

2013 CAPITAL FACILITIES PLAN

*“Children are the living messages we send
to a time we will not see.”*

~Neil Postman, *The Disappearance of Childhood* (introduction), 1982



NORTHSHORE SCHOOL DISTRICT NO. 417
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"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"

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Adopted 4/9/2013

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Executive Summary

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, Kirkland and Woodinville, is the Capital Facilities Plan (CFP) of the Northshore School District (NSD). This CFP is intended to provide a snapshot of projected student enrollment, site capacities, service over the long term (2013-2027), capital project schedules and capital financing over the next six years (2013-2019). The role of impact fees in funding school construction is addressed in Section 9 of this report.

Summary

Increases in elementary enrollment continue to drive capacity challenges, particularly in the northern half of the District. At the School Board's request, a community based group, the Enrollment Demographics Task Force (EDTF), reviewed data, evaluated alternatives and developed recommendations. Their recommendations focused on grade reconfiguration (K-5, 6-8 and 9-12) which addresses elementary capacity issues and also provides strong instructional benefits, including a better match for the changing instructional needs of our students, district wide. The recommendations of the EDTF were unanimously adopted by the School board at its October 23, 2012 Board Meeting. The recommendations were;

- Pursue construction of a high school in the north end of the district to accommodate current and expected enrollment growth
- Include funding for a high school as a primary component of a February 2014 bond measure
- Reconfigure grade levels district wide to K-5 elementary, 6-8 middle and 9-12 high schools
- Implement associated boundary adjustments to more equitably balance enrollment across schools and feeder patterns, to be recommended to the board at a later date

The 2013 CFP assumes a new high school and a Fall 2017 grade reconfiguration. It also reflects maximizing portable capacity at applicable schools this summer based on their circulation and gym/library capacities. Failure of the 2014 bond would preclude grade reconfiguration and require other steps to be taken at our elementary schools. Possible actions could include bussing elementary age children to schools further east or south, relocating selected grades from capacity impacted sites to temporary sites (kindergarten center) or potentially compromising instructional programs by adding portables beyond those currently reflected in this CFP. The CFP does not assume mandatory Full Day Kindergarten in its projections.

Overview of the Northshore School District

The District services six jurisdictions: King County, Snohomish County, the City of Bothell, the City of Kenmore, the City of Kirkland 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 has a population of around 118,000 and an enrollment of 19,052. The District has twenty elementary schools, six junior high schools, three high schools, one alternative secondary school, 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 four year high school model (9-12). Grade reconfiguration depends on the success of the 2014 bond and will provide funds for the District to shift to a four year high school program through the building of a new high school to address the additional capacity. The Urban Growth Boundary Line (UGA) splits the District, exacerbating capacity utilization challenges. Generally, schools on the east side of the UGA line are seeing declining enrollment while schools on the west side are seeing increasing enrollment. To optimize instructional program flexibility and maximize service levels in the most cost effective way possible, the District maintains 10% - 15% of its total design classroom capacity in relocatables (portables).

SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Summary

Based on projected birthrates and continued recovery in the housing market, District enrollment growth is expected to continue. Growth in the elementary age group has offset the smaller elementary classes of the past decade that are now in the secondary grades. These elementary level increases are projected to drive higher overall District enrollment figures of about 1% per year.

Combined annual birthrates for both King and Snohomish County are expected to increase the next several years, slowing in 2016 and 2017 to a sub 1% rate. The market for new housing has stabilized and activity appears to be regaining its pre-recessionary levels of 600 per year. While the pace at which new developments might sell is difficult to determine, the number of new housing developments in the pipeline appear to indicate continued growth.

The above trends, adjusted for the District's historic portion of that growth as well gains/losses attributable to private schools, were factored into current projections down to the feeder pattern level. The resulting trends were used to further refine the projection methodology for both headcount and full time equivalent (FTE) forecasts used in this document. The next section details the assumptions used to develop the forecast as well other forecasting methodologies considered.

Methodology

The most common method for projecting long term enrollment is known as cohort survival, which is used by Washington State's Office of Superintendent of Public Instruction (OSPI). Cohort survival 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. For kindergarten, where there is no previous year grade, a linear extrapolation from the previous five years can be used or one can compare the kindergarten enrollment to births from five years prior to calculate a "birth-to-k" ratio. For example, kindergarten enrollment in 2011 is divided by the total births in King and Snohomish counties in 2006 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.

In past years, OSPI has used a 5-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. To date, these suggestions have not been implemented. The latest forecast from OSPI for the District continues to use cohort survival with a linear extrapolation at the kindergarten level.

Table 2-1 shows a projection for the District using the headcount projection provided by OSPI that has been converted to full time equivalents (FTE). The OSPI forecast predicts a gradual increase in enrollment over the next six years, with growth primarily at the elementary level. The forecast also shows a marked increase at the kindergarten level over time. This is primarily due to the extrapolation of the recent upward trend at kindergarten into the future.

TABLE 2-1
FTE Forecast Modeled After OSPI Methodology

Facilities Forecast -- OCTOBER MEDIUM

Grade	Actual	Projections-----					
	12/13*	13/14	14/15	15/16	16/17	17/18	18/19
K	706	739	758	777	795	814	833
1	1,598	1,528	1,602	1,643	1,684	1,724	1,765
2	1,544	1,627	1,561	1,637	1,680	1,720	1,761
3	1,513	1,567	1,656	1,590	1,666	1,710	1,751
4	1,523	1,530	1,597	1,688	1,621	1,698	1,743
5	1,464	1,541	1,555	1,623	1,716	1,647	1,726
6	1,514	1,477	1,565	1,580	1,648	1,744	1,674
7	1,501	1,535	1,499	1,589	1,604	1,672	1,770
8	1,558	1,531	1,567	1,530	1,621	1,636	1,707
9	1,497	1,567	1,543	1,579	1,542	1,634	1,649
10	1,617	1,538	1,612	1,587	1,624	1,586	1,680
11	1,488	1,538	1,467	1,538	1,514	1,549	1,513
12	1,531	1,445	1,489	1,420	1,489	1,465	1,499
Total K-6	9,860	10,008	10,294	10,537	10,809	11,057	11,253
Total 7-9	4,556	4,633	4,609	4,698	4,767	4,943	5,126
Total 10-12	4,636	4,521	4,568	4,545	4,626	4,600	4,693
District Total	19,052	19,162	19,470	19,780	20,203	20,600	21,072
	Change	110	308	310	423	397	472
	% Change	0.6%	1.6%	1.6%	2.1%	2.0%	2.3%

* Includes SAS and all programs

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. Combining cohort survival with other information about housing, regional population trends, and even trends in service area and private school enrollment can provide a more accurate forecast.

The District forecast uses 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 the District's housing development database. Table 2-2 shows the forecast based on this methodology.

This forecast produces a slightly less robust growth rate in total enrollment of about 1% per year as compared to the OSPI method of 2%. It also projects a slight decline in K-6 enrollment in 2018, recovering in 2019. Increases in secondary levels offsets the slight decrease in 2018.

TABLE 2-2
FTE Forecast
 Facilities Forecast -- OCTOBER MEDIUM

Grade	Actual	Projections-----					
	<u>12/13*</u>	<u>13/14</u>	<u>14/15</u>	<u>15/16</u>	<u>16/17</u>	<u>17/18</u>	<u>18/19</u>
K	706	712	709	706	706	707	707
1	1,598	1,545	1,561	1,548	1,542	1,545	1,547
2	1,544	1,650	1,600	1,611	1,597	1,594	1,597
3	1,513	1,577	1,690	1,636	1,646	1,636	1,633
4	1,523	1,532	1,609	1,721	1,666	1,680	1,669
5	1,464	1,545	1,562	1,635	1,749	1,693	1,707
6	1,514	1,476	1,569	1,580	1,655	1,770	1,713
7	1,501	1,541	1,506	1,589	1,600	1,687	1,796
8	1,558	1,536	1,573	1,526	1,610	1,633	1,722
9	1,497	1,560	1,536	1,578	1,531	1,614	1,638
10	1,617	1,543	1,610	1,572	1,615	1,567	1,652
11	1,488	1,543	1,469	1,533	1,497	1,538	1,492
12	1,531	1,464	1,503	1,427	1,484	1,445	1,480
Total K-6	9,860	10,036	10,299	10,437	10,561	10,624	10,573
Total 7-9	4,556	4,637	4,616	4,693	4,741	4,935	5,155
Total 10-12	4,636	4,549	4,582	4,532	4,596	4,550	4,624
District Total	19,052	19,223	19,497	19,662	19,898	20,109	20,352
	Change	171	274	165	236	211	244
	% Change	0.9%	1.4%	0.8%	1.2%	1.1%	1.2%

*Includes All Programs

Long Range Projections

The methodology described above was extrapolated to produce estimates for 2020 and 2025. 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 determined by multiplying the weighted average of births from the past 5 years by a population growth factor. This factor was based on

projected growth for the neighborhoods in and around the District obtained from the Puget Sound Regional Council. 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 expected population and housing growth between 2019 and 2025. Similar to the birth forecast, this factor was based on an analysis of future population growth for neighborhoods in and around the District obtained from the Puget Sound Regional Council.

Using this methodology, the District's enrollment indicates continued growth from 2019 to 2025. Elementary enrollment is expected to grow more dramatically between 2019 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 grandchildren of baby boomers reach school age. 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. Note that the District's figures below in 2020 and 2025 reflect the change of 6th graders moving into a middle school and 9th graders moving to a four year high school.

Obviously, future growth trends are somewhat uncertain. Changes in population growth, fertility rates, or a sharp change in 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**

Level	2015	2020*	2025*
Elementary:	10,437	8,873	9,359
Jr. High/Middle School:	4,693	5,251	5,206
High School:	4,532	6,730	6,954
Total:	19,662 FTE	20,854 FTE	21,519 FTE

*Reflects Grade Reconfiguration (K-5, 6-8 & 9-12)

SECTION 3 -- DISTRICT STANDARD OF SERVICE

Primary Objective

Optimizing student learning is the heart of what the 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. These elements are combined with demographic projections and cost considerations in determining service levels.

Grade Reconfiguration Study

As part of this commitment to a dynamic environment of academic excellence for our students, the District is planning to reconfigure its instructional model to a four year high school program, with a middle school (6-8) and a Kindergarten to Grade 5 program. While the District has been successful in generating high graduation rates and test scores with its existing grade configuration, the changing learning patterns and maturity level of our students better match the reconfigured model. With few exceptions, most other Districts have already moved to this model. (Section 5)

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 environment are regularly reviewed to determine the optimum instructional method and learning environment at each school. The 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. 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 relocatables/portables). 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	
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) and 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 design capacity of some of the buildings housing these programs. Special programs usually require space modifications and sometimes have less density than other, more traditional programs; this potentially translates into greater space requirements. These requirements are part of the difference we see between design capacity and scheduled capacity (see page 14).

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	23	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 measurement of the current levels of service 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 31, 2012.

**TABLE 3-3
Average Students per Scheduled Teaching Station**

Grade Level	# of Scheduled Teaching Stations	FTE Scheduled Capacity	Calculated Standard of Service (1)	FTE Enrollment	Average FTE / Teaching station
K - 6	495	11,510	23.3	9,860	19.9
7 - 9	225	5,848	26.0	4,556	20.2
10 - 12	221	5,616	25.4	4,636	21.0
Total	941	22,974		19,052	

(1) Capacity divided by the number of teaching stations for the respective year

(2) Excludes alternative programs except SAS

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 effective capacity limit at each site will vary 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 design capacities. This is the maximum number of students a site can accommodate based on a standard room capacity of 54, 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 relocatables/portables). Due to the need to provide planning time and space for teacher preparation, some facilities will only support a design 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 high schools. The District also has one alternative secondary school program, a home school program and an early childhood center.

**TABLE 4-1
School Capacity Inventory (Including Relocatables)**

School	Year Built	Last Modernization or Capacity addition	Total # of Rooms		Capacity		# Students / Rm		Relocatables		
			Design	Schedule	Design	Schedule	Design	Schedule	# of	Schedule Capacity	% of Schedule
Arrowhead	1957	1994/2011	26	18	622	406	23.9	22.6	6	24	5.9%
Bear Creek	1988	2011	22	22	526	526	23.9	23.9	0	0	0.0%
Canyon Creek	1977	1999/2008	34	33	813	765	23.9	23.2	8	168	22.0%
Cottage Lake	1958	2005	23	17	550	321	23.9	18.9	0	0	0.0%
Crystal Springs	1957	2002/2010	30	29	716	692	23.9	23.9	10	216	31.2%
East Ridge	1991		24	17	574	406	23.9	23.9	2	0	0.0%
Fernwood	1988	2002/2010	35	30	837	711	23.9	23.7	9	96	13.5%
Frank Love	1990		27	24	646	550	23.9	22.9	5	72	13.1%
Hollywood Hill	1980	2001	25	17	598	418	23.9	24.6	2	0	0.0%
Kenmore	1955	2002/2011	27	23	645	549	23.9	23.9	5	48	8.7%
Kokanee	1994		31	28	741	669	23.9	23.9	6	96	14.3%
Lockwood	1962	2004/2011	28	24	670	586	23.9	24.4	2	48	8.2%
Maywood Hills	1961	2002	27	26	646	622	23.9	23.9	5	96	15.4%
Moorlands	1963	2002/2011	32	29	765	669	23.9	23.1	5	36	5.4%
Shelton View	1969	1999/2011	24	22	574	526	23.9	23.9	4	48	9.1%
Sorenson ECC *	2002										
Sunrise	1985		24	16	574	358	23.9	22.4	3	24	6.7%
Wellington	1978	2000/2011	28	25	670	597	23.9	23.9	4	47	7.9%
Westhill	1960	1995/2011	25	22	598	502	23.9	22.8	5	48	9.6%
Woodin	1970	2003	29	28	692	668	23.9	23.9	6	120	18.0%
Woodmoor	1994		46	45	1101	969	23.9	21.5	0	0	0.0%
Subtotal			567	495	13,558	11,510	23.9	23.3	87	1,187	10.3%
Canyon Park	1964	2000/2005	47	41	1,258	1,093	26.8	26.7	4	54	4.9%
Kenmore	1961	2002/2008/2012	33	32	892	820	27.0	25.6	4	108	13.2%
Leota	1972	1998	44	35	1,204	916	27.4	26.2	9	54	5.9%
Northshore	1977	2004	44	37	1,195	970	27.2	26.2	4	0	0.0%
Skyview	1992		45	45	1,246	1,156	27.7	25.7	6	162	14.0%
Timbercrest	1997		38	35	1,072	893	28.2	25.5	1	0	0.0%
Subtotal			251	225	6,867	5,848	27.4	26.0	28	378	6.5%
Bothell	1953	2005	87	74	2,221	1,882	25.5	25.4	6	12	0.6%
Inglemoor	1964	2000	82	71	2,140	1,858	26.1	26.2	7	162	8.7%
Woodinville	1983	2008/2011/2012	66	64	1,813	1,699	27.5	26.5	0	0	0.0%
Subtotal			235	209	6,174	5,439	26.3	26.0	13	174	3.2%
SAS	2010		19	12	279	177	14.7	14.8	0	0	0.0%
Total K-12 All			1,072	941	26,878	22,974	25.1	24.4	128	1,739	7.6%

* Sorensen ECC has 10 classrooms designed and scheduled with 142 students that do not count toward district FTE.

Relocatable Classroom Facilities (Portables)

Traditionally the District has kept 10% to 15% percent of its design capacity in relocatables. This percentage fluctuates during periods of growth or major instructional program changes, allowing better responsiveness while financing for permanent space through bond elections is secured. Relocatables are utilized to help achieve efficient facility utilization, balance economic costs and encourage new programs and differing learning styles. The use of relocatables also provides a cost effective method to encourage innovation and new approaches, particularly for non-core or pilot programs.

A typical portable classroom provides capacity for 24 students at the elementary level or 27 at the secondary level. Relocatables are used to meet a variety of instructional needs. Of the 128 relocatable classrooms that the District owns, 90 are used as classrooms housing students for scheduled classes or for pull out programs. Within the financial capabilities of the District, the intent is to minimize the size of the first group. Their actual use may reflect loads that are less than the standards of service identified in Section 3. Not included in the scheduled capacity is approximately 34 relocatables that are used for daycare, PTA, conference rooms/resource rooms, temporary housing in conjunction with pending modernizations or recently vacated as a result of the consolidation of some programs within other existing permanent space. A summary of relocatables is presented in Table 4-2.

Table 4-2 Relocatable Classroom Summary

School	Total # of Portables	Portables Scheduled (Note 1)	Designed Student Capacity	Scheduled Student Capacity	"Pull Out" Programs (Note 2)
Arrowhead	6	1	144	24	2
Bear Creek	0	0	0	0	0
Canyon Creek	8	7	192	168	1
Cottage Lake	0	0	0	0	0
Crystal Springs	10	9	240	216	0
East Ridge	2	0	48	0	0
Fernwood	9	4	216	96	3
Frank Love	5	3	120	72	1
Hollywood Hill	2	0	48	0	0
Kenmore	5	2	120	48	3
Kokanee	6	4	144	96	2
Lockwood	2	2	48	48	0
Maywood Hills	5	4	120	96	1
Moorlands	5	2	120	36	0
Shelton View	4	2	96	48	1
Sorenson ECC**	0	0	0	0	0
Sunrise	3	1	72	24	0
Wellington	4	2	96	47	2
Westhill	5	2	120	48	2
Woodin	6	5	144	120	1
Woodmoor	0	0	0	0	0
Subtotal	87	50	2,088	1,187	19
Canyon Park	4	2	108	54	0
Kenmore	4	4	108	108	0
Leota	9	2	243	54	0
Northshore	4	0	108	0	0
Skyview	6	6	162	162	0
Timbercrest	1	0	27	0	0
Subtotal	28	14	756	378	0
Bothell	6	1	162	12	0
Inglemoor	7	6	189	162	0
Woodinville	0	0	0	0	0
SAS	0				
Subtotal	13	7	351	174	0
Total K-12 All	128	71	3,195	1,739	19

Note 1: Excluded from Scheduled Capacity are portables used for OTPT/LAP/Science Labs/Computer Labs/Admin/ASB/Music

Note 2: "Pull Out" programs include OTPT/LAP/Science Labs/Computer Labs/Admin/ASB/Music but exclude Day Care/PTA/Resource/Conference Rooms/Counseling/Storage

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. The District owns three undeveloped sites; one located in the eastern portion of the District and two located in the northern central corridor of the District. The 61 acres north of Fernwood Elementary are tentatively planned as the site for the new high school if voters approve the February 2014 bond. Depending on possible grade configuration decisions, program changes and/or future growth, one or more of these sites may become an elementary or secondary school site.

**TABLE 4-3
Inventory of Support Facilities & Undeveloped Land**

Facility Name	Status	Building Area (000 Sq Feet)	Site Size (Acres)
Administrative Center (Monte Villa)		49	5
Support Services Building		41	5
Paradise Lake Site			26
Warehouse	Leased	44	2
Transportation		39	9
“Anderson” site - possible Site for additional capacity in the Growth Corridor			33
Land adjacent to Fernwood Elementary			61

SECTION 5 -- PROJECTED FACILITY NEEDS

Near-term Facility Needs

Capacity needs resulting from changes in demographic growth patterns, instructional program or other variables 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, student impacts, cost impacts, program choices, etc. and recommends potential solutions to the Board. If approved by the Board, these recommended actions, are implemented by the District and then incorporated into the Capital Facilities Plan. Recommendations to the Board by the EDTF included; a 2008 recommendation to adjust boundaries in the northern, fast-growing urban portion of the District to balance school enrollments on a short term basis, particularly at the elementary level and the 2012 recommendation for grade reconfiguration and the construction of a new high school.

As noted earlier, the Urban Growth Boundary Line (UGA) splits the District service area, exacerbating capacity utilization challenges. Generally, schools on the eastern/southern sides of the UGA line are seeing declining enrollment while schools on the northern/western sides are seeing increasing enrollment. This contributes to a situation where in total the District has excess capacity (Table 5-1), but specific areas of high growth are exhausting available capacity. Elementary capacity in the District's northern central corridor has been increased 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 (Table 5-2) and probably within five to seven years for junior high capacity supporting this same area. The proposed grade reconfiguration will provide capacity relief at the majority of the elementary sites as indicated by a comparison of Table 5-2 & Table 5-3. Elementary capacities will remain tight at several northern corridor schools even with grade reconfiguration and if population growth continues may require additional elementary capacity.

Should unexpectedly high growth occur in the next four years, the District would attempt to convert special-use relocatables into additional classrooms, limit waiver programs, review feeder patterns and/or convert some specialized permanent spaces to classrooms.

TABLE 5-1 School Enrollment vs. Design Capacity

<i>Note: Grade Reconfiguration begins Fall 2017</i>	2012 / 13	2013 / 14	2014 / 15	2015 / 16	2016 / 17	2017 / 18	2018 / 19
Elementary Enrollment (K-5 beginning Fall 2017)	9,860	10,036	10,299	10,437	10,561	8,854	8,860
Designed Permanent Capacity - Existing	11,470	11,470	11,470	11,470	11,470	11,470	11,470
Designed Capacity in New Permanent Facilities							
Designed Capacity in Relocatables	2,088	2,352	2,352	2,352	2,352	2,352	2,352
# of Relocatables included in Designed Capacity	87	98	98	98	98	98	98
Total Designed Capacity with Relocatables	13,558	13,822	13,822	13,822	13,822	13,822	13,822
<i>Surplus Capacity</i>	<i>3,698</i>	<i>3,786</i>	<i>3,523</i>	<i>3,385</i>	<i>3,261</i>	<i>4,968</i>	<i>4,962</i>
Jr High/MS School Enrollment (6-8 beginning Fall 2017)	4,556	4,637	4,616	4,693	4,741	5,091	5,230
Designed Permanent Capacity - Existing	6,111	6,111	6,111	6,111	6,111	6,111	6,111
Designed Capacity in New Permanent Facilities							
Designed Capacity in Relocatables	756	675	675	675	675	675	675
# of Relocatables included in Designed Capacity	28	25	25	25	25	25	25
Total Designed Capacity with Relocatables	6,867	6,786	6,786	6,786	6,786	6,786	6,786
<i>Surplus Capacity</i>	<i>2,311</i>	<i>2,149</i>	<i>2,170</i>	<i>2,093</i>	<i>2,045</i>	<i>1,695</i>	<i>1,556</i>
High School Enrollment (9-12 beginning Fall 2017)	4,636	4,549	4,582	4,532	4,596	6,164	6,262
Designed Permanent Capacity - Existing	6,102	6,102	6,102	6,102	6,102	6,102	7,702
Designed Capacity in New Permanent Facilities						1,600	
Designed Capacity in Relocatables	351	351	351	351	351	351	351
# of Relocatables included in Designed Capacity	13	13	13	13	13	13	13
Total Designed Capacity with Relocatables	6,453	6,453	6,453	6,453	6,453	8,053	8,053
<i>Surplus Capacity</i>	<i>1,817</i>	<i>1,904</i>	<i>1,871</i>	<i>1,921</i>	<i>1,857</i>	<i>1,889</i>	<i>1,791</i>
Total Enrollment	19,052	19,222	19,497	19,662	19,898	20,109	20,352
Designed Permanent Capacity - Existing	23,683	23,683	23,683	23,683	23,683	23,683	25,283
Designed Capacity in New Permanent Facilities	-	-	-	-	-	1,600	-
Designed Capacity in Relocatables	3,195	3,378	3,378	3,378	3,378	3,378	3,378
# of Relocatables included in Designed Capacity	128	136	136	136	136	136	136
Total Designed Capacity with Relocatables	26,878	27,061	27,061	27,061	27,061	28,661	28,661
<i>Surplus Capacity</i>	<i>7,826</i>	<i>7,839</i>	<i>7,564</i>	<i>7,399</i>	<i>7,163</i>	<i>8,552</i>	<i>8,309</i>

Table 5-2 2014 Projected High and Low Capacity Utilizations (Assumes no program changes)

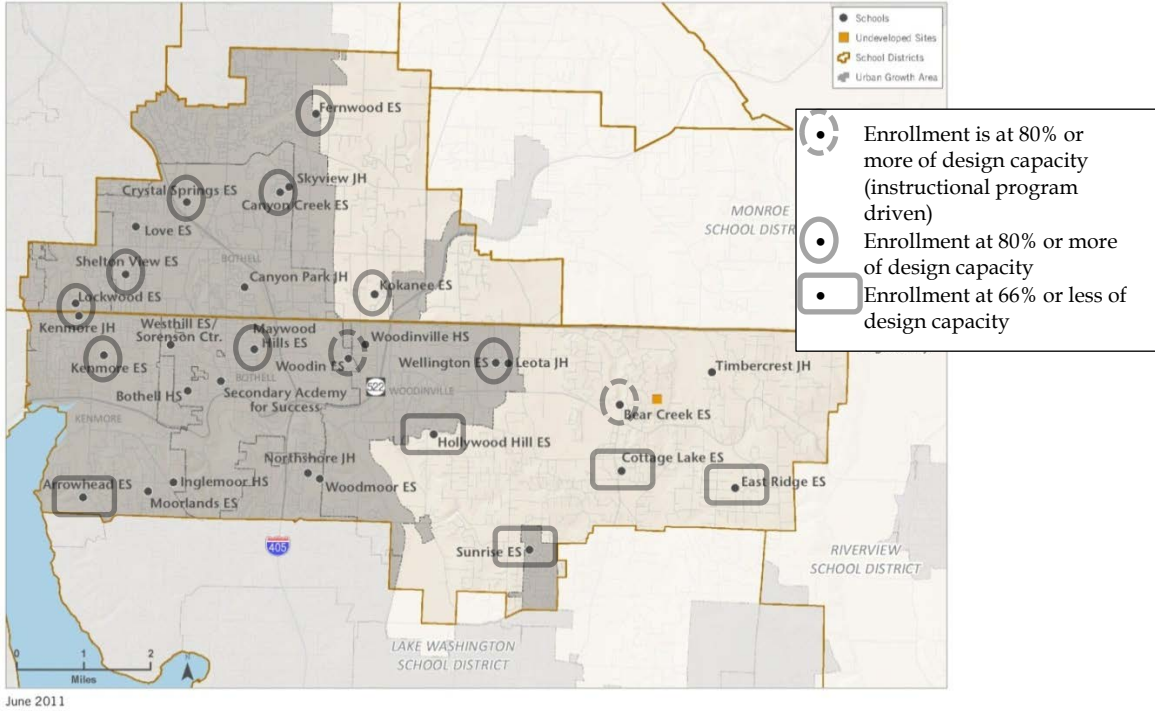
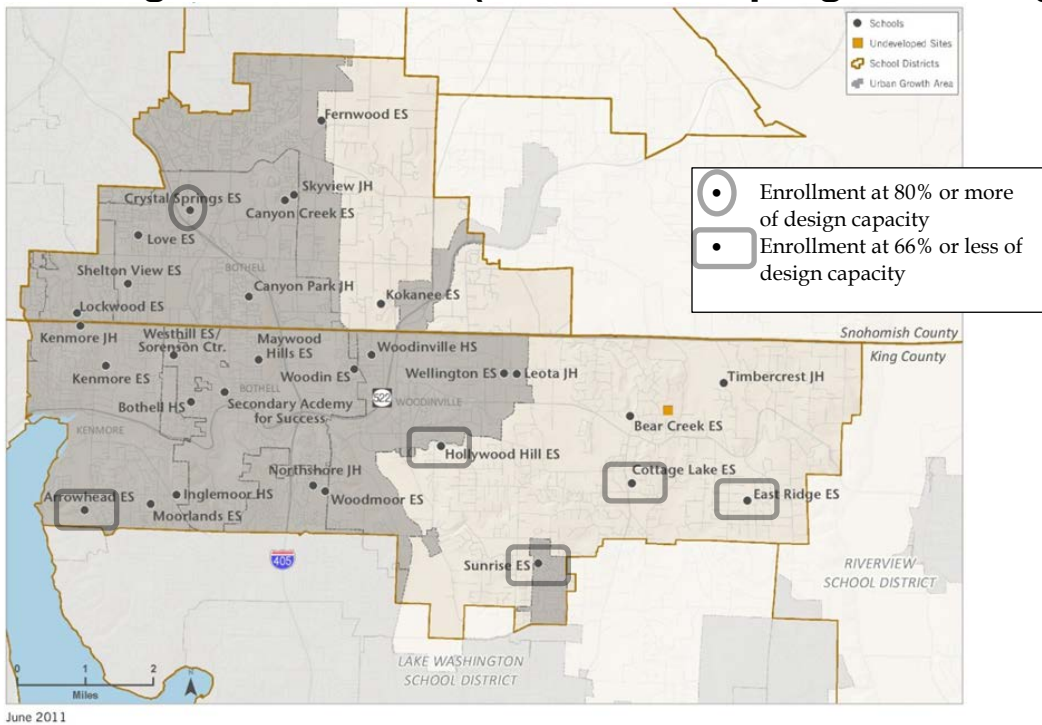


Table 5-3 Projected Elementary Capacities with Grade Reconfiguration in 2017 (Assumes no program changes)



Long-term Facility Needs (Year 2025)

A long-term projection of unhoused students and facilities needs is shown in Table 5-4 below. The capacity shown assumes the construction of a new high school, but that is dependent upon a successful February 2014 bond measure. 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 below does not reflect the challenges noted earlier in high growth areas where projected growth continues to challenge existing capacity.

**TABLE 5-4
Year 2025 - Long-term Projection of Enrollment and Capacity**

Grade Level	2025 Design Capacity (FTE)	2025 Enrollment (FTE)
Elementary (K-5)	13,822	9,359
Jr. High/Middle Schl (6-8)	6,786	5,206
High School (9-12)	8,053	6,954
Total	28,661	21,519 FTE

SECTION 6 -- GROWTH RELATED PROJECTS

Planned Improvements - Construction to Accommodate New Growth

If, as projected, elementary enrollment continues to increase, recent capacity increases from building programs, portable additions and boundary changes will be fully utilized within several years. This CFP assumes that grade reconfiguration will occur in the Fall of 2017, which will free up elementary capacity as 6th graders move into the middle school program, but require additional high school capacity for 9th graders moving into the four year high school model. The CFP assumes the construction of a new high school, as shown in Table 6-1.

Long term projections indicate growth of possibly 2,400 new students in the next thirteen years. The District will continue to monitor the multitude of factors that shape our capacity needs, e.g. instructional delivery, the economy, changes in planned land use, permit activity, and birth rates, in order to help ensure needed instructional space is available when and where needed.

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 relatively good, individual buildings systems are targeted for replacement or modernization to extend the life of the overall site. Almost 37 building systems at 21 schools have been replaced with this program, extending the useful life of the overall site. Other planned projects include renovating play fields and athletic fields, providing and upgrading technology and replacing/upgrading building systems. See Section 7 for a list of projects.

Modernizations

Capacity additions at Canyon Creek Elementary and Fernwood Elementary were completed in the Fall of 2009 and Fall of 2010 respectively. 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).

New Facilities and Additions

Funding is planned to be included in the 2014 bond.

**TABLE 6-1
Planned Construction Projects – Growth Related**

Project	Estimated Completion Date	Projected Student Capacity Added
New High School – Grade Reconfiguration	2016/2017	1600 High School

SECTION 7 – CAPITAL INSTRUCTIONAL FACILITIES PLAN

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

Year of Construction *	Projects
2013/2014	New High School - Planning BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Portable Moves
2014/2015	New High School – Growth Corridor/Grade Reconfiguration WHS Phase IIIa BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects
2015/2016	New High School – Growth Corridor/Grade Reconfiguration WHS Phase IIIa BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects
2016/2017	New High School – Growth Corridor/Grade Reconfiguration BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects
2017/2018	Existing Elementary Modernization WHS Phase IIIb BIP – Building Improvement Projects Field Improvements Technology Improvements Special Projects Junior High Modernization/Capacity Addition

*Projects in 2014 thru 2018 are subject to passage of the corresponding bond by voters and approval of the Board with the submission of the 2014 bond/levy recommendations.

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 approved a bond of 149.2 million in February 2010. Revenues from these bonds will be used to implement the Capital Facilities Plan set forth herein. Final planning for the 2014 bond is in progress, but it is anticipated that it will include funding for a new high school.

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 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 forces 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. 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.

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 four cities in the District, the Capital Projects Office collects fees prior to recording of plats, or issuance of permits. The District will not request the collection of impact fees in 2013/2014. See the discussion regarding the impacts of growth in Section 6. The District may request impact fees in future CFP 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.

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 assistance¹. 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**

2013 CAPITAL FACILITIES PLAN BUDGET * \$\$ IN 000S	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19
MODERNIZATIONS/BUILDING SYSTEMS REPLACEMENT							
Building Improvement Program	4,029	4,100	3,300				-
Woodinville High School Modernization Phase IIIa					1,000	5,400	
Woodinville High School Modernization Phase IIIb						1,000	9,600
Existing Elementry Modernization						1,000	10,000
SJH Modernization/Capacity						1,000	12,000
NEW CONSTRUCTION							
New High School	1,000	13,500	72,300	43,200			
New Junior High Capacity (See Above)							
Technology	-	-	2,500	3,500	-	2,000	2,100
Fields	500	800	500	300	-	500	525
Code Compliance/Small Works	1,661	1,000	1,500	2,500	1,000	2,000	2,000
Site Purchase	513						-
Overhead	1,125	1,100	1,100	1,100	1,100	1,155	1,213
Bond Expenses		175	700				
TOTAL:	8,828	20,675	81,900	50,600	3,100	14,055	37,438
Bond Expenditures	8,828	20,675	81,900	50,600	3,100	14,055	37,438

* Note projects are dependent upon Board approval and passage of related bond measures by voters/New Junior High Capacity assumes an addition to an existing site

¹State 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 28, 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.

The financing plan in Table 8-2 addresses only the growth-related projects from Section 7.

TABLE 8-2
Financing Plan – Growth Projects

\$s in 000s	13/14*	14/15	15/16	16/17	17/18	Local Funds	State Financial Assistance	Impact Fees/Mit Payments
New High School Capacity – Growth Corridor/Grade Reconfiguration	14,500	72,300	28,200	5,000		130,000		
*Includes 1 million of spending from fiscal year 2012/2013								

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 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.¹

Methodology and Variables Used to Calculate School Impact Fees

Impact fees have been calculated based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase/install temporary facilities (portables). As required under GMA, credits have also been applied for State Match Funds to be reimbursed to the District, property taxes and capital project funds to be proposed for future bond measures. Credit may also be given for construction projects that will be built to accommodate current unhoused students.

The District has recently made several boundary adjustments to increase District wide facility utilization and accommodate planned growth. The District is evaluating the impact of these changes, and may at a later point in the next six years seek the collection of impact fees for growth related projects. The District will upgrade this CFP to reflect the new information.

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	\$0
Multi-family	\$0
Multi-family (2+ Bedroom)	\$0

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

DEFINITIONS

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

Boeckh Index. WAC 392-343-060 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 attending half-day programs 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.

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)

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

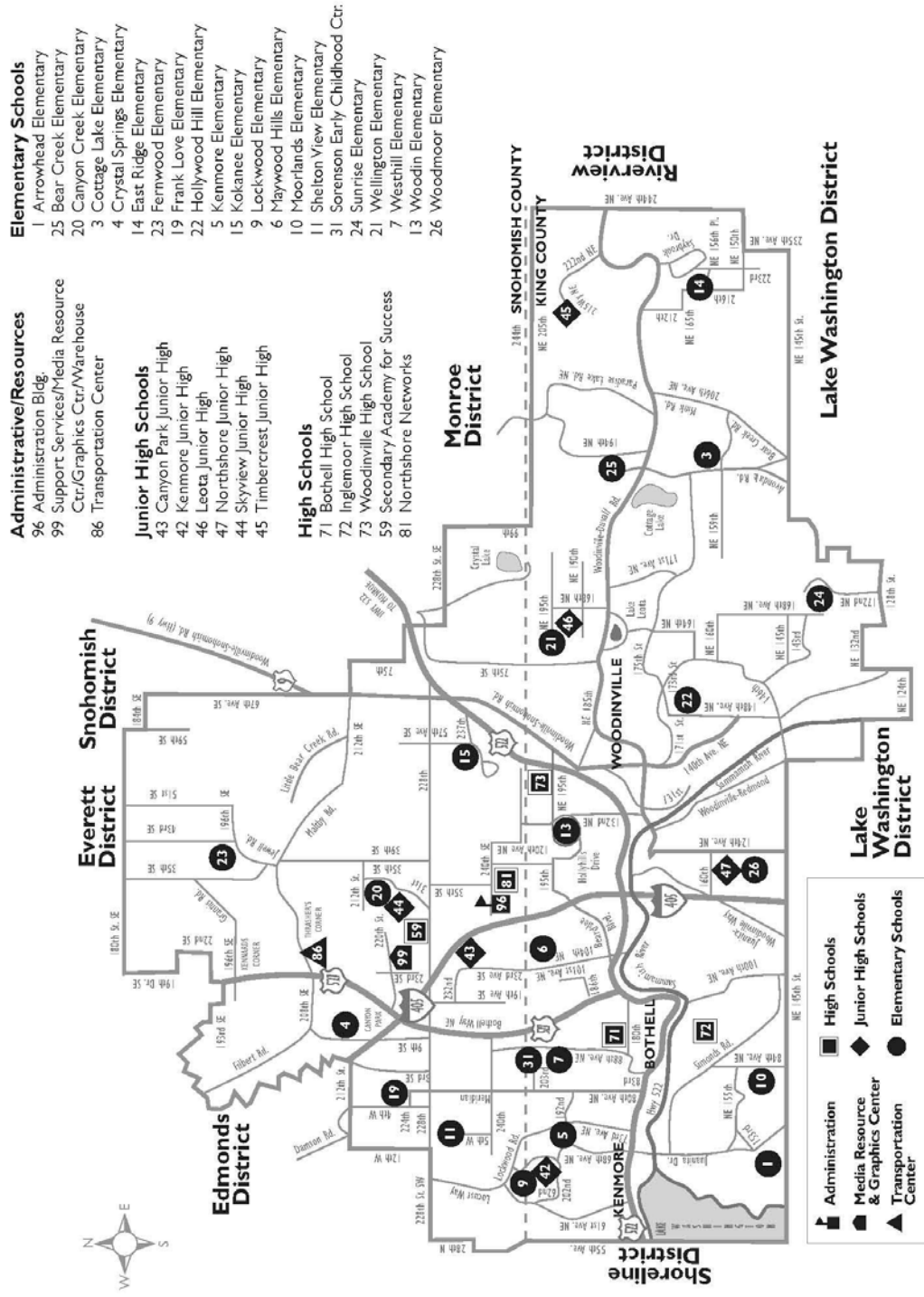
typically generated by each housing type. Student Factors are calculated based on a survey of all new residential units permitted by jurisdictions within the District during the most recent five-year period.

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, 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



SUMMARY OF CHANGES IN THIS YEAR'S CAPITAL FACILITIES PLAN

This year's Capital Facilities Plan is an updated document, based on the 2012 CFP. The significant changes reflected in the current Plan are identified below.

Section 2 - Student Enrollment Trends and Projections

Enrollment projections were updated to reflect recent enrollment trends for the years 2013 through 2019 and new long range projections for the year 2025.

Section 3 – District Standard of Service

Tables 3-2 & 3-3 were updated.

Section 4 - Capital Facilities Inventory

Tables 4-1, 4-2 and 4-3 were revised to reflect reallocation of classroom utilization, movement of relocatable classrooms and design/schedule capacity and land acquisitions for possible additional capacity.

Section 5 - Projected Facility Needs

Table 5-1 was changed to reflect new enrollment forecasts noted in Section 2, schedule/design capacity, grade reconfiguration, pullout utilization and changes to capacity noted in Sections 4 & 6. Tables 5-2 & Table 5-3 were added to graphically show current capacity utilization and potential utilization if a grade reconfiguration occurred. Table 5-4 was updated to the year 2025.

Section 6 - Growth Related Projects

Table 6-1 updated for the construction of a new high school.

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

Student Factors section removed.