

# D-R-A-F-T CAPITAL FACILITIES PLAN 2016

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

**"STRENGTHENING OUR COMMUNITY THROUGH EXCELLENCE IN EDUCATION"**

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## Executive Summary

### SECTION 1 -- INTRODUCTION

#### **Purpose of the Capital Facilities Plan**

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

#### **Summary**

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

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

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

## **Overview of the Northshore School District**

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

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

## **SECTION 2 -- STUDENT ENROLLMENT TRENDS AND PROJECTIONS**

### **Introduction**

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

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

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

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

## **Methodology**

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

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

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

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

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

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

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

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

**TABLE 2-1  
FTE Forecast  
October Medium Case**

**October FTE**

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

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

**Long Range Projections**

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

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

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

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

**TABLE 2-2  
Projected FTE Enrollment**

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

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

**SNOHOMISH COUNTY/OFM PROJECTIONS**

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



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

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

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

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

## **SECTION 3 -- DISTRICT STANDARD OF SERVICE**

### **Primary Objective**

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

### **Grade Reconfiguration and Instructional Program Changes**

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

### **Existing Programs and Standards of Service**

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

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

**TABLE 3-1  
Programs and Teaching Stations**

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

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

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

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

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

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

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

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

## SECTION 4 -- CAPITAL FACILITIES INVENTORY

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

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

### **Schools**

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

**TABLE 4-1  
2015-16 School Capacity Inventory**

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

## **Relocatable Classroom Facilities (Portables)**

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

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

**Table 4-2: 2015-16 Portable Classroom Summary**

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

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



## Other Facilities

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

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

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


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

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

## SECTION 5 – GROWTH & PROJECTED FACILITY NEEDS

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

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

 <b>Capacity Mitigation Tools</b>			
<b>Shorter lead time</b>	Utilize existing spaces	✓	
	Adjust waiver policies	✓	
	Adjust program placements	✓	
	Cap Full-day Kindergarten	✓	
	Move existing portables	✓	
	Install new portables	✓	
	Lease space	✓	
<b>Longer lead time</b>	Adjust service areas	✓	2017
	Adjust feeder patterns	✓	2017
	New construction (North Creek High School)	✓	2017
	Acquire new property?		
	New construction (Maltby site)		2020

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

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

- Revised the district's waiver process to help address enrollment growth issues by closing 19 elementary and 3 junior high schools to in- and out-of-district waivers, and moving three-year waivers to one-year-only waivers.
- Restricted the number of full-day kindergarten classes at several schools (until grade-reconfiguration in 2017)
- Moved kindergarten classes to other elementary schools with space to help manage growth (since 2013-2014 school year)
  
- **46 portable classrooms** have been placed at elementary schools to accommodate growth in the north/north-central region of the district, the majority of which were placed since 2013 as follows:
  - 2006-2012: 11 portables placed at 5 elementary schools and 1 Jr. High
  - 2013: 10 portables placed at 3 elementary schools
  - 2014: 10 portables placed at 4 elementary schools
  - 2015: 7 portables placed at 4 elementary schools
  - 2016: 8 portables will be placed at 5 elementary schools
  
- **2007 adjusted school service area boundaries** for 10 elementary schools
- **2008-2012 modernization projects** completed at 4 secondary schools (*Canyon Park Jr High, Kenmore Jr High, Bothell HS, Woodinville HS*)
- **2009-2011 permanent capacity additions** to 3 elementary schools (*Canyon Creek, Fernwood, and Lockwood*)
  
- **2010 property purchase** of 33 acres on Maltby Rd (*future school construction site*)
- **2012 property purchase** of 61 acres (*now the North Creek High School site*)
  
- **2016 planned implementations include:**
  - Opening of Northshore Primary Center (*leased space for Kindergarten*)
- **2017 planned implementations include:**
  - Opening of North Creek High School
  - District-wide grade reconfiguration (K-5; 6-8; 9-12)
  - District-wide school service area boundary changes
  - District-wide adjustments to feeder patterns
  - District-wide full day Kindergarten implementation

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

**TABLE 5-1  
School FTE Enrollment & Classroom Capacity\***

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

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

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

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

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

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

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

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

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

## **SECTION 6 -- GROWTH RELATED PROJECTS**

### **Planned Improvements - Construction to Accommodate New Growth**

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

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

## **Planned Improvements – Existing Facilities (Building Improvement Program)**

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

### **Modernizations**

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

### **New Facilities and Additions**

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

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

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

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

## SECTION 7 – CAPITAL INSTRUCTIONAL FACILITIES PLAN

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

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



## **SECTION 8 -- CAPITAL FACILITIES FINANCING PLAN**

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

### **General Obligation Bonds**

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

### **State School Construction Assistance**

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

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

### **Impact Fees**

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

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

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

## Budget and Financing Plan

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

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

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

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

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

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

## **SECTION 9 -- IMPACT FEES**

### **School Impact Fees under the Washington State Growth Management Act**

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

### **Methodology and Variables Used to Calculate School Impact Fees**

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

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

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

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

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

### **Impact Fee Schedules**

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

**TABLE 9-1**  
**Impact Fee Schedule – All Jurisdictions**

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

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

**Table 10-1: Impact Fee Variables**

<b>Student Generation Factors – Single Family</b>	
Elementary	.333
Middle	.109
Senior	.094
<b>Total</b>	<b>.536</b>

<b>Student Generation Factors – Multi Family (1 Bdrm)</b>	
Elementary	.000
Middle	.000
Senior	.000
<b>Total</b>	<b>.000</b>

<b>Student Generation Factors – Multi Family</b>	
Elementary	.026
Middle	.006
Senior	.010
<b>Total</b>	<b>.042</b>

**Projected Student Capacity per Facility**  
New Elementary (new construction) - 500

<b>Facility Construction Cost</b>	
New Elementary School	\$51,042,026

<b>Permanent Facility Square Footage</b>	
Elementary	1,007,050
Middle	642,077
High	666,825
<b>Total 94.37%</b>	<b>2,315,952</b>

<b>Temporary Facility Square Footage</b>	
Elementary	106,446
Middle	20,860
High	10,916
<b>Total 5.63%</b>	<b>138,222</b>

<b>Total Facility Square Footage</b>	
Elementary	1,113,496
Middle	662,937
High	677,741
<b>Total 100.00%</b>	<b>2,454,174</b>

**Average Site Cost/Acre**

**Temporary Facility Capacity**  
Capacity  
Cost

**State Match Credit**  
Current State Match Percentage 41.64%

**Construction Cost Allocation**  
Current CCA 213.23

**District Average Assessed Value**  
Single Family Residence \$527,141

**District Average Assessed Value**  
Multi Family (1 Bedroom) \$96,305  
Multi Family (2+ Bedroom) \$184,895

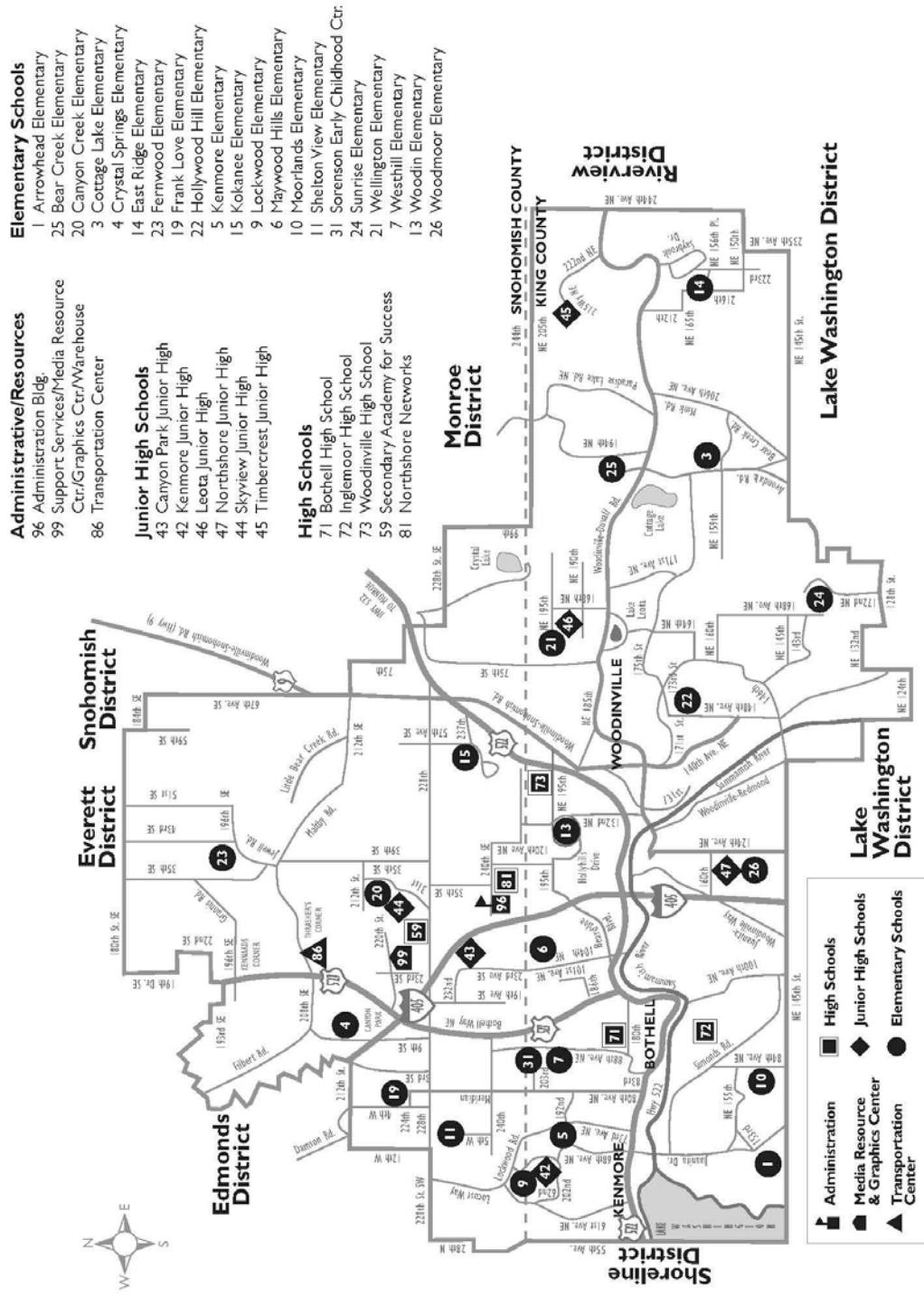
**SPI Square Footage per Student**  
Elementary 90  
Middle 108  
High 130

**District Debt Service Tax Rate for Bonds**  
Current/\$1,000 \$1.87

**General Obligation Bond Interest Rate**  
Current Bond Buyer Index 3.27%

**Developer Provided Sites/Facilities**  
Value 0  
Dwelling Units 0

# Northshore School District



APPENDIX B  
STUDENT GENERATION RATE ANALYSIS

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

10-Dec-15

Permit Years: 2010-2015

**Permitted Units Districtwide**

	Total Units	Students Generated	Generation Rate
SF Units	2933	1571	0.536
MF Units	1474	62	0.042
<i>Totals</i>	<i>4407</i>	<i>1633</i>	<i>0.371</i>

**Student Generation Rates by Grade**

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

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

APPENDIX C  
SCHOOL IMPACT FEE CALCULATION

School Impact Fee Calculation - Single Family Dwelling Unit  
Northshore School District 2016 CFP

School Site Acquisition Cost:

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

School Construction Cost:

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

Temporary Facility Cost:

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

State School Construction Funding Assistance Credit:

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



**School Impact Fee Calculation - Single Family Dwelling Unit**  
**Northshore School District 2016 CFP**

Tax Payment Credit Calculation:

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

Impact Fee Summary - Single Family Dwelling Unit:

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

Single Family Impact Fee	\$10,563
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School Impact Fee Calculation - Multi-Family Dwelling Unit  
Northshore School District 2016 CFP

School Site Acquisition Cost:

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

School Construction Cost:

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

Temporary Facility Cost:

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

State School Construction Funding Assistance Credit:

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

School Impact Fee Calculation - Multi-Family Dwelling Unit  
Northshore School District 2016 CFP

Tax Payment Credit Calculation:

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

Impact Fee Summary - Multi-Family Dwelling Unit:

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