Students Single Family Student Generation Rate = 0.134

Multi-Family Occupancy Permits for the last 5 years = 67
Junior High School Students occupying Multi-Family Residences = 4
Junior High School Students Single Family Student Generation Rate = 0.059

Multi-Family Occupancy Permits for the last 5 years = 67
High School Students occupying Multi-Family Residences = 6
High School Students Single Family Student Generation Rate = 0.089

CAPITAL FACILITIES PLAN 2016

NORTHSHORE SCHOOL DISTRICT NO. 417
3330 MONTE VILLA PARKWAY
BOTHELL, WASHINGTON 98021-8972

"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

BOARD OF DIRECTORS

Amy Cast	President
Kimberly D'Angelo	Vice-President
David Cogan	Director
Sandy Hayes	Director
Ken Smith	Director

Dr. Michelle Reid, Superintendent

Adopted September 27, 2016

TABLE OF CONTENTS

Executive Summary

SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

The Northshore School District (NSD) has prepared this six-year Capital Facilities Plan (CFP) in accordance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, Kirkland and Woodinville. This CFP is intended to provide these jurisdictions with a snapshot of projected student enrollment and school capacities at acceptable levels of service over the six year period 2016-2022. It also provides longer-term enrollment projections. The role of impact fees in funding school construction is addressed in Section 9 of this report.

Summary

Continued growth in elementary enrollment has now resulted in most schools in the northern and central service areas of the NSD into capacity deficit positions. Approval by the community of our 2014 bond allowed the district to prepare to implement district-wide grade reconfiguration (K-5, 6-8 and 9-12) that will provide some elementary capacity relief. That transition is currently scheduled for the 2017 school year. Grade reconfiguration, construction and opening of the new North Creek High School, and other associated actions were part of a comprehensive plan recommended by the community based Enrollment Demographics Task Force (EDTF) and unanimously adopted by the School Board at its October 23, 2012 board meeting to address capacity issues and take advantage of instructional program benefits. *See section 5 for more information on EDTF.*

The 2016 CFP includes the construction and opening of North Creek High School, implementation of district-wide school service area adjustments, and implementation of grade reconfiguration in the 2017-2018 school year. Until grade reconfiguration occurs, portable capacity at impacted elementary schools will be maximized with increases based on projected enrollment growth, program requirements, site circulation and gym/library capacities. State projections of a continued increase in birthrates could necessitate further increases in elementary or junior high capacity needs within the next five years.

The CFP includes universal Full Day Kindergarten in its projections for 2017 and beyond (not included for 2016) but does not reflect change in the K-3 class size ratios. Implementation of any class size changes has not been finalized by the state. If the State Legislature funds implementation or finalizes those plans, future updates to the Capital Facilities Plan will reflect those adjustments.

Overview of the Northshore School District

The Northshore School District primarily services seven jurisdictions: King County, Snohomish County, the City of Bothell, the City of Brier, the City of Kenmore, the City of Kirkland and the City of Woodinville. The King-Snohomish county line divides NSD such that roughly two-thirds of the district are in King County and one-third in Snohomish County. NSD has a population of approximately 125,000 and a current enrollment of 20,018 FTE. Northshore School District presently operates twenty elementary schools, six junior high schools, three high schools, one alternative school program, and one early childhood center. The current grade configuration is K-6, 7-9 and 10-12 with a planned transition in the fall of 2017 to a K-5, 6-8 and 9-12 model.

The Urban Growth Area boundary (UGA) divides the District, exacerbating capacity utilization challenges. Generally, schools on the east side of the UGA line are seeing stable or declining enrollment while schools on the west side are seeing increasing enrollment. *See Section 5 for more information on the growth in NSD and the UGA.* To optimize instructional program flexibility and maximize service levels in the most cost effective way possible, the District aims to maintain 10%-15% of its total classroom capacity in portable classrooms.

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Introduction

Elementary enrollment has been growing steadily over the past few years, primarily due to larger birth cohorts and improvement in the real estate market. This wave of elementary enrollment growth has not yet moved into the high schools, where enrollments have fluctuated within a narrower range.

Projections, based on data provided by state and local jurisdictions, indicate that this trend of an improved real estate market and increased birth cohorts will continue to fuel higher enrollments over the next decade. The birth cohorts since 2006 have been substantially larger than the numbers seen between 1996 and 2005. As a result, continued growth is expected in K-12 enrollment between 2016 and 2025.

The local real estate market continues to be strong. Since 2007 when home sales and prices began dropping, enrollment trends in the region have been transformed. Urban job centers, like Seattle, Bellevue, and Kirkland, saw better than expected population growth and K-12 enrollment gains between 2007 and 2011, primarily due to the fact that fewer people were leaving these areas to buy houses in the outlying regions of the Puget Sound. In recent years this has reversed with population and K-12 enrollment gains from more people moving into the NSD area and buying houses away from the urban job centers. During this time, Northshore, Shoreline, Auburn, and Federal Way, which saw declines in enrollment between 2007 and 2011, have all shown enrollment increases.

Similar to past years, this year's projections considered regional and local trends in population growth and housing, along with consideration of any market share gains or losses that might be attributable to private schools. In addition, assumptions and corresponding projections were analyzed down to the feeder pattern level. Growth rates were adjusted based on permit information specific to those respective areas. The resulting trends were used to further refine the projection methodology for both headcount and FTE forecasts used in this document. The following section describes in more detail the assumptions used to develop the forecast and compares the result of this projection to other available methodologies.

Methodology

Numerous methodologies are available for projecting long-term enrollments. The most common method is known as cohort survival, which tracks groups of students through the system and adjusts the populations to account for the average year-to-year growth. For example, this year's fourth grade is adjusted based on the average enrollment trend of the past in order to estimate next year's fifth grade enrollment. This calculation method considers the past five years' trends to determine the average adjustment factor for each grade, or cohort. The method works well for all grades except kindergarten, where there is no previous year grade. At kindergarten two methodologies are generally used: First, one can use a linear extrapolation from the previous five years, assuming that there is a trend. Or, alternatively, one can compare the kindergarten enrollment to births from five years prior to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2015 is divided by the total births in King and Snohomish counties in 2010 to produce a birth-to-k ratio. The average ratio for the last five years can then be applied to births in subsequent years to estimate kindergarten enrollment.

The cohort survival method has been used by OSPI to predict enrollment for all districts in the state. In past years, OSPI has used a 6-year cohort average for grades 1-12 and a linear extrapolation method at kindergarten. In 2008, OSPI commissioned a study to evaluate the effectiveness of this method for predicting enrollment. The report recommended the use of the "birth-to-k" method for predicting kindergarten enrollment and the use of a housing adjustment factor for Districts that are likely to be impacted by large numbers of new housing developments.

The cohort method generally works well for districts that have a consistent trend of gradual increases or declines in enrollment. It is less reliable in districts where spikes in demographic trends (especially a marked increase or decrease in new housing) can lead to dramatic swings in enrollment from one year to the next. In addition, the use of the linear extrapolation method at the kindergarten level can result in a distorted trend since it does not consider changes in birth trends. Combining cohort survival with other information about births, housing, regional population trends, and even trends in service area and private school enrollment can sometimes provide for a more accurate forecast.

Table 2-1 shows an alternative to the OSPI forecast that combines cohort survival methodology with information about new housing, the District's predicted share of the King and Snohomish County birth cohort, and any predicted gains or losses in the District's market share. Market share refers to the District's share of the K-12 public school population in the region as well as any expected effect from private schools.

For this forecast, the average rollup at existing grades was combined with estimates of growth that might be expected from new housing, and assumptions about market share gains or losses that the District is likely to see at certain grade levels. Estimates of housing growth for this model were obtained from building permit information provided by the respective jurisdiction. Table 2-1 shows the forecast based on this methodology.

Building permit information that the District has received from the jurisdictions shows relatively strong enrollment gains in the first four years of the forecast, with a tapering off of this growth in the last two years. This reflects the fact that the recent pipeline housing data shows fewer new projects in the pipeline. Once the current wave of housing development is finished we will need to see more new housing growth if enrollment is going to continue to grow in a similar fashion to recent trends. It should be noted, however, that the K-12 enrollment in the District is likely to continue growing beyond the six years of this forecast, because of continued gains in the K-12 population in the county (from births). Northshore will see some share of this future K-12 growth, though it may be lower than recent years, if new housing development lags the current trends.

Looking at the results of the model specifically, overall enrollment is predicted to increase between 2016 and 2022. Junior high/middle school and high school enrollment are projected to grow more strongly in the forecasted period as the larger elementary classes from recent years roll up through the grades.

Elementary enrollment (K-5) is predicted to grow from 9,265 FTE in October 2015 to 10,292 FTE by October 2021. While a portion of this growth reflects the implementation of full-day kindergarten, the District also projects enrollment growth from new development at this grade level. Middle School (6-8) enrollment is projected to increase from 4,747 FTE in October 2015 to 5,601 FTE by October 2021. High School enrollment (9-12) is projected to increase from 6,006 FTE in October 2015 to 6,541 FTE by October 2021. In total, the projected increase in K-12 enrollment is 2,416 over the six year period.

TABLE 2-1
FTE Forecast
October Medium Case

October FTE

Grade	Actual 15/16	16/17		Projections 17/18*	18/19	19/20	20/21	21/22
K	890	869		1575	1514	1540	1549	1549
1	1657	1742		1691	1710	1641	1670	1679
2	1740	1713		1801	1732	1751	1681	1711
3	1663	1772		1764	1836	1766	1785	1715
4	1683	1696		1802	1794	1867	1796	1814
5	1632	1708		1722	1831	1822	1897	1824
6	1593	1666		1711	1729	1833	1829	1901
7	1642	1633		1689	1726	1744	1849	1844
8	1512	1654		1639	1695	1732	1751	1856
9	1589	1524		1680	1661	1718	1756	1774
10	1535	1611		1548	1676	1637	1690	1724
11	1489	1429		1504	1446	1564	1527	1576
12	1393	1433		1370	1443	1390	1504	1467
Total K-6	**10,858**	**11,166**	***K-5***	**10,355**	**10,417**	**10,387**	**10,378**	**10,292**
Total 7-9	**4743**	**4809**	***6-8***	**5039**	**5150**	**5309**	**5429**	**5601**
Total 10-12	**4417**	**4473**	***9-12***	**6103**	**6226**	**6309**	**6477**	**6541**
District Total	**20,018**	**20,449**		**21,497**	**21,793**	**22,005**	**22,284**	**22,434**

Full-day Kindergarten and District-wide Grade Reconfiguration begin in 2017

Long Range Projections

The methodology described above was extrapolated to 2022 and 2025 to produce a longer-range forecast. In general, this model assumes that enrollment in the period between 2019 and 2025 will grow at a rate that is similar to the overall county. Similar to the methodology used above, the average cohort survival rollup-rate for each grade was calculated and applied at each grade level to predict the growth in each subsequent year. Kindergarten was projected using the birth-to-k ratio method described above. Longer-range birth forecasts were arrived at by applying the most recent average of the birth rates in each county (two-year average) to the projected number of women expected to reach their child-bearing years over the next decade (using forecasts from the Office of Financial Management at the State of Washington). The average birth-to-k ratio for the last 5 years was then applied to the projected births to predict kindergarten enrollment. A growth factor was then applied to each of the grade level projections (K-12) to account for expected K-12 population growth between 2020 and 2025. This factor was based on a forecast of county K-12 enrollment that used cohort survival trends, birth forecasts, and projected population

growth for the county (again using the medium range county forecast obtained from OFM).

Using this methodology, the District's enrollment shows continued growth from 2020 to 2025. FTE enrollment in 2020 is projected to be 22,284 and projected FTE enrollment for 2025 is predicted to be 22,798 FTE. This longer range model assumes that the State forecasts of more births, more K-12 growth, and continued population growth for the Puget Sound are reasonably accurate.

Obviously, future growth trends are somewhat uncertain. Changes in population growth, fertility rates, or a sharp downturn in the economic conditions in the Puget Sound region could have a major impact on long term enrollment, making it significantly lower or higher than the current estimate. Given this uncertainty, the current projection should be considered a reasonable estimate based on the best information available, but subject to change as newer information about trends becomes available.

TABLE 2-2
Projected FTE Enrollment

Level	2015*	2020	2025
Elementary:	10,155	10,378	10,251
Middle School:	4,747	5,429	5,445
High School:	6,006	6,477	7,102
Total:	**20,908 FTE**	**22,284 FTE**	**22,798 FTE**

*****Assumes grade reconfiguration and full-day kindergarten for purposes of comparison.

SNOHOMISH COUNTY/OFM PROJECTIONS

Using OFM/County data as a base, the District projects a 2035 student FTE population of 26,394. This is based on the OFM/County data for the years 2000 through 2015 and the District's average fulltime equivalent enrollment for the corresponding years. For the years 2000 to 2015, the District's actual enrollment averaged 47.9% of the OFM/County population estimates. However, this figure is misleading in that it assumes that all of the District's students reside in Snohomish County. This is not the case given that the District's boundaries include both King and Snohomish County. As such, the projections are highly speculative and are used only for general planning purposes.

TABLE 2-2.1
Projected FTE Enrollment - 2035 OFM Estimates*

Level	2015	2035
Elementary (K-5):	10,155	12,933
Middle School (6-8):	4,747	6,071
High School (9-12):	6,006	7,390
Total:	**20,908 FTE**	**26,394 FTE**

*Assumes that percentage per grade span will remain constant through 2035; also assumes grade reconfiguration and full-day kindergarten for purposes of comparison.

Note: Snohomish County Planning and Development Service provided the underlying data for the 2035 projections.

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Primary Objective

Optimizing student learning is the heart of what Northshore School District strives for in establishing its service standard for classroom capacity utilization. This requires a constant review and assessment of instructional practices, student learning behaviors, learning environments and program development. Additional variables include changes in mandatory requirements dictated by the state, such as the implementation of full day kindergarten and potential reduction in class size ratios. These elements as well as demographic projections and cost considerations are weighed when determining service levels.

Grade Reconfiguration and Instructional Program Changes

In the fall of 2017, NSD is planning on implementing a reconfiguration of its instructional model to a four-year high school (9-12) program, a 6-8 middle school and a K-5 elementary school model. While NSD has been successful in generating high graduation rates and test scores with its current grade configuration, the changing learning patterns, developmental needs and maturity level of our students will be more effectively met with this grade reconfiguration as well as provide a more effective match of resources with the needs of students. Specific room standards are not expected to change based on the new grade reconfiguration itself. Changes mandated by the State affecting the highly capable program will likely further complicate site capacity issues. Assessment of that impact is still in progress.

Existing Programs and Standards of Service

The District currently provides traditional educational programs and nontraditional programs (See Table 3-1) such as special education, expanded bilingual education, remediation, alcohol and drug education, preschool and daycare programs, home school, computer labs, music programs, movement programs, etc. These programs and the associated learning environments are regularly reviewed to determine the optimum instructional method and learning environment at each school. The required space for these programs as well as any supporting space is determined by noise, level of physical activity, teacher to student ratios, privacy and/or the need for physical proximity to other services/facilities. Adequate space must exist for program flexibility, differing learning styles, program changes, project based learning and pre- and post-school activities. For example, service level capacities in rooms utilized for programs such as special education would reflect lower capacities of the defined service levels (See Table 3-2), eight versus 24 (for a standard size room or relocatable/portable). A second example is the Dual Language program with two dedicated classrooms at each grade level, in addition to the regular education classrooms. These classes have a scheduled use of 24 students per room.

Special teaching stations and programs offered by the District at specific school sites are included in Table 3-1.

TABLE 3-1
Programs and Teaching Stations

	Elementary	Secondary
Computer Labs	X	X
Group Activities Rooms	X	
Elementary Advanced Placement (EAP)	X	
Advanced Academic Placement (AAP)		X
All Day Kindergarten	X	
Parents Active in Cooperative Education (PACE)	X	
Special Education	X	X
Special Education – Mid Level/Functional Skills & Academics	X	X
Learning Centers (LC)	X	X
Learning Assistance Program (LAP)/Title I (Elementary)	X	X
English Language Learners (ELL)	X	X
Dual Language (DL)	X	
Home School	X	X
Alternative School Program		X
Career Technical Education		X
International Baccalaureate (IB) & Advanced Placement (AP)		X
School-to-Work		X
Running Start		X
College in the High School		X

A number of the above programs affect the capacity of some of the buildings housing these programs. Special programs usually require space modifications and sometimes have lower class sizes than other, more traditional programs; this potentially translates into greater space requirements. These requirements are part of the difference we see from year to year in school capacities (as programs move or grow, depending on space needs, capacity can change or decline in a school).

Teaching station loading is identified in Table 3-2. Class sizes are averages based on actual utilization as influenced by state funding and instructional program standards. The District's standard of service is based on state and/or contractual requirements.

TABLE 3-2
Standard of Service –Class Size (Average)

Classroom Type	Elementary – Average Students Per Classroom	Junior High – Average Students Per Classroom	High School – Average Students Per Classroom
Kindergarten	22	NA	NA
Regular, Alternative, EAP	24	27	27
Regular (portables)	24	27	27
Special Education – Mid Level	12	12	12
Special Education – Functional Skills and Academics	8	8	8
Integrated - Regular & Special Education (15 regular & 6 special education students)	21	NA	NA
Special Education Preschool	8 (Sorenson & Cottage Lake)	NA	NA
Transitional Kindergarten	10 (Hollywood Hill & Lockwood)	NA	NA
Vocational	NA	27	27
Dual Language - assuming 2 classes per grade level	24	NA	NA

Snohomish County has requested that the District's plan include a report regarding the District's compliance with the District's minimum levels of service for the years 2013-14 and 2014-15. Table 3-3 shows the District's average students per teaching station as a measurement of its minimum levels of service as of October 1 for each year.

TABLE 3-3

Average Students per Scheduled Teaching Station

Grade Level	# of Scheduled Teaching Stations	Minimum Level of Service	2013-14 Average LOS	2014-15 Average LOS
K - 6	503	24	20.1	20.8
7 - 9	241	27	19.4	19.1
10 - 12	228	27	19.9	20.2
Total	972			

SECTION 4 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act, a public entity must periodically determine its capacity by conducting an inventory of its capital facilities. Table 4-1 summarizes the capacity owned and operated by the District. Information is also provided on relocatable classrooms (portables), school sites and other district owned facilities or land.

The capacity limit at each site will vary from year-to-year based on existing instructional programs, projected future programs and, where possible, the recommendation of local site administration. To monitor this, and for use in preliminary capacity planning, the District establishes classroom capacities. This is the maximum number of students a school can accommodate based on a standard room capacity of 27, 24, or 12 FTE depending on room size. These figures are compared to the actual utilization or scheduled capacity on a regular basis. Scheduled capacity takes into consideration the specific programs that actually take place in each of the rooms. For example, capacities in rooms utilized for programs such as special education would reflect capacities of the defined service levels (*see Table 3-2*), eight versus 24 (for a standard size room or relocatable/portable). Because of the need to provide planning time and space for teacher preparation or other required services, some facilities will only support a capacity utilization of 85%. In secondary schools where recent modernizations have added more teacher preparation space, the utilization percentage is higher.

Schools

The District currently operates twenty elementary schools, six junior high schools, and three comprehensive high schools. The District also has one alternative secondary school program, a home school program and an early childhood center.

TABLE 4-1
2015-16 School Capacity Inventory

School	Year Built	Last Modernization or addition	Permanent Classroom Capacity	Portables			Total Capacity
				Total #	Classroom Capacity	% of Total	
Arrowhead	1957	1994/2011	365	2	48	11.6%	453
Bear Creek	1988	2011	407	0	0	0.0%	455
Canyon Creek	1977	1999/2008	490	10	240	32.9%	792
Cottage Lake	1958	2005	345	0	0	0.0%	358
Crystal Springs	1957	2002/2010	367	9	216	37.0%	672
East Ridge	1991		366	0	0	0.0%	334
Fernwood	1988	2002/2010	445	15	312	41.2%	811
Frank Love	1990		358	12	288	44.6%	709
Hollywood Hill	1980	2001	427	0	0	0.0%	448
Kenmore	1955	2002/2011	404	4	96	19.2%	571
Kokanee	1994		449	9	216	32.5%	756
Lockwood	1962	2004/2011	487	1	24	4.7%	561
Maywood Hills	1961	2002	402	8	168	29.5%	631
Moorlands	1963	2002/2011	507	5	120	19.1%	704
Shelton View	1969	1999/2011	366	3	72	16.4%	503
Sorenson ECC *	2002						
Sunrise	1985		406	0	0	0.0%	427
Wellington	1978	2000/2011	447	0	0	0.0%	526
Westhill	1960	1995/2011	366	5	120	24.7%	527
Woodin	1970	2003	405	6	144	26.2%	620
Woodmoor	1994		834	0	0	0.0%	849
Subtotal			**8,642**	**89**	**2,064**	**19.3%**	**10,706**
Canyon Park	1964	2000/2005	1043	2	54	4.9%	1,063
Kenmore	1961	2002/2008/2012	917	1	27	2.9%	940
Leota	1972	1998	855	6	162	15.9%	1,000
Northshore	1977	2004	941	2	54	5.4%	1,066
Skyview	1992		976	6	162	14.2%	1,198
Timbercrest	1997		930	0	0	0%	985
Subtotal			**5,662**	**17**	**459**	**7.5%**	**6,121**
Bothell	1953	2005	1,960	0	0	0%	1,960
Inglemoor	1964	2000	1,765	4	108	5.8%	1,873
Woodinville	1983	1994/2008/2011	1,738	0	0	0.0%	1,738
SAS	2010		192	0	0	0	192
Subtotal			**5,655**	**4**	**108**	**1.9%**	**5,763**
Total K-12 All			**19,959**	**110**	**2,631**	**11.6%**	**22,590**

Relocatable Classroom Facilities (Portables)

Traditionally, the District has kept 10% to 15% percent of its total capacity in portables. This percentage fluctuates, impacted by growth and changes in instructional program needs. Portables are utilized to help achieve efficient facility utilization and balance economic costs while encouraging innovation and new approaches, particularly for non-core or pilot programs. As funding for permanent capacity is secured through bond financing, or other changes occur, such as the revision of instructional programs or lower enrollment projections; the need for portables are reassessed. While some portables may be removed from sites as new schools come online, the District anticipates continued need at this time to utilize portables as a critical component of student capacity.

A typical portable classroom provides capacity for 24 students at the elementary level or 27 at the secondary level. Portables are used to meet a variety of instructional needs. Of the 125 portable classrooms that the District owns, 110 are used as classrooms housing students for scheduled classes. Within the financial capabilities of the District, the intent is to minimize the use of portables for scheduled classes. However, as Table 4-1 indicates, recent growth in NSD has pushed reliance on portables for scheduled classrooms to a higher than desired percentage. Not included in the portable classroom capacity are 15 portables that are used for daycare, PTA, conference rooms/resource rooms, or other non-instructional. A summary of portables is presented in Table 4-2.

Table 4-2: 2015-16 Portable Classroom Summary

School	Total Portables	Classroom Portables	Student Capacity
Arrowhead	2	2	24
Bear Creek	0	0	0
Canyon Creek	10	10	240
Cottage Lake	0	0	0
Crystal Springs	10	9	216
East Ridge	0	0	0
Fernwood	15	15	312
Frank Love	13	12	288
Hollywood Hill	0	0	0
Kenmore	5	4	96
Kokanee	9	9	216
Lockwood	2	1	24
Maywood Hills	9	8	168
Moorlands	6	5	120
Shelton View	3	3	72
Sorenson ECC**	0	0	0
Sunrise	1	0	0
Wellington	2	0	0
Westhill	5	5	120
Woodin	6	6	144
Woodmoor	0	0	0
Subtotal	98	89	2,064
Canyon Park	2	2	54
Kenmore	1	1	27
Leota	7	6	162
Northshore	4	2	54
Skyview	6	6	162
Timbercrest	1	0	0
Subtotal	21	17	459
Bothell	0	0	0
Inglemoor	6	4	108
Woodinville	0	0	0
SAS	0	0	0
Subtotal	6	4	108
Total K-12 All	125	110	2,631

Note: Excluded are portables used for OTPT/LAP/Science Labs/Computer Labs/Admin/ASB/Music
District portables have adequate remaining useful life and are regularly evaluated.

Other Facilities

In addition to 32 school sites, the District also owns and operates sites that provide transportation, administration, maintenance and operational support to the schools. The District also holds undeveloped properties that were acquired for potential development of a facility for instructional use. An inventory of these facilities is provided in Table 4-3 below.

North Creek High School is being built on 61 acres adjacent to the north of Fernwood Elementary. The remaining two undeveloped sites are located in the eastern and northern areas of the District respectively. In June of 2015 the Northshore School District Board of Directors approved a recommendation by the Enrollment Demographics Task Force to consider construction of a new school on the Maltby site and begin planning for its inclusion in the 2018 bond measure.

TABLE 4-3
Inventory of Support Facilities & Undeveloped Land

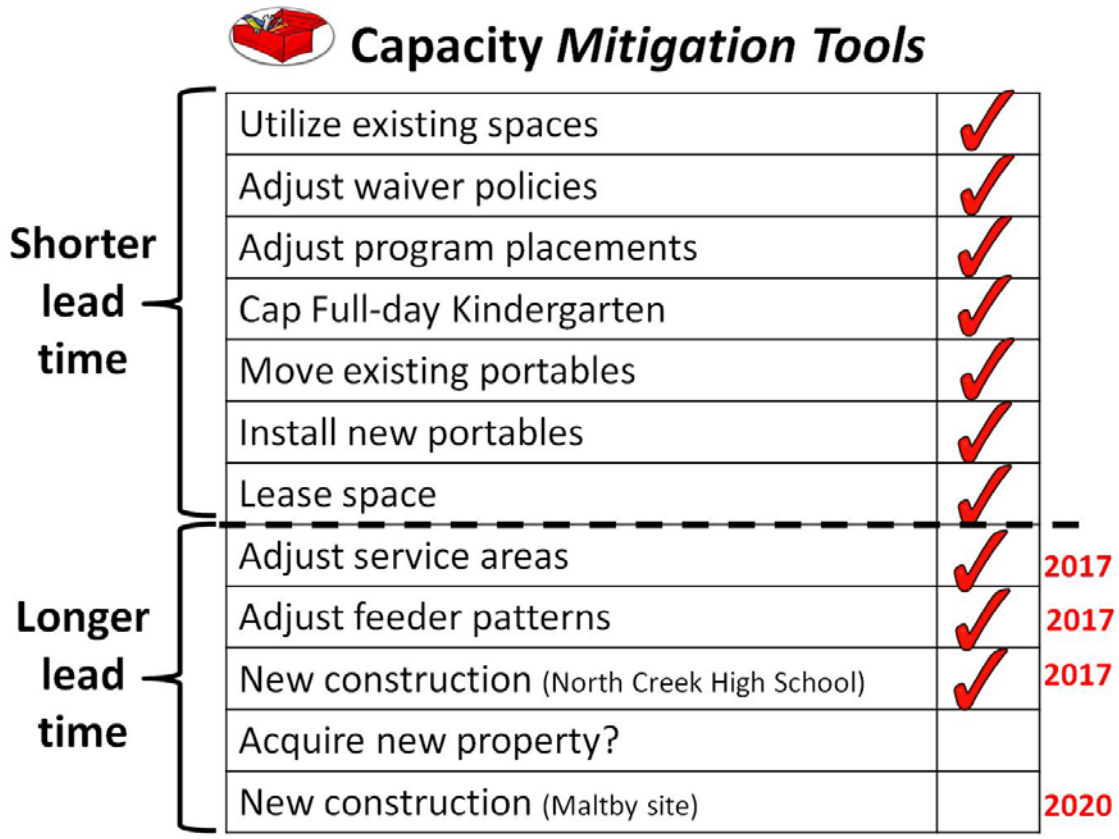
Facility Name	Building Area (Sq. Feet)	Site Size (Acres)
Administrative Center (Monte Villa)	49,000	5
Support Services Building	41,000	5
Paradise Lake Site*		26
Warehouse	44,000	2
Transportation	39,000	9
Maltby site – site for additional capacity in the district's northern growth corridor		33
North Creek High School (New High School #4 construction site)		61

**Note: Paradise Lake property is located in King County, outside the Urban Growth Area. In 2012, King County prohibited the siting of schools outside the UGA; the property was purchased prior to that change and therefore, is currently not useable as a potential school site.*

SECTION 5 – GROWTH & PROJECTED FACILITY NEEDS

In 2001, Northshore School District (NSD) Board of Directors established a board policy to create a standing, community-based taskforce to study district-wide demographic changes and the resulting impacts on school capacity needs, instructional programs, or other variables. The Enrollment Demographic Task Force (EDTF) examines enrollment projections, capacity considerations, student impacts, cost impacts, program needs, etc., and recommends potential solutions to the school board. If approved by the board, these recommended actions are implemented by the District and then incorporated into the Capital Facilities Plan.

EDTF has identified the following strategies (in order of priority) for NSD to employ when addressing existing and future capacity needs. By 2017, all of these strategies will have been utilized or maximized, resulting in the need for new school construction recommendations.



Since 2006, NSD has implemented the following specific, growth-related strategies:

- Maximized all available spaces for classrooms (e.g., moved pre-school and before/after care programs out of classrooms/portables, eliminated computer labs (replaced with mobile labs), etc.)

- Revised the district's waiver process to help address enrollment growth issues by closing 19 elementary and 3 junior high schools to in- and out-of-district waivers, and moving three-year waivers to one-year-only waivers.
- Restricted the number of full-day kindergarten classes at several schools (until grade-reconfiguration in 2017)
- Moved kindergarten classes to other elementary schools with space to help manage growth (since 2013-2014 school year)

- **46 portable classrooms** have been placed at elementary schools to accommodate growth in the north/north-central region of the district, the majority of which were placed since 2013 as follows:
    - *2006-2012:* 11 portables placed at 5 elementary schools and 1 Jr. High
    - *2013:* 10 portables placed at 3 elementary schools
    - *2014:* 10 portables placed at 4 elementary schools
    - *2015:* 7 portables placed at 4 elementary schools
    - *2016:* 8 portables will be placed at 5 elementary schools

- **2007 adjusted school service area boundaries** for 10 elementary schools
- **2008-2012 modernization projects** completed at 4 secondary schools *(Canyon Park Jr High, Kenmore Jr High, Bothell HS, Woodinville HS)*
- **2009-2011 permanent capacity additions** to 3 elementary schools *(Canyon Creek, Fernwood, and Lockwood)*

- **2010 property purchase** of 33 acres on Maltby Rd *(future school construction site)*
- **2012 property purchase** of 61 acres *(now the North Creek High School site)*

- **2016 planned implementations include:**
    - Opening of Northshore Primary Center *(leased space for Kindergarten)*
- **2017 planned implementations include:**
    - Opening of North Creek High School
    - District-wide grade reconfiguration (K-5; 6-8; 9-12)
    - District-wide school service area boundary changes
    - District-wide adjustments to feeder patterns
    - District-wide full day Kindergarten implementation

In the fall of 2016 the Capital Bond Planning Task Force (CBPTF) will be selected and convened. The CBPTF will meet over the course of roughly one year to analyze school board approved EDTF recommendations, including potential construction of a new school on the Maltby site, as well as capital infrastructure and modernization needs across all 32 schools in NSD resulting from data collected through a state required facility assessment. The CBPTF will make recommendations to the school board for projects to include in a capital bond measure to voters in February, 2018.

TABLE 5-1
School FTE Enrollment & Classroom Capacity*

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Elementary Enrollment (FTE)	10,858	11,166	10,355	10,417	10,387	10,378	10,292
Permanent Capacity - Existing	8,642	8,642	8,642	8,642	8,642	8,642	9,142
Capacity in New Permanent Facilities						*500***	
Capacity in Portables	2,064	2,256	2,256	2,256	2,256	2,256	2,256
Total Capacity including Portables	10,706	10,898	10,898	10,898	10,898	11,398	11,398
Permanent Capacity over/(short)	***(2,216)***	***(2,524)***	***(1,713)***	***(1,775)***	***(1,745)***	***(1,236)***	***(1,150)***
Total Capacity (w/portables)	***(152)***	***(268)***	***543***	***481***	***511***	***1,020***	***1,106***
Junior High School Enrollment (FTE)	4,743	4,809	5,039	5,150	5,309	5,429	5,601
Permanent Capacity - Existing	5,662	5,662	5,662	5,662	5,662	5,662	5,662
Capacity in New Permanent Facilities							
Capacity in Portables	459	459	459	459	459	459	459
Total Capacity with Portables	6,121	6,121	6,121	6,121	6,121	6,121	6,121
Permanent Capacity over/(short)	***919***	***853***	***623***	***512***	***353***	***233***	***61***
Total Capacity (w/portables)	***1,378***	***1,312***	***1,082***	***971***	***812***	***692***	***520***
High School Enrollment (FTE)	4,417	4,473	6,103	6,226	6,309	6,477	6,541
Permanent Capacity - Existing	5,655	5,655	5,655	7,255	7,255	7,255	7,255
Capacity in New Permanent Facilities			1,600				
Capacity in Portables	108	108	108	108	108	108	108
Total Capacity with Portables	5,763	5,763	7,363	7,363	7,363	7,363	7,363
Permanent Capacity over/(short)	***1,238***	***1,182***	***1,152***	***1,029***	***946***	***778***	***714***
Total Capacity (w/portables)	***1,346***	***1,290***	***1,260***	***1,137***	***1,054***	***886***	***822***
Total Enrollment (FTE)	20,018	20,448	21,497	21,793	22,005	22,284	22,434
Permanent Capacity - Existing	19,959	19,959	19,959	21,559	21,559	21,559	22,059
Capacity in New Permanent Facilities	-	-	1,600	-	-	*500***	-
Capacity in Portables	2,631	2,832	2,832	2,832	2,832	2,832	2,832
Total Capacity with Portables	22,590	22,782	24,382	24,398	24,382	24,891	24,891
Permanent Capacity over/(short)	***(59)***	***(489)***	***62***	***(234)***	***(446)***	***(225)***	***(375)***
Total Capacity (w/portables)	***2,572***	***2,334***	***2,885***	***2,589***	***2,377***	***2,607***	***2,457***

**Reflects total current classroom capacities; Full-day Kindergarten in 2017; Grade Reconfiguration in 2017; Opening of North Creek High School in 2017 and school boundary/service area changes in 2017.*

***Planned Elementary capacity in 2020 dependent upon Spring 2016 Board Approval of EDTF recommendation and approval of CBPTF bond recommendation, and successful passage of 2018 bond measure.*

Once service area boundary changes and transportation options become prohibitive in rehousing students to areas of available capacity, the challenge becomes greater. Elementary capacity in the District's higher growth northern central corridor has been increased by the equivalent of more than two elementary schools through permanent capacity additions, additional portables and changes in service boundaries. Despite these actions, projections indicate that the elementary capacity in this area will probably be insufficient to meet service levels within the next several years. 2017 grade reconfiguration implementation will provide capacity relief for the current growth at the majority of the elementary sites but as growth continues, elementary capacities will remain tight at most northern corridor schools even after grade reconfiguration. If population growth continues or as legislative changes are mandated that affect space needs for full day Kindergarten or class size reductions, the area may require additional elementary and/or secondary capacity.

To meet continued growth in the central and northern corridors of the district, waivers have been limited and special-use portables are being converted into classroom space. Other options to address possible mandated changes in programs or unexpected high growth, such as leasing non-district space and considering boundary changes, are being implemented or under review.

A long-term projection of un-housed students and facilities needs is shown in Table 5-2 below. The capacity shown assumes the construction of North Creek High School, resulting from the successful February 2014 bond measure and a new 500 seat elementary school in 2020 (pending Board approval and future bond approval). As with any long-term projections, many assumptions and estimates on housing must be made, increasing the risk associated with the accuracy of the projections. The data below does not reflect the challenges noted earlier in high growth areas where projected growth continues to challenge existing capacity.

TABLE 5-2
Year 2025 - Long-term Projection of Enrollment and Capacity

Grade Level	Enrollment	Permanent Capacity	Total Capacity	Permanent surplus/(short)	Total surplus/(short)
Elementary	10,254	*9,142*	11,398	(1,112)	1,144
Jr. High	5,429	5,662	6,121	233	692
High School	6,850	7,255	7,363	405	594
Total	22,533	22,059	24,882	(474)	2,349

Assumes new, 500 seat Elementary in 2020 based on school board approval in late spring 2016 of EDTF recommendation for new school construction.

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

If enrollment continues to rise as projected, capacity increases from building programs, portable additions and boundary changes will be fully exhausted. This CFP assumes that some elementary capacity relief from grade reconfiguration will occur in the fall of 2017, as 6th graders move into the middle school program and 9th graders into the four-year high school model. The CFP reflects the construction and opening of North Creek High School and a new elementary school, as shown in Table 6-1.

Long-term projections indicate growth of over 2,000 new students in the next ten years. The CFP assumes that, in addition to the new high school, new capacity at the elementary and middle school level will be required. The District will continue to monitor the multitude of factors that shape our capacity needs, i.e.; statewide legislative changes, instructional delivery requirements, the economy, changes in planned land use, changes in mandated program requirements, building permit activity, and birth rates, in order to help ensure needed instructional space is available when/where needed and will pursue additional land acquisition should construction of additional sites be necessary to accommodate those needs.

Planned Improvements – Existing Facilities (Building Improvement Program)

In a number of other sites where the existing facility layout meets instructional needs and building structural integrity is good, individual building systems are identified for replacement or modernization to extend the life of the overall site. Other planned projects include renovating athletic fields, providing and upgrading technology and replacing/upgrading building systems. See Section 7 for a list of projects.

Modernizations

The relocation of the alternative program (SAS) and Transportation was completed by the Fall of 2010. In 2012 modernizations were completed at Woodinville High School (Phase II) and Kenmore Junior High (Phase III). Phase III of Woodinville High School is currently underway and on schedule to be completed for the fall of 2016.

New Facilities and Additions

TABLE 6-1
Planned Construction Projects – Growth Related

Project	Estimated Completion Date	Projected Student Capacity Added
North Creek High School	2016/2017*	1600
New Elementary School	2020**	500

* Funding is included in the 2014 bond. Construction underway with planned opening of Sept. 2017.

** Dependent upon spring 2016 Board Approval of EDTF recommendation and approval of CBPTF bond recommendation, and successful passage of 2018 bond measure.

SECTION 7 – CAPITAL INSTRUCTIONAL FACILITIES PLAN

Six Year Capital Instructional Facilities Construction Schedule (Projects in Bold are Growth Related)

Year of Construction	Projects
2015/2016	**North Creek High School** WHS Modernization Phase III BIP – Building Improvement Projects *(HVAC, roofing, flooring, critical systems, etc.)* Field Improvements Technology Improvements Special Projects **Portable Additions**
2016/2017	**North Creek High School** WHS Modernization Phase III BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects **Portable Additions**
2017/2018	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects **Elementary Modernization/Capacity Addition** **Middle School Modernization/Capacity Addition**
2018/2019	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects **Elementary Modernization/Capacity Addition** **Middle School Modernization/Capacity Addition**
2019/2020	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects **Elementary Modernization/Capacity Addition** **Middle School Modernization/Capacity Addition**
2020/2021	BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects **Elementary Modernization/Capacity Addition** **Middle School Modernization/Capacity Addition**

SECTION 8 -- CAPITAL FACILITIES FINANCING PLAN

Funding of school facilities is typically secured from a number of sources including voter-approved bonds, state matching funds, impact fees, and mitigation payments. Each of these funding sources is discussed below.

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond issue. Bonds are sold as necessary to generate revenue. They are then retired through collection of property taxes. Voters approved a bond of $177.5 million in February 2014 to construct North Creek High School, complete Phase III of Woodinville High School and implement the Building Improvement Projects and other capital infrastructure needs outlined by the Capital Bond Planning Task Force and approved by the school board. The District's Board of Directors will consider approval of the EDTF recommendation and a proposed 2018 bond measure that would fund, among other things, a new elementary school.

State School Construction Assistance

State financial assistance comes from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from state school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects.

State financial assistance is available for qualifying school construction projects, however these funds may not be received until two to three years after a matched project has been completed. This requires the District to finance the complete project with local funds. Site acquisition and site improvements are not eligible to receive matching funds. These funds, as with all state funded programs, have been reduced and given the current state budget, could be eliminated or eligibility criteria and funding formulas revised. Also, if no changes to existing capacity are made, district demographics are projected to result in a loss of eligibility for state match at the secondary level. The District is currently ineligible for state match at the elementary level. However, the school impact fee formula assumes that the District may receive some portion of state funding assistance for this project. Future updates to this Plan will include updated information.

Impact Fees

The Washington State Growth Management Act (GMA) authorizes cities and counties that plan under RCW 36.70A.040 to collect impact fees to supplement funding of additional system improvements (e.g., public facilities such as schools) needed to accommodate growth from new development. The statute is clear that the

financing of needed public facilities to serve growth cannot be funded solely by impact fees but rather must be balanced with other sources of public funds.

Authorization to collect impact fees has been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development.

Budget and Financing Plan

Table 8-1 is a summary of the budget that supports the Capital Facilities Plan. Each project budget represents the total project costs which include; construction, taxes, planning, architectural and engineering services, permitting, environmental impact mitigation, construction testing and inspection, furnishings and equipment, escalation, and contingencies.

The School District's planning for bond issues is outlined on Table 8-1. The District expects the proceeds of the bond sales to be supplemented by state financial assistance. However, since the timing and amounts of these supplemental sources are unpredictable, they have not been included in the District's internal budgeting.

TABLE 8-1
Facilities Plan – Capital Budget – *estimated**

	Voter Approved 2014 Bond		Potential 2018 Bond				Future Bond 2022
2016 CAPITAL FACILITIES PLAN BUDGET* **$$ in 000's**	**FY 15-16**	**FY 16-17**	**FY 17-18**	**FY 18-19**	**FY 19-20**	**FY 20-21**	**FY 21-22**
PROJECTS ADDING CAPACITY							
North Creek High School (2017 opening)	57,000	9,000					
SJH Modernization/Capacity		1,000	6,000	15,000	8,000	8,500	
New Middle School capacity - future						8,500	10,000
New Elementary capacity – 2020 opening**		1,500	10,000	45,000	30,000		
TOTAL PROJECTS ADDING CAPACITY:	57,000	11,500	16,000	60,000	38,000	17,000	10,000
PROJECTS NOT ADDING CAPACITY:							
Woodinville HS Modernization – Phase III	10,000						
Building Improvement Program	3,300	2,100	5,000	8,000	8,000	8,000	5,000
Technology	1,500	2,000	2,000	2,000	2,000	1,500	2,000
Fields	1,000	100	1,000	1,000	1,000		2,000
Code Compliance/Small Works	1,250	250	1,500	1,000	2,000	1,000	7,500
Site Purchase/Circulation		400	2,000	3,585			1,000
Overhead	1,400	1,400	1,400	1,400	1,400	1,500	1,750
Bond Expenses			550	115	550		550
TOTAL PROJECTS NOT ADDING CAPACITY:	18,450	6,250	13,450	17,100	14,950	12,000	19,800
Bond Expenditures	75,450	17,750	29,450	77,100	52,950	29,000	29,800

**Note: Projects are dependent upon review/recommendation by a Capital Bond Planning Task Force and School Board approval and passage of related bond measures by voters.*

***Growth related project; subject to school impact fee funding.*

SECTION 9 -- IMPACT FEES

School Impact Fees under the Washington State Growth Management Act

The Growth Management Act (GMA) authorizes jurisdictions to collect impact fees to supplement funding of additional public facilities needed to accommodate growth/new development. Impact fees cannot be used for the operation, maintenance, repair, alteration, or replacement of existing capital facilities used to meet existing service demands.

Methodology and Variables Used to Calculate School Impact Fees

Impact fees are calculated based on the District's cost per dwelling unit to, as applicable, purchase land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables). The costs of projects that do not add capacity are not included in the impact fee calculations. Furthermore, because the impact fee formula calculates a “cost per dwelling unit”, an identical fee is generated regardless of whether the total new capacity project costs are used in the calculation or whether the District only uses the percentage of the total new capacity project costs allocated to the Districts growth-related needs.

A student factor (or student generation rate) is used to identify the average cost per dwelling unit by measuring the average number of students generated by each housing type (single family dwelling, multi-family dwellings of one bedroom or less, and multi-family dwellings of two bedrooms or more). The student factor analysis for the District is included in Appendix B. As required under GMA, credits are applied for State School Construction Assistance Funds to be reimbursed to the District, where expected, and projected future property taxes to be paid by the dwelling unit toward a capital bond/levy funding the capacity improvement. The multi-family student factor in Appendix B is based on all multi-family units, consistent with the King County Code provisions, and generates a fee of $0. The District does not believe that distinguishing between one bedroom or less and two bedrooms or more, as required by the Snohomish County Code provisions, would result in a calculated fee of more than $0. As such, the District is not requesting a multi-family school impact fee as a part of this Capital Facilities Plan. Future updates to the CFP may include a request for a multi-family school impact fee.

Snohomish County Code (30.66C) and King County Code (21A.43) establish each jurisdiction’s authority to collect school impact fees on behalf of the District. The formula for calculating impact fees is substantively identical in each code. The codes of each of the cities are similar to those of the counties. These codes establish the conditions, restrictions, and criteria for eligibility to collect impact fees. Both counties in NSD define a school district’s “service area” to be the total geographic boundaries of the school district.

NSD updates the Capital Facilities Plan on an annual basis and carefully monitors enrollment projections against capacity needs. If legally supportable, NSD requests its local jurisdictions to collect impact fees on behalf of the District.

The impact fees requested in this year's Capital Facilities Plan are based on the new elementary school capacity.

Impact Fee Schedules

The impact fee calculations in accordance with the formulas applicable to all jurisdictions are shown below:

TABLE 9-1
Impact Fee Schedule – All Jurisdictions

Housing Type	Impact Fee per Unit
Single-family	$10,563
Multi-family	$0
Multi-family (2+ Bedroom)	$0

Please see Table 8-1 and 10-1 for relevant cost data related to each capacity project and the variables used to calculate the impact fees. See Appendix C for the impact fee calculations.

Table 10-1: Impact Fee Variables

Student Generation Factors – Single Family

Elementary	.333
Middle	.109
Senior	.094
Total	**.536**

Student Generation Factors – Multi Family (1 Bdrm)

Elementary	.000
Middle	.000
Senior	.000
Total	**.000**

Student Generation Factors – Multi Family

Elementary	.026
Middle	.006
Senior	.010
Total	**.042**

Projected Student Capacity per Facility

New Elementary (new construction) - 500

Facility Construction Cost

New Elementary School	$51,042,026

Permanent Facility Square Footage

Elementary		1,007,050
Middle		642,077
High		666,825
Total	**94.37%**	**2,315,952**

Temporary Facility Square Footage

Elementary		106,446
Middle		20,860
High		10,916
Total	**5.63%**	**138,222**

Total Facility Square Footage

Elementary		1,113,496
Middle		662,937
High		677,741
Total	**100.00%**	**2,454,174**

Average Site Cost/Acre

Temporary Facility Capacity

Capacity

Cost

State Match Credit

Current State Match Percentage	41.64%

Construction Cost Allocation

Current CCA	213.23

District Average Assessed Value

Single Family Residence	$527,141

District Average Assessed Value

Multi Family (1 Bedroom)	$96,305
Multi Family (2+ Bedroom)	$184,895

SPI Square Footage per Student

Elementary	90
Middle	108
High	130

District Debt Service Tax Rate for Bonds

Current/$1,000	$1.87

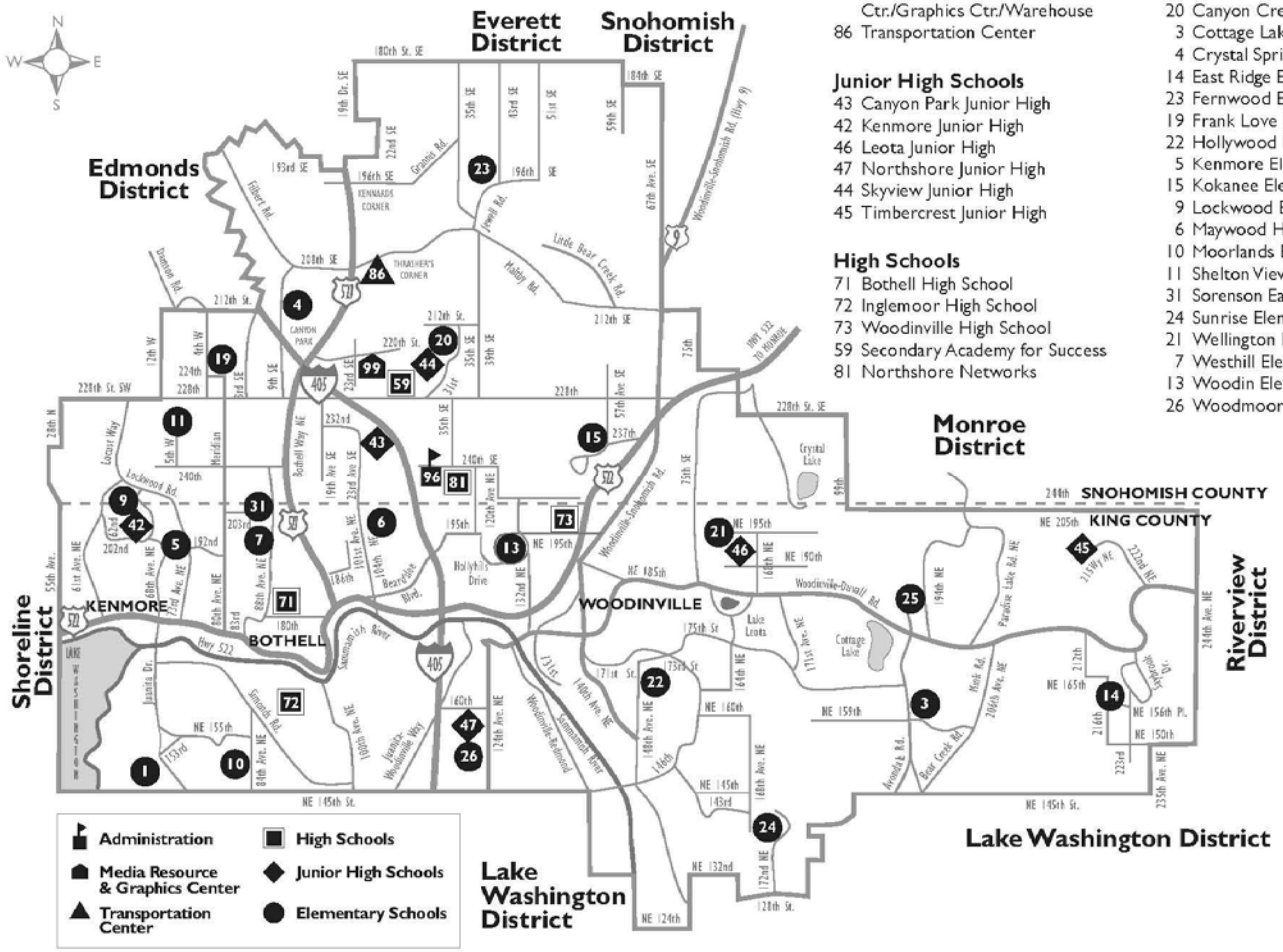
General Obligation Bond Interest Rate

Current Bond Buyer Index	3.27%

Developer Provided Sites/Facilities

Value	0
Dwelling Units	0

Northshore School District



Administrative/Resources
96 Administration Bldg.
99 Support Services/Media Resource Ctr./Graphics Ctr./Warehouse
86 Transportation Center

Junior High Schools
43 Canyon Park Junior High
42 Kenmore Junior High
46 Leota Junior High
47 Northshore Junior High
44 Skyview Junior High
45 Timbercrest Junior High

High Schools
71 Bothell High School
72 Inglemoor High School
73 Woodinville High School
59 Secondary Academy for Success
81 Northshore Networks

Elementary Schools
1 Arrowhead Elementary
25 Bear Creek Elementary
20 Canyon Creek Elementary
3 Cottage Lake Elementary
4 Crystal Springs Elementary
14 East Ridge Elementary
23 Fernwood Elementary
19 Frank Love Elementary
22 Hollywood Hill Elementary
5 Kenmore Elementary
15 Kokanee Elementary
9 Lockwood Elementary
6 Maywood Hills Elementary
10 Moorlands Elementary
11 Shelton View Elementary
31 Sorenson Early Childhood Ctr.
24 Sunrise Elementary
21 Wellington Elementary
7 Westhill Elementary
13 Woodin Elementary
26 Woodmoor Elementary

NSD Student Generation Summaries (Data Compiled by Tetra-Tech)

10-Dec-15

Permit Years: 2010-2015

Permitted Units Districtwide

	Total Units	Students Generated	Generation Rate
SF Units	2933	1571	0.536
MF Units	1474	62	0.042
Totals	*4407*	*1633*	0.371

Student Generation Rates by Grade

GRADE	SF Units Students Generated	MF Units Students Generated	SF Generation Rate	MF Generation Rate
1	191	5	0.065	0.003
2	171	10	0.058	0.007
3	135	7	0.046	0.005
4	141	5	0.048	0.003
5	119	5	0.041	0.003
6	115	3	0.039	0.002
7	110	6	0.038	0.004
8	94	0	0.032	0.000
9	100	2	0.034	0.001
10	71	4	0.024	0.003
11	65	7	0.022	0.005
12	40	2	0.014	0.001
KF	134	4	0.046	0.003
KH	84	2	0.029	0.001
KHS	1	0	0.000	0.000
Total	*1571*	*62*	*0.536*	*0.042*

		SF Kids	MF Kids	SFUnits	MFUnits	SF Rate	MF Rate
		1091	41	2933	1474	0.372	0.028
Summary	K-6	304	8	2933	1474	0.104	0.005
	7-9	176	13	2933	1474	0.060	0.009
	10-12	1571	62	2933	1474	**0.536**	**0.042**
		976	38	2933	1474	0.333	0.026
	K-5	319	9	2933	1474	0.109	0.006
	6-8	276	15	2933	1474	0.094	0.01
	9-12					**0.536**	**0.042**

APPENDIX C
SCHOOL IMPACT FEE CALCULATION

School Impact Fee Calculation - Single Family Dwelling Unit

Northshore School District 2016 CFP

School Site Acquisition Cost:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ SFDU
Elementary	10	$0	500	$0	0.3330	$0
Middle	20	$0	700	$0	0.1090	$0
Senior	40	$0	1500	$0	0.0940	$0
				TOTAL		$0

School Construction Cost:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFDU
Elementary	94.37%	$51,042,026	500	$102,084	0.3330	$32,080
Middle	94.37%	$0	700	$0	0.1090	$0
Senior	94.37%	$0	1500	$0	0.0940	$0
				TOTAL		$32,080

Temporary Facility Cost:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ SFDU
Elementary	5.63%	$0	25	$0	0.3330	$0
Middle	5.63%	$0	25	$0	0.1090	$0
Senior	5.63%	$0	25	$0	0.0940	$0
				TOTAL		$0

State School Construction Funding Assistance Credit:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ SFDU
Elementary	213.23	90.0	41.64%	$7,991	0.3330	$2,661
Middle	213.23	108.0	0.00%	$0	0.1090	$0
Senior	213.23	130.0	0.00%	$0	0.0940	$0
				TOTAL		$2,661

School Impact Fee Calculation - Single Family Dwelling Unit

Northshore School District 2016 CFP

Tax Payment Credit Calculation:

Average SFR Assessed Value	$527,141
Current Capital Levy Rate/$1000	$1.87
Annual Tax Payment	$985.75
Years Amortized	10
Current Bond Interest Rate	3.27%
Present Value of Revenue Stream	$8,294

Impact Fee Summary - Single Family Dwelling Unit:

Site Acquisition Cost	$0
Permanent Facility Cost	$32,080
Temporary Facility Cost	$0
State SCFA Credit	($2,661)
Tax Payment Credit	($8,294)
Unfunded Need	$21,125
50% Required Adjustment	$10,563
Single Family Impact Fee	$10,563

School Impact Fee Calculation - Multi-Family Dwelling Unit

Northshore School District 2016 CFP

School Site Acquisition Cost:

	Site Size Acreage	Cost/ Acre	Facility Size	Site Cost/ Student	Student Factor	Cost/ MFDU
Elementary	10	$0	500	$0	0.0260	$0
Middle	20	$0	700	$0	0.0060	$0
Senior	40	$0	1500	$0	0.0100	$0
				TOTAL		$0

School Construction Cost:

	Sq. Ft. % Permanent	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFDU
Elementary	94.37%	$51,042,026	500	$102,084	0.0260	$2,505
Middle	94.37%	$0	700	$0	0.0060	$0
Senior	94.37%	$0	1500	$0	0.0100	$0
				TOTAL		$2,505

Temporary Facility Cost:

	Sq. Ft. % Temporary	Facility Cost	Facility Size	Bldg. Cost/ Student	Student Factor	Cost/ MFDU
Elementary	5.63%	$0	25	$0	0.0260	$0
Middle	5.63%	$0	25	$0	0.0060	$0
Senior	5.63%	$0	25	$0	0.0100	$0
				TOTAL		$0

State School Construction Funding Assistance Credit:

	Const Cost Allocation	OSPI Sq. Ft./ Student	Funding Assistance	Credit/ Student	Student Factor	Cost/ MFDU
Elementary	213.23	90.0	41.64%	$7,991	0.0260	$208
Middle	213.23	108.0	0.00%	$0	0.0060	$0
Senior	213.23	130.0	0.00%	$0	0.0100	$0
				TOTAL		$208

School Impact Fee Calculation - Multi-Family Dwelling Unit

Northshore School District 2016 CFP

Tax Payment Credit Calculation:

Average MFR Assessed Value	$184,895
Current Capital Levy Rate/$1000	$1.87
Annual Tax Payment	$345.75
Years Amortized	10
Current Bond Interest Rate	3.27%
Present Value of Revenue Stream	$2,909

Impact Fee Summary - Multi-Family Dwelling Unit:

Site Acquisition Cost	$0
Permanent Facility Cost	$2,505
Temporary Facility Cost	$0
State SCFA Credit	($208)
Tax Payment Credit	($2,909)
Unfunded Need	($612)
50% Required Adjustment	($306)
Multi-Family Impact Fee	$0