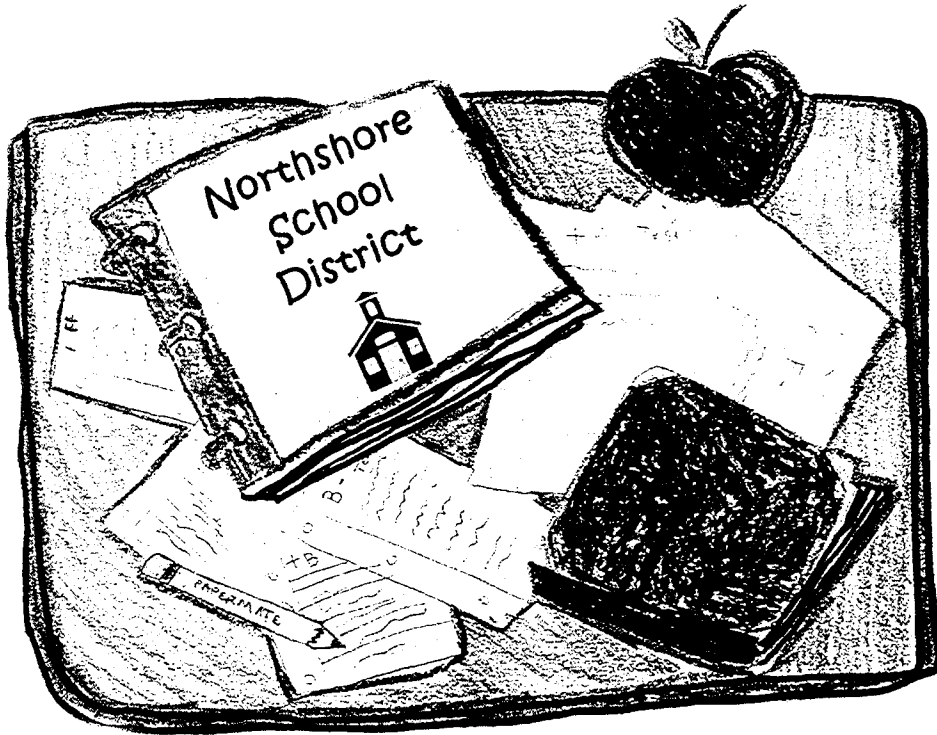


ATTACHMENT H

2008

2008-507

CAPITAL FACILITIES PLAN



ADOPTED BY THE
BOARD OF DIRECTORS
June 10, 2008

NORTHSHORE SCHOOL DISTRICT #417
3330 MONTE VILLA PARKWAY
BOTHELL, WASHINGTON 98021-8972

"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

CAPITAL FACILITIES PLAN

NORTHSHORE SCHOOL DISTRICT NO. 417

2008

BOARD OF DIRECTORS

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SECTION 1 -- INTRODUCTION

Purpose of the Capital Facilities Plan

Presented herein, in conformance with the Washington State Growth Management Act, the Codes of King and Snohomish Counties, and the cities of Bothell, Kenmore, and Woodinville, is the Capital Facilities Plan (CFP) of the Northshore School District.

This Capital Facilities Plan is intended to provide the School District, King County, Snohomish County and the cities of Bothell, Kenmore, and Woodinville with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service over the long term (2008-2025), and a more detailed schedule and financing program for capital improvement over the next six years (2008-2013).

This Capital Facilities Plan is also intended to provide local jurisdictions with information on the School District's ability to accommodate projected population and enrollment demands anticipated through implementation of various comprehensive land use plan alternatives.

The role of impact fees in funding school construction is addressed in Section 9 of this report.

Overview of the Northshore School District

The Northshore School District services five jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, and the City of Woodinville. The physical area and student population are roughly two-thirds in King County and one-third in Snohomish County. The District is 62 square miles and is located at the north end of Lake Washington, extending north into Snohomish County, with a population estimated at 117,819. The District currently serves an enrollment of 18,824¹ with twenty elementary schools, six junior high schools, three high schools, one alternative secondary school, and one early childhood center. The grade configuration is kindergarten through sixth for elementary, seventh through ninth for junior high, and tenth through twelfth for high school. The Urban Growth Boundary Line splits the District, exacerbating challenges in meeting service levels. Generally, schools on the eastern side of the line are seeing declining enrollments while schools on the western side are seeing increasing enrollment. To optimize instructional program flexibility

¹Full-time equivalents/October 2007 census.

and maximize service levels in the most cost effective way possible, the District maintains approximately fifteen percent of its classroom capacity in relocatables (portables).

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Northshore Enrollment Projections: 2008-2025²

Introduction

In general, enrollment growth since 1998 has been slower throughout the Puget Sound. This slow-down in enrollment growth is correlated with a modest decline in births and with a slowdown in overall population growth in the region. Although population growth has been stronger throughout the Puget Sound, K-12 enrollment has either shown little growth or declined in most counties. The District has followed that trend, with enrollment declining by 600 students over the last two years, 436 of those occurring between October 2006 and October 2007. The decline was experienced at each level (elementary, junior high, and high school).

For District projections, regional trends were modified to include population and housing growth, and any market share losses or gains due to private schools specific to the District. In addition, assumptions and corresponding projections were taken down to the feeder pattern level. Growth rates were adjusted based on a data base of new housing and construction 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.

² The District contracts with an independent consultant to produce enrollment projections for the Capital Facilities Plan. The consultant has a long history of working with local school districts in doing projections, including 7 years as the demographer for the Seattle Public Schools and 11 years as an independent consultant providing long-range projections for the Highline, Edmonds, Mukilteo, Puyallup, Federal Way, Marysville, Bethel, South Kitsap, Bremerton, Tacoma, and Seattle school districts. For new housing and construction data the District contracts with a separate firm to collect and update this data on a regular basis

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 5 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 5 years, assuming that there is a trend. Or, alternatively one can compare the kindergarten enrollment to births from 5 years prior to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2007 is divided by the total births in King and Snohomish counties in 2002 to produce a birth-to-k ratio. The average ratio for the last 5 years can then be applied to births in subsequent years to estimate kindergarten enrollment.

The cohort survival method is used by OSPI to predict enrollment for all districts in the state. As a general rule they use a 5-year cohort average for grades 1-12 and a linear extrapolation method at kindergarten. This method produces a headcount forecast for every district in the State. In order to make this forecast comparable to District FTE forecasts, the numbers must be converted to FTE counts. In order to do this, the consultant took the original headcount forecast from OSPI and applied a formula which converts headcount to FTE based on the past 3 years of district data. Table 2-1 shows the latest projection for Northshore using this methodology. This forecast predicts a decline in FTE enrollment next year followed by an increase in FTE enrollment between 2009 and 2013.

TABLE 2-1**FTE****Forecast Based on OSPI Methodology**

October FTE	Grade	Projections						
		07/08*	08/09	09/10	10/11	11/12	12/13	13/14
	K	609	637	649	655	662	668	675
	1	1,350	1,329	1,392	1,407	1,421	1,435	1,449
	2	1,370	1,389	1,371	1,436	1,452	1,466	1,481
	3	1,464	1,393	1,415	1,397	1,463	1,479	1,494
	4	1,400	1,503	1,431	1,454	1,435	1,503	1,519
	5	1,483	1,420	1,524	1,450	1,473	1,454	1,524
	6	1,414	1,512	1,451	1,557	1,482	1,506	1,486
	7	1,586	1,471	1,570	1,507	1,617	1,539	1,564
	8	1,541	1,614	1,496	1,596	1,532	1,644	1,564
	9	1,624	1,554	1,631	1,511	1,613	1,549	1,662
	10	1,712	1,557	1,619	1,696	1,571	1,677	1,611
	11	1,631	1,646	1,653	1,582	1,658	1,535	1,639
	12	1,639	1,540	1,587	1,568	1,500	1,572	1,456
	Total K-6	9,091	9,182	9,232	9,356	9,387	9,511	9,627
	Total 7-9	4,752	4,639	4,696	4,614	4,763	4,732	4,790
	Total 10-12	4,982	4,743	4,859	4,845	4,729	4,785	4,707
	District Total	18,824	18,564	18,787	18,816	18,879	19,028	19,124
			-260	223	29	63	149	96
			-1.4%	1.2%	0.2%	0.3%	0.8%	0.5%

*Actual FTE Enrollment

The OSPI 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. Combining cohort survival with other information about housing can sometimes provide for a more accurate forecast. In the present case, the OPSI model is starting to pick up on the most recent trends affecting the District over the past 6 years. For this reason it is a reasonably good estimate of future growth.

Table 2-2 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. 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 Northshore's housing development database. Table 2-2 shows the forecast based on this methodology. This forecast produces a result that is very similar to the OSPI model. Elementary enrollment is expected to grow from 9,091 FTE in 2007-2008 to 9591 FTE by 2013. Junior high enrollment is projected to decline for a few years before returning to its current enrollment level. At the high school level enrollment is expected to decline over time from its current total of 4,982 to 4,688 by 2013.

TABLE 2-2
FTE
Facilities Forecast -- Medium Range Preferred

October FTE	Grade	Projections						
		07/08*	08/09	09/10	10/11	11/12	12/13	13/14
	K	609	634	653	654	690	670	681
	1	1,350	1,302	1,365	1,395	1,398	1,473	1,431
	2	1,370	1,385	1,347	1,412	1,443	1,446	1,524
	3	1,464	1,388	1,413	1,374	1,441	1,472	1,475
	4	1,400	1,492	1,422	1,448	1,408	1,477	1,509
	5	1,483	1,417	1,517	1,446	1,472	1,432	1,501
	6	1,414	1,510	1,453	1,556	1,483	1,510	1,469
	7	1,586	1,465	1,563	1,505	1,612	1,539	1,567
	8	1,541	1,605	1,483	1,583	1,524	1,635	1,562
	9	1,624	1,554	1,622	1,499	1,600	1,543	1,656
	10	1,712	1,689	1,617	1,688	1,559	1,668	1,609
	11	1,631	1,667	1,647	1,577	1,646	1,524	1,630
	12	1,639	1,539	1,583	1,564	1,498	1,566	1,450
	Total K-6	9,091	9,128	9,171	9,287	9,336	9,481	9,591
	Total 7-9	4,752	4,624	4,668	4,587	4,735	4,717	4,784
	Total 10-12	4,982	4,894	4,847	4,829	4,703	4,758	4,688
	District Total	18,824	18,646	18,687	18,702	18,774	18,956	19,063
			-178	41	16	72	182	108
			-0.9%	0.2%	0.1%	0.4%	1.0%	0.6%

*Actual FTE Enrollment

Long Range Projections

The methodology described above was extrapolated to 2020 and 2025 to produce a longer-range forecast. In general, this model assumes that the period between 2014 and 2025 will have a growth pattern similar to what is predicted for 2008 to 2013. 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 kindergarten projections were arrived at by applying an assumed birth rate to the population projections produced by OFM for King and Snohomish counties. This provided a projection of the number of births expected in the coming years. 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 population and housing growth. The factor in the model assumed that housing and population growth between 2014 and 2025 would be similar to what is expected between 2008 and 2013.

Using this methodology the District's enrollment shows continued growth from 2014 to 2025. Projected FTE enrollment in 2015 is predicted to be 19,444, projected FTE enrollment for 2020 is projected to be 20,619 and projected FTE enrollment for 2025 is predicted to be 21,732 FTE. Elementary enrollment is expected to grow more dramatically between 2015 and 2020 when the birth cohorts entering school are expected to be larger. In fact, the State of Washington is predicting a marked increase in K-12 enrollment between 2015 and 2025 as the most recent generation of high school students begins having children. The State model assumes a stable fertility rate (number of births per female in her child-bearing years), and a generally positive economic outlook that will continue to bring new residents into the area.

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 2-3
Projected FTE Enrollment

<u>Level</u>	<u>2015</u>	<u>2020</u>	<u>2025</u>
Elementary:	9,894	10,470	10,947
Jr. High:	4,737	5,148	5,426
High School:	4,813	5,001	5,359
Total:	19,444 FTE	20,619 FTE	21,732 FTE

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Optimizing student learning is the heart of what the District strives for in establishing its service standard for capacity utilization. Optimizing student learning involves a constant refinement and review of instructional techniques, environment and programs. These elements are combined with demographic projections and cost considerations in determining service levels.

The District provides traditional educational programs and nontraditional programs 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. Programs and the learning environment are constantly reviewed to determine the optimum instructional method and learning environment. Required space for these programs 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 experimentation and pre and post school activities. Such site capacities are established based on existing programs, known future programs and capacity to empower local site administration. To monitor this and for use in preliminary capacity planning the District establishes design capacities or the maximum number of students given a simple definition of room capacity at either 50, 27, 24, or 12 FTE, depending on room size to arrive at a total site capacity. This figure is then compared on a regular basis to actual utilization or Scheduled Capacity. Scheduled capacity takes into consideration the specific programs that actually take place in each of the rooms, so for example capacities in rooms utilized for programs such as special education would reflect capacities of the defined service levels (See Table 3-2), 8 versus 24 (for a standard size room or relocatables/portables).

To achieve efficient facility utilization, the District maintains about fifteen percent of its design capacity in relocatables (portables). The use of relocatables is an effective way to meet the need of providing capacity on relatively short notice in order to support the dynamic nature of the process. This provides a cost effective route to encourage innovation and new approaches, particularly for non-core or pilot programs. As programs stand the test of time, they are incorporated into permanent facility requirements with each site modernization. Given the dynamic nature of space needs and the costs involved in removing relocatables, changes in capacity requirements must be seen as long term before capacity is usually reduced.

Special teaching stations and programs offered by the Northshore School District at specific school sites include:

TABLE 3-1

	<u>Elementary:</u>	<u>Secondary:</u>
Computer Labs	X	X
Group Activities Rooms	X	
Elementary Advanced Placement (EAP)	X	
All Day Kindergarten	X	
Parents Active in Cooperative Education (PACE)	X	
Special Education	X	X
Contained Learning Centers (CLC)	X	X
Learning Centers (LC)	X	X
Language Arts Specialist for Enrichment and Remediation (LASER)	X	
Learning Assistance Program (LAP)	X	X
English Language Learners (ELL)	X	X
Dual Language (DL)	X	
Home School	X	X
Alternative Junior and Senior High School		X
Vocational		X
International Baccalaureate		X
School-to-Work		X
Running Start		X

A number of the above programs affect the design capacity of some of the buildings housing these programs. Some students, for example, leave their regular classrooms for a short period of time to receive instruction in these special programs. Providing space to allow site administrators the flexibility to balance these program dynamics is beneficial. Special programs usually require space modifications and sometimes have less density than other more traditional programs which potentially translates into greater space requirements. These requirements are part of the difference that we see between design capacity and scheduled capacity.

Teaching station loading is identified on 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	23	NA	NA
Regular, Alternative, EAP	24	27	27
Regular (portables)	24	27	27
Special Education (CLC)	12	12	12
Special Education – Severe/Profound	8	8	8
Integrated - Regular & Special Ed(15 regular & 6 special ed students)	21	NA	NA
Special Education	8 (Sorenson & Woodmoor)	8	8
Vocational	NA	NA	27

Because of the need to provide time and space for teacher preparation and conferences, secondary classrooms have not always been utilized 100 percent of the time. It is expected that room utilization will increase due to the addition of more teacher preparation spaces in recent modernizations and the addition of extra periods in several schools. These changing capacity needs as well as shifts in demographic growth patterns are reviewed by District staff and a group of parents, educators, administrators and consultants who comprise the Enrollment Demographic Task Force (EDTF). The EDTF examines enrollment projections, capacity considerations, program choices, etc. and recommend solutions to enrollment issues. These recommendations, as they are approved by the Board and implemented by the District, are incorporated into the Capital Facilities Plan.

The District implemented the recommendation of the EDTF in 2008 to adjust boundaries in the northern, fast-growing urban portion of the District to balance enrollments particularly at the elementary level. The District is currently experiencing a steady decline in enrollment in the eastern, largely rural side, while also addressing significant budget shortfalls. After discussions with the EDTF, the

District submitted a School Closure Analysis to the Board that was considered by the Board and tabled for the current time.

Snohomish County has requested that the District's plan include a measurement of the current levels of service as of February 1, 2008 to compare to the District's minimum levels of service. A possible indicator of that is summarized in Table 3-3 which shows the District's average students per teaching station as a measurement of its minimum levels of service as of October 1, 2007.

TABLE 3-3
Average Students Per Teaching Station

Grade Level	# of Teaching Stations	FTE Capacity	Calculated Standard of Service (1)	FTE Enrollment	Average FTE/Teaching Station (excluding portables)
K - 6	463	9,359	23.0	9,168	22.5
7 - 9	227	5,941	26.2	4,727	20.8
10 - 12	208	5,317	25.6	4,939	23.7
Total		20,617		18,834	

(1) Capacity divided by the # of teaching Stations

SECTION 4 -- CAPITAL FACILITIES INVENTORY

Under the Growth Management Act, public entities are required to inventory existing capital facilities. Capital facilities are defined as any structure, improvement, pieces of equipment or other major asset, including land that has a useful life of at least ten years.¹ The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate current and future demand (student enrollment) at acceptable or established levels of service. This section provides an inventory of capital facilities owned and operated by the Northshore School District including schools, relocatable classrooms (portables), developed school sites, undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards (see Section 3). A map showing locations of District facilities is provided as Appendix B.

Schools

The Northshore School District currently operates 20 elementary schools (grades K-6), six junior high schools (grades 7-9), and three high schools (grades 10-12). The District also has one alternative junior high school (grades 7-9), one alternative high school (grades 10-12), a Home School program and an early childhood center.

School capacity was determined based on the number of teaching stations within each building and the space requirements of the District's educational program. This capacity calculation is used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment.

Capacities were determined for each school by classroom usage. For the elementary grade level the classroom uses are divided into regular, grades 1-6; regular kindergarten; alternative, grades 1-6; alternative kindergarten; Contained Learning Centers (special education); and Learning Centers (special education). For secondary, the separate uses are regular, grades 7-9 and 10-12; and special education, grades 7-9 and 10-12. Thus, for example, excess space in a kindergarten classroom, which could in theory be used to house overflow fifth-graders, does not offset a calculated fifth grade deficiency. The school facility inventory is summarized on Tables 4 -1, 4-2 and 4-3.

¹ Making Your Comprehensive Plan A Reality - A Capital Facilities Plan Preparation Guide, State of Washington Department of Community Development Growth Management Division, June 1993, pg. 86.

TABLE 4-1
ELEMENTARY SCHOOL CAPACITY INVENTORY

Elementary School	Site Size (Acres)	Bldg. Area (Sq Ft)	Total Classrooms Based on Design (See Note 1)	Scheduled Student Capacity (Ex Portables)	Design Student Capacity (Ex Portables)	Schedule Capacity # Students Per Room	Design Capacity # Students Per Room	Year Built	Last Modernization
Arrowhead	10.8	40,949	18	405	429	23	24	1957	1994
Bear Creek	28.6	50,940	19.5	416	467	21	24	1988	
Canyon Creek	13*	50,344	23	475	550	21	24	1977	1999
Cottage Lake	10	54,644	22	398	521	18	24	1958	2005
Crystal Springs	10.8	47,863	19	442	442	23	23	1957	2002
East Ridge	16.4	53,220	21	454	520	22	24	1991	
Fernwood	12.4	49,903	20	445	478	22	24	1988	2002
Frank Love	8.6	53,127	22	450	525	20	24	1990	
Hollywood Hill	13.7	51,215	22	406	526	18	24	1980	2001
Kenmore	18	50,248	20	454	478	23	24	1955	2002
Kokanee	29	59,139	29	486	693	17	24	1994	
Lockwood	10.9	52,993	26	475	622	18	24	1962	2004
Maywood Hills	9.1	56,309	21	478	502	23	24	1961	2002
Moorlands	8.5	56,279	28	547	670	20	24	1963	2002
Shelton View	12.9	49,341	22	378	502	17	23	1969	1999
Sorenson ECC**	2.9	30,420		0				2002	
Sunrise	11	47,481	20	380	479	19	24	1985	
Wellington	15	51,167	24	526	574	22	24	1978	2000
Westhill	14.6	39,553	21	406	502	19	24	1960	1995
Woodin	9.5	48,875	23	447	525	19	23	1970	2003
Woodmoor	17.5	117,176	42	891	1173	21	28	1994	
Total	270.2	1,111,186	462.5	9,359	11,178	20	24		

***Sorenson Early Childhood Center houses the district's Early Childhood Program, including preschool, and Head Start.

Note 1: The number of classrooms at each school includes special teaching stations that typically provide capacity for 12 to 24 students each; please refer to Section 3 for a list of special teaching stations and programs offered by the district. The total number of classrooms and total student capacity may not sum due to rounding.

TABLE 4-2 JUNIOR HIGH SCHOOL CAPACITY INVENTORY

Junior High Schools	Site Size (Acres)	Bldg. Area (Sq Ft)	Total Classrooms Based on Design (See Note 1)	Scheduled Student Capacity (Ex Portables)	Design Student Capacity (Ex Portables)	Schedule Capacity # Students Per Room	Design Capacity # Students Per Room	Last Modernization	
								Year Built	ion
Canyon Park**	21	105,234	44	1,184	1,244	27	28	1964	2000
Kenmore	14	86,844	30	811	856	27	29	1961	2002
Leota	20	99,085	37	939	1,026	25	28	1972	1998
Northshore	18	117,401	39	993	1,053	25	27	1977	2004
Skyview	27	104,389	41	1,056	1,188	26	29	1992	
Timbercrest	35	99,164	36	958	1,072	27	30	1997	
Total	135	612,117	227	5,941	6,439	26	28		

** Projects are not reflected in this report until they are accepted by the Board. Canyon Park Phase 2 is scheduled to be accepted in late April or early May.

TABLE 4-3
HIGH SCHOOL INVENTORY

High Schools	Site Size (Acres)	Bldg. Area (Sq Ft)	Total Classrooms Based on Design (See Note 1)	Scheduled Student Capacity (Ex Portables)	Design Student Capacity (Ex Portables)	Schedule Capacity # Students Per Room	Design Capacity # Students Per Room	Last Modernization	
								Year Built	n
Bothell**	34.5	248,907	57.0	1,517	1,619	27	28	1953	2005
Inglemoor	49.2	188,356	74.0	1,969	2,071	27	28	1964	2000
Woodinville	40.0	171,866	59.0	1,571	1,739	27	29	1983	1994
SAS***	3.8	50,897	18.0	260	260	14	14	1931	1992
Total	127.5	660,026	208.0	5,317	5,689	26	27		

** The Bothell High square footage does not include the Community Performing Arts Center, and is currently undergoing a modernization resulting in the elimination of several classrooms and use of portables in their place during construction which is expected to be completed by September, 2008

*** W.A. Anderson School is the site of the District's Secondary Academy for Success(SAS). Capacity is based on a class size of 15 for high school, and 10 for junior high. Any excess capacity it may have is generally not available for use by other programs, except in emergencies.

RELOCATABLE CLASSROOM FACILITIES (Portables)

The District has 144 relocatable classrooms (portables), of which 93 are used as classrooms housing students. As part of the planning for each applicable modernization, site capacity is evaluated and the role of the relocatables reassessed. The remaining portables are intended to be retained on a long-term basis to provide program flexibility and possible enrollment fluctuations. Within the financial capabilities of the District, the intent is to minimize the size of the second group. At this time it's the District's intention to house about fifteen percent of its enrollment in relocatables. A typical portable classroom provides capacity for 24 students at the elementary level and 27 at the secondary level. Some relocatables are used for special programs and their capacities may be less in accordance with the standard of

service identified in Section 3. Also some relocatables are utilized for daycare, PTA, Conf Rooms/Resource Rooms which are not counted as Scheduled Non Permanent Capacity. Approximately fifteen relocatables are utilized for these purposes. A summary of relocatables is presented in Table 4-4.

TABLE 4-4 RELOCATABLE CLASSROOM FACILITIES

School	Total # of Portable Classrooms	Contributing to Capacity (See Note 1 Below)	Scheduled Non-Permanent Student Capacity (See Note 1 Below)	Design Non-Permanent Student Capacity	Portables Utilized in "pull out" programs and not counted in Scheduled Capacity (See Note 1)
ELEMENTARY SCHOOLS					
Arrowhead	6	1	21	144	4
Canyon Creek	8	3	72	192	4
Crystal Springs	8	4	96	192	1
East Ridge	5	4	96	120	1
Fernwood	6	2	48	144	4
Frank Love	5	1	24	120	2
Hollywood Hill	2	1	24	48	0
Kenmore	5	3	71	119	2
Kokanee	6	4	72	144	2
Lockwood	2	0	0	48	1
Maywood Hills	4	1	24	96	3
Moorlands	5	2	24	120	1
Shelton View	3	2	45	72	0
Sunrise	5	2	24	120	2
Wellington	4	3	57	95	1
Westhill	5	2	48	120	2
Woodin	6	5	117	144	0
Subtotal	85	40	863	2038	30
JR. HIGH SCHOOLS					
Canyon Park	4	2	54	108	0
Kenmore	9	8	186	243	0
Leota	1	1	27	27	0
Home School	8	8	216	216	0
Northshore	4	4	63	108	0
Skyview	4	4	108	108	0
Timbercrest	1	1	27	27	0
Subtotal	31	28	681	837	0
SR. HIGH SCHOOLS					
Bothell**	15	12	279	432	3
Inglemoor	6	6	162	162	0
Woodinville	5	5	120	135	0
SAS	2	2	20	20	0
Subtotal	28	25	581	749	3
Total	144	93	2125	3624	33
Capacity reflected by "pull out" usage			576		

Note 1 -Excluded are OPTP/LASER/ESL/LAP/Science Labs/Computer Labs/Music/Admin/ASB. These are reflected under the far right hand column. These figures do not include portables listed by the schools as being used for day care/PTA/resource/conference rooms/counseling.

** 9 of the portables at Bothell HS are on site for construction that began in 2007

Other Facilities and Land

In addition to schools, the Northshore School District owns and operates facilities which provide operational support functions to the schools. An inventory of those facilities is provided in Table 8 below. The District owns one undeveloped site, Paradise Lake, which is located in the east portion of the District. It was purchased for a future elementary school. In addition to schools, the Northshore School District owns and operates facilities which either provide operational support to the schools or are surplus properties. The new Transportation Site will house the existing transportation operations which need to be relocated to maximize the possible alternatives for the District's downtown properties.

Table 4-5
Inventory of Support Facilities

Facility Name	Building Area (Sq Feet)	Site Size (Acres)
Downtown Properties	80,000	26
Ricketts Building		
W.A. Anderson Building		
Transportation		
Maintenance		
Warehouse		
Pop Keeney Stadium		
Administrative Center	49,373	5
Support Services Building & Warehouse	41,913 44,919	5
Paradise Lake Site		26
Warehouse (leased to tenant)	44,786	2
New Transportation Site		13

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

Projected facility needs are derived from the differences between the school capacities and the FTE student enrollments for each year of the planning period. Projected enrollment increases will require capacity increases at Fernwood Elementary and Canyon Creek Elementary. Continued growth in this area may also require the District to procure land and build a new elementary school sometime over the next five to ten years.

Table 5-1 is a summary by year and by grade level of the projected enrollments, capacities and deficiencies in District facilities. "Capacity in Relocatables" represents the number of relocatables necessary to house students beyond the capacity limitations of permanent facilities. The reader should be aware that the indicated number of relocatables required may vary because of differences in class size and program needs from school to school. Dividing "Capacity in Relocatables" by the applicable standard of service yields the number of relocatables necessary to accommodate enrollment. Consistent with the method of calculating capacities described in Section 4, "Capacity" is necessarily greater than "Enrollment."

Should unexpectedly high growth occur in the next six years, the District would retain relocatables that would otherwise be declared surplus, convert special-use relocatables into additional classrooms, and/or convert some specialized permanent spaces for use as classrooms. The latter action would involve revising the District's Standard of Service and also be reflected in the next updated CFP.

TABLE 5-1
SCHOOL ENROLLMENT/SCHEDULED CAPACITY

	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Elementary							
Enrollment	9,091	9,128	9,171	9,287	9,336	9,481	9,591
Scheduled Capacity in Permanent Facilities	9,359	9,359	9,359	9,434	9,509	9,509	9,509
Scheduled Capacity in New Perm. Facilities			75	75			
Total Scheduled Capacity in Perm. Facilities	9,359	9,359	9,434	9,509	9,509	9,509	9,509
Scheduled Capacity in Relocatables	863	863	863	863	863	863	863
No.of Relocatables Contributing to Scheduled Cap.	40	40	40	40	40	40	40
Total Scheduled Capacity with Relocatables	10,222	10,222	10,297	10,372	10,372	10,372	10,372
Surplus Capacity	1,131	1,094	1,126	1,085	1,036	891	781
Junior High							
Enrollment	4,752	4,624	4,668	4,587	4,735	4,717	4,784
Scheduled Capacity in Permanent Facilities	5,941	5,941	5,941	5,941	5,941	5,941	5,941
Scheduled Capacity in New Perm. Facilities							
Total Scheduled Capacity in Perm. Facilities	5,941	5,941	5,941	5,941	5,941	5,941	5,941
Scheduled Capacity in Relocatables	681	681	681	681	681	681	681
No.of Relocatables Contributing to Scheduled Cap.	28	28	28	28	28	28	28
Total Scheduled Capacity with Relocatables	6,622	6,622	6,622	6,622	6,622	6,622	6,622
Surplus Capacity	1,870	1,998	1,954	2,035	1,887	1,905	1,838
Senior High							
Enrollment	4,982	4,894	4,847	4,829	4,703	4,758	4,688
Scheduled Capacity in Permanent Facilities	5,317	5,317	5,317	5,317	5,317	5,317	5,317
Scheduled Capacity in New Perm. Facilities							
Total Scheduled Capacity in Perm. Facilities	5,317	5,317	5,317	5,317	5,317	5,317	5,317
Scheduled Capacity in Relocatables	581	581	581	581	581	581	581
No.of Relocatables Contributing to Scheduled Cap.	25	25	25	25	25	25	25
Total Scheduled Capacity with Relocatables	5,898	5,898	5,898	5,898	5,898	5,898	5,898
Surplus Capacity	916	1,004	1,051	1,069	1,195	1,140	1,210
Surplus/Deficiency Capacity							
K-12 Enrollment	18,824	18,646	18,686	18,703	18,774	18,956	19,063
Scheduled Capacity in Permanent Facilities	20,617	20,617	20,692	20,767	20,767	20,767	20,767
Scheduled Capacity in Perm. Fac. and Relocatables	22,742	22,742	22,817	22,892	22,892	22,892	22,892
Total Surplus Capacity	3,918	4,096	4,131	4,189	4,118	3,936	3,829

Note: The enrollment and capacity numbers may not sum exactly due to rounding.

Long-term Facility Needs (Year 2025)

On the basis of the long-term projection discussed in Section 2, Northshore School District is expected to have unhoused students at the elementary and high school levels, but have excess capacity at the junior high grade levels, by the year 2025. A long-term projection of unhoused students and facilities needs is shown in Table 5-2 below. Caution should be observed in making use of the information exhibited in the table. Long-term projections are based on many estimates and assumptions, and are accordingly subject to significant change.

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

Grade Level	FTE Enrollment	Capacity
Elementary	10,947	10,372
Jr. High	5,426	6,622
High School	5,359	5,898
Totals	21,732	22,892

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

In Snohomish County, the District is experiencing sharp increases in new housing starts, while other areas of the District are seeing insufficient residential growth to offset graduating classes and other normal elements affecting demographic attrition.

Additional capacity is planned at two elementary schools: Fernwood and Canyon Creek in the Snohomish County portion of the District. These two schools are the most impacted by current and projected growth.

Based on our assumptions explained in Section 2, projected increases over the six years could be as much as 250 students, or an increase of 1% during that period. However, not all schools will see that growth and some areas will either see slower growth or some declines. Long term projections indicate growth with the District possibly experiencing up to 3,000 new students in the next twenty years. We will continue to monitor a multitude of factors that shape our future, e.g. instructional delivery, the economy, changes in planned land use, permit activity, and birth rates in order to help us plan for needed facilities when they are appropriate.

Planned Improvements – To Existing Facilities

The District has several construction projects planned for 2008 through 2013. These projects include modernizing and remodeling existing facilities, renovating play fields and athletic fields, providing and upgrading technology, replacing/ upgrading building systems, and relocating our Transportation Center. See Section 7, and Table 8-1 in Section 8, for a list of projects.

Modernizations/Building Improvement Programs

The modernization at Canyon Park Junior High Phase II was completed in the fall of 2007 and Bothell High School Phase III will be completed in the fall of 2008. By 2010 modernizations of varying scopes will be completed at Woodinville High School (Phase I), and Kenmore Junior High (Phase II). The modernization of Canyon Creek Elementary is expected to begin in 2008. Phase II of the Woodinville High Modernization and Phase III of the Kenmore Junior High Modernization are expected to begin in 2012. Planned modernizations or major building system improvements (BIP) at Sunrise, Lockwood Elementary, Wellington Elementary and Shelton View Elementary (Phase I) are also reflected in the timetable of this CFP.

New Facilities and Additions

Additional classroom capacity and commons will begin in 2008 and 2009 for Fernwood and Canyon Creek elementary schools.

TABLE 6-1 PLANNED CONSTRUCTION PROJECTS – GROWTH RELATED

Project	Estimated Completion Date	Projected Student Capacity Added
Fernwood Elementary	2010	50 – 75 *
Canyon Creek Elementary	2009	50 – 75

* Currently in Master Planning

SECTION 7 – CAPITAL FACILITIES PLAN

Six Year Capital Instructional Facilities Construction Schedule

2007/2008 Construction

Bothell High School Phase III Modernization (Continuation)

Woodinville High School Phase I Modernization

Kenmore Junior High Phase II Modernization

Canyon Creek Elementary Modernization

BIP – Building Improvement Projects

Field Improvements

Special Projects

Technology Improvements

2008/2009 Construction

Woodinville High School Phase I Modernization (Continuation)

Kenmore Junior High Phase II Modernization (Continuation)

Canyon Creek Elementary Modernization (Continuation)

BIP – Building Improvement Projects

Field Improvements

Special Projects

Technology Improvements

2009/2010 Construction

Fernwood Elementary Phase I Modernization

Woodinville High School Phase I Modernization (Continuation)

BIP – Building Improvement Projects

Field Improvements

Technology Improvements

Special Projects

2010/2011 Construction

Field Improvements

Technology Improvements

Special Projects

2011/2012 Construction *

Woodinville High School Phase II Modernization
Kenmore Junior High Phase III Modernization
SAS Relocation
Field Improvements
Technology Improvements
Special Projects

2012/2013 Construction *

Woodinville High School Phase II Modernization (Continuation)
Kenmore Junior High Phase III Modernization (Continuation)
SAS (Continuation)
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

2013/2014 Construction *

Woodinville High School Phase II Modernization (Continuation)
Lockwood Elementary
Shelton View Elementary
BIP – Building Improvement Projects
Field Improvements
Technology Improvements
Special Projects

Note: All projects in bold indicate growth-related improvements.

*Projects in 2011/2014 are subject to approval of the Board with the submission of the 2010 bond/levy recommendation

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 retired through collection of property taxes. Voters in the Northshore School District passed a capital improvement bond for \$123 million in February 2006. Revenues from this bond will be used to implement the Capital Facilities Plan set forth herein.

State Financial 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 matching funds can be requested only for school construction projects. Site acquisition and site improvements are not eligible to receive matching funds from the state. Because availability of state matching funds has not kept pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the state may not be received by a school district until two to three years after a matched project has been completed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds.

Impact Fees

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. Impact fees are generally collected by the permitting agency at the time of final plat approval or when building permits are issued. In the case of the three cities in the District, the Capital Projects Office collects fees prior to recording of plats, or issuance of permits. The District

will not request collection of impact fees in 2008-09. See the discussion regarding the impacts of growth in Section 6. The District may request impact fees in future Plan updates.

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. Please note that funding has not been secured for projects in the final three years of the plan.

The School District's planning for bond issues is based on Table 8-1. The District expects the proceeds of the bond sales to be supplemented by state financial assistance³ and impact fees. However, since the timing and amounts of these supplemental sources are largely unpredictable, they cannot be planned for and, thus, have not been included in the District's internal budgeting. Any funds from those external sources, when they become available, would allow the District to sell fewer bonds than were authorized by the voters or would permit the District, subject to community approval and school board authorization, to increase the scope of its program to include needed work that would otherwise be unfunded.

³State funding represents a significant challenge to the District. Although the District at times has a real need for additional classroom and support spaces, the criteria and formulas established by the state do not recognize this need, and as noted on page 24, the District has previously constructed growth-related additions without state financial assistance. Even where the District is eligible for State financial assistance, the present inadequate funding mechanism has resulted in significant delays in receiving the funds and a consequent reduction in their value.

TABLE 8-1
2008 CAPITAL FACILITIES PLAN BUDGET
\$s in 000s

	FY 07-08	FY 08-09	FY 09-10	FY 10-11	FY 11-12	FY 12-13
MODERNIZATIONS						
Canyon Creek Modernization	100	6,175				
Fernwood Modernization		100	6,175			
Canyon Park Jr. High Modernization	2,000					
Kenmore Jr High Modernization Phase II	100	11,900	2,000			
Bothell High Modernization Ph. III	32,000					
Woodinville High Modernization Phase I		250	17,750			
SAS						8,000 *
Woodinville High Modernization Phase II **					4,000	40,000
Kenmore Jr High Modernization Phase III **				500	35,000	
NEW CONSTRUCTION						
Transportation Center	5,000 *	10,000 *				
BOND EXPENDITURES:						
TOTAL BOND EXPDR-07/08	38,305	22,735	30,451	7,752	43,990	50,239

Note Includes classroom addition

* Indicates partial or full funding from a source other than bond proceeds

Assumes 5% annual escalation for purposes of this document

** Estimates, subject to change based on detailed planning

The financing plan, Table 8-2, addresses only the growth-related projects from the Table 8-1 2008 Capital Facilities Plan Budget. We anticipate that continued growth at those two schools will impact core facilities and school capacity.

**TABLE 8-2
FINANCING PLAN**

	FY	FY	FY	FY	FY				
	07/08	08/09	09/10	11/12	12/13	Total	Local Funds (1)	State Financial Assistance (2)	Impact Fees/Mit Payments
Canyon Creek Ph 1 Mod		100,000	6,175,000			6,275,000	6,275,000		
Fernwood Ph 1 Mod		100,000	6,175,000			6,275,000	6,275,000		
TOTALS	-	200,000	12,350,000	-	-	12,550,000	12,550,000	-	-

1 From approved or planned bond issues.

2 Disbursement schedule of state funds is unknown.

DEFINITIONS

Throughout the Capital Facilities Plan a number of terms are used which are defined as follows:

Boeckh Index. WAC 180-27-060 establishes guidelines for determining the per square foot area cost allowance for new school construction. Washington State uses what is called a "Boeckh Index." The Boeckh Index is the average of a seven-city building cost index for commercial and factory buildings in Washington State, as reported by the E.H. Boeckh Company. The index is adjusted every two months from a base index of \$74.87, which was established in 1984.¹

CFP. Capital Facilities Plan - refers to this document.

DCD. Washington State Department of Community Development

FTE (Full Time Equivalent). This is a means of measuring student enrollment based on the number of hours per day in attendance at District schools. A student is considered an FTE if he/she is enrolled for the equivalent of a full schedule each school day. Kindergarten students, for example, attend half-day programs and therefore are counted as 0.5 FTE.

GFA (per student). Gross floor area per student.

GMA. Washington State Growth Management Act.

Multi-Family Dwelling Unit. A residential dwelling unit contained in a building consisting of two or more attached residential dwelling units.

OFM. Washington State Office of Financial Management.

OSPI. Washington State Office of the Superintendent of Public Instruction.

¹ Paying For Growth's Impacts - A Guide To Impact Fees, State of Washington Department of Community Development Growth Management Division, January 1992.

SEPA. Washington State Environmental Policy Act.

Single-Family Dwelling Unit. A detached residential dwelling unit designed for occupancy by a single family or household, including mobile homes.

Student Factor or Student Generation Rate. The Student Factor is the average number of students by grade span (elementary, junior high, and high school) typically generated by each housing type. Student Factors are calculated based on a survey of all new residential units permitted by jurisdictions within the District during the most recent five-year period.

Teaching Station. A facility space (classroom) specifically dedicated to implementing the District's educational program. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

Unhoused Students. District enrolled students who are housed in portable temporary classroom space, or in permanent classrooms in which the maximum class size is exceeded.

WAC. Washington Administrative Code.

Northshore School District

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 Woodlin Elementary
- 26 Woodmoor Elementary

Administration/Resource

- 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 School
- 45 Timbercrest Junior High School

High Schools

- 71 Bothell High School
- 72 Inglesmoor High School
- 73 Woodinville High School
- 41 Secondary Alternative School

Monroe District

244th - SNOHOMISH COUNTY
NE 203th - KING COUNTY

Riverview District

Lake Washington District

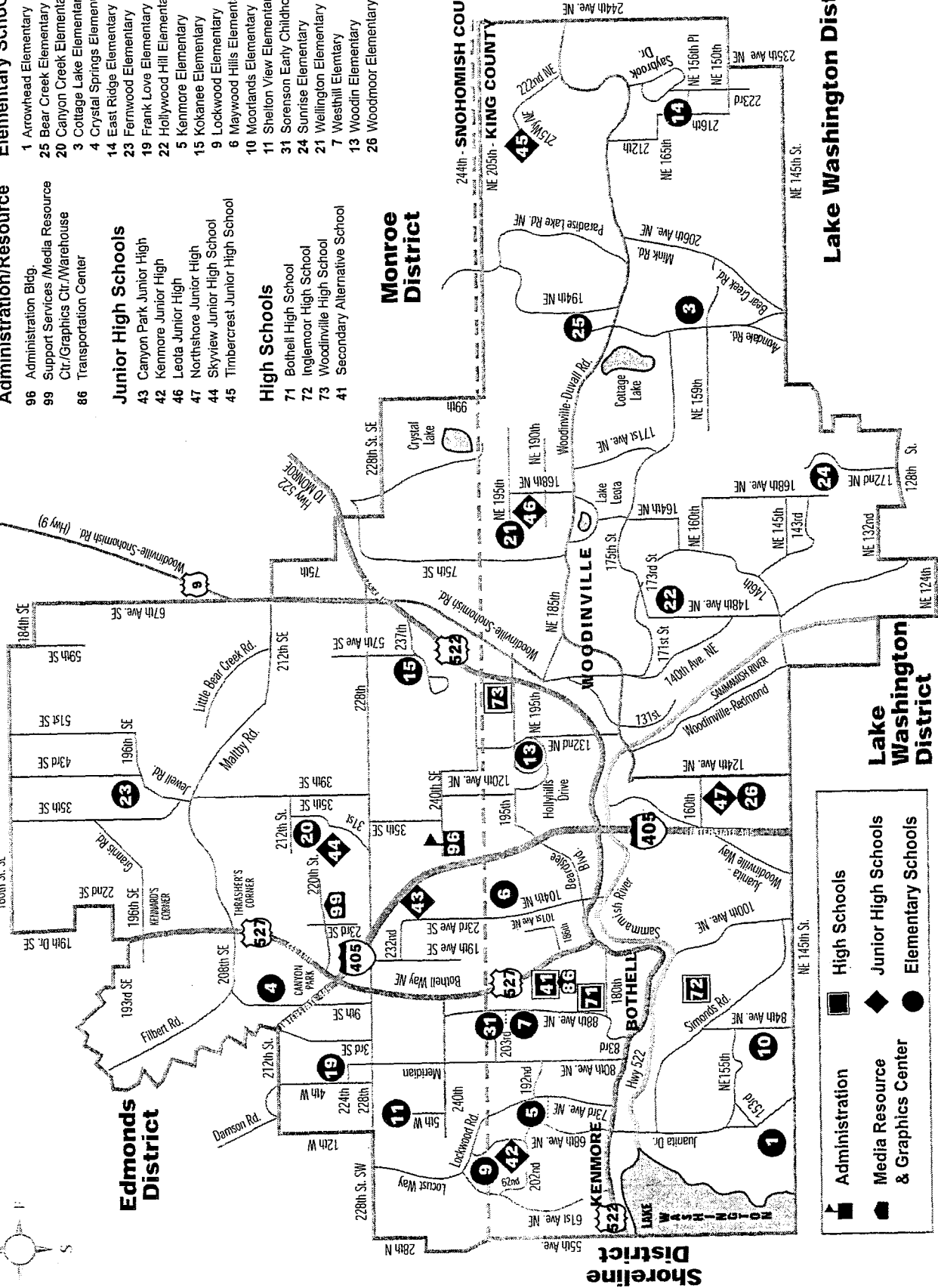
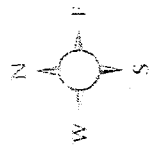
Snohomish District

Everett District

Edmonds District

Shoreline District

Lake Washington District



	Administration
	Media Resource & Graphics Center
	High Schools
	Junior High Schools
	Elementary Schools

APPENDIX C

SUMMARY OF CHANGES IN THIS YEAR'S CAPITAL FACILITIES PLAN

This year's Capital Facilities Plan is an updated document, based on the 2006 Capital Facilities Plan. The significant changes reflected in the 2008 Plan are identified below. Please note that the tables have been renumbered.

Section 2 - Student Enrollment Trends and Projections:

Enrollment projections were updated to reflect recent enrollment trends for the years 2008 through 2013 and new long range projections for the year 2025.

Section 3 - District Standard of Service:

Table 3-3 was added to summarize the District's measurement of meeting its minimum levels of service.

Section 4 - Capital Facilities Inventory:

Tables 4-1, 4-2, 4-3 and 4-4 were revised to reflect reallocation of classroom utilization, movement of relocatable classrooms and design/schedule capacity. Building square footages were updated to reflect recent remodels and additions.

Section 5 - Projected Facility Needs:

Table 5-1 was changed to reflect new enrollment forecasts noted in Section 2, schedule/design capacity, pullout utilization and changes to capacity noted in Sections 4 & 6.

Table 5-2 was updated to the year 2025.

Section 6 - Growth Related Projects:

There will be growth-related expansions to Canyon Creek and Fernwood elementary schools as part of their respective modernizations.

Tables 5-1, 5-2, 6-1 and 8-2 have been revised to reflect these growth related projects.

Section 7 - Capital Facilities Plan:

This section was updated to reflect changes in scheduled modernizations and non-growth related projects.

Section 8 – Finance Plan

The finance plan has been updated.

Section 9 – Impact Fees

The student generation rates were updated.